

5th edition

# Headway

**Beginner** Teacher's Guide

Liz & John Soars • Sue Merifield

with photocopiable activities by **Gabrielle Lambrick**

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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 grammatical syllabus with controlled practice, systematic vocabulary work, and reading and writing activities
- a more 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 course books.

## Key features of the Beginner Student's Book

### Unit Opener and Starter

Each unit begins with an opening page which presents the theme of the unit through an inspiring image and questions which review the language from previous units and allow students to use it in a new context. They can also watch the video introduction to the unit by going to [headwayonline.com](http://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 Beginner level, we introduce new language gradually and methodically, in measured amounts, and in a logical order. New language items are presented through texts, often dialogues, which students can read and listen to at the same time. This enables students to relate the spelling to the sounds of English, and helps with pronunciation, as well as form and use. Sometimes there are two presentation sections. This is to break up what would otherwise be too large a 'chunk' of new language.

The main verb forms taught are:

- *to be*
- Present Simple
- *there is/are*
- Past Simple
- *can/can't*
- *I'd like*
- Present Continuous for now and future, *going to*

### Grammar Spots

There are *Grammar Spots* in the presentation sections. These aim to focus students' attention on the language of the unit. There are questions to answer, charts to complete, and short

exercises. The *Grammar Spot* ends by cueing a section of the Grammar Reference at the end of each unit.

Students are encouraged to go to [headwayonline.com](http://headwayonline.com) for further grammar practice.

### Vocabulary

There is a strong lexical syllabus in *Headway Beginner*. The vocabulary is carefully graded and recycled throughout, so that students don't suffer from overloading. Lexical sets are selected according to two criteria. They complement the grammatical input, for example, daily activities with the Present Simple; or members of the family with possessive 's. However, they are mainly chosen for their usefulness. Low-level students need to know the words of everyday life – food, sports, numbers, dates, travel, time, jobs, describing people and places, shopping, sightseeing, saying how you feel. Students are also exposed to a key feature of vocabulary in English – collocation. Students work on a range of patterns including adjective + noun, and words that go together to form high-frequency verbs, e.g. *have lunch, go shopping*, etc. This way of forming verbs is practised across the course, and students also focus on other patterns such as adjectives and their opposites, and verbs and their opposites. There is a useful wordlist at the end of each unit.

Students are encouraged to go to [headwayonline.com](http://headwayonline.com) for further vocabulary practice.

### Practice

Each unit has a wide variety of practice activities, both controlled and free. Students are encouraged to analyse the target language and use it communicatively. The primary skills used are speaking and listening, but there is also some reading and writing. There are information gap exercises, mingle activities, information transfer listening exercises, questionnaires, and a lot of personalized activities.

### Skills development

We also try 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.

### Listening

Regular unseen listening sections, in dialogue or monologue form, provide further practice of the language of the unit and, later in the course, help to develop students' ability to understand the main message of a text.

### Speaking

In the presentation sections, students can practise the pronunciation and intonation of new language. In the Practice sections, less controlled exercises lead to freer speaking practice. There are many speaking exercises based around the listening and reading activities, including regular roleplays. There are speaking opportunities before a text to create interest, and there are speaking activities after a text, often in the form of discussion.

## Reading

At the beginning of the course, the language in the texts is tightly controlled and graded, and only one or two words will be unknown to the students. As the course progresses, the texts become longer, with slightly more unfamiliar vocabulary. This gives students practice in dealing with new words, and prepares them for the longer texts at Elementary level.

## Writing

Writing exercises are usually, but not always, small in scope. Students are invited to write about their best friend, a postcard, and short descriptions of a town they know and a holiday.

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

## 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.

## Everyday English

This is a very important part of the syllabus of *Headway Beginner*. There is language input and practice of several kinds:

- survival skills, such as numbers, saying dates, the alphabet, saying prices, recognizing signs, and asking for directions
- social skills, such as social expressions and greetings
- functional areas, such as making requests, going shopping, and saying how you feel.

## Workbook

The Workbook is an important component as it practises, revises, and reinforces the language presented in the Student's Book. There is a strong element of progressing from exercises that practise recognition to those that encourage production of the target items. There are reading texts and vocabulary exercises as well as pronunciation work.

The audio files for the workbook exercises are found at **headwayonline.com**. Students are also encouraged to go online for further practice and to check their progress.

## 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 materials with answers

## 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.

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 are also able to access a range of resources to support their lessons in the Teacher's Resource Centre in *Online Practice*. In addition to all the students' resources, teachers can also access students' work, track their progress and scores in exercises and tests, show and 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' resources and materials in the Teacher's Resource Centre include:

- Audio files for the Student's Book and Workbook
- Video files
- Full Teacher's Notes and Answer keys
- Editable audioscripts from the Student's Book and Workbook with ideas on how to use for further practice
- Editable wordlists with write-in lines for translations
- CEFR guide for teachers
- Photocopiable activities
- Collated answer key

Complete tests, with answers and audio:

- Entry test for the whole course
- Unit tests 1–14
- Stop and check tests, revising Units 1–5, 6–10, and 11–14.
- Progress tests for mid-year and end-of-year assessment
- Skills tests covering reading, listening, writing and speaking
- Optional listening tests 1–14.

### 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.

# 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.



AUDIO ACTIVITIES VIDEO WORDLISTS



### 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.

### 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](http://headwayonline.com)

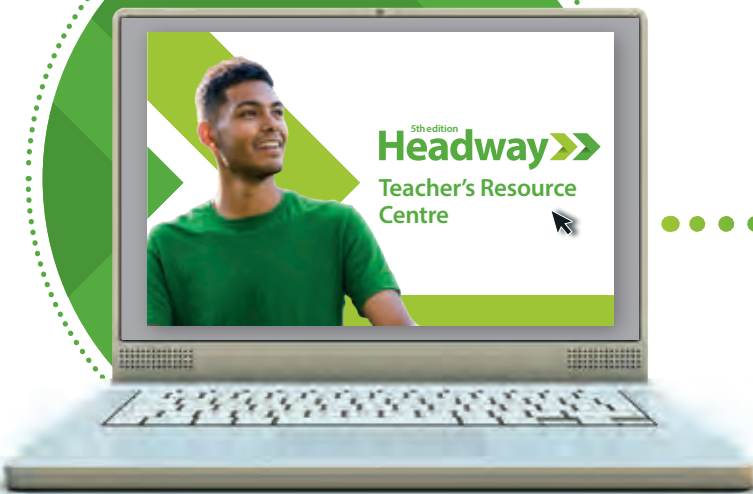
# For teachers

## 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 Beginner 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.



**What's happening now? 13**

- Grammar Present Continuous; Present Simple and Present Continuous
- Vocabulary Colours and clothes; Opposite verbs
- Everyday English What's the matter?
- Reading Today's different

Look at the photo. Answer the questions.

- 1 What can you see?
- 2 How many colours can you name?

Watch the video introduction online

Use your Workbook for self study

Go online for more practice and to Check your Progress

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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](http://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**



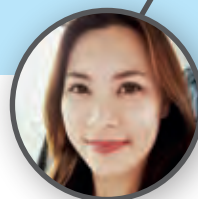
“*Headway* has helped me to overcome the challenge of implementing technology in the classroom. It has so many digital components that it can really engage your students in different ways.”  
**Julieta Ayub, Argentina**



“*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, Viet Nam**



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](http://oup.com/elt/headwayscholarship).

# Student's Book contents: Units 1–7

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Unit	Grammar	Vocabulary
<b>8 Home sweet home</b> ➔ p71 	<ul style="list-style-type: none"> <li>• <i>There is/There are</i> p72</li> <li>• <i>There isn't/There aren't</i> p73</li> <li>• Prepositions of place p74</li> </ul> <p>Grammar reference p80</p>	<ul style="list-style-type: none"> <li>• Rooms and furniture p72</li> <li>• Places in a town p79</li> </ul> <p>Wordlist p80</p>
<b>9 Past times</b> ➔ p81 	<ul style="list-style-type: none"> <li>• <i>was/were born</i> p82</li> <li>• Past Simple – irregular verbs p86</li> </ul> <p>Grammar reference p90</p>	<ul style="list-style-type: none"> <li>• Saying years p82</li> <li>• <i>have, do, go</i> p88</li> </ul> <p>Wordlist p90</p>
<b>10 We had a good time!</b> ➔ p91 	<ul style="list-style-type: none"> <li>• Past Simple – regular and irregular verbs p92</li> <li>• Questions and negatives p93</li> <li>• Time expressions p94</li> <li>• <i>ago</i> p98</li> </ul> <p>Grammar reference p100</p>	<ul style="list-style-type: none"> <li>• Weekend activities p94</li> <li>• Sport and leisure p96</li> </ul> <p>Wordlist p100</p>
<b>11 We can do it!</b> ➔ p101 	<ul style="list-style-type: none"> <li>• <i>can/can't</i> p102</li> <li>• Adverbs p104</li> <li>• Requests and offers p105</li> </ul> <p>Grammar reference p110</p>	<ul style="list-style-type: none"> <li>• Verb + noun p106</li> <li>• Adjective + noun (2) p108</li> <li>• Opposite adjectives p108</li> </ul> <p>Wordlist p110</p>
<b>12 Thank you very much!</b> ➔ p111 	<ul style="list-style-type: none"> <li>• <i>would like</i> p112</li> <li>• <i>some</i> and <i>any</i> p112</li> <li>• <i>like</i> and <i>would like</i> p115</li> </ul> <p>Grammar reference p120</p>	<ul style="list-style-type: none"> <li>• Places in town p112</li> <li>• In a café p118</li> </ul> <p>Wordlist p120</p>
<b>13 What's happening now?</b> ➔ p121 	<ul style="list-style-type: none"> <li>• Present Continuous p123</li> <li>• Present Simple and Present Continuous p124</li> </ul> <p>Grammar reference p130</p>	<ul style="list-style-type: none"> <li>• Colours p122</li> <li>• Clothes p122</li> <li>• Opposite verbs p128</li> </ul> <p>Wordlist p130</p>
<b>14 Let's go!</b> ➔ p131 	<ul style="list-style-type: none"> <li>• Future plans – <i>going to</i>, Present Continuous p132</li> <li>• Grammar revision p138</li> </ul> <p>Grammar reference p140</p>	<ul style="list-style-type: none"> <li>• Forms of transport p132</li> <li>• Vocabulary revision p135</li> </ul> <p>Wordlist p140</p>

Pair work ➔ p141

Audioscript ➔ p142

Reading	Listening	Speaking/Writing	Everyday English
<b>Cape Town – BEST place in the world! p76</b> <ul style="list-style-type: none"> <li>• What to do and where to go</li> </ul>	<b>A phone call with Jack's mum p75</b> <b>My home town p78</b> <ul style="list-style-type: none"> <li>• Ben talks about living in Cape Town</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your living room p73</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• A description of a town p78</li> </ul>	<ul style="list-style-type: none"> <li>• Ask about and give directions p79</li> </ul>
<b>Oh no! What bad luck! p86</b> <ul style="list-style-type: none"> <li>• A woman plays the lottery and puts the ticket in the pocket of her jeans – big mistake!</li> </ul>	<b>Rolf Ackmann p83</b> <ul style="list-style-type: none"> <li>• Rolf talks about his family</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about your family p83</li> <li>• Tell a story using pictures p87</li> <li>• Talk about what you did yesterday p88</li> </ul>	<ul style="list-style-type: none"> <li>• Months p89</li> <li>• Ordinal numbers p89</li> <li>• Saying dates p89</li> </ul>
	<b>Gary and Cathy's holidays p97</b> <ul style="list-style-type: none"> <li>• A couple talk about their holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Weekend questionnaire p94</li> <li>• Making conversation p95</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Write about your last holiday p98</li> </ul>	<ul style="list-style-type: none"> <li>• Going sightseeing p99</li> </ul>
<b>The smartphone p106</b> <ul style="list-style-type: none"> <li>• What can you do on your smartphone?</li> </ul>	<b>What do you do on your smartphone? p107</b> <ul style="list-style-type: none"> <li>• Five people talk about what they do on their smartphone</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what you do on your smartphone p107</li> </ul>	<ul style="list-style-type: none"> <li>• Everyday problems p109</li> </ul>
<b>Meal times around the world p116</b> <ul style="list-style-type: none"> <li>• People from different parts of the world describe what they eat</li> </ul>	<b>Birthday wishes p114</b> <ul style="list-style-type: none"> <li>• Three people talk about what they would like for their birthday</li> </ul>	<ul style="list-style-type: none"> <li>• Offer food and drink p113</li> <li>• Talk about birthday wishes p114</li> <li>• Roleplay – ordering a meal p118</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Write a conversation p119</li> </ul>	
<b>Today's different! p126</b> <ul style="list-style-type: none"> <li>• Four people describe what they usually do on different occasions and what they are doing differently this time</li> </ul>	<b>Opposite verbs p128</b> <ul style="list-style-type: none"> <li>• Everyday conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what people are wearing p123</li> <li>• Talk about your photo p126</li> </ul>	<ul style="list-style-type: none"> <li>• What's the matter? p129</li> </ul>
<b>Life's big events p136</b> <ul style="list-style-type: none"> <li>• Three people talk about their past, present and future</li> </ul>	<b>Ready, steady, go p133</b> <ul style="list-style-type: none"> <li>• Conversations between Stewart and Geoff, who are travelling round Europe and North America</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about your future plans p134</li> <li>• Talk about your past, present and future p137</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Write sentences about your life p137</li> </ul>	<ul style="list-style-type: none"> <li>• Social expressions (2) p139</li> </ul>

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

# Teaching Beginners – tips and techniques

## A step-by-step approach

Beginner students require a very careful, staged approach with plenty of repetition, practice, and revision to help them internalize new language and to give them confidence.

Suggested stages are as follows:

### Unit Opener and Starter

These short activities to start the lesson must not be allowed to go on too long. Generally speaking, five minutes is the maximum.

### Presentation of language point

You can vary the presentations if you like. Sometimes it is useful to play a recording first while the students look at the picture with the text covered. Then, after that, they can read and listen. This method may be helpful for students who are not very familiar with Roman script.

### Listening and repeating (drilling)

When introducing a new item of language, stop and practise pronunciation when students have grasped the meaning. You can use the recording as a model, or provide the model yourself. You may need to stop the audio track to give students time to repeat at an appropriate pace. Allow students to listen to the word, phrase, or sentence two or three times before you ask them to repeat it. For example, to drill the sentence *How are you?* play the recording and/or model the sentence yourself two or three times using the same pronunciation and intonation, then ask the students as a class to repeat the phrase, i.e. choral drilling. Don't say it with them, but instead listen to what they are saying. Say *Again* for them to repeat a second time. If it sounds as if they have got it right, ask one or two students individually to say it again for you to check, i.e. individual drilling. If the choral repetition doesn't sound right, remodel the phrase for students to listen to again, then ask them to repeat chorally again, before moving on to individual drilling.

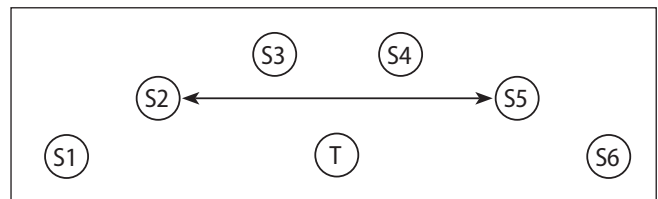
### Practice

Move carefully from controlled to freer practice. Beginners require plenty of practice in order both to get their mouths round new language and vocabulary, and also to internalize and remember it. Don't limit the time spent on practice or revision, but equally do not spend too long on any one thing, or the students may get bored and switch off. You can always come back later and do more work on it. The following techniques ensure enough practice as well as variety.

## Pairwork

A lot of work can be done in pairs. Open and closed pairwork are often referred to in the teaching notes.

### Open pairwork



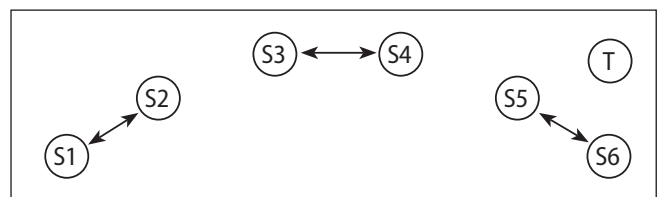
As a stage after drilling and before closed pairwork, you can call on two students at a time to practise the lines of a dialogue, ask and answer a question, etc. across the room, with the rest of the class listening.

Do open pairwork:

- to set up and demonstrate a closed pairwork activity
- to check understanding of a task
- to check students' grammar, pronunciation, and intonation before they go on to closed pairwork
- after a closed pairwork activity or a written exercise to check performance of the task.

Don't call on the whole class to perform open pairwork. Two or three pairs of students, each performing one or two exchanges, should be sufficient to check language. More than this may make the activity drag and become boring.

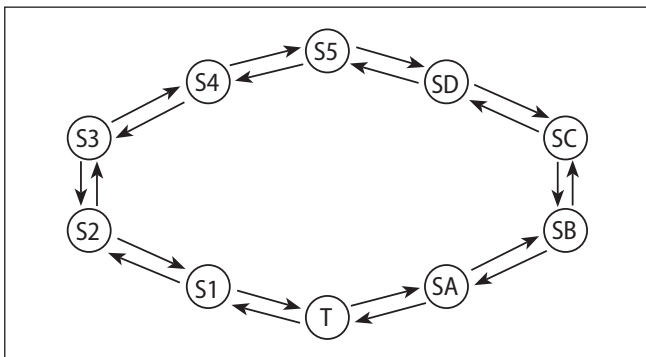
### Closed pairwork



With closed pairwork, students talk and listen only to each other. This gives them more speaking time and a chance to practise with a peer without having to 'perform' in front of you and the class. It is important, though, for you to monitor students' performances unobtrusively. This will help you to identify persistent errors and misunderstandings. Do not interrupt and correct students while you monitor unless absolutely necessary, as this inhibits fluency. Instead, make a note of persistent errors and put some of them on the board for students to correct afterwards. (It is probably not necessary to identify the culprits!)

## Chain practice

This is a good way of using picture/cue cards in a practice speaking activity. It offers variety, a change of pace, and a lot of speaking practice of the language point without becoming boring. The following example describes a way of using picture cards of famous people.



- 1 Stand in a circle with the students, with the cards in your hand.
- 2 Turn to S1 on your left, show the first card, and ask a question, e.g. *What's his/her name?* S1 answers, and receives the card from you.
- 3 S1 then turns to S2 and asks the same question. S2 answers, and receives the card.
- 4 While S1 is asking S2, turn to SA on your right, show the second card, and ask the question *What's his/her name?* SA answers, receives the card, and turns to ask SB.
- 5 While SA is asking SB, turn back to S1 with the third card, and ask the same question.
- 6 Continue the process until all the cards are in circulation and the students are asking and answering. There will be a bottleneck when the student opposite you starts getting questions from both sides at once, but it's part of the fun. Eventually the cards should all come back to you. This practice game can get faster and faster!

## Classroom practices

Whether you have a monolingual or a multilingual class, it will save a great deal of time and effort if, at the beginning, you set up clear classroom practices and establish familiar routines. This will quickly provide comfort and reassurance for beginners who can find it nerve-racking to deal with a new and alien language. Also, many complete beginners are adults who haven't been in the classroom for a long time, and whose previous experience of learning a language was probably very different.

## Classroom language

Numbers 1–30 and the alphabet will have been introduced by Unit 4 so that you can refer students to page and exercise numbers in English, and spell words for them. You could also spend a little time at the beginning pre-teaching some useful classroom language, e.g. *Sorry, I don't understand, Can you spell it, please?* and instructions, e.g. *Work with a partner, Read, Listen, Repeat, All together, Again, Homework, etc.* All of this will enable you to keep an 'English' atmosphere.

When having to give instructions for an activity, rehearse them beforehand so that they are simple, clear, and concise, and demonstrate rather than explain wherever possible. Avoid repeating yourself or over-explaining, as it tends only to create further confusion.

## Explaining new vocabulary

Explanation of new vocabulary to beginners can be problematic, particularly in multilingual classes, and/or where you have no knowledge of the students' mother tongue. Make sure that students have a simple bilingual dictionary. Use pictures and/or draw on the board whenever possible. Do not worry if you are not a brilliant artist – simple line drawings are very quick and effective. Start collecting picture cards, posters, photos, etc. to help you. Example sentences with the new word in context are often better than explanations. Giving a similar word or the opposite can also be useful, e.g. *finish* = stop, get up ≠ go to bed.

## Pronunciation of new vocabulary

When you introduce new vocabulary, make sure you drill the pronunciation of the words as well. This should be done after the meaning has been established so that students are not mouthing words that they do not understand. It is also a good idea to get yourself into the habit of highlighting and marking up on the board the main stress of new words, and asking students to copy this down, e.g. teacher or teacher.

## Use of mother tongue

There can be no doubt that it is useful to know the students' own language (L1), especially if you have a monolingual class. How much you use it is another matter. It is probably best to use it sparingly:

- Perhaps in the first lesson talk to students in L1 about the course, how they will work, etc. and explain that you will be using English with them
- Perhaps use L1 to check instructions for a new and unfamiliar activity, or to check understanding of a new language point, but only after using English
- You can use L1 for translation of new vocabulary (where there is a one-to-one direct translation) and to deal with students' queries, particularly when it would waste a lot of time trying to explain in English.

Otherwise, you may find that if beginners feel that it is acceptable to use their own language freely in the classroom, they are inhibited from taking the plunge and speaking English to you and to each other, and it becomes more difficult for them to make that important leap.

# Professional Development support

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

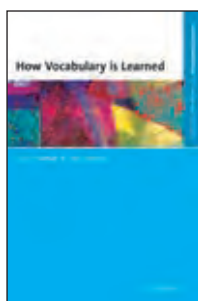
## Teaching at Beginner level

### How Vocabulary is Learned

Stuart Webb and Paul Nation

This guide to vocabulary acquisition is essential reading for teachers of Beginner 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?

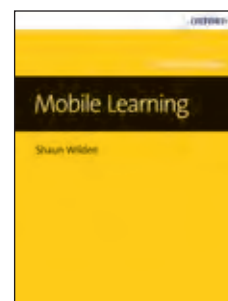


## Integrating technology

### 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.

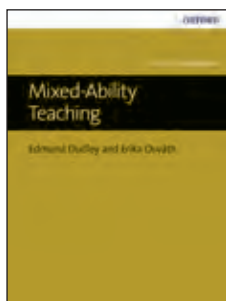


### Mixed-Ability Teaching

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.

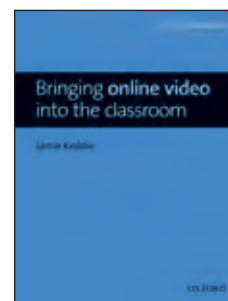
Learn how collaborative ways of working can promote a positive classroom atmosphere and offer support and challenge for every student.



### Bringing online video into the classroom

Jamie Keddie

How can you make the most of the videos in *Headway*, and other video materials your students use outside the classroom? This step-by-step guide takes you through all aspects of online video, equipping you to use video creatively in the classroom and enhance your students' language learning.



### Exploring Psychology in Language Learning and Teaching

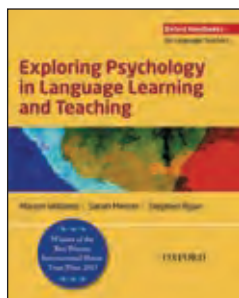
Marion Williams, Sarah Mercer and Stephen Ryan

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.

“A very worthwhile acquisition, accessible and thought-provoking ... [It] most certainly succeeds in its stated goal of enriching the teaching and learning experience of the reader.”

Perspectives, TESOL Arabia



### 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

To find out more about these titles, or additional Professional Development support, visit [oup.com/elt](http://oup.com/elt).



# 1

# Hello!

## Introduction to the unit

If you are about to start Unit 1 of *Headway* Beginner, 5th edition, you are probably beginning a new course with a new group of students. This is an exciting time for both teacher and students alike, with a very important initial stage of starting to work together as a group.

The title of Unit 1 is 'Hello!' with the aim of students getting to know each other and you, and for you to get to know them, of course! A range of settings allows students to practise greetings and introductions in different contexts and so shows them how they can communicate in English in a meaningful way with even basic language skills. Some essential building blocks of learning English are also introduced in manageable chunks and meaningful contexts. These include parts of *to be*, *my/your*, the introduction of some basic vocabulary (including some international words), numbers 1–10, and *-s/-es* plural endings.

## Language aims

### Grammar

#### *am/are/is*

The verb *to be* is introduced in the singular with the subjects *I, you, this, and it* (*he/she/they* are introduced in Unit 2). The focus is on the positive and on questions with the question words *what* and *how*. The students become familiar with these question words through the functions of meeting and greeting people: *What's your name? How are you?* and talking about objects: *What's this in English?* Other question words are presented and reviewed systematically throughout the course.

#### Possessive adjectives

*My* and *your* are introduced in this unit, with the other possessive adjectives being presented across the first four units of the course.

### Vocabulary and speaking

The focus is on a set of key everyday words. You could extend this basic set via the classroom context, e.g. include words for other useful objects which students can see/hold. Numbers 1–10 and *-s/-es* noun plurals are also presented and practised. Students are introduced to the pronunciation of the *-s/-es* plural endings:

/s/	/z/	/ɪz/
books	cars	houses

### Everyday English

This section focuses on greetings at different parts of the day (*Good morning, Goodnight*, etc.) and key situational language such as *Bye!* and *See you later!*

## Additional material

### Workbook

*To be* and *my/your* are consolidated through further practice on greetings and introductions; key vocabulary, numbers 1–10 and *-s/-es* plurals are also reviewed.

### Photocopiable activities

There are photocopiable activities to review grammar (*Dominoes*), vocabulary (*What's this in English?*), and communication (*Nice to meet you*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

### Possible problems

You may find that you have a mix of true beginners (students who know no English at all) and 'false' beginners (students who know a few words or may have studied at school but feel a need to start again at the beginning). It is best not to assume any knowledge and it will soon become clear which students are stronger and/or more confident. It is very important to encourage the quieter or less confident members of the class to speak. A sensible technique is not to ask these students first but include them when one or two other students have spoken. The course builds very gradually and aims to help all types of learner to flourish and to gain as much as possible from their English classroom experience.

## 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 and say the word several times *Hello*. Hold out your hand as if to shake hands and say *hello*. Get a student to shake hands with you and say *hello* too. Drill the word with the class to ensure correct pronunciation, and then get them to shake hands with each other and say it.

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English*. As this is the first unit, you will need to teach these words. You can translate them if appropriate. If not, mime the words for the four skills (reading, speaking, listening, writing), and you could teach grammar, vocabulary, and Everyday English by giving examples, e.g.

*Grammar: What's your name?*

*Vocabulary: a phone* (and show them your mobile)

*Everyday English: Hello.*

**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.

Highlight the option of practising online. It is a good idea for students to take responsibility for practising outside the classroom from early on in the course as it helps them to remember what they have learned.

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, the priority is to start the course in a positive way, so talk about the title and use *hello* to greet students with friendly body language and expression. If you have time to go through the vocabulary in the unit goals, this will help you in further lessons. Make sure the students do the activity.

## What's your name?

### STARTER SB p8

- 1 **1.1** Smile, greet the class, and say your own name – *Hello, I'm (Liz)*. Point to yourself to make the meaning clear. Repeat. Point to the speech bubbles and play the recording. Invite students to say their own name, including the greeting *Hello*. If you have a very large group, you could ask a few students to say their name and then get students to continue in pairs. Keep this stage brief, as students will have the opportunity to introduce themselves and each other in the next section.

## Grammar

### am/is, my/your

- 1 **1.2** Focus attention on the photo of Tom and Serena. Point to the conversation on p8 and ask students to read and listen. Demonstrate the actions *read* and *listen* to the class if necessary. Play the recording through once.
- 2 **1.2** Play the recording twice more, first pausing at the end of each line and getting the students to repeat as a class. Students then repeat lines individually before practising the conversation in open and then in closed pairs (see 'Teaching beginners – tips and techniques', TG pp14–5).

Pronunciation: The stressed syllables are highlighted in this conversation (and in subsequent conversations) with shading. English is a stress-timed language and it's important to point out that this means that some parts of the sentence and of individual words sound louder and stronger than others. You could highlight this by making your hand into a fist and marking the stressed syllables with a punch as you say the sentences. You could develop your own hand gesture to show stress patterns and use it consistently to help students learn the rhythm of the language. Also, encourage an accurate voice range – i.e. the amount by which the pitch of the voice changes. (Many languages do not use such a wide voice range as English so this needs to be actively encouraged from the beginning.)

### GRAMMAR SPOT SB p8


Focus attention on the contractions. You could do this by using your hands – one hand is *I* and the other hand is *am*. Then move your hands close together and say *I'm*. Repeat for *What is* and *name is*. Ask students to circle the contracted forms in exercise 1. Demonstrate this by writing the conversation on the board and putting a circle round the first contraction *I'm* then get the students to identify the other contractions in the conversation.

- 3 This is a mingle activity. Demonstrate the conversation with one student to the rest of the class, using your real names. Then ask two confident students to demonstrate the conversation in open pairs (see 'Teaching beginners – tips and techniques', TG pp14–5). Gesture like a conductor to get all the students to stand up. You may like to develop a gesture which signals students to 'mingle' – perhaps moving arms and wiggling fingers to indicate movement around the room or moving your two

hands apart and together to indicate coming together in different pairs. Get the students to move around the class practising the conversation. If culturally appropriate, you may like to encourage them to shake hands as they introduce themselves, particularly if they don't know each other. Monitor and check for pronunciation.

## Introductions SB p9

### This is ...

- 1  **1.3** This section gets students to practise introducing people to each other, still using just first names. Focus attention on the photo of Serena, Tom, and Carlos on p9. Point to the photo and elicit the names they already know: Serena and Tom. Point to the conversation and ask students to read and listen. Play the recording through once. Play the recording twice more, pausing at the end of each line and getting the students to repeat first as a class and then individually, before practising the conversation in open and then in closed pairs. Encourage accurate pronunciation of the short sound /ɪ/ and of the linking: /ðɪs ɪz/


This is Tom.

Remember to point out the stresses in the sentences clearly as they are marked in the conversation.

- 2 Point to the gapped conversation. Choose two confident students to demonstrate the conversation with you to the rest of the class. Introduce the students to each other and encourage them to shake hands, if appropriate, when they say *Hello*. Choose two more groups of three to practise the conversation in front of the class. Divide the class into groups of three and get each student to take it in turns to introduce the other two. Monitor and check for pronunciation and intonation. Depending on the class, when the activity is over, you may like to ask one or two groups to go through the conversation again while the whole class listens.

### Nice to meet you

This section focuses on introducing people in a more formal context, giving surnames as well as first names, and practising the phrase *Nice to meet you*. Give your first name again: *I'm (Liz)*. Write it on the board: *(Liz) is my first name*. Then say your surname and write it on the board: *My surname is (Brown)*. Repeat *I'm (Liz Brown) – (Liz) is my first name, (Brown) is my surname*. Then ask a student whose first name you know: *Mayumi – Mayumi is your first name, what's your surname?* Elicit surnames from other students.


- 3  **1.4** Focus attention on the photo of Paul Bartosz and Sarah Taylor on p9. Point to the conversation and ask students to read and listen. Play the recording through once. Point to the dialogue, and ask which names are first names (Paul and Sarah) and which are surnames (Bartosz and Taylor). Play the recording twice more, pausing at the end of each line and getting the students to repeat first as a class and then individually, before practising the conversation in open and then in closed pairs. Encourage accurate stress in the key expression *Nice to meet you*.
- 4 Now students use their real names. Point to the gapped conversation. Choose a confident student to demonstrate the conversation with you to the rest of the class. Choose two more pairs to practise the conversation in front of the

class. Remind students to smile and shake hands when they say *Nice to meet you*.

- 5 This activity gives students further fun practice, using other names. Point to the illustration and then focus attention on the conversation between Elvis Presley and Cleopatra. With a multilingual group, elicit more names of internationally famous people. You could have some photos as prompts if you think it's necessary. You could do the same with a monolingual group or it might be more appropriate to elicit names of famous people from the students' own country. Make a list of names on the board. Choose a name for yourself – a famous person that you think all the students will know (from the list or another one). Point to yourself and say the name. Ask the students to choose a name, pointing at the list on the board. Demonstrate the mingle activity with two or three confident students. Get the students to stand up and move around the class to practise the exchanges, using the new names. Monitor and check for pronunciation. If students sound rather 'flat' when greeting each other, model the conversation in exercise 4 again, emphasizing the voice range needed and the correct stress.

**SUGGESTION** If appropriate, you can play a memory game based on the students' real names. Ask one student to go round the class saying everyone's name while the other students help, if necessary. Encourage students in a multilingual group to pronounce everyone's name as accurately as possible. (You might want to do the memory game yourself, too, to make sure you have remembered all the students' names!)

### How are you? SB p10

- 1  **1.5** Focus attention on photos 1 and 2, which show meetings between friends. Point to conversation 1 and ask students to read and listen. Play the recording, pausing after conversation 1. Point to conversation 2 and ask students to read and listen. Continue the recording. If students query the difference between *OK, thanks. Fine, thanks.* and *Very well, thank you,* explain that they are all possible answers to *How are you?* You could also draw a cline on the board with *Very well* at the top and a wide smiling face and *OK./Fine.* below with a face which has a less wide smile. This helps to successfully explain the concept without using too many words.
- Play the recording twice more, first pausing at the end of each line and getting the students to repeat as a class. Students then repeat the lines individually before practising the conversations in open and then in closed pairs. Encourage accurate stress and intonation on the questions:

*How are you?* *And you?*

### GRAMMAR SPOT SB p10

Students practise the verb *to be*. Focus attention on the gapped sentences. Elicit the word to complete the first sentence with the whole class as an example (*m*). Then ask students to complete the other two sentences.

#### Answers

I'm Helen.  
How are you?  
This is Tom.

Ask students to look at Grammar reference 1.1–1.3 on p14. Encourage them to ask you questions about it, in L1 if appropriate.

You could write the table on p14 on the board, omitting the column for the verb (*am/is/are*). Tell students to close their books and put them in pairs to remember what goes in each gap. Elicit answers. If they give you the contraction, e.g. *'m*, then also elicit the full form *am* and vice versa. Doing this will also highlight that we don't contract *is* after *This*. They can look at the Grammar reference page again to check, if they wish.

They could also test themselves another way, by covering the first column and then trying to remember what begins each sentence. Then they just reveal the full table to check if they were correct.

Ask students to look at 1.2 on p14. Use a two-handed gesture to show that *What is* becomes the contracted *What's*. You could model and ask students to repeat the two questions with *What*. Also drill *How are you?*

Now focus students on 1.3 and ask one confident student to read the sentences aloud. Point to yourself for *my* and point to another student for *your*.

- 2 Address individual students by name *Hi, .../Hello, ...* followed by *How are you?* to elicit the answer *Fine, thanks./I'm OK, thanks./Very well, thank you. And you?* Then reply to each student in turn. Get students to ask and answer you and each other in open pairs across the class. It may be helpful to gesture to your partner when you say *And you?* to aid comprehension.
- 3 Students now have free practice in a mingle activity. Focus attention on the speech bubbles. If necessary, remind students of the difference between *OK, fine, and Very well* with reference to the cline that you drew in exercise 1. Get the students to move around the class practising the conversation. Monitor and check their pronunciation and intonation.

**VIDEO** In this unit students can watch a video about people introducing themselves. 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.

### Check it

- 4 Focus attention on the three photos and conversations. Give students 30 seconds to read the gapped conversations. You could write the first conversation gapfill on the board and do it with the whole class, in case students are not familiar with this kind of exercise.

**SUGGESTION** If you think they'll understand what to do, but will need a little help, another alternative is to draw a box on the board and write the words they need inside it, but in the wrong order, e.g. *this, are, Nice, name's, My, What's, Very, My, you*. Show them that the first gap needs *My* and cross it off on the board. (NB There are two 'My's.) Give students time to complete all the conversations. You could put them in pairs to help each other do the task. Monitor carefully and make a note of students who have the correct answers. Ask students

with the correct answers to act out the conversations in open pairs so that everyone can check their answers. In feedback like this, try to ensure weaker students are asked questions they have the answer to – this is motivating and helps to avoid embarrassment in the early stages of learning the language.

### Answers

1

A Hello. **My** name's Usha. **What's** your name?

B **My name's** Ben.

2

A Shi, **this** is Huan.

B Hello, Huan.

C Hello, Shi. **Nice** to meet you.

3

A Hi, Sophie. How **are** you?

B Fine, thanks, Amy. And **you?**

A **Very** well, thanks.

Get students to practise the conversations in pairs. Monitor and check for accurate pronunciation. If necessary, model the conversations again yourself with a confident student. Next, encourage students to cover the conversations and practise them from memory. If you think more practice is needed at this stage, get students to repeat the conversations using their own names.

### Additional material

#### For teachers

Photocopiable activity – Grammar: *Dominoes* pp149–50

Photocopiable activity – Video worksheet: *What's your name?*

#### For students

Online Practice – *Look again*

Workbook pp6–7, exercises 1–4

## Everyday English SB p11

### Good morning!

This section focuses on the appropriate greetings to use at particular times of day, along with other simple phrases used in different everyday situations.

- 1 Focus attention on the photos and the gapped conversations. Using the photos, mime and draw simple clocks on the board to explain that the situations show different times of day. Get two students to read out conversation 1, including the example. Write the complete conversation on the board and point out that *Good morning* is crossed out from the expressions in the box to show it's used in the example. Students continue completing the conversations, working in pairs and using the photos to help. Monitor and help, using the photos to help deal with any vocabulary queries, e.g. *Mum, Daddy*.

**1.6** Play the recording and get students to check their answers. Students then practise the conversations in open and then in closed pairs. Encourage a wide voice range in expressions like *What a lovely day!* and *See you later!*

## Answers and audioscript

### 1.6 Everyday English

- 1  
A **Good morning!**  
B Good morning! What a lovely day!
- 2  
A **Good afternoon!**  
B Hello. A cup of tea, please.
- 3  
A **Goodbye!** Have a nice day!  
B Bye! See you later, Mum!
- 4  
A **Goodnight!** Sleep well.  
B Night night, Daddy.

2 This exercise consolidates the everyday expressions in this section in a word order exercise. Copy the first example onto the board with the words in the wrong order. Ask a student to read out the correct order and write the answer on the board, crossing out the words in the wrong order as you go. Students complete the conversations, using the words given. Give students time to check their answers in pairs before checking with the whole class.

1.7 Play the recording, pausing at the end of each conversation to allow students to check their answers. Play the recording again and get the students to repeat to get the correct stress and intonation. Students then practise the conversations in open and then in closed pairs. Again, encourage a wide voice range in expressions like *Have a nice day*.

## Answers and audioscript

### 1.7

- 1  
A Good morning! **How are you today?**  
B Fine, thanks. And you?
- 2  
A Good afternoon!  
B Good afternoon! **A coffee, please.**  
A Sugar?  
B Yes, please.
- 3  
A Goodbye! **Have a nice day.**  
B Thank you. And you. **See you later.**
- 4  
A Goodnight! **Sleep well.**  
B Thank you. **And you.**

**SUGGESTION** Encourage students to use the expressions in the Everyday English section as often as possible. Always get them to greet you and each other at the beginning of each lesson in English. This is real communication in a real situation, and it also provides a useful marker that it is time for English. You can also adapt and extend the expressions to cover other time references, e.g. *Have a nice weekend. See you next week*, etc.

## Additional material

### For teachers

Photocopiable activity – Communication: *Nice to meet you* pp153–4

### For students

Online Practice – *Look again*

Workbook p10, exercises 1–2

Online Practice – *Practice*

## Vocabulary and speaking SB p12

### What's this in English?

1 Some of the words in this lexical set may be known to the students as they are 'international' words, or may be similar in their own language, e.g. *bus, laptop, sandwich, photo*. Use one of the 'international' words as an example and elicit the number of the photo which matches with it, or ask students to point if they don't know any numbers. Then get students to work individually or in pairs, or groups of three, to match the rest of the words to the photos.

## Answers and audioscript

- |              |                |
|--------------|----------------|
| 1 a book     | 7 a laptop     |
| 2 a phone    | 8 a bag        |
| 3 a photo    | 9 a watch      |
| 4 a bike     | 10 a bus       |
| 5 a sandwich | 11 an apple    |
| 6 a house    | 12 an umbrella |

2 1.8 Play the recording and get students to check and repeat the words in exercise 1. Check for accurate word stress and, if necessary, point to the stress highlighting in the Student's Book to remind students which syllables are stressed. Model the pronunciation of any problem words yourself, or use the recording, and highlight the stressed syllables in the multisyllable words: *laptop, sandwich, apple, umbrella*. Drill the words chorally and individually. You could also indicate on your fingers how many syllables each word has, eliciting some from the students.

3 1.9 Focus attention on the speech bubbles. Demonstrate the conversation by pointing to the photo and asking *What's this in English?* Elicit the reply: *a photo*. Model the full answer *It's a photo*.

Play the recording and get students to repeat. Drill the question: *What's this in English?* to ensure natural pronunciation. Point out the linking in *in English* and *It's a*.

*in English*

*It's a*

Make sure they are saying *It's a* and not *Is a*, which is a common mistake.

4 Demonstrate the two conversations. Point to the photo of the watch and ask *What's this in English?* Elicit the full answer: *It's a watch*. Do the same for the second conversation.

Now point to different pictures on p12 and get students to ask and answer questions about them in open pairs. Make sure students answer with full sentences, not just one word, and that they use accurate pronunciation.

Students then continue asking and answering about the objects in exercise 1, working in closed pairs. Monitor and make any corrections.

- 5 In this task, students can use the target language in a realistic way to find out the words for things around them. Pick up a book and ask *What's this in English?* Elicit the reply *It's a book*. Pick up another object that students don't know the word for in English and elicit the question *What's this in English?* Give the answer, e.g. *It's a (dictionary)*. Students then continue pointing at objects in the classroom and asking questions. Guide students by indicating objects they need to know the word for. Suggestions: *pen, dictionary, board, chair, desk, clock, notebook*. Have a limit of 5–10 new words. Answer their questions and get them to repeat the words. Write up the words on the board, highlighting the word stress if necessary. The students can translate the words afterwards or for homework.

**EXTRA IDEA** You could give students a homework task of each finding out the English word for one specific thing in the classroom. Make a note of the items yourself and check during the next lesson by pointing to an item, eliciting the question *What's this in English?* and encouraging the student who knows the answer to respond. Assist with spelling and pronunciation.

### GRAMMAR SPOT SB p12

Focus attention on the contracted form *It's*. As before, you could show the contraction visually by indicating the word *It* with one hand and *is* on the other and moving your hands to meet together to become *It's*. Ask students to circle this form in the conversations in exercises 3 and 4.

Point out that we use *a* for words beginning with a consonant sound and *an* for words beginning with a vowel sound. With a monolingual class you could use L1, if appropriate, to introduce the concept of 'consonant' and 'vowel' if this is relevant to the students' L1.

With a multilingual group, write *a book* and *a watch* on the board and model them clearly. Then point to other pictures in the book and elicit *a ...*, e.g. *a phone, a sandwich, a bus, a laptop*. Circle the consonant sounds at the start of these words. Then write *an apple* and *an umbrella* on the board and circle the vowel sounds, then model these clearly to show your mouth position.

To help consolidate the idea of *an* followed by a vowel sound, you could bring an orange or an egg into the class or show a picture of them. Write the words, circle the initial sound, elicit that *an* goes before them, and write this on the board too.

Ask students to look at Grammar reference 1.4 on p14. This tells students that we use *an* before words beginning with *a, e, i, o, or u*. So far in the book there have only been examples of *a, e, and u*, but they should understand that the grammar applies to all five vowels. Encourage the students to ask you questions about it, in L1 if appropriate.

### Numbers 1–10 and plurals SB p13

- 1 **1.10** Play the recording once and get students to read and listen to the numbers. Write *two* and *eight* on the board and put a stroke through the *w* and the *gh* to show that they are silent. Play the recording again and get students to repeat.

- 2 Get students to say the numbers round the class, starting again at 'one' once they reach ten. You can then do the exercise again, nominating students at random rather than going round the room. If students need more practice, write figures at random on the board and get students to say the numbers as you write. To save time, you could have pre-prepared numbers on cards for this activity or you could simply point to the numbers you've written on the board as a prompt for the students to say them.

**SUGGESTION** Students need a lot of practice with numbers, so from now on, use numbers as much as possible when referring to pages and exercises. Continue to do quick number revisions in future lessons, especially as more numbers are introduced. This can include number dictations, either with you dictating or with the students working in pairs. Make sure you limit the range of numbers to those covered at any stage in the course, e.g. Unit 1: numbers 1–10.

- 3 This exercise presents and practises the formation of plurals with *-s/-es*, and reviews the vocabulary from this unit and the numbers 1–10. Focus attention on the pictures and on the example. Count up the books in the first item and get students to read the example aloud, checking carefully to see that they are pronouncing the plural endings correctly. Then get students to complete the rest of the exercise, referring back to the list of digits and words in exercise 1. Monitor and check for correct spelling. If you find students are just writing the digits, ask them to write the numbers as words.

**1.11** Play the recording and get students to check their answers. Write the words on the board as a final check.

### Answers and audioscript

#### 1.11 Plurals

- 1 five books
- 2 three bikes
- 3 eight houses
- 4 six umbrellas
- 5 nine photos
- 6 four laptops
- 7 seven watches
- 8 ten apples
- 9 two sandwiches

- 4 **1.12** Play the recording through once and let students just listen. Play the recording again and get the students to repeat chorally and individually. If students have problems distinguishing between /s/ and /z/, get them to put their hands on their throats to feel the vibrations that occur when /z/ is pronounced because the sound is voiced. (Don't introduce the terms 'voiced' and 'voiceless' at this early stage, but just get students used to the idea that the pronunciation is different.) Point out that they need /ɪz/ after /tʃ/ (*watches*) (*sandwiches* – this word can also be pronounced with the /dʒ/ sound), and /s/ (*buses*). Also point out that the sound /s/ in *house* /haʊs/ changes to /z/ in the plural form: *houses* /'haʊzɪz/. Model clearly and ask students to repeat. This shows that we also need the *es* ending after a /z/ sound.
- 5 Focus attention on the speech bubbles. Model the pronunciation of the question and answer, and get students to repeat. Students practise in open and

then closed pairs. Monitor and check for accurate pronunciation, particularly of the plural endings. Drill the numbers and words again if necessary. If students need more practice, ask them to work with a new partner and repeat the activity, covering exercise 1 to make it more challenging, if necessary.

### GRAMMAR SPOT SB p13

Focus attention on the singular nouns and the plural noun endings. Ask students to underline the plural endings in exercise 3. Refer students to Grammar reference 1.5 on p14 and show how the final sound of the singular form influences the sound of the plural ending. Encourage them to ask you questions about it, in L1 if appropriate.

Write on the board *a sandwich* and *sandwiches*, *a watch* and *watches*, and also *a bus* and *buses*. Underline the *es* at the end of the plural form. If necessary, model again the pronunciation of these plurals /ɪz/, /tʃ/, and /s/.

### Additional material

#### For teachers

Photocopiable activity – Vocabulary: *What's this in English?* pp151–2

#### For students

Online Practice – *Look again*

Workbook pp8–9, exercises 1–7

Workbook p11, *Review*, exercises 1–6

Online Practice – *Check your progress*

Wordlist

Ask the students to turn to p14 and tick the words in the Wordlist they remember. Tell students to look back in the unit and find the words they don't remember so that they can learn them. If appropriate, ask students to translate words they are still not sure of, or to check the meanings in groups. Ask them to learn the words for homework, and test them on a few in the following lesson.

# 2 Your world

## Introduction to the unit

The title of Unit 2 is 'Your world' and it focuses on countries, and talking about where people are from.

The students practise using the question word *What* and learn a new question word *Where*. They continue with numbers 11–30, and there is an introduction to the adjectives *amazing*, *great*, *fantastic*, *awful*, and *beautiful*.

In terms of skills, students are introduced to their first unseen listening task and also a short reading text. These are important first steps in developing listening and reading skills and help to prepare students for handling progressively longer and more complex listening and reading texts across the course.

## Language aims

### Grammar

#### *he/she/they; Where's she from?*

Students build on the *Wh-* questions introduced in Unit 1 with the introduction of *Where's he/she from?* and *Where are you from?* (*How old is he/she?* is also introduced for recognition.) The verb *to be* with *I* and *you* is consolidated and also extended to include *he/she/they*.

#### Possessive adjectives

*His* and *her* are introduced, and *my* and *your* are reviewed from Unit 1.

### Vocabulary

A set of countries and cities are introduced. The adjectives *amazing*, *great*, *fantastic*, *awful*, and *beautiful* are presented in the context of a holiday in New York in the *Reading and vocabulary* section.

### Everyday English

The numbers syllabus is extended to cover 11–30.

## Additional material

### Workbook

The key lexical set of countries is reviewed, including focuses on spelling and pronunciation. *He/She* and *his/her* are consolidated through gapfill activities. Questions are practised through a matching activity, and adjectives are also reviewed. Talking about places and where people are from are further practised through gapfill activities. Numbers 11–30 are reviewed in a range of activities.

## Photocopiable activities

There are photocopiable activities to review grammar (*It's his bike*), vocabulary (*Where's he from?*), and communication (*Lottery!*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

## Possible problems

- 1 Beginners often make mistakes with *he/she* and *his/her* (especially if subject pronouns are not used and/or if the possessives are expressed differently in their own language). The course provides a lot of practice in this area of possible confusion, but be prepared to monitor and check the use of *he/she* and *his/her* and go over these points whenever problems occur. Further confusion is possible with the contracted form *he's*. It's worth taking the time to drill the pronunciation of *his* /hɪz/ and *he's* /hi:z/ to help students perceive and produce the different sounds.
- 2 Students often have problems distinguishing 'teen' numbers (13–19) from 'ten' numbers (30, 40, 50, etc.). Highlight the different word stress:  
thirteen thirty  
fourteen forty



## Notes on the unit

**SUGGESTION** Take the opportunity to review the greetings covered in Unit 1 at the beginning of each class. Greet each student as they arrive in class and ask how they are. Encourage students to greet each other in English so that they get into the habit of using the language they have learned in a meaningful way.

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

Point to the title of the unit, 'Your world', and point to the photo of planet Earth. If possible, elicit using gesture where you are now. Say the name of the country where your lessons are taking place. If students know other country names in English you can praise them and help them with correct pronunciation.

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Reading, Everyday English*. You may need to remind students of the meanings of these words. You can use translation if appropriate. If not, give an example of 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 city is this?* Give students time to answer these, 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, try to watch the video together. The audio and images together make the different goals of the lesson very clear. Make sure the students understand the word 'world' in the unit title and that they do the flags activity.

#### Notes for activity:

- 1 Focus students' attention on the six flags and teach the word *flag*. Put the students into pairs to match the country names and the flags. They may know one or more of the country names and can work on a process of elimination for the others.
- 2 Give students a few minutes to check their answers in pairs, then confirm answers with the class.

### Answers

- a the UK
- b Scotland
- c Canada
- d England
- e Australia
- f the US

## She's from China SB p16

### STARTER SB p16

- 1 Remind students of the question *What's ... in English?* from Unit 1 so that they can ask you for the name of their country, e.g. *What's (Belgique) in English?* Write up the names of the students' countries on the board and drill the pronunciation as necessary.

Then focus attention on the 14 countries in the box. If you have a map available in the school, use this to locate the countries, then drill pronunciation chorally and individually.

**2.1** Play the recording and get the students to repeat chorally and individually once again. Pay particular attention to stress. (Stressed syllables are highlighted in the Student's Book, so draw students' attention to this.) You could teach or elicit that *the US* is short for *the United States* and we can also use *the USA*. If you have a lot of students from other countries, get them to say the name of their country and check their pronunciation. Write the additional country names on the board so students can copy them into their notebooks. Mark the stress on the words.

### Additional material

#### For students

Online Practice – *Look again*

Workbook p12, exercises 1–2

## Grammar

### he/she, his/her

- 1 **2.2** Focus attention on the photo. Point to the man and say *Antonio*. Point to the woman and say *Nuwa*. Point to the conversation and ask students to read and listen. Play the recording through once. Ask *Where's China? Where's Italy?* Write *Antonio* and *Nuwa* on the board. Point to each name and elicit the matching country word. Play the recording again, pausing at the end of each line and getting the students to repeat as a class. Students then repeat lines individually before practising the conversation in open and then in closed pairs. Encourage accurate reproduction of the contrastive stress in the questions, and of the falling intonation:

Where are you **from**?

Where are **you** from?

- 2 This is a mingle activity. If you have a multilingual class, make sure that all the students' countries are written on the board and practised beforehand. If you have a

monolingual class, you might like to teach them *Me too* and *I'm from (town/city) in (country)* to vary the answers. Demonstrate the conversation with one student for the rest of the class. Then ask two more students to repeat the conversation in open pairs. Get the students to move around the class practising the conversation. Monitor and check for pronunciation.

- 3 **2.3** Focus attention on the photos of Antonio and Nuwa. Point to the sentences and ask students to read and listen. Play the recording through once. Play the recording again and get students to repeat. Encourage students to reproduce the short and long sounds in *his* and *he's*: /hɪz/ /hi:z/ by demonstrating with further students in the class: *His name's Antonio. He's from Italy.* Write the sentences about Antonio on the board. Circle *His* and *He*. Repeat *His name's Antonio. He's from Italy.* Then model the sentence with another male class member: *His name's Erdi. He's from Turkey.* Now contrast with a female student: *But her name's Hana. She's from Poland.* Write up the sentences about Nuwa and circle *Her* and *She*. Elicit more examples from the class to consolidate the use of *he/she* and *his/her*.

### GRAMMAR SPOT SB p16

- Focus attention on the contractions. Ask students to circle the contracted forms in exercise 3. Ask students to turn to Grammar reference 2.1 on p22. This section of the Grammar reference focuses on possessive adjectives, to help students recognize the difference between the contraction *he's* and the possessive adjective *his*. Go through the possessive adjectives, modelling the words and pointing to objects to show the meaning, e.g. *my phone, your phone, her phone, his phone*.
- Ask students to look at the table and point out the male and female icons. Do the first example together. Elicit that *he* should be in column two. Give the students time to complete the table. Then check the answers by drawing the table with icons on the board and eliciting from the class.

#### Answers

Female: she, her  
Male: he, his

Encourage students to ask you questions about this Grammar reference in L1, if appropriate.

### Questions SB p17

#### Where's she from?

- Focus attention on the photo of Julie on p17. Point to the flag in the top right-hand corner of the photo. Read the sentences about Julie with the whole class as an example. Students work individually to complete the sentences about the other people, referring to the countries introduced in the Starter exercise on p16. Give students time to check their answers in pairs.
- 2.4** Play the recording through once and let students check their answers. Play the recording again and get students to repeat chorally and individually.

### Answers and audioscript

#### 2.4 Where's she from?

- Her** name's Julie. She's **from England**.
- Her** name's Nadia. She's **from Italy**.
- His** name's Anton. He's **from Russia**.
- His** name's Geoff. He's **from Canada**.
- Her** name's Paula. She's **from Brazil**.
- His** name's Amun. He's **from Egypt**.
- Her** name's Lan. She's **from China**.
- His** name's Oliver. He's **from Australia**.

- 2.5** This exercise introduces third person question forms. Note that every time the question form is introduced, it is clearly displayed on the page with the question mark icon. This enables students to review question forms across the course more easily. Play the recording and get the students to repeat chorally and individually. Check students can reproduce the falling intonation of the *Wh-* questions.
- Demonstrate by pointing to one of the photos on p17 yourself. Ask *What's his/her name?* and *Where's he/she from?* Elicit the answers. Do this two or three times before getting students to do the same in pairs. Monitor and check for correct use of *he/she* and *his/her*. Drill the forms again if necessary, referring to different male and female students to make the difference clear.

### GRAMMAR SPOT SB p17

- Focus attention on the contraction *Where's*. Ask students to circle the contraction *Where's* in exercise 2. Check students recognize *What's* in exercise 2 as the contraction of *What is*. You could use your two-handed gesture to remind students visually, with the *What* and *is* hands coming together as the contraction *What's*.
- Focus attention on the gapped sentences. Complete the first sentence with the whole class as an example (*is*). Then ask students to complete the other sentences.

#### Answers

Where is she from?  
Where is he from?  
Where are you from?

Refer students to Grammar reference 2.2 on p22. The table shows students the grammatical pattern of how question words are used. Encourage students to ask you any questions they have about it in L1, if appropriate.

**SUGGESTION** You could bring in images of famous men and women from around the world to use for further practice of these two questions. If you don't have images, you could write the names on the board and students can just practise *Where's he/she from?*

### Practice SB p18

#### Cities and countries

- Focus attention on the names of the cities on the left-hand side of p18 and drill the pronunciation chorally and individually. Model the activity by asking *Where's Venice?* and pointing to the countries on the right. Elicit *Italy*. Model the example conversations and get students to repeat chorally. Elicit that *it* is the city in each case. Students repeat the conversation in open pairs with a

different city, e.g. New York. Students continue working in closed pairs.

**2.6** Play the recording and let students check their answers.

### Answers and audioscript

#### 2.6 Cities and countries

- 1 Where's Venice? It's in Italy.
- 2 Where's New York? It's in the US.
- 3 Where's Moscow? It's in Russia.
- 4 Where's Paris? It's in France.
- 5 Where's Beijing? It's in China.
- 6 Where's Sydney? It's in Australia.
- 7 Where's Rio de Janeiro? It's in Brazil.
- 8 Where's Istanbul? It's in Turkey.

**2** This is the first information gap exercise that students have been introduced to in the book, and it therefore needs setting up carefully. Make sure students understand that they shouldn't look at each other's pages. Each student has the name and city of four of the eight people in the photos. The aim is for each student to find out about the other four by asking their partner, but not by showing each other their information. If possible, demonstrate a couple of question-and-answer exchanges with a confident student first. Remind students of the forms they will need to talk about the men and women in the photos (*What's his/her name?* and *Where's he/she from?*). Drill all four questions again, if necessary.

Divide the class into pairs and make sure students know if they are Student A or B. Student A should look at p18–9 in the unit and Student B at p141 at the back of the book. Students can refer to each photo by saying the number or pointing at their own page briefly. They should write their answers in the spaces provided.

While the students are asking and answering about the people in the photos, monitor and help as required. If the names cause problems, get students to write them on a separate piece of paper and show it to their partner. (They haven't learned the alphabet yet and therefore won't be able to spell aloud for their partner.) When they have finished, you can check by asking individual students to tell you about one of the people in the photos. Say *Tell me about number one*, etc.

### Answers

#### Student A

- 1 Her name's Steph.  
She's from New York.
- 2 His name's Érico.  
He's from Rio de Janeiro.
- 3 Her name's Orlena.  
She's from Paris.
- 4 His name's Ramses.  
He's from Cairo.

#### Student B

- 5 His name's Fabio.  
He's from Venice.
- 6 Her name's Mia.  
She's from Sydney.
- 7 His name's Slava.  
He's from Moscow.
- 8 Her name's Suyin.  
She's from Beijing.

### Talking about you **SB p18**

**3** Gesture to a few students and ask the class *What's his/her name?* and *Where's he/she from?* Focus attention on the speech bubbles and get students to practise the questions and answers in open pairs across the class. Then make the task real by indicating or standing next to one student and asking another student *What's his/her name?* to elicit the real information. Follow it with *Where's he/she from?* and again the aim is to get the real information. (With a multilingual class this will be a country, with a monolingual class it could be a town.) After a few examples led by you, put the students in closed pairs to continue asking and answering about their classmates. If they can't remember, they might have to ask other students directly *What's your name?* or *Where are you from?* This will practise the target structures and will also help the students to remember each other's names and get to know each other better.

### Questions and answers **SB p19**

**4** **2.7** Ask students to look at the photo and read the conversation between Blanca and Rafael. Play the conversation through once and get students to complete as many gaps as possible. (With a weaker group, you may want to let them listen through once before they complete the sentences. With a stronger group, they might even be able to predict what they think completes each gap before they listen.) Play the conversation again and get students to complete their answers. Check the answers with the whole class.

### Answers

- 1 your
- 2 My
- 3 from
- 4 I'm
- 5 I'm from

### 2.7 Questions and answers

- B** Hello, I'm Blanca. What's your name?  
**R** My name's Rafael.  
**B** Hello, Rafael. Where are you from?  
**R** I'm from Spain. Where are you from?  
**B** Oh, I'm from Spain, too. I'm from Barcelona.  
**R** Really? I'm from Barcelona, too!  
**B** Oh, nice to meet you, Rafael.

Play the recording again, pausing at the end of each line and getting the students to repeat as a class. Get a couple of pairs of students to practise the conversation in open pairs and then get the class to continue in closed pairs. Monitor and encourage students to use a range of intonation if they are sounding too monotone.

**5** **2.8** This exercise consists of three short conversations with people from different countries and it is the students' first unseen listening. They should be well prepared for the language by now, but some students tend to panic without the support of the written word. Explain that they have to listen for two countries in conversations 1 and 3, and one country in conversation 2. Tell them not to worry if they don't understand every word! Play the first conversation and focus on the example about Mateo. Then elicit where Akemi is from (*Japan*). Play the rest of the recording and ask students to complete their answers.

Play the recording again and let students compare their answers in pairs.

### Answers

- 1 Mateo: Argentina  
Akemi: Japan
- 2 Loretta and Jason: Australia
- 3 Charles: England  
Bud: the US

### 2.8 Where are you from?

M = Mateo A = Akemi L = Loretta J = Jason C = Charles B = Bud

- 1  
M Hello, I'm Mateo. I'm from Argentina.  
A Hello, Mateo. I'm Akemi, from Japan.
- 2  
L Hi, I'm Loretta. I'm from Sydney, Australia.  
J Hi, Loretta. I'm Jason. I'm from Australia, too.  
L Oh, wow! Are you from Sydney?  
J No. I'm from Melbourne.
- 3  
C Hello. My name's Charles. What's your name?  
B Hi, Charles. I'm Bud. I'm from the US. Where are you from?  
C I'm from London, in England.  
B Oh, right! I'm from Chicago.

**SUGGESTION** Encouraging students to tell you other details that they have understood from a listening can help build their confidence, so you can ask extra questions within the students' language range, e.g. *Where in (Australia)?*

6 Look at the example with the whole class. Elicit the match for question 2 (*g Her name's Sophie.*) and then get students to continue working individually before checking their answers in pairs.

2.9 Play the recording and let students check their answers. You could also write the numbers and corresponding letters on the board for clarity.

### Answers

- |     |     |
|-----|-----|
| 1 h | 5 b |
| 2 g | 6 c |
| 3 a | 7 d |
| 4 f | 8 e |

### 2.9

- 1 A Where are you from?  
B I'm from China.
- 2 A What's her name?  
B Her name's Sophie.
- 3 A What's his name?  
B His name's Edvin.
- 4 A Where's he from?  
B He's from France.
- 5 A What's this in English?  
B It's a 'laptop'.
- 6 A How are you?  
B Fine, thanks. And you?
- 7 A Where's Liverpool?  
B It's in England.
- 8 A What's your name?  
B My name's Rachna.

Tell students to take turns to ask and answer the questions. Do a demonstration with one confident pair – ask one student to ask a question and the other to respond with the answer. Then put students in closed pairs to continue with all the other questions and answers.

With a strong group, students could try to do the same activity but answering from memory. Demonstrate the meaning of 'cover' by placing your hand over a section of the page and then ask a confident student to cover the answers in his/her book. Ask one or two of the questions and elicit the answers from the student. Students continue in their pairs.

Very strong students might be able to do this practice by covering the questions and working out what they are from looking at the answers. This is much more complex, so if they are just able to get the question words consistently right, that is helpful.

### Check it

7 Focus attention on the first pair of sentences as an example. Check students understand that the convention of ticking (✓) indicates that something is correct. Students continue working individually to choose the correct sentence in each pair. Get students to check their answers in pairs before checking with the whole class.

### Answers

- 1 My name's Goran.
- 2 What's his name?
- 3 'What's her name?' 'Rosa.'
- 4 He's from Japan.
- 5 Where's she from?
- 6 What's her name?

### Additional material

#### For teachers

Photocopiable activity – Grammar: *It's his bike* pp155–6

#### For students

Online Practice – *Look again*

Workbook pp13–4, exercises 1–9

## Reading and vocabulary SB p20

### A holiday in New York

#### About the text

Students read basic information about a Canadian couple, Claude /klo:d/ and Holly /'hɒli/ from Montreal /mɒntri'ɔ:l/, who are on holiday in New York. (The same couple talk about their experience in Listening exercise 4.)

1 This is the first reading text that the students have met in the book. It presents the subject pronoun *they*. Focus attention on the photo and get students to guess where Claude and Holly are (New York, clue: *yellow taxis* or *cabs*). Get students to read the text through quickly and check where Claude and Holly are from (*Holly – Canada, Claude – France/ Canada*). Check comprehension by getting students to locate these countries on a map if you have one available in the classroom.

2.10 Play the recording and ask students to read and listen. Then explain any new words. Words and phrases not previously introduced are *on holiday, married, architect, office, in the centre of, doctor, and hospital*. *On holiday* can be explained by contrasting with 'they are from Montreal'. *Married* can be explained by referring to a famous married couple or you could point to your own wedding ring if you are married. To explain *doctor*

and *architect*, mime, draw, or find pictures of these jobs. Ask students *Where?* about each of these to elicit/explain *hospital* and *office* (and again, pictures would be useful). *In the centre of* can be illustrated on the board.

- 2 Students work in pairs to complete the sentences about the text. Make sure they understand there is more than one possible answer to number 4. Go over the answers by asking individual students to read out their completed sentences.

### Answers

- |                        |           |
|------------------------|-----------|
| 1 Montreal             | 5 doctor  |
| 2 architect            | 6 centre  |
| 3 office               | 7 holiday |
| 4 France (or Montreal) | 8 are     |

- 3 Focus attention on the question prompts. Elicit a complete question about Holly using the first prompt (*What's her name?*). Highlight the use of the contraction 's. Students work individually to write questions about Claude and Holly, using the prompts. (Stronger students could do this exercise orally in pairs without this preparation stage.) Monitor and help as necessary. Students ask and answer in closed pairs. Monitor and check for the correct use of *he/she* and *his/her*, and for falling intonation on the *Wh-* questions.

### Answers

- What's his name?  
 What's her name?  
 Where's he from?  
 Where's she from?  
 Where's her office?  
 Where's his hospital?

### GRAMMAR SPOT SB p20

Focus attention on the gapped sentences. Complete the first sentence with the whole class as an example (*are*). Then ask students to complete the other sentences individually. Check the answers.

### Answers

- are/'re  
 is/'s  
 is/'s  
 are/'re

If necessary, highlight the use of *he/she/they* by pointing to a male student and saying *he*, a female student and saying *she*, a pair of students and a group of students and saying *they*. Students need to realise that this plural pronoun is not gender specific. You could ask two or three female students to stand and say *they* and then a mixed pair/group. Refer students to Grammar reference 2.3 on p22 where the pronouns and verb *to be* are presented in a table. For further practice, you could copy these sentences in random order on the board, omitting the verb *to be*. Then students complete the sentences with their books closed.

- 4 This listening activity has Claude and Holly talking about different aspects of their trip to New York. It introduces basic adjectives and words related to visiting cities, e.g. *buildings*, *weather*. Focus attention on the words in the boxes and use the smiley symbols and the photos to pre-teach/check the vocabulary.

- 2.11 Focus attention on the example in number 1. Play the recording through once and get students to complete the rest of the conversations. Play it again and ask students to check their answers. Then play it a third time and ask students to listen and repeat. Encourage accurate pronunciation and a wide voice range on the sentences with the adjectives. Check they understand *favourite* and can pronounce it. You could also use the photo and miming to help them understand *look at the view*. Students practise the conversations in pairs. If possible, get students to stand up and roleplay the characters, as this often helps with pronunciation and overall delivery.

### Answers and audioscript

#### 2.11

C = Claude H = Holly

- 1  
 C Oh, no! Look at the **weather!**  
 H Ugh! It's **awful!**
- 2  
 C Mmm. Look at my **hamburger!** It looks great!  
 H My pizza is **really good**, too!
- 3  
 C Wow! This **building** is fantastic!  
 H Yes, you're right. It's **amazing**. The Freedom Tower is my favourite building in New York now.
- 4  
 H Wow! **Look** at the view!  
 C It's **beautiful**.

**SUGGESTION** Check students can categorize the new adjectives from Claude and Holly's conversations. Write the adjectives at the top of the board: *fantastic, great, awful, really good, beautiful, amazing*. Draw two columns on the board, one with a smiley face at the top and the other with a sad face. Ask students to copy the columns and faces into their notebooks. Then they write the adjectives in the correct column. This will help them remember spelling, too. Check answers (the only one in the sad face column is *awful*). As you check together, you can elicit the word stress and mark it on the words on the board for students to copy.

**VIDEO** In this unit students can watch a video about different cities and countries. 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 – Vocabulary: *Where's he from?* pp157–8

Photocopiable activity – Video worksheet: *About me*

#### For students

Workbook p15, exercises 1–2

Online Practice – *Practice*

### Everyday English SB p21

#### Numbers 11–30

- 1 Get students to say numbers 1–10 round the class, repeating as many times as necessary until students can remember and say them without hesitation.

**SUGGESTION** You could also practise by holding up a number of fingers for the students to call out the number. Divide the class into two teams to make it more competitive if you wish, and assign a point for each correct answer.

- 2 **2.12** Focus attention on numbers 11–20. Play the recording and get students to listen, read, and repeat chorally. Play the recording again and get students to repeat individually. If necessary, remind students that the *gh* in *eighteen* is silent by writing the word on the board and crossing out the letters.
- 3 Get students to say numbers 1–20 round the class. Again, get them to repeat as many times as necessary until they can say the numbers without hesitation.
- 4 Give students a number dictation. Say a selection of the numbers 11–20 for the students to write down in figures. Don't forget to keep your own record of the numbers you say so that you can check their answers.  
Then write a random selection of numbers 1–20 (as digits) on the board. Point to each number and get students to say it first chorally, then individually.
- 5 As a class, match the first number with its written form. Then get students to continue matching in pairs.
- 2.13** Play the recording through once and get students to check their answers. Play the recording again and get them to repeat, first chorally then individually. Get students to say numbers 1–30 round the class. Get them to repeat as many times as necessary until they can say the numbers without hesitation.  
Remember that there is often confusion between numbers with *-teen* and numbers with *-ty*. Write these in pairs on the board to contrast: *thirteen thirty*.  
Model carefully, paying particular attention to the stress. Drill students chorally and individually. You could also write *14 fourteen 40 forty* and *15 fifteen 50 fifty* to show them that this pattern continues with other multiples of ten. Students will learn these numbers in Unit 5.

**EXTRA IDEA** You can of course vary this number drilling. Try dividing the class in two and use gesture to drill the numbers back and forth across the class. Or you could divide by gender and have all the men say *1*, women say *2*, and so on.

- 6 **2.14** Focus attention on the sets of four numbers. Play the first set as an example and focus on the answer (12). Play the recording through once and get students to tick the numbers they hear. Let students check their answers in pairs and then play the recording again if necessary. Check the answers with the whole class.

### Answers and audioscript

- 2.14**
- 12
  - 16
  - 9
  - 17
  - 23

**SUGGESTION** Put students in pairs and get them to do a number dictation for each other using numbers 1–30 (see Unit 1 Vocabulary and speaking Suggestion TG p22). Student A should say the numbers and Student B should write. Then get students to change roles. Monitor and check for accurate

pronunciation and comprehension of the numbers. Note any common errors, and drill and practise the numbers again in the next lesson.

- 7 In this activity students use numbers to refer to the photos and to participate in a guessing game based on the people's ages. Say *I'm* (+ your age). You could also ask *How old is he/she?* about famous people to establish the concept of age.

Focus students' attention on the example answers *I think he's about 26* and *I think he's 30*. Explain *about* by saying the word and using a hand gesture which means 'more or less'. Then you can say *25, 27* to help them understand it is approximate. Drill the example answers.

Help students to understand the meaning of *I think* and demonstrate the pronunciation, as this sound (ð) depends so much on the correct tongue position. Ask *How old is number 1?* and elicit students' ideas of the man's age in the first photo. Put students into pairs or groups of three to point to a photo and ask students to guess the person's age. Elicit a range of answers from the class in a short feedback session. Tell students they are going to hear five short recordings that give the actual ages of the people in the photos.

- 2.15** Ask students to listen and find out how old the people are. Play the recording a second time and ask the students to write the numbers down. Check together. Write *She's 29, nearly 30* on the board and explain the word *nearly*.

Ask students how many of the answers they got right or nearly right, and if there were any surprises.

### Answers and audioscript

#### 2.15

- 1 How old is he? He's 28.
- 2 Her name's Molly. She's nine.
- 3 His name's Nathan. He's 15 tomorrow.
- 4 This is little Hua. She's two.
- 5 This is Clare. She's 29, nearly 30.

### Additional material

#### For teachers

Photocopiable activity – Communcation: *Bingo!*  
pp159–60

#### For students

Online Practice – *Look again*

Workbook p16, exercises 1–4

Online Practice – *Practice*

Workbook p17, *Review*, exercises 1–5

Online Practice – *Check your progress*

#### Wordlist

Ask the students to turn to p22 and tick the words they remember. Tell students to look back in the unit and find the words they don't remember so that they can learn them. If appropriate, ask students to translate words they are still not sure of. Ask them to learn the words for homework, and test them on a few in the following lesson. There are lots of ways you could make testing vocabulary more interesting and fun, e.g. write anagrams on the board, give out slips of paper for students to test each other, provide gapped words on the board for students to complete, etc.

# 3 All about you

## Introduction to the unit

The title of Unit 3 is 'All about you' and the main aim of the unit is to enable students to exchange more information about themselves. This includes job, age, address, phone number, and whether they are married or not.

The grammar of the verb *to be* is recycled and extended to include the *we* form, negatives, *Wh-*, and *Yes/No* questions and short answers. In terms of skills, students get practice in reading and listening, and speaking, i.e. roleplaying an interview. A lexical set of 'jobs' is presented, and the Everyday English syllabus is extended to include social expressions.

## Language aims

### Grammar

#### '*m not/isn't/aren't; we/they are/ we/they aren't*

The verb *to be* is recycled and extended to include the subject pronoun *we* in the negative and positive, the negative forms '*m not, isn't, aren't*, questions with question words including *How old* and *Who*, *Yes/No* questions and short answers.

### Possessive adjectives

*My, your, his, and her* are reviewed from Units 1 and 2.

### Vocabulary and speaking

A set of common jobs is presented and there is an opportunity to extend this set with students' own jobs.

### Everyday English

This section focuses on social expressions including key situational language such as *I'm sorry, Excuse me, I don't understand*, etc.

## Additional material

### Workbook

The lexical set of jobs is recycled. The forms of *to be* are fully reviewed with exercises on negative forms, questions and short answers. Students are given extra practice in consolidating vocabulary from the unit. The social expressions from Everyday English are also reviewed.

### Photocopiable activities

There are photocopiable activities to review grammar (*Is she a shop assistant?*), vocabulary (*Jobs Pictionary*), and communication (*Excuse me!*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

## Possible problems

- 1 Students learn to ask for and give further personal information in this unit. Obviously, in some cultures it is appropriate to ask about age, whereas in others it is not. You will need to use your own judgement regarding your class and teaching situation. If the students are prepared to give their real details, this can help the class to bond. However, you can point out that students do not have to give real information about themselves if for any reason they do not want to – they are free to invent age, address, and phone number if this is more appropriate. (See 'Talking about you' p7.)
- 2 A common mistake made by beginners is the omission of the verb 'to be' in negatives, e.g. *He not married. No, I not from Spain*. This may be because students sometimes struggle to hear auxiliary verbs. Sometimes the verb *to be* is included, but misplaced, e.g. *She not is American*. Insist on correct grammar and drill the contractions *isn't, aren't* when you hear mistakes like these.

## 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, 'All about you', and remind students of the meaning of *you* by pointing. Translate the title if appropriate.

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

Focus students' attention on the photo and use gesture/pointing to find out if the students know key vocabulary about the situation, e.g. *Where is this?* (in a school) *Who is this?* (a teacher/a student) If they don't know the words, you can teach them now.

**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.

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, try to watch the video together. The audio and images together make the different goals of the lesson very clear. Make sure the students do the question and answer activity.

#### Notes for activity:

- 1 **3.1** Give students time to read the questions and answers before you play the recording. Clarify any difficulties with vocabulary. Let students listen the first time and then play it again for them to repeat. You could point out the rhythm of the questions, with stress on the question word and, in these questions, on the last word.
- 2 Divide the class in two halves. One half is Jordan, and the other asks the questions. Demonstrate with a confident 'Jordan' student – ask all three questions and get all the answers. Students continue the practice in open pairs across the class or you could ask them to stand up with their books and form two lines down the centre of the classroom – 'Jordans' on one side and questioners on the other – to do the task. When they have all practised, ask the two sides to change roles. Indicate clearly which side are 'Jordans' and ask them to practise again.

With a strong group, you could then move them on to asking for and giving real information about themselves

– name, job and home country. In feedback you could write *he/she* on the board and ask questions using these pronouns to elicit third person singular answers: *What is her name? Her name is ...*

### What's his job?

#### STARTER SB p24

1 **3.2** This section introduces some job vocabulary and practises the question *What's his/her/your job?* Photo 1 has been labelled as an example to help the students. Point this out. If they need another one to do together as a class, use *architect*, which they will hopefully remember from the Reading in Unit 2. Point to the word and say it, then ask them to tell you the number of the matching photo (number 7). If you think students might know some of the jobs, put them in pairs and ask them to match any jobs they know and guess the others. Then check answers with the class. If you think students won't know any of the vocabulary or won't want to guess the answers, then do the matching activity as a whole-class exercise. You will need to drill the pronunciation of the new vocabulary chorally and individually.

**3.2** Play the recording and get students to listen and repeat the words, first chorally and then individually. Concentrate on correct pronunciation and word stress. Make sure students don't get confused by the spelling of *nurse*, *businessman*, and *builder*, and that they pronounce the vowel sounds correctly: *nurse* /nɜːs/, *businessman* /'bɪznəsəmən/ and *builder* /'bɪldə/. You could also ask them to count the syllables using fingers and mark the stress on the multisyllable words. Indicate clearly using your own fingers and/or write on the board and mark the word stress. Note: students often notice quickly that we don't pronounce the /r/ sound at the end of words such as *builder*, *teacher*, *driver*, *officer*. If they mention this, confirm that it's true. The *er* spelling at the end of the word is usually just a relaxed /ə/ sound.

#### Answers and audioscript

##### 3.2 Jobs

- 1 a businessman
- 2 a police officer
- 3 a nurse
- 4 a teacher
- 5 a receptionist
- 6 a taxi driver
- 7 an architect
- 8 a builder

2 **3.3** Briefly review *his* and *her* by pointing to a man and a woman in the job pictures and eliciting *What's his job?* and *What's her job?* Play the recording, pausing at the end of each line and getting the students to repeat chorally and individually. Make sure students include the article each time. You could elicit from them why we say *a businessman* but *an architect*. Refer them back to Unit 1 Grammar reference 1.4 on p14, if necessary.



- 3 Students practise talking about the people in the photos in exercise 1 in open and then in closed pairs. Monitor and check for correct intonation, and use of *his/her* and *a/an*.
- 4 Focus attention on the question and answers in the speech bubbles. Drill the question and answers chorally and individually. Then students practise briefly in pairs with the jobs given. Quickly check if students have jobs which are different from those in the Student's Book. If students want to use a job beginning with a vowel, e.g. *engineer*, remind them that they will have to use *an* – *I'm an engineer*. The best way to show the meanings of the students' own job words is to search online for an image if you have Internet access – or you could try to draw it. Students usually enjoy their teacher's efforts to draw even if they aren't very good!

**SUGGESTION** If you think students need more practice, you can use flashcards of the same jobs that appear in the Student's Book. Get students to mingle and ask and answer the question *What's his/her job?*, swapping the flashcards as they finish with them.

### Additional material

#### For teachers

Photocopiable activity – Vocabulary: *Jobs Pictionary* pp163–4

#### For students

Online Practice – *Look again*

Workbook p18, exercise 1

## Grammar SB p25

### Negatives – *he/she isn't*

- 1 **3.4** Point to the photos of Sunil and Dana to focus on the negative statements. Play the recording. Shake your head as the negative sentence is said to reinforce the meaning. If head gestures are ambiguous in your teaching setting, you could write *Teacher? Student?* on the board and put a large cross next to the word *teacher* as the negative sentence is said, and a tick next to the word *student*. Play the recording again, pausing at the end of each line and getting the students to repeat chorally and individually. Make sure students can reproduce the negative form correctly and that they include the article *a* each time. Also check that they deliver the sentences fluently. If necessary, highlight the linking after the negative form: *She isn't a nurse*.
- 2 Write the following cues on the board to demonstrate the activity: *Number 1 He / architect X / businessman ✓ Number 2 She / taxi driver X / police officer ✓*
- Get students to say the above sentences in full: *He isn't an architect. He's a businessman.* and *She isn't a taxi driver. She's a police officer.* Students then continue talking about the photos on page 24 in closed pairs. Monitor and check for correct pronunciation of *isn't*, linking and fluent delivery, and the use of *a* and *an*.

## GRAMMAR SPOT SB p25

Focus attention on the sentences and what the contracted forms are in full. Make sure students understand that the second sentence is negative. Ask students to circle the negative forms in exercise 1.

**SUGGESTION** If you think students need more practice with *is/isn't*, you can get them to produce sentences with information about each other. You can talk about their jobs and also review the language from Unit 2, e.g. *Ana isn't a doctor. She's a teacher; Juan isn't a nurse. He's a businessman; Yoshi isn't from Tokyo. He's from Osaka.*

## Questions and answers SB p25

### Personal information

- 1 This section covers the personal information that students may need to exchange in a range of everyday situations. If you have an ID card yourself you could show it, or encourage students from countries with ID cards to show them. This helps to highlight the application of this lesson to the students' real lives.

Focus attention on the ID card on p25. Ask students to read about Adam Clarke. They should remember *country* from Unit 2. Check comprehension of *address* and *phone* by drawing quick sketches of a house and a phone on the board and labelling them. Check they understand *age* by reminding them of *How old is he?* from the work on numbers in Unit 2. Drill the pronunciation of all these words. Remind students of *married* from the Reading in Unit 2. Check students have noticed the photo of the signpost from the city where Adam lives. Point to it and ask *London?* to elicit *Manchester*.

- 2 When they have had enough reading time, focus attention on the example in number 1. Do number 2 together as an extra demonstration if necessary. With a weaker group, put students into pairs to complete the rest of the sentences. A stronger class should work as individuals, but give them sharing/checking time in pairs when they've finished. You might want to highlight while monitoring that question 2 has two words missing, not one.
- 3.5** Play the recording, pausing after each question and answer, and get students to check their answers.

### Answers and audioscript

#### 3.5 Adam Clarke

- What's his **surname**? Clarke.
- What's his **first name**? Adam.
- Where's he **from**? England.
- What's his **address**? 37 Kings Street, Manchester, M12 4JB.
- What's his **phone** number? 07700 955031.
- How old is he? He's **27**.
- What's his **job**? He's a police officer.
- Is he **married**? No, he isn't.

Play the recording again and get students to repeat all the questions and answers. Do this chorally and individually. Point out that in British English we give our phone numbers using single figures 0–9, and that 0 is pronounced 'oh'. Repeated numbers can be expressed with *double*, e.g.

955 = *nine, double five*. Repeat Adam's phone number slowly yourself to show how this works: *oh double seven double oh nine double five oh three one*.

Get students to ask and answer about Adam, working in open and then closed pairs.

**SUGGESTION** For further practice, cut out a picture of a woman from a magazine (or draw a woman on the board) and provide similar ID information about her or involve the whole class in creating her profile. Students then practise asking and answering the questions with *she/her*.

**3** **3.6** This exercise focuses on short answers to *Yes/No* questions. Focus attention on the questions and answers. Ask students to read and listen. Play the recording through once. Play the recording again, pausing at the end of each line and getting the students to repeat as a class. Make sure they are stressing the verb *to be* in these short answers (not the pronoun). Check for accurate reproduction of the rising intonation on the question and falling intonation on the answer:

*Is Adam from Australia? No, he isn't.*

**PRONUNCIATION** Most native speakers would naturally link the vowel sounds in the short answer using an intrusive /j/ sound between the pronoun and the verb form. You don't need to point this out to beginner students, but just model it carefully for them to copy.

*No, he jsn't.* or *Yes, he js.*  
/j/            /j/

**4** Focus on the question cues in number 1 and demonstrate the first question-and-answer exchange with a confident student – *Is he from London? No, he isn't*. Do further demonstrations with other students until you are sure they have the idea. Students continue to ask and answer about the other cities in question 1, working in open pairs. Listen carefully to check that *Is he from Manchester?* elicits the positive response *Yes, he is*. Students continue asking and answering the other questions in closed pairs. Monitor and check for correct intonation and correct use of short answers.

### Answers

- 1**  
Is he from London? No, he isn't.  
Is he from Oxford? No, he isn't.  
Is he from Manchester? Yes, he is.
- 2**  
Is he 19? No, he isn't.  
Is he 24? No, he isn't.  
Is he 27? Yes, he is.
- 3**  
Is he a teacher? No, he isn't.  
Is he a doctor? No, he isn't.  
Is he a police officer? Yes, he is.
- 4**  
Is he married? No, he isn't.

### Check it

**5** This exercise practises the positive and negative forms of *to be* in statements. Focus attention on the two examples in number 1. Students complete the sentences with the information about Adam. Get students to check their answers in pairs before checking with the whole class.

Be prepared to review and drill numbers 1–9 if students have problems saying the phone numbers.

### Answers

- 1** isn't ...'s  
**2** isn't ...'s  
**3** isn't ...'s  
**4** isn't

**VIDEO** In this unit students can watch a video about a woman called Paula Harrid and find out details about her life, job and family. 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.

## Negatives – *I'm not, they/we aren't* **SB p26**

### The 5-a-side football team

This presentation extends the range of negative forms to first person singular and plural, and third person plural. The context is an interview with a girls' 5-a-side football team called the 'Scottish Rovers'. They are not professional football players, so students learn about their jobs, too.

**1** The negative forms *I'm not* and *they/we aren't* are presented along with *Yes/No* questions *Are you ...? Are they ...?* and *Is this ...?* and the short answers. Focus attention on the photo and the title of the section *The 5-a-side football team*. Count the players out loud, pointing to each one as you count. Then point to the football in the photo and ask *What's this in English?* to elicit *a football*. Ask *Who are the people?* Elicit *the Scottish Rovers*.

Use the information in the photos and mime to check/teach vocabulary the students need before you play the recording: *interview, football, footballer, captain* and *team*. Draw a simple family tree on the board to pre-teach *sister*, and if you wish, use a map to check students know the location of Scotland and understand the nationality *Scottish*.

**2** **3.7** Play the recording through once and ask students just to listen and read. After listening for the first time, point out that some of the gaps in the text are two words long and the students can see which they are by looking at the spaces between lines. You could elicit which gaps are in questions and which are in short answers.

**3** **3.7** Play the recording again and get students to complete as many questions and answers as they can. Get them to check in pairs and help each other to complete the text. Play the recording a third time and get students to listen and check and/or complete anything they missed. Go through the gaps together, eliciting or pointing out the reasons for the pronoun or verb form chosen, as appropriate.

### Answers

- |                  |                   |
|------------------|-------------------|
| <b>1</b> Is this | <b>6</b> are      |
| <b>2</b> are you | <b>7</b> Are you  |
| <b>3</b> are you | <b>8</b> Are they |
| <b>4</b> is      | <b>9</b> are you  |
| <b>5</b> am      |                   |

### 3.7 An interview with Scottish Rovers

I = interviewer G = Gillian S = Shona

- I Good afternoon. Is this your 5-a-side football team?  
G Yes, it is.  
I So, are you the Scottish Rovers?  
All Yes, we are!  
I Nice to meet you all. And are you the captain, Shona Robertson?  
G No, I'm not. I'm Gillian Robertson. This is Shona. She's my sister.  
I Ahh, sorry. Hi, Shona. So you're the captain?  
S Yes, I am. Hi!  
I And you're a nurse, right?  
S No. I'm not a nurse, I'm a teacher.  
I Oh, OK. Sorry. And where are you and your sister from?  
S & G We're from Glasgow.  
I I see. Are you both teachers?  
S No, we aren't. Gillian's a student doctor.  
G That's right.  
I And the other girls? Are they all students?  
G No, they aren't. Fiona and Kate are students, but Emma is a receptionist.  
I I see. Interesting. OK, Shona, you're the captain so, are you the best footballer in the team?  
S No, I'm not. We're all really good footballers.  
I I'm sure you are. Well, lovely to meet you all. Good luck in the final in Paris.

- 4 This exercise asks basic comprehension questions about the football team. Ask students to read the questions first. You will need to teach the meaning of *all*, which is in questions 4 and 6.

Demonstrate with question 1. Ask *What's the team's name?* and elicit (*the*) *Scottish Rovers*. Students answer the rest of the questions individually. Monitor and check for accurate formation of the short answers, e.g. if a student just writes *yes* for question 2, elicit the full short answer: *Yes, they are*. They may make a mistake with number 5 as all the others are plural and this question is about just one player, so it needs a third person singular answer (in the negative). If this happens, encourage the students to reflect and self-correct rather than just correcting their mistake for them. Give students time in pairs to share their answers.

3.8 Play the recording through once and get students to check their answers. Then play it again, pausing the recording so students can listen and repeat. Make sure in the short answers that they are stressing the verb *to be*. Put students in new pairs to practise the questions and answers again.

**EXTRA IDEA** This may be a good time for checking students' pronunciation – specifically to check they are forming the /ð/ sound as well as they can. This sound is not present in a lot of languages, but in English we need it for common words such as *this*, *that*, *they*, and *the*. Students typically try to avoid it by substituting /d/ or /z/. Highlight and model that the tip of the tongue needs to appear to form this sound and that there is considerable vibration (they can check they are producing this sound by touching their neck to check). Model and drill *this*, *that*, *they* and *the* for accuracy.

#### Answers and audioscript

##### 3.8 Questions and answers

- 1 A What's the team's name?  
B **Scottish Rovers.**  
2 A Are Shona and Gillian sisters?  
B **Yes, they are.**

- 3 A Are they from England?  
B **No, they aren't.**  
4 A Are all the girls teachers?  
B **No, they aren't.**  
5 A Is Shona the best football player?  
B **No, she isn't.**  
6 A Are they all really good footballers?  
B **Yes, they are.**

#### GRAMMAR SPOT SB p26

- Focus attention on the negative sentences and what the contracted forms are in full. Make sure students understand that the sentences are negative.
- Focus attention on the short answers. Make sure students understand that we use the full form in the third person affirmative – *Yes, it is*, not *\*it's*, and that we cannot say *\*I amn't* for the first person negative. Ask students to circle the negative forms in the interview in exercise 2. (NB They are not in the gapped sentences.) Elicit which negatives students have found and show that most of them are short answers. (*No, I'm not; I'm not a nurse; No, we aren't; No they aren't; No, I'm not.*)

Read Grammar reference 3.1 and 3.2 on p30 together in class. Encourage students to ask you questions about them. For the *Yes/No* questions and short answers you could ask them to cover the short answers and test each other in pairs by asking a question and saying the two possible answers. You could also give them two minutes to look at the grids, then to close their books. You then write the grids in a gapped form on the board and elicit the missing words from the students as a class. This helps to make their learning more memorable.

- 5 Students now have an opportunity to practise a longer conversation than in earlier units. Put students in groups of three to practise the interview and assign each student a role: interviewer, Shona or Gillian. With a confident class, you can let them start straight away, but with weaker classes, it would be helpful to play the recording again, line by line, drilling any difficult sections to help build students' confidence. It can be fun for students to try to read the interview out loud while they listen to try and improve their fluency. For further practice, ask them to swap roles in their groups until each student has practised each role.

#### Talking about you

- 6 In this exercise students get the opportunity to personalize the *Yes/No* questions and give real short answers. Get students to ask and answer the first question in open pairs. Students work in small groups to continue the task. Alternatively, students could stand up and do the activity as a mingle activity. Monitor and check for correct intonation and use of short answers.

**SUGGESTION** Note down any mistakes and at the end of the activity, use the board to write them up and elicit corrections from the class without mentioning whose mistake it was. In this way, common errors can be corrected without any individual student feeling particularly in the spotlight.

**Is he a taxi driver?**

- 1 Focus attention on the photos of Diego and Isabella. Ask *Where are they?* Elicit that Diego is by his taxi/in the street and Isabella is in a café.
- 2 Get students to read through the information in the table so that they know what they have to listen for. Explain that they are going to hear two conversations, one with Diego and one with Isabella. These are a little longer than in previous units, but reassure students that they only need to complete the information in the table and they don't have to understand every word.

**3.9** Ask students to listen for the city or town Diego is from. Play the first six lines of conversation 1 and then pause. Check the answer (*Mexico City*). Play the recording again from the beginning and get students to complete the information about Diego. Pause before moving on to conversation 2. Play conversation 2 through once and get students to complete the information about Isabella. Get students to compare their answers in pairs. Play the conversations again, pausing after conversation 1 and get students to complete/check their answers. Check the answers with the whole class.

**NOTE**

*Waitress* is a new job word for the students, which is why it is given in the chart. Check understanding, if necessary, and tell them that *waitress* is for a woman in this job and *waiter* is for a man. Write the words on the board and drill pronunciation chorally and individually.

**Answers**

<b>First name</b>	Diego	Isabella
<b>Surname</b>	Hernandez	Blanco
<b>Country</b>	Mexico	United States
<b>City/Town</b>	Mexico City	New York
<b>Phone number</b>	5546-247312	08842 666455
<b>Age</b>	42	33
<b>Job</b>	taxi driver	waitress
<b>Married</b>	no	yes

**3.9**

**Diego Hernandez**

- I = Interviewer D = Diego
- I Good morning.  
 D Hello.  
 I What's your name, please?  
 D My name's Diego Hernandez.  
 I Thank you. And where are you from, Diego?  
 D I'm from Mexico, from Mexico City.  
 I Thank you. And your telephone number, please?  
 D 5546-247312.  
 I How old are you, Diego?  
 D I'm 42.  
 I And ... what's your job?  
 D I'm a taxi driver.  
 I And ... are you married?  
 D No, I'm not.  
 I Thank you very much.

**Isabella Blanco**

- I = Interviewer IB = Isabella
- I Good afternoon.  
 IB Good afternoon.  
 I What's your name, please?  
 IB Isabella, Isabella Blanco.  
 I And where are you from?  
 IB From New York.  
 I Ah! So you're from the United States?  
 IB Yes, I am.  
 I What's your phone number?  
 IB 08842 666455.  
 I Thank you. How old are you?  
 IB I'm 33.  
 I What's your job, Miss Blanco?  
 IB I'm a waitress.  
 I And are you married?  
 IB Yes, I am.  
 I That's fine. Thank you very much.

3 Read the instructions with the students, then demonstrate the activity with one student using the example given. You might want to do the second question as a demonstration, too. This requires a negative answer *No, he isn't*. Encourage students to use this short answer because they need to practise this target structure. (*No, he's a taxi driver. is, of course, also correct.*) Students continue asking and answering in closed pairs. Monitor and check. If students have problems with stress, intonation or with the short answers, drill the questions and answers across the class and get students to repeat. Check the answers with the whole class. If stronger students have added the correct information for the negative short answers, check this and praise them, e.g. *Is he a police officer? No, he isn't. He's a taxi driver.*

**Answers**

- Is Diego from Mexico? Yes, he is.  
 Is he a police officer? No, he isn't.  
 Is he 30? No, he isn't.  
 Is he married? No, he isn't.  
 Is Isabella from Brazil? No, she isn't.  
 Is she a receptionist? No, she isn't.  
 Is she 29? No, she isn't.  
 Is she married? Yes, she is.

**SUGGESTION** If students need further practice, get them to ask and answer more *Yes/No* questions with the information about Diego and Isabella, e.g. *Is Diego from Italy? Is Isabella from Chicago? Is he a teacher? Is he 50? Is her phone number 08842 666477? Is she a receptionist?*

4 This gives students the opportunity to practise *he/she* forms of *to be* in statements and they also reuse possessive adjectives *his/her* from Unit 2. Focus attention on the examples in the speech bubbles and elicit complete sentences. Students continue talking about Diego and Isabella in closed pairs. Depending on the level of the group, either one student in each pair can talk about one of the two people in the photos or they can work collaboratively to build a picture of each person. Monitor and check for accurate use of *he/she* and the correct forms of the verb *to be*, including negative, where necessary.

## Talking about you

- 5 Focus attention on the example. Show the students that there are two gaps, so two words are needed to complete each question. Get students to do the exercise in pairs. Monitor carefully and prompt, where necessary, by giving options, e.g. *Where's?/What's?*  
Check the answers with the whole class.

### Answers

- 1 What's your
- 2 What's your
- 3 Where are
- 4 What's your
- 5 are you
- 6 What's your
- 7 Are you

Drill the pronunciation of the questions. Make sure students know to use falling intonation on the *Wh*-questions and rising intonation on the *Yes/No* question (number 7). Put students into groups of four and get them to interview each other, using the questions. Ask students to write 1–7 in their notebooks and make a note of the answer for each question. They can interview one person in their group and then swap with another student to interview a second person. They will need their notes to use in exercise 6. Tell students, using L1 if necessary, that they do not have to give their real phone number if they don't want to – they can invent one.

## Writing

- 6 This is the first writing task in the course. It provides a useful way of consolidating the key language of personal information and the *he/she* forms of *to be*. Get students to use the information they found out during their interviews in exercise 5 to write a short description of another student. Point out that it is the same as when they spoke about Diego and Isabella in exercise 4, but this time they need to write. As they have spoken to two different students, they can write about one in class time and the other for homework. Monitor carefully and assist and reassure any students who are finding it difficult. When they have finished, invite students to read their descriptions to the class, if they feel comfortable with this, and praise them for good language use. Note any mistakes in grammar or pronunciation and correct them as a class when all of the students have spoken.

**EXTRA IDEA** As an extension and for speaking and listening practice, you could use the homework descriptions for a 'describe and guess' game in the next lesson. One student reads their description to the class, omitting the name information, and the other students guess who they've described.

### Check it

- 7 Focus attention on the first pair of sentences as an example. Remind students of the convention of ticking (✓) to indicate that something is correct. Students work individually to choose the correct sentences.  
Get students to check their answers in pairs before checking with the whole class.

### Answers

- 1 Her name's Maria.
- 2 He's an architect.
- 3 We aren't sisters.
- 4 I'm not a doctor.
- 5 They aren't from Spain.
- 6 She isn't married.

## Additional material

### For teachers

Photocopiable activity – Grammar: *Is she a receptionist?*  
pp161–2

Photocopiable activity – Video worksheet: *Profile: Paula Harrid*

### For students

Online Practice – *Look again*

Workbook pp18–21, exercises 1–11

## Reading and listening SB p28

### We're in Paris!

#### About the text

This skills section follows on from p26, where students first met the football team Scottish Rovers. It gives an update on the team's progress (i.e. they have now arrived in Paris) with a magazine article and a recorded interview. The text is used to focus on the subject pronoun *we* and broadens students' exposure to new lexical items.

- 1 Focus attention on the photo and make sure students understand it shows the same football team. Ask questions to find out how much students remember about them: *What's the team's name? Where are they from? Are they students? Do they have jobs? If so, what are their jobs?* Let the students try to express any other information they remember, e.g. five players, one captain, girls, sisters, any names and jobs they remember – don't insist on accuracy or full sentences at this stage as you just want them to be engaged again with the subject matter. Ask *Where is this photo?* to elicit *Paris* or refer them to the title if they don't know.

New vocabulary in the text includes *café, final*; adjectives for feelings *nervous, excited*; and common expressions *Wow! Hooray! and Good luck*.

This time ask students to read the text without pre-teaching the new words and phrases. It is good for them to try to understand from context. When they have all finished reading, check and clarify their understanding of the new words, especially *final, nervous* and *excited*.

- 2 Ask students to read the questions. Answer the first question together as a demonstration, if necessary. Students can answer the questions individually and then check their answers in pairs.  
Go through the answers together.

## Answers

- 1 They're in Paris.
- 2 No, it isn't.
- 3 The final's tomorrow.
- 4 They're excited.

3 This task consolidates positive and negative forms of *to be* in a correction exercise. Ask one student to read sentence 1. Then shake your head and say *Italy? No!* Students might offer *Paris* or *France*. (If not, elicit a response by asking *Where are they?*) Praise and confirm using the example answer – *They aren't in Italy. They're in France*. Students work individually or in pairs to complete the task. Monitor carefully. In number 5, *hotel* is used for the first time. This is a fairly international word, but explain if necessary and drill the pronunciation chorally and individually.

🔊 3.10 Play the recording, pausing at the end of each sentence to give students time to check their answers. Ask a few students to read out their answers. Help them to reproduce the contrastive stress in the pairs of sentences when they say them out loud by emphasizing the piece of information which is different, e.g. *They aren't in Italy. They're in France*.

You may need to model the sentences in an exaggerated way to show what you mean.

Get students to practise the sentences again by playing the recording again or modelling yourself.

## Answers and audioscript

### 🔊 3.10 Negatives

- 1 Scottish Rovers are in Italy.  
They aren't in **Italy**. They're in **France**.
- 2 Shona is from England.  
She **isn't** from England. She's from **Scotland**.
- 3 Gillian is the captain.  
Gillian **isn't** the captain. **Shona** is the captain.
- 4 The final is today.  
The final **isn't** today. It's **tomorrow**.
- 5 They're in a hotel in Paris now.  
They **aren't** in a hotel. They're in a **café**.

## GRAMMAR SPOT

Check students understand *we* by gesturing to yourself and another student. Focus attention on the sentence and the contracted form *we're*. Make sure students understand what the contracted form is in full. They will hear both forms in the following exercise.

## Interview with the team

### About the text

This is the longest unseen listening that students have had so far in the course – it is therefore a good idea to set it up carefully so it's not too daunting.

4 🔊 3.11 Elicit and write on the board the names of the five football players in the team – students can get these from the questions and the text in part 1 (*Shona, Gillian, Kate, Fiona, Emma*). Get students to read the questions before they listen to the interview. If necessary, review numbers 11–30 to help students when picking out the ages of the

characters. Check other new vocabulary before you play the recording – students will need you to explain *first time* and *twins*.

Play the first four lines of the conversation and elicit the answer to question 1 (*Yes, it is*). Play the rest of the conversation and get students to listen for the answers to 2–5. Play the recording through again and get students to check/complete their answers. Check the answers with the whole class. At this point, you will need to elicit or teach the meaning of *husband*. You could easily teach *wife* in this context, too. Write these words on the board for students to copy and check pronunciation.

## Answers

- 1 Yes, it is the team's first time in Paris.
- 2 Kate, Fiona and Emma are 23.
- 3 The twins are 25.
- 4 No, the twins aren't both married. Shona is married. Gillian isn't married.
- 5 Tom is Shona's husband. He's a bus driver.

### 🔊 3.11 Scottish Rovers in Paris

I = interviewer, S = Shona, G = Gillian, All = Shona, Gillian, Emma, Fiona & Kate

- I Good morning, girls. How are you?  
All Morning! All good thanks.  
I So, is this your first time in Paris?  
All Yes, it is. It's amazing here! We love it!  
I Good! Now, you're all Scottish. Is that right?  
All Yes. That's right. We're all from Scotland. Come on, Scotland!  
I Yes. Come on, Scotland. Shona, you're the captain. How old are you?  
S I'm 25. Emma, Fiona, and Kate are 23, and Gillian is my sister.  
I Is Gillian 23, too?  
G No, I'm not, I'm 25 like Shona.  
I Uh! So you're sisters and you're both 25?  
S Yes, we're twins! But we aren't identical twins!  
I You're twins! Well, how interesting!  
S Yes, but we are very different.  
I Yes, you are. You aren't identical at all! Right. Now, who's married in the team?  
All (apart from Shona): We're not married!  
S: But I am!  
I: Ah, Shona, the captain. You're married. What's your husband's name?  
S: His name's Tom and he's a bus driver. He isn't here today; he's in Scotland.  
I: I see. Well, good luck in the final, girls, and enjoy Paris!  
All: Thank you.

5 🔊 3.11 Here students have a chance to read the interview as they listen, so ask them to go to p142 to read audioscript 3.11. When they are all ready, play the recording again. After they've listened, they may want to know some new lexis: *identical twins*, *interesting* and *different*. You could use L1 if appropriate. If not, you may need to draw identical faces and different faces on the board to illustrate the concept of identical or non-identical twins, or perhaps refer to famous people like the Olsen twins.

## Roleplay

6 This is the first roleplay in the course. It is intended to be quite controlled, but is also an opportunity to give students important speaking practice at this early stage in their learning. As in all freer speaking tasks, it's important to let students focus on communicating and not highlight their errors during the task. Tell students they are going

to be a sports team. Put them in groups of four (or five if necessary, depending on the number of students in the class). Focus attention on the questions and check understanding. Students can use translators/dictionaries or ask you for the English word for their chosen sport in answer to the first bullet point, or you could teach a few sports for them to choose from using pictures and mime, e.g. basketball, volleyball, hockey, baseball. Give students time to invent their imaginary teams and identities and write down the details. Monitor and help them with unknown words or prompt them if they can't think of an idea. With a weaker group, you could write some sentence starters or prompts on the board, e.g. *The sport is ...*, *The name/the team ...*, *I'm ...*, *She's ...*, *We/ from ...*

Demonstrate the questions and answers with a confident group. If appropriate, set up the roleplay to feel more authentic by moving desks so two 'teams' can sit together. Then get the groups to ask and answer the questions about their teams and the individuals in them. Monitor and check. Note down any common errors (grammar and/or pronunciation) and correct them together after the roleplay, but without identifying who made the mistake.

### Additional material

#### For students

Online Practice – *Practice*

## Everyday English SB p29

### Social expressions (1)

- 3.12** This is the first focus on useful expressions used in common everyday social situations. Play the recording and get students to look at the photos to try to understand the context. They don't need to complete the gaps at this stage so point to the photos, mime listening and mime covering the gapped conversation.
- Focus attention on the gapped conversations. Demonstrate with a confident student using the first conversation, which contains an example. Get the student to say part B. Ask students to complete the conversations in pairs, using the words in the boxes and the pictures to help them.

**3.12** Play the recording again and get students to check their answers.

### Answers and audioscript

#### 3.12 Social expressions

- A I'm so **sorry**.  
B That's **OK**. No problem.
- C A black coffee, **please**.  
D That's £2.40.  
C **Thanks** very much.
- E **Excuse** me! Where's the station?  
F I'm sorry. I **don't know**.
- G Thank you **very much**. That's very **kind**.  
H You're **welcome**.

5

I ¿Qué hora es?

J I'm **sorry**. I **don't understand**.

6

K **Excuse** me! Where are the toilets?

L They're **over there**.

K **Thanks a lot**.

- If necessary, play the recording again, pausing at the end of each line to get the students to repeat as a class. Deal with any pronunciation difficulties. Put students in new pairs to practise the conversations.

When they've practised them a few times, give each pair just one conversation to act out to the class. They might want a little more time to practise now they understand they will be performing it. When they're ready, it is best if they stand up and physically act it out as much as possible to make it feel a bit more natural and spontaneous. If the students enjoy this activity and there is enough time, encourage them to choose another conversation to practise and act out.

### Additional material

#### For teachers

Photocopiable activity – Communication: *Excuse me!*  
pp165–6

#### For students

Online Practice – *Look again*

Workbook p22, exercises 1–2

Online Practice – *Practice*

Workbook p23, *Review*, exercises 1–4

Online Practice – *Check your progress*

#### Wordlist

Ask the students to turn to the Wordlist on p30 and tick the words they remember. Tell students to look back in the unit and find the words they don't remember so that they can learn them. If appropriate, ask students to translate words they are still not sure of or to check the meanings in groups. Ask them to learn the words for homework, and test them on a few in the following lesson. To increase the students' enjoyment of vocabulary revision you can also provide games with anagrams, de-vowelled words (where students provide words with missing vowels for other students to complete) and words on slips of paper which students can use to test each other.

# 4

## Family and friends

### Introduction to the unit

The title of Unit 4 is 'Family and friends' and it aims to enable students to give personal information about their families and relationships. The unit introduces the possessive 's and extends students' knowledge of possessive adjectives to include *our* and *their*. Students are introduced to the lexical set of 'family' and also learn some common verbs: *has/have, love, like, work*. Students get practice in all four skills with listening and speaking tasks, reading texts on family and friends, and a guided writing task. The alphabet is introduced and in the *Everyday English* section students learn how to make reservations in which they give their personal information, including how to say email addresses.

### Language aims

#### Grammar

##### Possessive adjectives

Students are introduced to two new possessive adjectives: *our* and *their*. There is also a review of all possessive adjectives from Units 1–3.

##### Possessive 's

The possessive 's is introduced via the context of family. The way of expressing possession in English is different from many other languages and so students may initially have problems with this and may struggle to hear it in connected speech. Students are given plenty of controlled practice in the Student's Book and Workbook, and the *Grammar spot* highlights possible confusion with 's as a contraction of *is*.

##### Common verbs (1) *have/has, love, like, work*

*Have/Has* are introduced to enable students to talk about possessions and members of their family. Other common verbs are presented at the same time: *love, like, work*.

#### Vocabulary

The vocabulary focus is the lexical set of the family, and students also learn how to describe an e-pal and that person's family.

Furthermore, students learn the alphabet, particularly in order to spell personal details aloud.

#### Everyday English

The focus in this section is on making reservations by phone. Students practise how to spell words related to personal information, including saying one's email address.

### Additional material

#### Workbook

The lexical set of the family is recycled. Possessive 's and possessive pronouns are consolidated, and *have/has* are reviewed and consolidated. Students are given extra practice in listening and reading, and there are exercises on vocabulary and pronunciation. The alphabet and phone language from *Everyday English* are also reviewed.

#### Photocopiable activities

There are photocopiable activities to review grammar (*My things and your things*), vocabulary (*The Adams family*), and communication (*Can I book a ... ?*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

#### Possible problems

- 1 The main confusion which could occur is between 's as a contraction of *is*, e.g. *He's*, and 's used as possessive, e.g. *John's*. There is a specific focus on this in Grammar reference 4.2 to help clarify the difference between the two.
- 2 Students may have a little difficulty with the pronunciation of the possessive adjective *our*. When we say this word on its own or slowly, the pronunciation is /aʊə(r)/ (like the word *hour*) but in normal connected or fast speech it is often /ɑː(r)/ (sounding similar to *are*). You don't need to point this out, but if students do have difficulty, you'll need to model and clarify. The *Vocabulary and speaking* section on p38 focuses on the alphabet and spelling aloud. Students with the roman alphabet in their L1 may say letters as they are pronounced in L1 and, in particular, often have problems with the vowels *a, e, and i* and the consonants *j, g, and y*. The letters of the alphabet are therefore not only presented in order, but also according to sound so that students remember how to say them.



## 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, 'Family and friends.' You could ask students if they know any words in English for people in a family. Praise any correct words and clarify meanings for the class. Tell the class they are going to learn these words and talk about family and friends in this lesson.

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

Focus students' attention on the photo and ask *Friends? Family? Family and friends?* – there is no correct answer! With a stronger group you can elicit what they're doing – having lunch/eating.

**Video (2 minutes approximately):** The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience. 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, just use the title and photo to get the students engaged in the topic of friends and family. You could ask the question used in the video: *Is your family big?* (They can practise saying numbers in their answers.) Then do the family tree activity together.

#### Notes for activity:

- 1 **4.1** Ask students to read the instruction. Focus their attention on the family tree. Play the recording for students to listen. If they need to listen a second time, play the recording again.

#### 4.1 Nina's family

My name is Nina and this is my family. My father's name is Pablo, he's a builder. My mother is Gina and she's a doctor. My brother's name is Bruno. He's a student. I'm a student, too.

- 2 Put students in closed pairs to describe the family tree. With a weaker group, use the example starter sentence and elicit how the sentence could continue, e.g. *Her name's Nina and this is her father. His name's Pablo ...* Monitor and note any problems remembering the vocabulary from the recording. Make sure they pronounce *brother* and *mother* with the /ʌ/ sound and not /ɒ/.

## My family SB p32

### STARTER

- 1 This section reviews all the possessive adjectives students have seen in Units 1–3 and also presents *our* and *their*. Focus students' attention on the row of subject pronouns (shaded at top) and briefly review *I, you, he, she, we* and *they* by pointing to yourself and students and eliciting the correct pronouns. Focus attention on the examples in the chart. Give the pronouns and possessive adjectives a context if you wish: *I'm a teacher. My name's Sue*. Get students to continue completing the chart, working in pairs. If they have difficulty, get them to use your sentences as a prompt. Monitor and assist weaker students. Then check the answers and students' pronunciation. Make sure they can distinguish between *you/your, they/their*, and that they can pronounce *our* correctly. With a stronger group, using your example sentences, elicit the same sentences changed to use *they* and *their* (*They're teachers. Their names are ... and ...*). Two students may be able to make sentences about themselves using *we* and *our* (*We're students. Our names are ... and ...*).

### Answers

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

- 2 Focus attention on the examples in the speech bubbles. Say the sentences, pointing to relevant objects and getting students to repeat. Elicit more examples by pointing to objects that belong to the students, e.g. *This is her chair, This is their desk* and objects in the classroom, e.g. *This is our clock*. Make sure students use just the possessive adjectives *my, your, his*, etc. rather than students' names, as this would require 's, which is covered in the next section.

## Grammar SB p32

### Possessive 's

- 1 **4.2** Focus attention on the photos and the heading *Ian McCaul*. Play the recording and ask students to read the text in their books at the same time as they listen. The only thing you may need to clarify to students is the location context. If possible, show them Northern Ireland on a map and locate Belfast. Most of the other vocabulary has been covered in previous units, except for *head teacher* – though they already know *teacher*. Focus attention on the photo. Point to Ian McCaul on the page in your book and show the students, then ask *Who's this?* to elicit his name. Do the same for the other family members.

## GRAMMAR SPOT SB p33

Focus attention on the examples. Make sure that students understand that *'s* is the contracted form of *is* in the first example.

Use the photos to convey the concept of *Ian's family* and *his family*. Make sure that students understand that we use these forms to express possession.

Review the use of *his* and then focus attention on the other examples with possessive *'s*. Ask students to circle the examples of possessive *'s* in the text about Ian's family. Make sure students don't confuse the contracted form of *is* with possessive *'s*.

Read Grammar reference 4.1 and 4.2 on p40 together in class. Encourage students to ask you questions about it. Use L1 if appropriate to translate/talk about 'possession'. Give further concrete examples by pointing to the students' own possessions and moving around the class, e.g. *This is Petra's bag. This is Aynur's phone. This is Gianni's book.*

Ask students to circle all the examples of *'s* in the text. Put them in pairs to decide if each example indicates possession or if it's contracted *is*. Check together.

### Answers

He's married (is), He's a head teacher. (is), Ian's school (possession), Ian's wife (possession), She's a nurse. (is), he's at university (is), she's at St Dominic's High School (is, and possession in the school name).

- 2 Focus students' attention on the questions. Mime finding the answer to question 1 as an example. Get students to continue answering the questions individually.

They can have sharing/checking time in pairs when they've finished.

- 4.3 Play the recording so students can check their answers. Put students in closed pairs to practise the questions and answers. Monitor and note any problems with pronunciation. Try to ensure all students practise in both roles; question and answer. When they have finished, correct pronunciation errors and drill them with the whole class.

### Answers and audioscript

#### 4.3

- 1 Is Ian married?  
**Yes, he is.**
- 2 Where's their house?  
**It's in Belfast.**
- 3 What's Ian's job?  
**He's a head teacher.**
- 4 Where's his school?  
**It's in the centre of Belfast.**
- 5 What's Jenny's job?  
**She's a nurse.**
- 6 Are their children both at school?  
**No, they aren't. Becky's at school. Michael is at university.**

### Additional material

#### For students

Online Practice – *Look again*

Workbook pp24–5, exercises 1–2

## Vocabulary SB p33

### Who are they?

- 3 4.4 Focus attention on the words in the table. Play the recording and get students to repeat as a class. Correct any mistakes with the vowel sounds – common mistakes are made with *brother, mother, daughter, and parents*. Also make sure students are doing their best to pronounce /ð/ in *mother, brother and father*. Further choral and individual drilling of these may well be helpful to consolidate the words' pronunciation.
- 4 4.5 Focus attention on the family tree. Play just the first sentence on the recording as an example. Continue playing the sentences, pausing at the end of each one for students to write in the words. Play the recording again and get students to check their answers.

### Answers and audioscript

#### 4.5

- 1 Jenny is Ian's **wife**.
- 2 Ian is Jenny's **husband**.
- 3 Becky is Jenny and Ian's **daughter**.
- 4 Michael is Jenny and Ian's **son**.
- 5 Ian is Becky's **father**.
- 6 Jenny is Michael's **mother**.
- 7 Becky is Michael's **sister**.
- 8 Michael is Becky's **brother**.
- 9 Jenny and Ian are Michael and Becky's **parents**.
- 10 Michael and Becky are Jenny and Ian's **children**.

Play the recording through again, pausing after each sentence and getting students to repeat chorally and individually. Make sure they reproduce the possessive *'s* accurately.

- 5 Students ask and answer the questions about Ian's family. Do another example with the class, e.g. *Who's Jenny?* Elicit two or more answers: *Jenny is Ian's wife. Jenny is Becky's mother.* Put students into pairs to do the same for the remaining family members – Ian, Michael, and Becky. Then drill a plural example, e.g. *Who are Michael and Becky?* *They're Ian and Jenny's children.* Prompt students to ask about Ian and Jenny and answer correctly. You could put students in new pairs to do the exercise again, but faster this time.
- 6 4.6 This listening task focuses on short expressions used by members of Ian's family in different situations. Tell students that they don't need to understand every word to do the task, and they should use the context to help them. Play number 1 and focus on the example. Play the rest of the recording and get students to write the correct family member. Let students check their answers in pairs before checking with the whole class. You could elicit the key information and specific words needed to work out the answers, e.g. number 1 – *Becky! School!* (and we know it's a woman's voice), 2 *my school bag* (and a girl's voice), 3 *I'm, hospital* (and a woman's voice) and so on.

### Answers

- 1 Jenny
- 2 Becky
- 3 Jenny
- 4 Ian
- 5 Michael

#### 4.6 The McCaul family

J = Jenny B = Becky I = Ian M = Michael

- 1 J Come on, Becky! It's time for school!
- 2 B Mum! Where's my school bag?
- 3 J Bye, everybody! I'm off to the hospital. Have a good day!
- 4 I Mmm. A lovely cup of tea. Thanks, honey. Phew! What an awful day at school!
- 5 M Becky! Your music is too loud! Dad and I want to watch the football!

#### Additional material

##### For teachers

Photocopiable activity – Vocabulary: *The Adams family* pp169–70

##### For students

Online Practice – *Look again*

Workbook p25, exercise 1

#### Practice SB p34

#### An Australian family

- 1 4.7 Focus students' attention on the photo and the title. Ask *Where are they from?* (Australia). Go through the names in the photo so students will be able to say them easily in the activities: Darren /'dærən/, Elizabeth /'lɪzəbəθ/, Manos /'mænɒs/, Elina /e'li:nə/.

Ask students to read the instruction, then focus attention on the chart and make sure students understand what information they have to listen for by eliciting possible answers for each category, e.g. *name – Elina, age – 12, job – schoolgirl*. The script is quite short and students have already seen almost all the vocabulary in it, but remind them to listen for just the information they need. You may need to pre-teach *chef*, using a quick drawing or the name of a famous chef. Play the first part of the recording as far as *She's a schoolgirl*. Elicit the answers about Darren's sister. Play the rest of the recording and get students to complete the chart. Check the answers with the whole class.

#### Answers

	Name	Age	Job
Darren's sister	Elina	12	schoolgirl
Darren's mother	Elizabeth	42	teacher
Darren's father	Manos	44	chef

#### 4.7 An Australian family

Ya! Hi! My name's Darren Marinos and I'm from Australia. This is my family. Our apartment is in Sydney. This is my sister. Her name is Elina, and she's 12. She's a schoolgirl. This is my mother. Her name's Elizabeth. She's 42, and she's a teacher. This is my father, Manos. He's from Greece. He's 44, and he's a chef at a Greek restaurant in Sydney.

As a follow-up, point to each of Darren's family members and ask students to give a brief description, e.g. *This is Manos. He's Darren's father and he's a chef*. With a stronger group, you might be able to elicit other information they were able to catch, e.g. *He's from Greece. He's a chef in a restaurant*.

- 2 Focus attention on the example and then get students to complete the sentences in pairs. Check the answers with the whole class, making sure students have included possessive 's where necessary.

#### Answers

- 1 Darren's
- 2 mother's
- 3 Manos's/his father's
- 4 their

#### Talking about you

- 3 Demonstrate the activity by writing the names of your own mother, father, brothers and sisters on the board and talking about them (name, relationship, age, job). Give the information quite slowly but naturally and then ask a few questions to check understanding, e.g. *Who's this? What's her job?*, etc. Finally, encourage students to use the prompts to ask you more questions about other members of your family. Now they should be ready to write down their own family members' names. Put them into pairs to ask and answer questions using the prompts in the book. Monitor and check for correct use of *he's/she's, his/her, and a/an + job*. Help students to find the right words for the jobs that their family members do.

Ask a few students to choose someone in their partner's family and say what they know about that person, e.g. *Hana is Raya's mother. She's 63. She's a receptionist*.

**EXTRA IDEA** With a stronger class, you could make new pairs to do the activity again, just the same, but this time covering the prompts and asking the questions from memory only.

**SUGGESTION** If possible, it's a nice idea to base family descriptions on real photos. You and your students may have some photos with you on mobile phones. If not, ask them to bring photos to the next lesson and bring photos of your own family. Do the activity in 3 again but this time students can show their partner photos of the people they are describing and you can too.

#### my/your/his ...

- 4 Focus students' attention on the words in the box. These are all the possessive adjectives which the students have studied. Look at the example together – ask one student to read the question aloud and another to read the answer. Point out that each gap is one of the words in the box and that *their* can be used in two gaps. Allow plenty of time to read and complete the sentences. Then put students into pairs to share and check their answers.

4.8 Tell students to listen to the recording to check their answers. Play the recording once. If you wish, play it again, pausing at the end of each line for students to repeat the sentences.

## Answers and audioscript

### 4.8 Possessive pronouns

- 1  
A What's your name?  
B **My** name's Annie.
- 2  
A What are **your** names?  
B Our names are Emma and Vince.
- 3  
Jean-Paul and André are students. **Their** school is in Paris.
- 4  
A My sister's married.  
B What's **her** husband's name?
- 5  
A My brother's office is in New York.  
B Really? What's **his** job?
- 6  
We're in **our** English class.
- 7  
A Mum and Dad are in Rome.  
B What's the name of **their** hotel?

**VIDEO** In this unit students can watch a video about a student called Ethan Followwill and his family. 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: *Profile: Ethan Followwill*

#### For students

Online Practice – *Look again*

Online Practice – *Practice*

## Grammar SB p35

### Common verbs (1): *have/has, love, like, work*

#### About the text

This listening and reading activity is about the famous footballer David Beckham, his wife Victoria and their four children. There is some new vocabulary here, but it is a good idea for students to read and listen first to give them an opportunity to work out the meanings in context, in case you don't need to explain the unknown words.

- 1/2 **4.9** Focus students' attention on the photo of David playing football and ask *Who is he?* Point to the other photos and ask *Who is he?* (David Beckham's son, Romeo) and *Who are they?* (his family). This information is included in the title of the reading text. Ask students to read and play the recording so they can listen at the same time. Check or pre-teach the meanings of *famous, fashion, important, a fashion boutique, Saturday* (they will study days of the week in Unit 6), *normal, family time, charity, people*.

### 4.9 Football star, David Beckham, and his family

The Beckhams are a very famous family. David Beckham is a world-famous footballer and his wife, Victoria, has a fashion business. They have four children: three sons, Brooklyn, Romeo and Cruz, and a daughter, Harper. Both football and fashion are important for the family – *all* the children love football, even little Harper. Victoria's sister, Louise, has a fashion boutique and Brooklyn works there on Saturdays. Romeo is a fashion model for *Burberry*. They're a rich family – they have four houses, in London, California, Dubai and the South of France, but they are a 'normal' family too – they like family time at home. The parents work hard – they have a charity for young people, *The Victoria and David Beckham Charitable Trust*, and David works for UNICEF.

- 3 Remind the students of the convention of ticking (✓) to indicate that something is correct or true and marking a cross to indicate something is wrong or false. Ask students to look at the example. Read aloud *The Beckhams' children are all boys*. Point to the photo of the family and raise your eyebrows to indicate this is clearly false. Ask a student to read out the corrected sentence.

Students continue working individually to read and decide whether the sentences are true or false. Stronger students can be encouraged to write correct sentences for the false ones.

Put students into pairs to share/check their answers, then check them together.

### Answers

- 1 **X** (No, they aren't. The Beckhams have three boys and one girl.)  
2 ✓  
3 **X** (She has a fashion business.)  
4 **X** (Their son Romeo is a model for Burberry.)  
5 ✓  
6 **X** (Louise is Victoria's sister.)  
7 **X** (They have houses in London, California, Dubai and the South of France.)  
8 ✓

### GRAMMAR SPOT SB p35

- 1 The focus here is on common verbs: *like, love, work, have*. If you are not sure that students fully understand what these verbs mean, you should explain and clarify the meanings now.

Point to the *Grammar spot* box and ask students to listen as you read it aloud. The important thing to draw their attention to is that for the third person *he/she/it*, the verb ends in *s*. Point out that the verb *have* changes to *has* (not *haves*) for its third person form. Ask students to find and circle examples of the four common verbs in the reading text. Go through these as a class, eliciting what form the verb takes and why, e.g. ... *his wife, Victoria, has a fashion business*. Ask *Why 'has'?* Because 'Victoria' is *she*.

Turn to the Grammar reference on p40 and focus students' attention on 4.3. Here there are more examples of the common verbs used in full sentences. Encourage students to ask you questions, in L1 if appropriate. Highlight that it says *have is an irregular verb* and clarify what this means, i.e. that we don't say *She haves* but *She has*. It is enough at this stage that students understand this verb is different from the others and that they have to memorize it.

For further practice, you could write some of these sentences on the board, but leave gaps for the verbs. Students close their books and try to complete the sentences with the correct verb in the correct form.

- 4 **4.10** Focus attention on the gapped sentences and ask students, in pairs, to try to predict what the missing words might be. Ask students to listen to the sentences on the recording and complete them. Play the first sentence of the recording. Elicit the answer (*have*). Then ask students to complete the other sentences and play the rest of the recording.

### Answers and audioscript

#### 4.10 David Beckham's family

- 1 We **have** three sons.
- 2 **Our** children all **love** football.
- 3 **My** sister **has** a fashion boutique.
- 4 **Our** son **works** there on Saturdays.
- 5 We **love our** house in France.
- 6 **Our** parents **work** hard.

**EXTRA IDEA** You could ask *Who is this?* to elicit which Beckham says each sentence. Do the first one as an example and point out the pronoun *we* as the key to knowing who is speaking.

### Answers

- |                      |                      |
|----------------------|----------------------|
| 1 David and Victoria | 4 David and Victoria |
| 2 David and Victoria | 5 All the Beckhams   |
| 3 Victoria           | 6 The children       |

### Talking about you

- 5 This task is similar to exercise 3 on p34, but now students know some more verbs and can give more information about their families. Model the exercise yourself by giving information about yourself and your family (e.g. *I'm a teacher. I work in a school. I'm married. My husband's name is David. We have two children: one son and one daughter. We have a small house in London. I love family time. Our children like basketball.*)

Put students in pairs to do the same. You could refer them back to the family names they wrote down before or to the family photos if they used any. Point out the prompts to help them. The instruction for the exercise says *tell the class* so when they are ready ask some students to repeat what they said to the whole class. Note any errors and correct gently.

**SUGGESTION** Once students have talked about their family from the point of view of themselves, ask them to talk about one family member, e.g. *Tom is my brother. He ...*. This will give them practice in using the third person forms of the verbs which end in *s*, e.g. *He has three children. He works in a hospital.*

### Practice SB p36

#### Common verbs

- 1 Students commonly make mistakes with *is/are* and *have/has*. This exercise may help to practise the difference between these verbs and between the third person singular and plural forms of both. Ask students to read all the sentences first and go through any unknown

words (*pretty, garden, classroom*). They may also need clarification of *both*.

Ask students to read the example sentence: *I have two sisters and a brother*. Elicit that we need *have* and not *has* because the pronoun is *I*. Do another example together if necessary: *My sisters \_\_\_\_\_ both very pretty*. Elicit that we need *are* here because *my sisters* is plural (*they*) so the correct form is *are*.

Students complete the rest of the sentences. If they are finding it difficult, put them in pairs to help each other. Monitor carefully and assist where necessary, using the same kind of prompting as for the examples. Then check answers together. Students may make a mistake with number 3 as in many languages *have/has* is used with age. Point out that in English we use *am/is/are + age*.

### Answers

- 1 have
- 2 are
- 3 is
- 4 has
- 5 have
- 6 has
- 7 have
- 8 are

- 2 Focus students' attention on the speech bubbles. Highlight that now the topic is school or college and not family. Drill the sentences in the speech bubbles chorally and individually. Put students in pairs to talk about the place where they learn English. They can use the sentences in the speech bubbles as models and change the information, e.g. big/small, number of students, time of day. Then stronger students can go on to talk about other aspects of the school/college.
- 3 **4.11** This exercise is slightly different from others students have seen in the book so far. Point out to them that the verbs they need are given at the end of each sentence in brackets ( ). Read the example sentence together. Point out the use of the verb *love* and elicit why there is *s* at the end (because this is the correct form after *She*).

Students complete the other sentences individually or in pairs. Then play the recording to check answers together.

### Answers and audioscript

#### 4.11

- 1 My mum's a head teacher. She **loves** her job.
- 2 My dad **works** in a very big hotel.
- 3 It **has** 60 bedrooms and a swimming pool.
- 4 My brother, Edward, **likes** playing video games a lot.
- 5 Our dog's called Rex. We **all love** him very much.
- 6 Rex **loves** our garden.

### Check it

- 4 Focus attention on the first pair of sentences and the example. Remind students of the convention of ticking (✓) to indicate that something is correct. Students continue working individually to choose the correct sentence. Get students to check their answers in pairs before checking with the whole class. Try to elicit the mistakes in the wrong sentences.

## Answers

- 1 What's your daughter's name?
- 2 What's his job?
- 3 He has two brothers.
- 4 Her brother, Dan, loves football.
- 5 Their parents have a house in town.
- 6 We like our English lessons.
- 7 Our teachers work hard.

## Additional material

### For teachers

Photocopiable activity – Grammar: *My things and your things* pp167–8

### For students

Online Practice – *Look again*

Workbook pp26–7, exercises 2–6

## Reading and writing SB p36

### My e-pal

#### About the text

This reading text is written by someone who is describing their e-pal, Melisa. (An e-pal is a friend who you communicate with using technology such as email and text messages.)

- 1 **4.12** Explain to the students what an 'e-pal' is. Focus students' attention on the instruction and the question *What's her job?* Ask students to read the text about Melisa and listen at the same time to find the answer to the question. Play the recording. Don't go through unknown vocabulary at this point as many words will become clearer from looking at the photos in the next exercise.

#### 4.12 My e-pal Melisa

My e-pal's name is Melisa – Lisa for short, and she's from Turkey. She's very funny and I like her emails, they're always very interesting. Lisa is 22 and she's a receptionist at the Hotel Amira in Istanbul. She loves her job. She likes meeting interesting people from around the world.

She has a great boyfriend from Cyprus. He has a job at the hotel, too. His name is Mehmet and he's a waiter in the hotel bar.

Lisa is from Adana in the south of Turkey. Her parents have a house near the city centre. Her father is Turkish and he works at one of Adana's airports. Her mother is English and is a businesswoman. She has two brothers. Their names are Arif and Basir. Arif is 17 and Basir is 14. They're both still at school.

Lisa has a lot of interests, but her favourite hobby is dancing. She loves traditional Turkish dancing and dances in a lot of competitions. She also likes tennis. She and her brother, Arif, are big fans of Marsel Ilhan.

I learn a lot about Turkey from Lisa and it's really interesting. We have fun emailing and texting.

- 2 Focus students' attention on photos 1–5. Elicit which photo is of Melisa (photo 5) and elicit that this photo matches with paragraph a. In pairs, students continue to match the other photos and paragraphs, and say who they think the people in the photos are. Check the answers with the whole class and elicit the names of the people in photos 2–5.

Now encourage students to ask questions about the new vocabulary and explain words they don't understand (or give students time to use dictionaries or translators).

## Answers

**Photo 1 – paragraph e** (traditional Turkish dancers)

**Photo 2 – paragraph c** (Lisa's parents)

**Photo 3 – paragraph d** (Lisa's brothers, Arif and Basir)

**Photo 4 – paragraph b** (Lisa's boyfriend, Mehmet)

**Photo 5 – paragraph a** (Melisa – Lisa for short)

- 3 Focus attention on the example and make sure students understand that they should tick the boxes for the correct information. Students complete the activity, working individually, and then check their answers in pairs. Check the answers with the whole class.

## Answers

- 1 funny, a receptionist, 22
- 2 two brothers, a boyfriend, a lot of fun
- 3 Lisa's boyfriend, a waiter
- 4 Lisa's brother, a tennis fan
- 5 a house, two sons
- 6 tennis, Marsel Ilhan, Turkish dancing

- 4 **4.13** This is another listening activity in which students use the context to help them work out who is talking. Make sure students understand that they only need to write the name of each person, not the complete sentences. With weaker students, write the names of the people on the board before students listen. Play the recording and pause after number 1. Elicit how students know it's Lisa talking (Lisa is a receptionist in Hotel Amira and she says *Enjoy your stay at Hotel Amira*). Play the rest of the recording, pausing if necessary to allow students to write their answers. Allow students to compare their answers in pairs. Play the recording again to let students check/complete their answers. Then check the answers with the class. After each answer, elicit how the students know which person was talking.

## Answers

- 1 Lisa
- 2 Mehmet
- 3 Lisa's mum
- 4 Lisa's dad
- 5 Arif
- 6 Lisa and Arif
- 7 Lisa's mum
- 8 Lisa

#### 4.13 Who is it?

L = Lisa M = Mehmet LM = Lisa's mum LD = Lisa's dad A = Arif

- 1  
L Good morning, Mr and Mrs Hill. This is the key to your room. You're in number 15, on the first floor. Enjoy your stay at Hotel Amira.
- 2  
M Good evening sir, madam. Can I take your drinks order?
- 3  
LM Come on boys. The school bus is here!
- 4  
LD All passengers for Flight BA 674, for London, Heathrow, please go to Gate 7.
- 5  
A Turn the TV down. I'm doing my homework! Little brothers are just awful!
- 6  
Land A Come on Marsel! Come on! Yes! He's a fantastic tennis player!

7

LM Hi Lisa. How are you, honey? How's the dancing?

8

L I'm in a big dance competition at the weekend. I'm really nervous!

## Writing

5 This is one of a series of short writing tasks that help consolidate the key language students have covered and also provide a change of pace if done in class. Prepare students for the writing phase by eliciting what sort of information can complete each sentence. If you have time, build up a connected description on the board of an imaginary person to provide the students with a model. Get the students to write their description in class or for homework.

Students can do the follow-up stage in the same or a subsequent lesson. Put students in pairs. If possible, get them to work with a new partner or someone they don't know well so that the information they exchange is really new. Students take it in turns to read their description. Encourage them to ask questions about the person their partner is describing, using the language they have covered to date. If appropriate, the class can vote for the description/story, etc. they liked best.

### Additional material

#### For students

Online Practice – Practice

## Vocabulary and speaking SB p38

### The alphabet

This section covers the alphabet and will enable students to spell out words relating to their own personal information, as well as ask others for spellings. It is an important step in helping students to find out about and check words for themselves. Students practise the letters in order and then group the letters according to sound patterns.

1 **4.14** Focus attention on the letters and say *This is the alphabet*. Play the recording through once and let students just listen and familiarize themselves with the letters. Play the recording again, pausing after each letter and getting the students to repeat as a class. As with numbers in units 1 and 2, you could get the students to chant the alphabet around the class.

2 **4.15** The letters in this exercise are arranged according to sound. Play the recording of the first group of letters /eɪ/. If possible, model the /eɪ/ sound yourself so the students can see your lip position and movement. Play the recording of the first group again and get students to repeat as a class. Repeat for the other groups of letters and then get individual students to read different letter groups aloud.

### How do you spell ...?

3 **4.16** Teach the question *How do you spell ...?* Write it on the board and model it several times. Get students to repeat chorally and then individually. Help students to stress the key words *How* and *spell* and make the natural contraction of *do you* to *d'ju* /dʒu:/. Play the recording of the first name as an example. Students write the names and then check their answers in pairs.

## Answers and audioscript

### 4.16 How do you spell ...?

I = interviewer B = Becky D = Donald M = Mehmet Ma = Maria K = Karl

1

I What's your name?

B Becky McCaul.

I How do you spell your first name?

B B-E-C-K-Y.

I How do you spell your surname?

B M-C-C-A-U-L.

2

I What's your name?

D Donald Robertson.

I How do you spell your first name?

D D-O-N-A-L-D.

I How do you spell your surname?

D R-O-B-E-R-T-S-O-N.

3

I What's your name?

M Mehmet Bagci.

I How do you spell your first name?

M M-E-H-M-E-T.

I How do you spell your surname?

M B-A-G-C-I.

4

I What's your name?

Ma Maria Martinez.

I How do you spell your first name?

Ma M-A-R-I-A.

I How do you spell your surname?

Ma M-A-R-T-I-N-E-Z.

5

I What's your name?

K Karl Meier.

I How do you spell your first name?

K K-A-R-L.

I How do you spell your surname?

M M-E-I-E-R.

4 Focus attention on the examples in the speech bubbles and drill the exchanges chorally and individually. Make sure students can reproduce the correct stress on the questions:

*How* do you *spell* your *first* name? *How* do you *spell* your *sur*name?

Students practise spelling their own names in open and closed pairs.

5 Focus attention on the examples in the speech bubbles. Drill the exchange chorally and individually. Students practise the exchange with different words of their choice from pp36 and 37, working in closed pairs. Monitor and check for accurate pronunciation of the letters.

6 With weaker students, briefly review the names of some of the countries the students were introduced to and practised in Unit 2. Focus attention on the example. Students continue with the other countries. Working in pairs might make the task easier. Check answers as a whole class. Get the students to give the spelling of each country, not just the name.

### Answers

1 Turkey 2 Mexico 3 Australia 4 China 5 Ireland  
6 Spain 7 Italy

- 7 This activity practises the alphabet in the context of common abbreviations students might see in everyday life. Write *VW* on the board. Ask *How do you say it?* /vi: 'dʌblju:/ and *What is it?* (a Volkswagen car). Students work in pairs or small groups to continue the activity.
- 4.17 Play the recording to let students check their answers. Drill the pronunciation of the letters again if students have problems.

### Answers and audioscript

#### 4.17 What are the letters?

PC	/,pi: 'si:/	personal computer
www	/,dʌblju: dʌblju: 'dʌblju:/	the world wide web
TV	/,ti: 'vi:/	television
ID	/,aɪ 'di:/	identification
UAE	/,ju: eɪ 'i:/	United Arab Emirates
UK	/,ju: 'keɪ/	United Kingdom
US	/,ju: 'es/	United States
BBC	/,bi: bi: 'si:/	British Broadcasting Corporation
EU	/,i: 'ju:/	European Union
VIP	/,vi: aɪ 'pi:/	Very Important Person

### Additional material

#### For students

- Online Practice – *Look again*
- Workbook p28 exercises 1–3
- Online Practice – *Practice*

## Everyday English SB p39

### On the phone

This section revises the alphabet and introduces basic phone language and how to say email addresses.

- 1 Focus attention on the business cards and ask *What businesses are they for?* (taxi and a hotel). Students might remember Lisa (from the text about *My e-pal Melisa* on p37) and the fact that she works at Hotel Amira. You could encourage them to look at the name of the customer in Conversation 2 – they may remember Ian McCaul.
- 2 4.18 Focus students' attention on Conversation 1 on the right-hand side of the page and its missing words. With a stronger group, you could ask students to complete the gaps before they listen and then they are only checking their predictions as you play the recording. With a weaker group work with them to try to predict which words might be missing. Learning to predict words and meaning is an essential skill in listening.
- Play the recording. Allow them to share/check their answers in pairs. Play the recording again, if necessary, for students to complete all the gaps.

### Answers

#### Conversation 1

- morning
- your
- spell
- surname
- address
- where
- 07767 89950
- much

#### 4.18 On the phone – booking a taxi

O = operator A = Anita

#### Conversation 1

- O Good morning. Perez Taxis.  
 A Hello. Can I book a taxi for 11.15 this morning, please?  
 O Certainly. What's your name?  
 A It's Anita Jarvis.  
 O How do you spell your surname?  
 A J-A-R-V-I-S.  
 O Thank you. What's your address?  
 A 24 Avenida Balboa.  
 O And where do you want to go?  
 A Centro Santa Fe.  
 O And your phone number, please?  
 A 07767 89950.  
 O OK! Your taxi is booked for 11.15.  
 A Thank you very much.

- 3 4.18 Play the recording again so that the students can check their answers. Then put students in pairs to practise the conversation together. Monitor carefully and make any necessary pronunciation corrections at the end, using the recording to play difficult sections again and drill chorally and individually.
- 4 4.19 Check students understand they are going to hear a conversation over the phone. Focus their attention on the gaps in Conversation 2. Ask them to listen for the information to complete the conversation. Play the recording through once and get students to follow in their books and try to complete the text. There are new words and phrases in this telephone conversation, but the important thing for students is to understand the context and what the caller is trying to achieve. Answer any questions the students have, but you don't need to go through new vocabulary systematically at this stage. Now ask students to sit back-to-back to practise the conversation.

### Answers

#### Conversation 2

- afternoon
- have
- spell
- your
- good

#### 4.19 On the phone – booking a hotel room

L = Lisa I = Ian

#### Conversation 2

- L Good afternoon. The Hotel Amira.  
 I Hello. Do you have a Family Deluxe room from 12–14 July?  
 L Let me check. Yes, we have one family room left.  
 I Excellent. Can we have that, please?  
 L Of course. And your name is?  
 I Ian McCaul.  
 L McCaul ... Sorry. How do you spell your surname?



- I M-C-C-A-U-L.  
 L Thank you. And can I have your email address please?  
 I It's ianmccaul@yippee.co.uk.  
 L Thank you. I'll send you an email confirmation. Have a good day.  
 I Thank you.

5 **4.19** Give students time to read questions 1–4 before you play the recording again. You may need to check the meaning of *want* with the class as it's used in question 2. Focus their attention on the fact that these questions only relate to Conversation 2.

Play the first line of Conversation 2 and elicit the answer to question 1 (Hotel Amira). Then play the rest of the recording and let students continue answering the questions. Check the answers with the class.

### Answers

- 1 Hotel Amira.  
 2 A Family Deluxe room from 12–14 July.  
 3 Yes.  
 4 ianmccaul@yippee.co.uk.

### Email addresses

- 6 Read the notes with the class, eliciting the correct pronunciation for each part of the email address. Elicit the code for students' own countries or countries they have emailed, e.g. ar = Argentina, pl = Poland, hu = Hungary. Write a few fictitious email addresses on the board and get students to read them aloud using 'at', 'dot', etc.
- 7 **4.20** Explain that students are going to hear four email addresses in short conversations and they should complete them. Play the recording through once and get students to complete as much of the email addresses as they can. Play the recording again if necessary. Get students to write the missing information on the board to check the answers. Focus their attention on the question. In pairs, students dictate their own email addresses to each other. Then they check that their partner has written it correctly. Point out, as before, that they don't have to give a real email address (but in this case, it may be a good idea to write down the imaginary one first, before dictating, to ensure they don't forget it!).

### Answers

- 1 bowler;.com  
 2 @hotmail.co.uk  
 3 martin@;.fr  
 4 @toronto.ca

### 4.20 Email addresses

A, B, C, D = interviewers P = Pam H = Harry PL = Paul G = Glenn

- 1  
 A Your email address is?  
 P pambowler@btinternet.com.  
 A B-A ...  
 P No, Pam. P-A-M.  
 A Ah, OK. Pam.  
 P Bowler. B-O-W-L-E-R.  
 A Pam ... Bowler ... @  
 P @btinternet.com.  
 A @btinternet.com?  
 P That's it.  
 2  
 B Can you tell me your email address?  
 H Yes. harrylime@hotmail.co.uk.  
 B harrylime ... all one word ...  
 H @hotmail ...

- B @hotmail ...  
 H .co.uk.  
 B .co.uk. Great. Thanks.  
 3  
 C What's your email address?  
 P paulmartin@wanadoo.fr.  
 C paul ...  
 P martin. M-A-R-T-I-N.  
 C paulmartin ...  
 P @wanadoo ...  
 C wanadoo ...  
 P .fr  
 C .fr. Got it.  
 4  
 D And your email address is ...?  
 G glennamiles@toronto.ca.  
 D glennamiles ...  
 G @toronto ...  
 D @toronto ...  
 G .ca.  
 D .ca. That's lovely. Thanks a lot.

### Talking about you

8 Put the students in new pairs by moving them around the room. Give each person a role: *operator* or *customer*. Ask them to practise Conversation 1 again, but the customers should give their real information (or they can invent if they prefer).

Monitor their conversations and note any points for correction later. Make sure the students swap roles so that they both have a chance to practise spelling their surname and giving their address and phone number (real or imaginary).

Encourage a strong pair to act out the conversation in front of the class. Then conduct error correction with the class. Elicit corrections from the students as much as possible.

### Additional material

#### For teachers

Photocopiable activity – Communication: *Can I book a ... ?* pp171–2

#### For students

Online Practice – *Look again*

Workbook p28, exercise 1

Online Practice – *Practice*

Workbook p29, *Review*, exercises 1–5

Online Practice – *Check your progress*

#### Wordlist

Ask the students to turn to the Wordlist on p40 and tick the words they remember. Tell students to look back in the unit and find the words they don't remember so that they can learn them. If appropriate, ask students to translate words they are still not sure of or to check the meanings in groups. Ask them to learn the words for homework, and test them on a few in the following lesson. To increase the students' enjoyment of vocabulary revision you can also provide games with anagrams, de-vowelled words (where students provide words with missing vowels for other students to complete) and words on slips of paper which students can use to test each other.

# 5 Things I like!

## Introduction to the unit

This unit introduces the Present Simple with *I, you, we,* and *they* in positive and negative forms. *Wh-* questions, *Yes/No* questions and short answers are also practised. At this point the Present Simple is used with a limited range of verbs so that students can get used to the new tense. Students get skills practice with reading and speaking, and listening and speaking tasks. Sports/food/drinks vocabulary is introduced in the context of likes and dislikes. The lexical sets of languages and nationalities are also presented and practised. Students learn nationality adjective + noun combinations in the correct order, e.g. *an American car*. The *Everyday English* section extends numbers from 31–100 and also includes a functional focus on prices.

## Language aims

### Grammar

#### Present Simple

In *Headway Beginner, Fifth edition*, the Present Simple is presented over two units to make it a gradual introduction for the students. We start in this unit with the subjects *I, you, we,* and *they*. The positive and negative forms are covered along with *Wh-* and *Yes/No* questions. The third person singular forms *he/she/it* are covered in Unit 6.

### Vocabulary

Students learn and practise words for sports, food, and drinks in the context of likes and dislikes.

Countries are recycled, and languages and nationalities are introduced and practised. Students are also given input on how adjectives and nouns work together in English.

### Everyday English

Numbers 31–100, the phrase *How much is it?*, and prices are presented and practised.

## Additional material

### Workbook

The lexical set of sports/food/drinks is consolidated. The Present Simple with *I, you, we, they* and the verb *like* is further practised, along with exercises on question formation. Languages and nationalities are reviewed in vocabulary and pronunciation exercises. Students are also given extra practice in reading and listening, and numbers and prices from the *Everyday English* section are reviewed.

## Photocopiable activities

There are photocopiable activities to review grammar (*What do you know about me?*), vocabulary (*Memory game*), and communication (*How much is it?*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

## Possible problems

- 1 Be aware that not all of the Present Simple forms are being introduced in this unit – the third person forms will follow in Unit 6. It is therefore best to stick to just *I, you, we* and *they* at this stage, to avoid confusion.
- 2 The word order of adjective + noun in English contrasts with many other languages, where the order is often reversed. Just pointing out this difference overtly and repeatedly can be useful as this may help students to remember. Another aspect that may differ from students' L1 is that nouns are not divided into feminine and masculine forms in English, so this may need to be separately explained in class. Also, some students may pluralize adjectives, e.g. *Italians shoes*, because of interference from their mother tongue, so it is important to highlight that adjectives referring to plural nouns in English only have one form and don't change.

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

Point to the title of the unit, 'Things I like!' Then, with a happy expression, point to the ice cream in the photo, and say *I like ice cream*. For fun, you could mime eating ice cream and say *mmm* to show enjoyment. Repeat *ice cream* and drill for accuracy of pronunciation. Then ask one or two students *Do you like ice cream?* – elicit a *yes* or *no* answer only at this stage. You can also ask more questions about the photo to engage their interest, helping with vocabulary as necessary, e.g. *Is he at work?* (No, he's on holiday.) *Is it in a city?* (No, it's at the beach.) *Is it good weather?* (Yes, it is.)

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Listening*. If you wish, 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 – especially for students to answer any questions. This makes it a more interactive experience. 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 mime to help students understand the verb *like* and start thinking about what they like. Point out the vocabulary aim in the unit goals and then move on to do the activity together.

#### Notes for activity:

- 1 Draw four columns on the board with the headings *Countries, Foods, Drinks, and Sports*. Ask students to give you one example of each of these to show that they understand the meanings. If they can't do this, say *tea* and ask them which column to write it in. Do the same with other examples they should know, e.g. *a sandwich, football*. Give a thumbs up and a big smile and say *I like tea*. and *I like football*. Now they can think of two more things they like for each column.
- 2 Put students in pairs to compare the countries, foods, drinks, and sports they like. Deal with any pronunciation difficulties. Elicit some of the students' answers in a short feedback session at the end.

## Likes and dislikes SB p42

### STARTER

1  5.1 Draw students' attention to the pictures and the three headings: *SPORTS, FOOD, and DRINKS*. You could ask them to see if any of the pictures correspond to the sports, food, or drinks they said they liked on page 41. Point out the vocabulary in the box and indicate the example picture and matching word *golf*. The next word in the box is *coffee*. Ask students to find the matching picture – number 12. Point out that it is in the category of *DRINKS*. Give them time to complete the matching activity. They can check in pairs before you check together. Play the recording for them to check their answers. Play it again, pausing for students to repeat the words chorally and individually. Go over any difficult words more than once, modelling them yourself. Problem words may include *strawberries* /'strɔːbrɪz/ and *chocolate* /'tʃɒklət/ due to the silent syllables.

Consolidate the vocabulary by holding up the book and pointing to the pictures. Ask *What's this?/What are these?* and elicit replies about three or four items. Get students to continue asking and answering in pairs. Correct any pronunciation errors chorally and individually.

### Answers and audioscript

#### 5.1 Sports, food, and drinks

- 1 golf
  - 2 baseball
  - 3 tennis
  - 4 swimming
  - 5 tomatoes
  - 6 chicken
  - 7 strawberries
  - 8 crisps
  - 9 Italian food
  - 10 chocolate
  - 11 tea
  - 12 coffee
  - 13 beer
  - 14 wine
  - 15 water
  - 16 milkshake
- 2 Write on the board three or four things that you like from exercise 1. Tick them and show by your expression that you like them. Get students to tick the things they like in exercise 1. Repeat the above procedure for the negative, putting a cross for the things you don't like and giving a clear expression and gesture of dislike. Then get students to put a cross next to the things they don't like in exercise 1.

### Additional material

#### For students

Online Practice – *Look again*

Workbook p30, exercise 1

**Present Simple positive**

- 1 ④ **5.2** Focus attention on the photos and the thumbs up icons with the sentences beginning *I like ...* Play the recording once or twice before you ask students to repeat. Play the recording again and get students to repeat chorally and individually.
- 2 Give an example of three things you like from Starter exercise 1. Get students to point to the correct picture as you say *I like ...* each time. Elicit more examples from one or two students in the class. Then, in pairs, students take it in turns to talk to each other about what they like.

**Present Simple negative SB p43**

- 3 Students have met *don't* as part of the phrases *I don't know* and *I don't understand*. These were introduced in Unit 3 as part of the social expressions syllabus, but this is the first time students meet *don't* as the grammatical marker of the negative.
  - ④ **5.3** Focus attention on the photos, the thumbs down icons, and the sentences with *I don't like*. Say the sentences yourself, using mime, thumbs down gesture, shaking your head, and facial expressions, as appropriate, to reinforce the meaning. Play the recording once or twice before you ask students to repeat. Play the recording again and get students to repeat chorally and individually.
- 4 Refer students back to p42. Give three examples of things you don't like and get students to point to the correct picture as you say each sentence. Focus attention on the speech bubble and drill the example with *or*. Make sure students can reproduce the sentence stress accurately: *I don't like beer, tomatoes or baseball.* Elicit more examples from one or two students in the class. Then, in pairs, students take it in turns to talk to each other about what they don't like. Ask a few students to give their examples to the class.

**GRAMMAR SPOT SB p43**

Focus attention on the examples. Make sure students understand that *don't* is the contraction of *do not*. Use the two-handed gesture to indicate the two words coming together as a contraction. If students ask what *do* means, you can explain simply (in the students' own language if possible) that it helps to make negatives and questions. However, don't give a detailed grammatical explanation at this stage.

- 5 ④ **5.4** Focus attention on the photo of Dexter. Give students time to read the gapped sentences. Ask them to guess what Dexter likes from the lists in Starter exercise 1. Explain that when you play the recording they should not simply listen and write the words they hear – they should listen and take the meaning from what Dexter says to complete his text. It might be a good idea to listen to the first four sentences as a class and then elicit from the students what the missing word in 2 might be (*baseball*). Confirm this as a class before students continue working in pairs. Students check in pairs. Then check the answers with the whole class.

**Answers**

- 1 sports
- 2 baseball
- 3 tennis
- 4 swimming
- 5 ice cream
- 6 crisps
- 7 Italian
- 8 chicken
- 9 tomatoes
- 10 strawberry milkshake

**④ 5.4 Dexter**

Hmm. What do I like? I like sports a lot, but not all sports. I like baseball, my daddy likes baseball too. We play baseball on Sunday mornings. I like tennis too. I have lessons at the weekend with my sister! Oh, and I love swimming! I don't like golf, but my daddy loves it! And food and drink? What do I like? Well, I like ice cream and crisps. I like Italian food a lot. But I don't like chicken, and I really don't like tomatoes, Yuk! I like milkshake. I really love strawberry milkshake. It's delicious!

**Questions – I, you, we, they**

- 6 ④ **5.5** The question form *Do you like ... ?* is introduced here. Focus attention on the examples. Play the recording a couple of times and let students listen before you ask them to repeat line by line, chorally and individually. Make sure students can reproduce the pronunciation of the contracted *do you /dʒuː/* and the rising intonation on the *Yes/No* questions. Get students to ask you the questions and give true answers. Drill the pronunciation and intonation if necessary.
- 7 Focus attention on the examples in the speech bubbles. Students practise asking and answering in pairs. Get them to continue asking about the other things in the pictures in Starter exercise 1. Monitor and check for accurate formation of the questions and short answers, and for accurate pronunciation.

**About the text**

This listening task introduces the *we* and *they* forms in the context of an interview with Dexter and his sister, Daisy. Check students remember the word *sister*. Briefly review the adjectives in the box by saying each one and using thumbs up and thumbs down signs with facial expressions to get students to categorize whether they are positive or negative in meaning.

- 8 Ask students to listen to the recording and put a tick (✓) or cross (✗) to show the things Daisy and Dexter like and don't like. Focus attention on line 1 in the task. Play the first part of the recording up to *It's great*, and get students to look at the examples. Elicit that Daisy and Dexter both like ice cream. Point out that in numbers 4 and 6 students need to write two adjectives. Tell them that Dexter and Daisy disagree about *baseball* and so students need to listen carefully. Remind them that they don't need to understand every word to be able to do the task. Play the rest of the recording without stopping and get students to write their answers. If necessary, play the recording again and get students to check/complete their answers before checking with the class.

## Answers

	Daisy	Dexter	
1 ice cream	✓	✓	great
2 chocolate	✓	✓	delicious
3 milkshake	✓	✓	fantastic
4 tomatoes	✗	✗	horrible, disgusting
5 tennis	✓	✓	exciting
6 baseball	✗	✓	cool, boring

### 5.6 Dexter and Daisy

I = Interviewer Dex = Dexter D = Daisy

- I Dexter and Daisy. You're brother and sister. Do you like the same things?  
 D Well, I sometimes don't like Dexter when he's horrible to me ...  
 I Well – he is your big brother!  
 D Yeah! ... But we both really like ice cream. It's great.  
 Dex Yeah!  
 I What else do you like?  
 Dex Well, we both like chocolate.  
 D Mmm. I love chocolate. Chocolate is delicious, 'specially chocolate milkshake!  
 Dex Yeah! We both like milkshake. It's fantastic.  
 I So ... What don't you like?  
 Dex Well, we definitely don't like tomatoes, do we, Daisy? Tomatoes are horrible!  
 D Yuk! I hate tomatoes. They're disgusting.  
 I Do you both like sports?  
 Dex Yes, we do. We like tennis – we play on Saturday mornings.  
 D Yes. We like tennis a lot. It's really exciting.  
 Dex And I love baseball, and Daddy loves it, too. It's really cool!  
 I Do you like baseball, Daisy?  
 D No, I don't! Baseball is boring!

- 9 This exercise practises the *they* form, talking about Dexter and Daisy. Focus attention on the example and elicit a full sentence, e.g. *They like ice cream and chocolate*. Students continue talking about Dexter and Daisy and their likes and dislikes. Monitor and check for accurate formation of the verb forms and for pronunciation. If students have problems, go through the *Grammar spot* with them and then get them to repeat exercise 8.

### GRAMMAR SPOT SB p43

Focus attention on the positive examples. Elicit more true examples from the class.

Focus attention on the question forms. Check students know that the question starting with *What* requires an information answer, e.g. *football, tomatoes*, and that the question starting with *Do* is answered *Yes, I do./No, I don't*. Also, point out that we do not use *like* in short answers, i.e. you cannot say *\*Yes, I like* or *\*No, I don't like*. Again, it is probably best not to explain the function of *do* at this stage.

**EXTRA IDEA** Use the example questions to elicit real answers from some of the students in the class. Indicate *you* and *they* with clear hand gestures. (Students may not know the answers for the *they* questions – and in this case, they can practise using *I don't know*.)

**VIDEO** In this unit students can watch a video about Borough Market, an international food market in London. 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.

## Practice SB p44

### Alek's life

#### About the text

The text in this reading and listening skills section is about a Polish man called Alek Brosko. He talks about his wife, Bella, and son and their likes and dislikes.

Students are introduced to more Present Simple verbs in context. Other new words are *apartment, car wash, ballroom dancer, ballroom dancing* and *fan*.

- 1 Point to the title and the photo of the family and say *This is Alek Brosko*. Ask *Where's he from?* (Warsaw/Warsaw in Poland).

If you wish to pre-teach the new words before students read and listen, write them on the board. Elicit the meaning of *apartment*. Focus students' attention on the photos in order to teach the other words. The languages/nationalities *Italian, Polish*, and *French* are also introduced (but this lexical set will be taught and practised more fully on page 46).

- 5.7 Students listen to and read the text once or twice. Try to get students to understand the new vocabulary in context and get them to refer to the information in the photos for help. Check comprehension of *live* with a sentence about yourself, e.g. *I live in* (town, country). *Come from, eat, drink, play*, and *speak* should be understandable from the context, but if students need further help, mime the actions. If students query *language* and *Italian, English, and French*, write the corresponding countries on the board and link them to the languages. You may need to translate *want to* if students query this. Once students have read and listened, check the answer to the question with them, i.e. that Alek is from Warsaw in Poland.

### 5.7 Alek Brosco

Hi! My name's Alek Brosko. I come from Warsaw in Poland, but now I live and work in Bristol. I live with my wife, Bella, and my six-year-old son, Danek. We have an apartment near the centre. I have my own car wash business, but I'm also a ballroom dancer – my wife is too. We both love ballroom dancing!

I'm Polish and my wife is Italian, so in our home we speak three languages, Polish, Italian and English. We usually speak English because I don't speak Italian very well! We eat a lot of Italian food and I like French wine and ... I love an English cup of tea. I don't like beer, but all my English friends love it! I don't like sports very much, but I love football – Danek and I are big Bristol Rovers fans. I want to be a famous dancer one day, with my wife, of course!

- 2 5.8 This conversation with Alek presents *Wh-* and *Yes/No* questions using the verbs from the text in exercise 1. Give students time to read through the questions and gapped answers. Play the recording for the example questions 1 and 2, and elicit the missing answers

in number 2. Play the rest of the recording without stopping and get students to complete Alek's answers. Play the recording again to let students complete/check their answers. Check the answers with the whole class.

### Answers and audioscript

#### 5.8 An interview with Alek

I = Interviewer A = Alek

- 1  
I Good afternoon, Alek. Nice to meet you. Where do you come from?  
A I **come** from Poland, from Warsaw, but I live in England now.
- 2  
I Do you live in London?  
A No, I **don't**. I **live** and **work** in Bristol.
- 3  
I Do you like Bristol?  
A Yes, I **do**. I **like** it a lot. It's an **exciting** city.
- 4  
I Do you live with friends?  
A No, I **don't**. I **live** with my wife and son. My wife's Italian.
- 5  
I Oh, that's interesting. What languages do you speak at home?  
A We usually **speak** English. I **don't** speak Italian very well.  
I And Polish?  
A Well, I sometimes speak Polish with my Polish friends.
- 6  
I Do you drink English beer?  
A No, I **don't**. I **don't** like it. But I **like** English tea.
- 7  
I And finally, Alek – where do you work?  
A In the city centre. I **have** my own car wash business.
- 8  
I Do you like your job?  
A Yes, I **do**, but my wife and I want to be professional ballroom **dancers** one day.  
I That's amazing! Good luck to you both!

Drill all of the questions chorally and individually. Make sure students can reproduce the falling intonation on the *Wh*- questions. Be prepared to model the sentence stress and intonation or use the recording again. Students can then practise the questions in pairs.

- 3 Before putting students into pairs, demonstrate by getting students to ask you the questions from exercise 2. Answer with real information about yourself, given simply, of course. Then get a few students to demonstrate the task in open pairs, asking a question and answering with true information. Students continue asking and answering in closed pairs. Monitor and check for the correct use of the Present Simple. As an extension, you could get students to assume a different identity; of a famous person, for example. Then they can repeat the question-and-answer exchanges using different information.
- 4 Students practise making verb + noun phrase combinations. Focus attention on the example and then get students to continue matching, working individually. Monitor carefully and if students are struggling, allow them to check the meanings of the verbs again, using translators/dictionaries. Give students time to check in pairs before checking with the whole class.

### Answers

have two children  
live in an apartment  
work in an office  
come from Turkey  
eat Italian food  
drink coffee  
play tennis  
speak English and French  
want to have a big house

### GRAMMAR SPOT SB p45

Read the positive, negative and question forms of the Present Simple. Ask students to go to Grammar reference 5.1 on p50 for further explanation.

### Listening and speaking SB p45

- 5 5.9 This task helps students get used to using the context to enable them to work out what is happening and who is talking in a range of situations. Explain that there are four conversations, all involving Alek. These are slightly longer than in earlier listening tasks of this type, but reassure students that they don't need to understand every word to do the task. Focus attention on numbers 1 and 2, which are lines from conversation 1. Play just this part of the recording. Elicit the answers (see answers below). Play the rest of the recording, pausing at the end of each conversation to give students time to discuss their answers in pairs. Play the recording again if necessary to allow students to check/complete their answers. Check the answers with the class, pausing after each conversation. Try to elicit, very basically, how they know where and who, e.g. in conversation 1, *school, work, bye* tell you that it's at home and it is Danek and his father (Alek). In conversation 2, *sir, car wash, wash, clean, good job* are key words.

Refer students to audioscript 5.9 on page 142. Divide students into groups of three. Ask a confident group to read out conversation 1. Students practise the conversations in their groups. If students have problems with pronunciation, be prepared to drill selected lines from the recording, or model the lines yourself.

### Answers

- 1 a at home; Danek  
b at home; Alek
- 2 a at Alek's work (the car wash); a customer  
b at Alek's work (the car wash); Alek
- 3 a at a dance class; dance teacher  
b at a dance class; Bella
- 4 a at a football match; Alek  
b at a football match; Alek and Danek

### 5.9 Conversations with Alek

A = Alek D = Danek DT = Dance teacher B = Bella M = Man

- 1  
A Bye, Bella. Bye, Danek, have a good day at school. I'm off to work now.  
D Bye, Daddy. Have a good day, too.  
B Alek! Your sandwiches!  
A Oh yes! Thanks, honey. See you later.

- 2  
**A** Good morning, sir. Do you want the £10 or £20 car wash?  
**M** What do I get for £10?  
**A** We wash the outside but we don't clean the inside.  
**M** OK, I see – and for £20 – inside and out?  
**A** Yes, sir. We do a good job!  
**M** Fine. £20 it is.
- 3  
**DT** Good evening, class. Today I want you to dance the salsa. Your partners please.  
**B** Come on, Alek!  
**DT** Are you all ready? Good. Now left turn.  
**A** Ouch! Bella – my foot!!!  
**B** Oops! Sorry, Alek.
- 4  
**A** Brrr! It's cold today.  
**D** I don't care! Come on Bristol Rovers!  
**A** Oh no! A goal for Chelsea.  
**D** Come on, Bristol Rovers! Come on! They have the ball now, Dad!  
**A and D** Hooray. Fantastic! A great goal!

**SUGGESTION** You can make use of audioscripts in the Student's Book in a variety of ways:

- as a simple review by getting students to go back to earlier units and practise the conversations.
- for intensive pronunciation practice.
- as a model for students writing their own conversations/sketches: students can replace key words to personalize the content or write new conversations based on people they know or new roles they have imagined.
- as gapped exercises/information gaps for reviewing key language.

### Talking about you

- 6 Point out the fact that all the missing words in the questions are verbs. Elicit the missing verb in number 1 (*do*). Put students in pairs to complete the remaining questions. Check the answers. The use of the auxiliary verb *do* is alien to many learners as they don't have it in their own L1. Don't be surprised if students continue to make mistakes here and perhaps use the positive form with a change in intonation, which may be how they form questions in their L1. Just correct clearly and write the structure on the board if necessary.

#### Answers

- do
- live
- do
- Do
- do ... speak
- like/eat
- do ... play
- Do ... want

Give students a short time to think about their own answers. If they need extra vocabulary, e.g. languages or sports, be prepared to provide them with these. Demonstrate by asking and answering the first two questions with a confident student. With a less confident group you could get them to ask you the questions, and answer them with real information (as you did when setting up exercise 3). Students continue in open and then in closed pairs. Monitor and check for accurate use of the Present Simple and correct intonation.

If students need more practice or if they finish quickly, get them to work with a new partner and repeat the questions and answers.

**SUGGESTION** A stronger group might be able to make *Yes/No* questions using the phrases in exercise 4. Then in their pairs they can ask and answer them (with short answers). Monitor carefully.

### Check it

- 7 Focus attention on the first pair of sentences as an example. Remind students that the convention of ticking (✓) indicates that something is correct. Students continue working individually to choose the correct sentence. Get students to check their answers in pairs before checking with the whole class. Try to elicit why the incorrect ones are incorrect. If necessary, refer students to Grammar reference 5.1 on p50 to look at the structure of Present Simple sentences and questions.

#### Answers

- Do you live in Warsaw?
- Where do you come from?
- Do you speak Spanish?
- I don't speak Turkish.
- 'Do you like football?' 'Yes, I do.'
- 'Do you have a big house?' 'No, I don't.'

### Additional material

#### For teachers

Photocopiable activity – Grammar: *What do you know about me?* pp173–4

Photocopiable activity – Video worksheet: *International food*

#### For students

Online Practice – *Look again*

Workbook pp31–3, exercises 1–9

## Vocabulary SB p46

### Languages and nationalities

**SUGGESTION** Students learned cities and countries in Unit 2. You could have a competition to warm them up for the lesson – put them in two teams, and then give them a city name from Unit 2. Award a point to the first team to give you the corresponding country name. Listen out for difficulties with the pronunciation of countries, and correct accordingly. Don't forget to keep score and congratulate the winners!

- 1 If you think it's necessary, go through all the countries in the first column before starting the exercise. Elicit where they are on the map, using *Where's ... ?* Focus attention on the example. Point to *England* and say *country*. Point to *English* and say *nationality*. With a monolingual group, you could easily use their own country and nationality words to clarify. (With a multilingual group, wait until after they have finished the activity as some of the nationalities may be listed.) Do the next example together (*Turkey – Turkish*). Then students continue the matching activity, working individually.

🔊 5.10 Play the recording through once and let students check their answers. They can then repeat. Check their pronunciation and correct as necessary.

### Answers and audioscript

#### 🔊 5.10 Languages and nationalities

England	English
Turkey	Turkish
Mexico	Mexican
Italy	Italian
Spain	Spanish
Ireland	Irish
Scotland	Scottish
China	Chinese
Germany	German
Switzerland	Swiss
Brazil	Brazilian
the United States	American
Poland	Polish

Remind students of the system used in *Headway Beginner, Fifth edition* to highlight word stress. Play the recording again and get students to repeat the pairs of words as a class. Make sure they can reproduce the change of stress from the country to the nationality/language in these cases:

*Italy – Italian, China – Chinese*

Play the recording through again and get students to repeat individually.

- 2 Focus attention on the photos and on the examples in the speech bubbles. Point to the photo of the rugby players wearing green and drill the examples chorally and individually. Elicit another pair of examples about different people in the photos. In pairs, students continue talking about the people. In each case, the appropriate pronoun is *they* as in the examples, except for the last photo when the students will need to remember to use *she*. Monitor carefully. When they have had enough time talking together, elicit some of their ideas and clarify with the correct answers.

#### Answers

- 1 Italian
- 2 Chinese
- 3 Irish
- 4 Mexican
- 5 American

- 3 🔊 5.11 There are some more countries in the left-hand column which weren't in exercise 1 – *Egypt, Japan, Canada*. Students learned these in Unit 2. There are also some new languages, but it is better to clarify these as students encounter them, or at the end. Focus attention on the example. Students continue making sentences, working together in pairs. Monitor and encourage them to say all the languages spoken in each country and to use the full sentence as modelled in the speech bubble (otherwise they may just say, e.g. *Mexico – Spanish*). Play the recording and get students to check their answers.

Go through the new languages and drill them for pronunciation:

*Portuguese, Arabic, Japanese, Gaelic.*

If students ask you whether *Irish* or *Brazilian* are languages, you'll need to clarify and say *No, they are only for nationality*. This exercise shows students that words for nationality and language are often the same, e.g. *Spanish*, but not always.

### Answers and audioscript

#### 🔊 5.11 What language do they speak?

- 1 In Switzerland they speak French and German.
- 2 In the United States they speak English.
- 3 In Brazil they speak Portuguese.
- 4 In Mexico they speak Spanish.
- 5 In Ireland they speak English and Gaelic.
- 6 In Egypt they speak Arabic.
- 7 In Canada they speak English and French.
- 8 In Japan they speak Japanese.
- 9 In Turkey they speak Turkish.

- 4 Drill the question form in the speech bubble. Then get students to practise a few examples with you or in open pairs. Put students into different closed pairs to do exercise 3. Students continue taking it in turns to ask each other about the countries in exercise 3. Monitor and check for correct use of the question form and for accurate pronunciation of the countries and languages.

#### Adjective + noun (1) SB p47

- 5 This exercise consolidates the nationalities and also highlights adjective + noun word order. Students of different nationalities often have problems with this, because in many languages the order is noun + adjective. Be prepared to review the correct order, using examples on the board, and gesturing clearly to indicate a switch of word order if students get the order wrong. Remind students once again that we pluralize jeans and shoes (because we see them as two legs and two feet respectively).

Establish what each thing is and what country it's from:

1 coffee from Turkey; 2 food from Mexico; 3 jeans from the US; 4 bread from France; 5 whisky from Scotland; 6 beer from Germany; 7 car from Japan; 8 dictionary from England; and 9 shoes from Italy.

- 🔊 5.12 Focus attention on the photos and the example. Students work out the answers in pairs and complete the exercise by writing the correct nationalities. Play the recording so students can check their answers.

### Answers and audioscript

#### 🔊 5.12 What is it? Where is it from?

- 1 It's **Turkish** coffee.
- 2 It's **Mexican** food.
- 3 They're **American** jeans.
- 4 It's **French** bread.
- 5 It's **Scottish** whisky.
- 6 It's **German** beer.
- 7 It's a **Japanese** car.
- 8 It's an **English** dictionary.
- 9 They're **Italian** shoes.

Students work in new pairs and take it in turns to point to the photos and practise the sentences. Most of the things



in the photos are uncountable or plural so no article is needed, but monitor and check for correct pronunciation of *It's a/an ...* for numbers 7 and 8 (be prepared to correct the common mistake: *\*Is a/an ...*).

**SUGGESTION** With a stronger group, you could ask students to think about things they have or are wearing to make more sentences about real things using a nationality adjective + noun. They could look at the labels to find country names, e.g. *It's a Chinese laptop*. This could be given as a homework task – students could take photos of things at home on their mobile phones and prepare to show and tell in class, perhaps as a mingle activity at the beginning of the next class. This might bring up more nationality words which you could help them with. Remember to check pronunciation of each nationality word should this be the case.

### Talking about you

**6** This exercise gives students the opportunity to practise the Present Simple, nationalities, and noun + adjective word order in a personalized way. Write the verbs *have*, *eat*, and *drink* on the board and elicit adjectives and nouns that can go with each verb. Possible combinations: *have a/an Japanese/American/German/French/Spanish car, an Italian/American bag, a Japanese phone, an English dictionary, eat Chinese/Italian/Japanese/French/Mexican food, eat Spanish oranges, American/Italian ice-cream, drink French/Italian/German/Portuguese/Spanish wine, drink French/German/English/American beer, Brazilian/Turkish coffee, Chinese/English tea*. Give examples of your own with *have*, *eat*, and *drink*. Try to highlight the use of *a/an*, e.g. *I have a Japanese camera. I don't have an Italian car*. Put students into pairs to tell each other sentences about themselves, both positive and negative. Monitor and note any points for correction afterwards. When they have all had some time to talk about themselves, do any necessary corrections of grammar or pronunciation together.

**7** Drill the questions and answers in the speech bubbles chorally and then using open pairs across the class. Ask students to put questions to each other using further adjectives and nouns and give real answers. Demonstrate this yourself – ask some confident students a new question and elicit their answer. Get them to ask you a question and give your real answer. Put them in new pairs for this exercise.

With a less confident group, give students time to write at least four questions of their own using *have*, *eat*, and *drink*. Remind them of the possible adjective + noun combinations listed in the notes for exercise 6. A more confident group may be able to start the task orally without written preparation.

Monitor and check for the correct use of the Present Simple *a/an* and adjective + noun word order. Use gesture to encourage students to swap their word order if they have it inverted. Do any other error correction at the end.

### GRAMMAR SPOT SB p47

This *Grammar spot* focuses on word order with regard to nouns and adjectives, and the fact that we don't make adjectives agree with plural nouns or adjust according to feminine, masculine, or neutral forms, which happens in some languages.

Read the notes as a class. You could ask students if the word order is the same in their language and if they change the form of adjectives.

Write the following examples on the board:

*An English dictionary / A dictionary English*

*A car Japanese / A Japanese car*

*A beautiful girl / a girl beautiful*

*Italians shoes / Italian shoes.*

Ask students to circle the correct option in each case.

Refer students to Grammar reference 5.2 on p50 where they can check whether they were correct.

**EXTRA IDEA** Ask students to write down as many possible combinations of nationality adjective + noun in a short time limit, for example, two minutes. When the time limit is up, ask them to swap their list with a partner and check for impressive use of adjectives as well as mistakes with word order or pluralizing the adjectives, with reference to Grammar reference 5.2. Monitor carefully.

### Additional material

#### For teachers

Photocopiable activity – Vocabulary: *Memory game* pp175–6

#### For students

Online Practice – *Look again*


Workbook p33, exercises 1–3

## Listening and speaking SB p48

### Party time

#### About the text

This listening is a conversation between a man called Daniel and a woman called Tam. They are meeting for the first time at a dance class. They exchange a lot of personal information and speak in the Present Simple tense, using the verbs students have studied in this and previous units.

**1/2**  **5.13** Focus attention on the photo and title. Elicit the verb *dance* to describe their action. Ask a confident student to read the instruction aloud. Point to the man in the photo and ask *Who's this?* (Daniel) and then do the same with the woman (Tam). Clarify the word *first* in *their first dance class*.

Ask students to read the pairs of sentences before they listen.

Set up the exercise carefully so that students understand they are listening to what Daniel says only and they should tick just one sentence out of each pair of sentences. Play the first part of the recording up to *You too*. Elicit which sentence Daniel says in number 1. (*I think I know you.*) Then play the whole recording so students can tick Daniel's sentences. Play a second time, if necessary, for students to complete the exercise or check their answers. Then check answers together.

## Answers

- 1 I think I know you.
- 2 You speak English very well.
- 3 I come to London two or three times a year.
- 4 I know New York well.
- 5 I don't know Berlin or Paris.
- 6 I don't know any foreign languages!
- 7 I don't usually like parties.
- 8 I like it too but I don't dance very well.

### 🔊 5.13 Party time

D = Daniel T = Tam

- D Hi there! Er, I think I know you? Oh – you're Tam, is that right?  
T Hi! Yes I am, and you're ... er ... oh yes – Daniel! Hello again, Daniel.  
D Hi! Good to see you again, Tam.  
T You too.  
D Now, I know you're not English, but you speak English very well. Where do you come from?  
T Thank you. I'm from Korea, from Seoul. And you, Daniel, where are you from? London?  
D No, I'm American. I live in Boston. I don't live in London, but I often come to London on business.  
T I'm here on business too. I come to London two or three times a year, but I also work in America, usually in New York.  
D Really? I know New York well. Do you like it there?  
T I do, I love working there – it's an exciting city. My company has offices all over the world so I often work in Berlin and Paris too.  
D What an interesting job! I don't know Berlin or Paris. So, do you speak French and German?  
T I speak French but I don't speak it very well.  
D I don't know any foreign languages!  
T Oh dear!  
D This is a great party ... and I don't usually like parties. Great music! Do you like dancing, Tam?  
T I love parties and I love dancing!  
D Yeah, I like it too, but I don't dance very well.  
T That doesn't matter! Come on! I want to dance!

- 3 Ask students to turn to p142 and read audioscript 5.13. Answer any queries they have about the conversation. Put students in pairs and assign them the role of Daniel or Tam. Give them plenty of time to practise the conversation. Note any pronunciation problems to correct as a class. Ask the students to swap roles and practise again.

### Roleplay

- 4 Students roleplay meeting people for the first time in the context of a party. If possible, rearrange the furniture, play some mood music, and bring in simple props like glasses of water to help add authenticity to the situation. Tell students they are going to roleplay being at a party and meeting new people. The first stage prepares students for the type of questions they can ask. Elicit the first question as an example. Put students in pairs to complete the rest of the questions. Check the answers. Put students in new pairs to practise asking and answering the questions, giving real information about themselves.

## Answers

- What's your name?  
Where are you from?  
What's your job?  
Where do you work?  
How many languages do/can you speak?  
Who do you know at the party?  
Do you like the music?  
What music do you like?  
Do you like dancing?

- 5 Explain that students have to invent a new identity. Focus on the picture of James Bond. You could act out the role of James Bond by pointing to yourself and encouraging students to ask you the questions, to which you answer with James Bond type answers, (e.g. *I live in London. I'm a secret agent. I'm not married. I don't have children. I like swimming, sky-diving, and fast cars. I speak ten languages*). Help students with the new vocabulary, using gestures. Gesture to students and ask *Who are you?* Give them enough thinking time to choose a character and make notes to answer the questions in exercise 4. Monitor and help with ideas and vocabulary.
- 6 Tell students to imagine they are at a party with people of different nationalities who all speak some English, and remind them to adopt their new identity from exercise 5. Remind students also of the expressions they can use when meeting someone for the first time. Drill the phrases: (*It's nice to meet you. You too./ And you.*) Demonstrate starting the roleplay with two confident students. Get the class to stand up to do the roleplay. Monitor, but do not expect perfect accuracy or pronunciation. Make notes of major errors to give feedback on later, but try not to spoil students' enjoyment of the roleplay. If some pairs do well, you could ask them to act out their roleplay in front of the class.

### Additional material

#### For students

Online Practice – Practice

## Everyday English SB p49

### How much is it?

The functional syllabus continues with a focus on numbers 31–100 and asking about prices.

- 1 Review numbers 1–30 by getting students to count round the class. Repeat until they can say the numbers accurately without hesitation.

**SUGGESTION** If students need further practice, use some of the techniques from previous units – number dictations, writing numbers at random on the board, using flashcards.

- 2 🔊 5.14 Focus attention on numbers 10–100. Play the recording and get students to repeat chorally and individually. Get students to count to 100 in tens round the class. Check for accurate word stress.
- 3 This is a paired number dictation. Put students in pairs and tell each student they are either 'Student A' or 'Student B'. Ask both students to write down ten numbers. Student A goes first and says his/her numbers for his/her partner to

write down. Then it is Student B's turn. Finally, they check their writing against their partner's list.

4 **5.15** This exercise presents prices less than and more than one pound. Play the recording and let students read and listen. Focus attention on the use of *p* /pi:z/ for prices less than a pound. Also, point out the plural *pounds*, and explain that we do not say *pounds* and *p* in the same price, i.e. we do not say \*one pound sixty p, but one pound sixty. Play the recording again and get students to repeat chorally and individually.

5 **5.16** Demonstrate the activity by getting students to say the first two prices aloud. Elicit or teach *euros* /'jʊərəʊz/ and *dollars* /'dɒlə(r)z/ for the last three prices. Students then continue working out how to say the prices in closed pairs. Monitor and check students can distinguish the stress on:

*seventeen pounds* and *seventy pounds*

Play the recording and get students to check their answers. If students had problems with pronunciation, play the recording again and get them to repeat. (With a weaker group, you could say the prices as a class activity, drilling the pronunciation as you go along, and then play the recording for reinforcement.)

For further quick-fire practice, put students in pairs to take turns to point at a price for their partner to say.

6 **5.17** This is a discrimination exercise, which gets students to distinguish between prices that sound similar. Focus attention on the photos and check/elicite the name of each object. (With a weaker group, you could elicit the prices for each object orally first and then get students to listen and tick.)

Play the recording through once and get students to tick the prices they hear. Play it through a second time so that students can check their answers. Get them to check in pairs before checking with the whole class.

### Answers and audioscript

#### 5.17 How much is it?

- 1 The cheese sandwich is £2.90.
- 2 The bag of crisps is 60p.
- 3 The shoes are £75.
- 4 The bottle of wine is £7.15.
- 5 The phone is £200.
- 6 The chocolate is €3.20.
- 7 The beer is €4.50.
- 8 The jeans are \$75.99.

7 Focus attention on the speech bubbles. Drill the question chorally and individually. Help students to produce the natural linking between *much* and *is*: *How much is ... ?*

Practise two or three exchanges in open pairs. Then get the students to continue in closed pairs. Monitor and check for correct numbers and prices.

**SUGGESTION** You can give students extra practice with numbers and prices by bringing in adverts, leaflets, and menus that show prices and getting students to practise *How much is ... ?* Make sure you select the items carefully so that they show objects students know (or ones that you can teach that are in the post-beginner range). If you choose images that show plural objects, you will need to pre-teach/check: *How much are ... ?*

### Additional material

#### For teachers

Photocopiable activity – Communication: *How much is it?* pp177–8

#### For students

Online Practice – *Look again*

Workbook p34, exercises 1–5

Online Practice – *Practice*

Online Practice – *Check your progress*

Workbook p35, *Review*, exercises 1–6; *Stop and check* Units 1–5, pp36–7

#### Wordlist

Ask the students to turn to the Wordlist on p50 and tick the words they remember. Tell students to look back in the unit and find the words they don't remember so that they can learn them. If appropriate, ask students to translate words they are still not sure of or to check the meanings in groups. Ask them to learn the words for homework, and test them on a few in the following lesson. To increase the students' enjoyment of vocabulary revision you can also provide games with anagrams, de-vowelled words (where students provide words with missing vowels for other students to complete) and words on slips of paper which students can use to test each other.

# 6

## Every day

### Introduction to the unit

The title of this unit is 'Every day' and it covers the language of daily routines. It presents the third person singular form of the Present Simple and so follows on from the language covered in Unit 5. Basic frequency adverbs, telling the time and days of the week are also introduced. The vocabulary syllabus is extended with a focus on an important aspect of English – collocation – presented here as 'Words that go together'. The lexical set is of daily routine verbs, allowing students to talk about their own routine and ask about other people's.

### Language aims

#### Grammar

##### Present Simple

The *I/you* forms are reviewed and the presentation of the Present Simple is completed with *he/she* in the positive, negative, and question forms (both *Wh-* and *Yes/No* questions). The third person singular form is the one that causes most problems for students, and so it is divided out into a section of its own for the initial presentation. All forms of the Present Simple are reviewed and recycled across the course so that students have plenty of practice of the *I/you/we/they* and *he/she/it* forms.

##### Frequency adverbs

*Always, sometimes, and never* are introduced and practised as part of the function of talking about routines.

#### Vocabulary

The unit opens with a section on telling the time in English. This is done without *quarter to/past, half past*, etc. so that students can use the numbers they already know to tell the time, e.g. *five fifteen*.

The *Vocabulary and speaking* section focuses on collocation, i.e. words that go together, and so reinforces an important aspect of English that was first introduced in Unit 5, with adjective + noun combinations. The section includes words that go with common verbs to produce a useful lexical set for talking about routines.

#### Everyday English

Days of the week and prepositions of time are presented and practised.

### Additional material

#### Workbook

The time is reviewed in a range of exercises. The *he/she* forms of the Present Simple positive are also consolidated, along with the frequency adverbs from the unit. Students practise third person singular Present Simple negatives and questions, and also review the use of the auxiliary verbs *do/does/don't/doesn't* in all forms. Words that go together are practised further, and students get skills practice with a reading text. The days of the week and prepositions from *Everyday English* are checked and consolidated.

#### Photocopiable activities

There are photocopiable activities to review grammar (*A day in the life*), vocabulary (*True or false?*), and communication (*A holiday camp*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

#### Possible problems

- 1 The addition of the third person singular *-s* should not be a problem, but be aware that students often forget to include it, either because it's the only form that differs from the others or because they don't hear it. Be prepared to give lots of practice in the *he/she* forms and remind them of the *-s* ending frequently. The third person singular of *do* (*does/doesn't*) is an added complication which students often confuse with *do/don't*. Again, regular review and practice will help students produce the forms accurately.
- 2 Pronunciation: the final *-s* can be pronounced in three ways: */s/ works /wɜ:kks/, /z/ lives /lɪvz/, /ɪz/ watches /'wɒtʃɪz/*. This is addressed on Student's Book p54, but students will need regular help in distinguishing and producing these endings. Students often make mistakes with the position of adverbs of frequency in sentences. Correct and point out that the adverb comes just before the verb. (They will learn later that it comes after the verb 'to be')

## 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, 'Every day'. Use your hands to hold up seven fingers and say *There are seven days in one week*. Move all your fingers to illustrate *every day*. Give an example sentence about yourself using words the students know, e.g. *I drink coffee every day* and move each finger, saying *I drink coffee*, if necessary, to make the meaning of *every day* clear. (Don't use the days of the week words now as they haven't learned them yet.)

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Focus students' attention on the photo and ask *Is it a holiday?* to elicit that it is just an ordinary every day photo. You can add some easy to understand information, e.g. *It's in a city. They are going to work*. Point out the clocks and elicit or teach the word *clock*. Then refer students to the unit goal about telling the time so they know that's an important part of the unit.

**Video (2 minutes approximately):** The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience.

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, just use the video. It's very clear about what the lesson contains. Remember to pause after the first question to elicit some answers. Then move on to do the activity together.

#### Notes for activity:

- 1 Ask students to read the five things. If necessary, remind them about ticking and clarify the meaning of *every day*. Students tick the things they do individually. Put them in pairs to compare. Elicit some basic sentences in the Present Simple of things that both people in the pair do every day (or negative if there is something both people don't do), e.g. *We work. We don't eat cake*.
- 2 Students work in pairs and compare lists.


## What time is it? SB p52

### STARTER

#### NOTE

It is useful to have a cardboard clock or a real wall 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 one.

The Student's Book presents times using the numbers students already know (without having to deal with *quarter past, quarter to* and *half past*). Exercise 1 in the section includes times on the hour, half hour, and quarter hour. Other times, e.g. *6.50* and *12.40*, provide a manageable extension for students in exercise 2.

**1**  **6.1** As a useful warmer, practise numbers 1 to 12 around the class and then also practise counting in tens from 10 to 60. Finally, practise counting in fives from 5 to 60.


Focus attention on the clocks. Play the recording of the first five clock times, pausing after each one and getting students to repeat chorally and individually. Highlight the use of *o'clock* for times on the hour and make sure students can pronounce it accurately. Get students to complete the remaining five times, working out the pattern from the examples given in 1–5. Play the recording of numbers 6–10 and get students to check their answers. Play the recording again, getting students to repeat chorally and individually.

#### Answers and audioscript

##### **6.1 The time**

- 1 It's nine o'clock.
- 2 It's nine thirty.
- 3 It's nine forty-five.
- 4 It's ten o'clock.
- 5 It's ten fifteen.
- 6 It's two o'clock.
- 7 It's two thirty.
- 8 It's two forty-five.
- 9 It's three o'clock.
- 10 It's three fifteen.

**EXTRA IDEA** Write more times in digital format on the board, e.g. *8.30, 6.15, 11.00, 3.45, 7.00, 5.30, 9.15, 12.45, 4.00*. Point to each time in random order and elicit from the class. You could make this a competition – put the class in two teams. The first team to raise their hand and shout the time gets a point. A stronger group could work in pairs, each student writing down five different times (with *o'clock, 15, 30, or 45*) for their partner to say. Monitor carefully.

**2**  **6.2** Focus attention on the conversation. Play the recording once and get students to listen and read. Play the recording again, and get students to repeat chorally. Make sure they can produce the linking: *What time is it?*

Put students in pairs to practise. Make sure they swap roles. Deal with any pronunciation problems.

**3** Point to one of the clocks/watches in the activity and demonstrate the pairwork with one student. Students practise in their pairs. There are some times in this

exercise which are not at the 12, 3, 6, and 9 points on the clock. Encourage students to say what they see in numbers – 5.40. Monitor carefully.

### Answers

- 1 It's ten forty-five.
  - 2 It's five forty.
  - 3 It's six o'clock.
  - 4 It's twelve thirty.
  - 5 It's five twenty.
  - 6 It's eight fifteen.
- 4 Ask students to say what time it is now.

### Additional material

#### For students

Online Practice – *Look again*

Workbook p38, exercises 1–3

## Grammar SB p53

### Present Simple – I, you

This section presents verbs commonly used to talk about daily routine. The students listen to a man talking about his day and this listening is accompanied by clear pictures to illustrate the verbs.

- 1 **6.3** Ask students to read the instructions. Elicit information about the man using questions they have already studied: *What's his name?* (Felipe) *What's his job?* (a shop assistant). *Shop assistant* is a new job word for the students, and *supermarket* may be new too, but these can be clarified easily using the pictures.

Focus attention on the pictures and point out that each caption has two times to choose from. Play just the first sentence on the recording so students can listen for the correct time, which has been circled as an example. If you think weaker students may struggle, elicit the two times in each caption 2–7 before you play on. Play the recording to the end and get students to continue circling the correct times. Get students to check their answers in pairs. Play the recording again before checking the answers with the whole class.

Play the recording again and if you feel happy to do it, mime each action as Felipe says it. This may help to clarify the difference between *go to work*, *leave work*, and *get home*. Also drill the pronunciation of *breakfast* /'breɪkfəst/ and translate *breakfast* and *lunch* into L1, if appropriate, or check students understand these words for different meals. You could highlight that we don't use the article *a* with these meal words. Also point out or elicit that all the times are preceded by *at*. It is important to help students notice patterns such as these in the language.

Then model the sentences 1–7 again yourself for students to repeat chorally. Check pronunciation individually too, if necessary.

### Answers

- 1 6.45
- 2 7.00
- 3 7.30
- 4 12.15
- 5 4.45
- 6 5.00
- 7 10.45

### 6.3 Felipe's day

I always get up at six forty-five on work days. I have breakfast at seven o'clock and I go to work at seven thirty. I have lunch in the staff canteen with my friend Jane, that's at twelve fifteen – we have an early lunch break. I leave work at four forty-five in the afternoon and I walk home with Jane.

I get home at five o'clock, have tea, watch TV and check my emails. I go to bed at ten forty-five on work days, but later at the weekend.

### Talking about you

- 2 You can demonstrate this speaking activity using your own day first, giving the same information as in the pictures. Then ask students to say the same sentences 1–7, but about themselves. With a less confident group, give them some thinking time to prepare the times. Put them in pairs to talk about their day. Monitor and make a note of any difficulties the students have with pronunciation or time and deal with these when they have finished.
- 3 **6.4** Play the recording, pausing after each question to get students to repeat chorally. You may need to do this more than once and drill individually too, pointing out the sentence stress and rhythm.
- 4 Ask students to ask you the example *What time ... ?* questions about your day. Elicit one or two more questions with other verbs. With a weaker group, you may need to elicit all the questions for the activities in the pictures in exercise 1. Put students in new pairs to ask each other the questions and answer with true information about the time they do each activity.

**EXTRA IDEA** For further practice, you could write the phrases *get up*, *have breakfast*, *leave work* ... on pieces of paper for the students to sort into the order in which they commonly happen – as given on p53, though this isn't the only possible order, of course. NB These pieces of paper could be recycled in later lessons – either as a sorting exercise or for question/answer practice.

### Present Simple – he/she; always/sometimes/never SB p54

#### Anna's day

- 1 This section presents the *he/she* positive forms of the Present Simple, along with frequency adverbs *always*, *sometimes*, and *never*. Focus attention on the photos of Anna. Say *This is Anna McMann*. /'ænoʊ mək'mæn/. Ask students to read the description of Anna. Ask questions to check they understand the information about her: *How old is Anna?* (29); *What's Anna's job?* (She's a junior doctor.); *Where's Anna's hospital?* (It's in the centre of London.). Check comprehension and pronunciation of *junior doctor*, *busy* /'bɪzi/ and *typical day*. Ask *Are her days busy?* and elicit *Yes, they are*. Encourage students to elaborate on this and give more details if they would like.

- 2 Focus attention on the photos of Anna's day and put students in pairs to remember the verb phrase for each of the first five photos (1 *get up* 2 *have breakfast* 3 *go to work* 4 *have lunch* 5 *leave work*). The final three photos extend the vocabulary for daily routine and students will find the verb phrases for them in sentences 6, 7, and 8.

Focus attention on the first sentence and example answer. Point out that the gap in each sentence is a time. Get students to continue writing the times, working individually.

🔊 6.5 Ask students to check their answers in pairs before playing the recording for a final check. Then check students' understanding of the new vocabulary: *have a shower*, *cycle to work*, *work late*, *buy a Chinese takeaway*, *have dinner*, *go out*, *work for exams*. The photos will help with some of these words, but you'll need to mime or show *have a shower*. If students query the time expression *in the week* in sentence 7, draw a week on the board and divide it into five days for the week and two days for the weekend. You can use the names of days of the week, but students won't study them in this unit until the Everyday English section. You could also ask *Who's this?* about the 8.15 p.m. photo to elicit *It's her brother./It's Toby*.

## Anna's day SB p54

### Answers and audioscript

#### 🔊 6.5 A day in the life of Anna

- 1 She gets up at **six o'clock** and she **has** a shower.
- 2 She has breakfast at **six thirty**.
- 3 She leaves home at **seven o'clock** and she cycles to work.
- 4 She has lunch (a wrap and salad) at **twelve thirty**.
- 5 She always works late. She leaves the hospital at **seven forty-five**.
- 6 She sometimes buys a Chinese takeaway and eats it at home with her brother, Toby. She has her dinner at **eight fifteen**.
- 7 She never goes out in the week. She works for her exams until **ten thirty**.
- 8 She always goes to bed at **ten forty-five** and watches TV or reads a book.

### GRAMMAR SPOT SB p54

- 1 🔊 6.6 Focus attention on the examples of third person singular forms *gets up* and *works*. Students underline the verbs in sentences 2–8 in exercise 2. Play the recording to check the answers with the class.

#### Answers

- 1 gets up, has
- 2 has
- 3 leaves, cycles
- 4 has
- 5 works, leaves
- 6 buys, eats, has
- 7 goes out, works
- 8 goes, watches, reads

Elicit the key last letter in each of the verbs (s). Point out that one of the verbs (*watches*) has *-es* at the end.

Play the recording again and get students to repeat chorally and individually. Make sure students can distinguish the /s/ endings, e.g. *gets* /gɛts/, from the /z/ endings, e.g. *leaves* /li:vz/. Also listen for correct pronunciation of the /ɪz/ ending in *watches* /'wɒtʃɪz/.

- 2 Focus attention on the adverbs of frequency and their meanings. Make sure that students understand that *sometimes* is not a fixed reference and the actual number of times that it refers to can vary. Ask students to circle the examples of *always*, *sometimes* and *never* in the sentences about Anna.

🔊 6.7 This recording has the four sentences with adverbs of frequency from the sentences about Anna. Play the recording and get students to repeat chorally and individually. Make sure students reproduce the third person singular ending: *works* /s/ and /z/ in *buys* and *goes*. (There is more focus on the pronunciation of the *-s* in exercise 3, following the *Grammar spot*.)

#### 🔊 6.7

She always works late.  
She sometimes buys a Chinese takeaway.  
She never goes out in the week.  
She always goes to bed at ten forty-five.

Read Grammar reference 6.1–6.3 on p60 together in class. Elicit from the examples in 6.1 and the first box in 6.2 that most verbs simply take *-s* for *he/she/it*. Write more verbs they know from the text about Anna on the board: *work*, *buy*, *eat*, *cycle*. Encourage students to remember information about Anna and give you sentences with the verbs in. Write them on the board. If they can't remember, refer them back to exercise 2 on p54. As you write up the sentences, use a different colour pen for the third person *-s* or circle it clearly. To make it less teacher-focused, you could ask a student to come to the board to write the sentences.

Now move on to the exceptions. Highlight that we add *-es* after *s*, *ss*, *sh*, *ch*. You could point out and demonstrate that these spelling rules correspond strongly to pronunciation because it would be impossible to differentiate a further /s/ sound being added to /s/ and extremely difficult to pronounce /ʃs/ or /tʃs/.

And, lastly, focus students' attention on the irregular verbs: *have* becomes *has* (not *haves*), *do* becomes *does*, and *go* becomes *goes*. Of course *does* and *goes* look very similar, so it is worth modelling the difference in vowel sound (*does* /dʌz/ and *goes* /gəʊz/) so they can pronounce them correctly. Drill these words chorally and individually.

### Pronunciation

- 3 🔊 6.8 This section highlights the three possible ways of pronouncing the third person *-s* ending. Focus attention on the chart. Play the recording through once and get students just to listen. Then play it again, drilling the verbs chorally and individually. If students find it hard to hear and reproduce the difference between the /s/ and /z/ endings, don't insist on them repeating the sounds several times, as this may make them self-conscious. It's probably enough that they realize the pronunciation is often /z/. Students very often forget to add the *-s* ending anyway and so will need reminding at regular intervals.

**SUGGESTION** At the start of the next lesson, divide the board into two columns and write *I* at the top of one and *he/she* at the top of the other. In the first column write *work* and

say *I work*. Elicit the form for the *he/she* column (*works*). Ask students to copy the columns into their books. Put students in pairs to complete the columns with as many verbs as they can remember without looking at their books, filling both columns. This will show you what they have memorized and also whether they have remembered the spelling rules. Check carefully together and make corrections with the whole class. You could then ask them to read out both forms for each verb to check their pronunciation.

### Questions and negatives SB p55

- 4 This section introduces *does/doesn't* in the question and negative forms. Both *Wh-* and *Yes/No* questions are presented at the same time, as students are dealing with the third person singular form only at this stage, and they have already had a lot of practice of the individual question types.
- 🔊 6.9 Refer students back to the photos of Anna. Read question 1 aloud and elicit the answer (*gets up*). Students continue completing the answers, working individually. Get them to share/check their answers in pairs. Play the recording through once and let students check their answers. Play the recording again, pausing after each question-and-answer exchange, and get the students to repeat chorally and individually. Make sure they can reproduce the falling intonation on the *Wh-* questions and the rising intonation on the *Yes/No* questions. Students practise the questions and answers in open and then in closed pairs.

#### Answers and audioscript

##### 🔊 6.9 Questions and negatives

- What time does she get up?  
She **gets up** at 6.00.
- When does she go to bed?  
She **goes** to bed at 10.45.
- Does she go to work by car?  
**No**, she doesn't.
- Does she go to work by bike?  
**Yes**, she does.
- Does she have lunch at home?  
**No**, she doesn't.
- Does she work for her exams in the evening?  
**Yes**, she does.

#### GRAMMAR SPOT SB p55

Focus attention on the example sentences and questions. Make sure students understand that the *-s* ending is on the verb in the positive form and on *does* in the question and negative. Highlight *doesn't* as the contracted form of *does not*. Use the gesture of two words coming together in the contraction if your students understand this visual cue. Make sure students understand that we repeat *do/does* or *don't/doesn't* in the short answers rather than using the main verb, i.e. it is unnatural to answer the question *Do you have breakfast at 7.30?* with *\*Yes, I have breakfast*. We naturally answer *Yes, I do*. Ask students to circle the *-s* ending and the use of *does/doesn't* in the questions and answers in exercise 1.

Write two sentences on the board *She goes out in the evening*, and *He eats in a restaurant*. Elicit the negative of these sentences. You could also try to elicit a question form for each (*Does she go out in the evening? Does he eat in a restaurant?*). Refer students to Grammar reference 6.4

on p60 to check their negative sentences and ask them to read their questions aloud. It is common for students to make the mistake of adding *-s* to the main verb in the question, e.g. *Does she goes out ... ? Does he eats ... ?* If this happens, make it clear that the third person ending is already in *does*.

Encourage students to ask you questions about 6.4, using L1 if appropriate. Take time to exploit this information more by providing the students with gapped sentences or sentences with words in the wrong order so that they manipulate the structure and remember it better.

- 5 Focus attention on the question prompts 1–6. Do the first one together as a demonstration, eliciting from the class and writing it on the board (*When does she leave home?*). Put students in pairs to work out the questions together and write them in their notebooks. When they have had time to form the questions, tell them to take turns asking each other and answering about Anna. Demonstrate with a strong pair first if necessary.
- Stronger students might not need to write down the questions but may just be able to ask and answer them orally.
- Students continue asking and answering in closed pairs.
- 🔊 6.10 Play the recording and get students to check their answers. If students had difficulties with questions and answers, practise the questions and answers in open pairs or get students to practise them again in closed pairs, working with a new partner. Check pronunciation and drill words chorally and individually, as necessary.

#### Answers and audioscript

##### 🔊 6.10

- When does she leave home?  
She leaves home at 7.00.
- Does she go to work by bus?  
No, she goes to work by bike.
- Where does she have lunch?  
She has lunch at work.
- Does she usually work late?  
Yes, she does, every day.
- Does she eat in a restaurant?  
No, she doesn't. She eats at home.
- What does she do in the evening?  
She works for her exams. She never goes out.

- 6 This exercise gives students the opportunity to generate negative third person forms. Focus attention on the example and ask one student to read it aloud. Students work individually to write sentences 2–5 in the negative. Allow them to check their answers in pairs, before checking with the class. Check carefully that they are forming the negatives correctly, including the inclusion of the apostrophe in *doesn't*.

#### Answers

- She doesn't live in New York.
- She doesn't drive to work.
- She doesn't work in a school.
- She doesn't visit friends in the week.
- She doesn't go to bed late.



7 Focus attention on the chart. Elicit the missing Present Simple forms for *I* and *you* (see below) and then get students to complete the rest of the chart. Check the answers with the whole class. Highlight again that the *he/she* form is the only one that is different.

### Answers

	Positive	Negative	Question
I	work	<b>don't work</b>	Do I work?
You	<b>work</b>	<b>don't work</b>	<b>Do you work?</b>
He/She	works	<b>doesn't work</b>	Does he/she work?
We	<b>work</b>	don't work	Do we work?
They	<b>work</b>	<b>don't work</b>	<b>Do they work?</b>

**VIDEO** In this unit students can watch a video about the daily routine of a magazine photographer. 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.

### Practice SB p56

#### Toby's day

1 Remind students of Anna from the previous section. Ask students to read the sentences about Toby. Point to the photo of Toby. Ask *Who is this?* (*He's Anna's brother./He is Toby McMann.*)

Teach the word *dog*, using the photo. Tell students to read the first two paragraphs of the text – point to the text and count the paragraphs. Hide the rest of the text, if necessary, to instruct visually. When students have had time to read, ask *How old is Toby?* and *What's his job?* (*He's 31. He's a dog walker and a student of music.*) Use the photo and physical movement to explain *dog walker*. Use the photo of the cello to explain *student of music*. Also clarify the word *flatmate* which was used in the introductory sentence, using *he shares a small flat*. You could draw a quick sketch of a flat and two people, Anna and Toby, if necessary, to explain *share*.

2 Focus attention on the verbs in the box. They are already in the third person form and so students just need to use the context to help them choose the correct verb. Check students can pronounce them correctly by asking them to read each verb aloud, chorally and, where necessary, individually.

Get students to read the second sentence in the text and focus attention on the example. Then get students to complete the text, working individually. Remind them to read the whole sentence around the gap each time so that they get the complete context and to cross out the verbs they have used as they go along.

6.11 Get students to go over their answers in pairs before playing the recording for a final check. Use the photos and other means to help explain new vocabulary such as *big*, the breakfast foods mentioned, *cello*, *fun*, *part-time*, *hungry*, *very late*. Focus on the adverb *usually* in

the text. Teach the meaning by writing *always*, *sometimes*, and *never* on the board and elicit that *usually* goes between *sometimes* and *always*.

### Answers

1 shares	7 gets
2 gets up	8 gets
3 goes	9 eats
4 walks	10 plays
5 loves	11 meets
6 starts	12 goes

#### 6.11 Toby McMann

The London dog walker fills his day with lots of walks, fresh air and fun!

Toby McMann is 31 and he's a dog walker and a student of music. He shares a small flat in the centre of London with his sister, Anna. He usually gets up at ten thirty in the morning. He has a big breakfast – tea, sausages, eggs and lots of toast – then he goes to work. He walks lots of dogs in the parks in London. He loves his job, it is fun!

Toby is a part-time student at the London College of Music. He starts classes at two fifteen in the afternoon.

He gets home at six o'clock in the evening and has a big dinner. He sometimes shares a Chinese takeaway with Anna when she gets home. He is always hungry in the evening because he never eats lunch. He always plays his cello after dinner, but sometimes he meets his friends. He usually goes to bed very late, at one o'clock in the morning.

3 This exercise checks that students realize the importance of choosing the correct third person pronoun for male and female. Mistakes are commonly made with this as many languages don't have pronouns for male and female which work in this way. Focus attention on the example. Make sure students realize that *He* refers to Toby and *She* to Anna. Get students to complete the answers and then check in pairs. Check the answers with the whole class.

### Answers

1 She	5 He
2 He	6 He
3 She	7 She
4 She	8 He

#### Listening

##### About the text

4 6.12 This listening text is a face-to-face conversation between Anna and her brother, Toby. There are gaps for students to complete, most of which are words that they are already familiar with, and so students should be able to complete the conversation without too many problems. Give students time to read through the conversation before they listen, especially with weaker classes. Deal with any vocabulary problems. New vocabulary includes *as usual*, *work too hard*, *relax*, *the pub*, *It's a date*. Encourage students to work out the phrases from the context but be prepared to clarify if necessary. With a stronger group, help students understand the two different uses of *too* in this conversation: in the sentence *You work too hard!* the speaker is talking about a problematic situation – *too* is used to express excessively. Then, in the sentence *I love my work, too*, the word *too* is used to mean *also*.

**6.12** Play the first two lines and get students to look at the example. Play the rest of the recording without stopping and get students to complete the conversation. Give them time to check their answers in pairs before playing the recording again for a final check. Put students in pairs to practise the conversation. Listen carefully and note any errors. When they have practised taking both of the roles, drill any problem lines or phrases as separate items.

### Answers

- 1 fine
- 2 always
- 3 love
- 4 too
- 5 have
- 6 never
- 7 sometimes
- 8 always
- 9 drink
- 10 Saturday
- 11 see

### 6.12 An evening at home

T = Toby A = Anna

- T Evening, Anna. You look tired.  
 A I'm fine, thanks. Just busy, as usual.  
 T You're always busy. You work too hard!  
 A I know, but I love my work and I have exams soon.  
 T I love my work too, but I sometimes relax and see my friends!  
 A Relax! You play the cello every day!  
 T Yes, but I have a drink with my friends at the weekend. You never stop!  
 A That's not true. We sometimes share a Chinese takeaway! Oh, Toby. How's your friend Oliver?  
 T He's fine, thanks. He always asks about you. I think he likes you!  
 A Oliver is OK. I like him and he's a friend of yours.  
 T Well, come and meet us at the pub. I can buy you a drink!  
 A Really? That is a good idea. What about next Saturday?  
 T Yes, great! I often see Oliver on Saturday.  
 A Good! Then it's a date!

### Negatives and pronunciation

**5** This exercise practises the negative form and also highlights the importance of contrastive stress when correcting or disagreeing with a statement. Focus attention on the example and ask *positive or negative?* about each sentence in the answer (first sentence – negative, second sentence – positive). Elicit the answer to sentence 2 (She doesn't get up at ten thirty! She gets up at six o'clock!). Tell students to continue correcting the sentences, referring back to the information about Anna and Toby on pp54, 55, and 56. (With a weaker group, you could do this as a class activity on the board and then play the recording for reinforcement.)

**6.13** Play the recording through once, getting students to check their sentences for grammatical accuracy. Then write the pairs of sentences for numbers 2 and 3 on the board. With the whole class, elicit where the main stress falls, and mark it on the sentences. Remind students that the stress helps to indicate the main difference in the information in the pairs of sentences, and so falls on the key words. Get students to work in

pairs and mark where they think the main stress falls in the rest of the pairs of sentences. Play the recording again and get students to check their answers. Also check the answers orally with the whole class in case students have problems hearing the main stress. Play the recording again, if necessary, and then get students to practise the sentences with a partner. Point the contrastive stress once again in the sentences so that they mimic this correctly.

### Answers and audioscript

#### 6.13 Negatives

- 1 A He's a doctor.  
B He isn't a doctor. He's a student of music.
- 2 A She gets up at ten thirty.  
B She doesn't get up at ten thirty. She gets up at six o'clock.
- 3 A He's 29.  
B He isn't 29. He's 31.
- 4 A She goes to work by car.  
B She doesn't go to work by car. She cycles/goes by bike.
- 5 A She meets friends in the evening.  
B She doesn't meet friends in the evening. She works for her exams.

### Talking about you

**6** Demonstrate the activity by writing the names of two people (one male, one female) from your family on the board. Get students to ask you questions about them, using the language in the speech bubbles and the cues in the Student's Book. If students have problems switching from questions with *be* to the Present Simple questions, drill the language as a class. Get students to write the names of two family members on a piece of paper. Remind them to choose one male and one female. Students work in pairs and ask and answer about the family members. Monitor and check for correct use of *he/she, his/her* and the third person singular Present Simple forms.

**SUGGESTION** You could ask students to use family photos for exercise 6. They may already have photos in their wallet/purse or on their smartphones.

### Check it

**7** This exercise consolidates the auxiliary forms *do/does* and *don't/doesn't* in Present Simple questions and short answers. Focus attention on the question and answer in number 1, and elicit the answers (*Do, do*). Students continue completing the questions and answers, working individually. Ask students to check their answers in pairs before checking with the whole class. Conduct feedback by nominating open pairs to act out each question and answer.

### Answers

- 1 Do; do
- 2 Does; does
- 3 does
- 4 Do; don't
- 5 Does; doesn't
- 6 Do; do
- 7 Does; doesn't
- 8 Do; don't

**SUGGESTION** Set a homework task for the students to practise what they have learned so far in this unit. Ask them to choose a friend or a person in their family and write about what he or she does every day. For weaker students set a limit for the number of sentences, e.g. six. For stronger students set no maximum limit and also encourage them to include a negative sentence, e.g. *She doesn't have breakfast.* or *He doesn't watch TV in the evening.* Collect their written work in to mark it. If students are making many similar kinds of mistakes, conduct an error correction session together in the following class, using the board and eliciting corrections from the class.

### Additional material

#### For teachers

Photocopiable activity – Grammar: *A day in the life* pp179–80

Photocopiable activity – Video worksheet: *Sara's day*

#### For students

Online Practice – *Look again*

Workbook pp39–41, exercises 1–12

## Vocabulary and speaking SB p58

### Words that go together

1 In this section, students start to learn more about basic collocation in English, referred to here as *words that go together*.

Make sure students understand that *TV* stands for *television*. Focus attention on the example and do another together if they need a further demonstration. Students work in pairs to continue matching the verbs to the nouns/phrases.

**6.14** Play the recording and get students to check their answers. If necessary, check the meaning of *stay at home*.

### Answers and audioscript

#### 6.14 Words that go together

get up early  
go to bed late  
have lunch  
watch TV  
listen to music  
work in a hospital

stay at home  
drink coffee  
eat in restaurants  
have a shower  
play the cello  
cook for friends

2 This is a questionnaire activity to practise *Yes/No* questions and adverbs of frequency.

**6.15** Focus attention on the Lifestyle questionnaire. Ask students to read the title and then to read through the points 1–11. Elicit as far as possible what the meaning of *lifestyle questionnaire* is.

Play the recording and get students to repeat the questions chorally and individually. This prepares them for their pairwork.

### 6.15 Lifestyle questionnaire

- 1 Do you get up early?
- 2 Do you have breakfast?
- 3 Do you walk to work or school?
- 4 Do you eat a lot of fruit?
- 5 Do you eat a lot of chocolate?
- 6 Do you play a sport?
- 7 Do you play computer games?
- 8 Do you drink fizzy drinks?
- 9 Do you drink a lot of water?
- 10 Do you eat fast food?
- 11 Do you go to bed late?

3 Focus attention on the language in the speech bubbles. Drill the question and three possible answers. Get students to ask you a few of the questions and give true answers. Demonstrate how to record the answers by putting the three adverbs on the board and ticking under the appropriate one. Students then work in closed pairs, asking and answering, and noting down their partner's answers.

4 This follow-up phase allows students to talk about their partner and so get practice in using third person forms, as well as adverbs of frequency – check that they are using these in the correct position in the sentence.

Focus attention on the example and then elicit more information from individual students about their partner. Don't over-correct students during the feedback stage, just allow them to say what they want to say, so they can concentrate on getting meaning across and being understood, and then correct any common mistakes at a later stage.

### Additional material

#### For teachers

Photocopiable activity – Vocabulary: *True or false?* pp181–2

#### For students

Online Practice – *Look again*

Workbook p42, exercise 1

## Everyday English SB p59

### Days of the week

1 **6.16** Focus students' attention on the title of this section. Draw a horizontal line on the board and divide it into seven columns with vertical lines. Point to the horizontal line and say *a week*. Write *a week* at the top of the board. Add the word for whichever day it is today in the correct place in the week and drill the pronunciation with the students.

Ask a student to read out the instruction. Play the recording and get students to write the days in the correct order on the calendar. Pause the recording, if necessary, to give students time to write. Play the recording again and get students to repeat chorally and individually. Make sure they can distinguish *Tuesday* /'tʃu:zdeɪ/, /'tju:zdeɪ/ and *Thursday* /'θɜ:zdeɪ/ and that they only produce two syllables in *Wednesday* /'wenzdeɪ/.

Practise again around the room. Point out that the written form of the days in English has a capital letter at the beginning.

- 2 Elicit the answer to question 1 as an example. Students do the exercise in pairs. Check the answers together by eliciting them from the class. Be sure to show *today* and *tomorrow* visually on the board. Also clarify on the board that *Saturday* and *Sunday* together are *the weekend*. Using the line you drew, it is easy to indicate the start of the week and the end. For questions that can have multiple answers, elicit a few from different students, i.e. 3, 5, 6. With strong learners, ask *Why?* for questions 5 and 6, but don't insist on accuracy in their answer – just the ability to convey their message.
- 3 Here students learn which prepositions are used with the days, parts of the day, and times. Elicit the answer for times and the weekend (*at*), and then get students to write the correct preposition for the other phrases. Check the answers with the whole class. Highlight the difference between *in the afternoon* but *on Friday afternoon*, *in the evening* but *on Saturday evening*, etc, because if the phrase contains the specific day, we use *on*.
- NB *On the weekend* is possible – it is American English.

### Answers

at (nine o'clock, ten thirty, twelve fifteen, the weekend)  
 on (Sunday, Monday, Saturday evening, Thursday morning, Friday afternoon)  
 in (the morning, the afternoon, the evening)

- 4 Focus students' attention on the example and then get students to complete the other time expressions with either *in*, *on*, or *at*. Check the answers with the whole class.

### Answers

- 1 at
- 2 on
- 3 in
- 4 on
- 5 at

Focus attention on the example question and answers in the speech bubbles. Get students to practise asking and answering questions 1–5 in closed pairs. This allows them to practise the *we* form of the Present Simple. Monitor and check their pronunciation is accurate, including upward intonation in the *Yes/No* questions.

When they have finished the oral exercise, get them to write a whole sentence about when they have English lessons. Encourage them to include the day, part of the day, and time: *We have English lessons on (Monday evening) at (seven thirty).*

**EXTRA IDEA** Give a quick oral test of these prepositions of time at the beginning of a subsequent lesson. Get students to draw three columns on a page of their notebooks, labelled *in*, *on*, and *at*. Read aloud some of the time expressions from the answer key of exercise 3 above. Make sure you say them in random order, and make a noise instead of the preposition. Students listen and write the time expression in the correct column. Check carefully at the end.

### Talking about you

- 5 Students complete the questions with the correct prepositions. Check students have the correct preposition for each question before they begin the pairwork. Students ask and answer the questions in closed pairs. They can give short answers, but with stronger students

you can encourage them to give extra information, e.g. *Do you get up early ... ? No, I don't. I get up at ten thirty.* Monitor and check for correct question formation, use of short answers and prepositions of time. Conduct a feedback session to enable students to talk about their partner and so practise the third person singular.

### Answers

in the morning/evening  
 on Sunday morning  
 on Saturday  
 at the weekend  
 in the evening  
 on Saturday evening

**EXTRA IDEA** Write on the board some collocations from this unit on p58 which haven't been used in this exercise, e.g. *go to bed late*, *have lunch*, *listen to music* and also verbs that students learned and practised in Unit 5: *drink*, *play*, *speak*. With a weaker group, add examples of collocations for them to match, e.g. *tennis*, *English*, *coffee*. Stronger students can find their own collocations, but check they are correct. Get students to ask *Do you ... ?* questions about these new activities, completing them with appropriate time expressions. They can answer as before with short answers and extra information. You could also write *always*, *sometimes*, and *never* on the board to encourage students to use these adverbs from p54, e.g. *Do you play tennis on Saturday afternoon? No, I don't. I never play tennis. I sometimes play football.*

**SUGGESTION** Ask students to remember and write sentences about their partner's routines as a homework task. You could ask them to include one sentence which their partner didn't say. Then in the next lesson, they could give their sentences to their partner to read and see if they can identify the false sentence.

### Additional material

#### For teachers

Photocopiable activity – Communication: *A holiday camp* pp183–4

#### For students

Online Practice – *Look again*

Workbook p42, exercises 1–2

Online Practice – *Practice*

Workbook p43, *Review*, exercises 1–6

Online Practice – *Check your progress*

Wordlist

Ask the students to turn to the Wordlist on p60 and tick the words they remember. Tell students to look back in the unit and find the words they don't remember so that they can learn them. If appropriate, ask students to translate words they are still not sure of or to check the meanings in groups. Ask them to learn the words for homework, and test them on a few in the following lesson. To increase the students' enjoyment of vocabulary revision you can also provide games with anagrams, de-vowelled words (where students provide words with missing vowels for other students to complete) and words on slips of paper which students can use to test each other.

# 7

## Favourite things

### Introduction to the unit

The title of this unit is 'Favourite things' and it gives practice in describing lifestyles, preferences, and places. The grammar input includes revision and extension of question words, the introduction of object pronouns, and the demonstratives *this* and *that*. Students get reading and writing skills practice based on an email from a friend who is on holiday. Useful adjectives and their opposites are introduced and practised. In the *Everyday English* section, the situational and functional language is for making requests using *Can I ... ?*

### Language aims

#### Grammar

##### Question words

The question words introduced in previous units are reviewed, and students learn the question word *Why*. Students were introduced to *How many* and *How much* in Unit 5 and these are recycled in this unit. (NB There is no teaching of the use of *much/many* with uncountable/countable nouns as this is handled at Elementary stage.)

##### Object pronouns

Subject pronouns (*I, you, he, etc.*) are reviewed, and object pronouns (*me, you, him, etc.*) are introduced. The *Grammar spot* on p70 also lists possessive adjectives so that students can see the full set of patterns with these words that are easily confused.

##### *this* and *that*

*This* and *that* are presented in the context of talking and asking about objects and people. The key questions *What's this in English?* and *What's that in English?* allow students to take charge of their own learning a little more.

#### Vocabulary

The main vocabulary focus is a set of key everyday adjectives and their opposites. This gives an opportunity to recycle objects introduced in earlier units. Students also review the use of *a/an* + adjective + noun.

#### Everyday English

Students listen to people making requests with *Can I ... ?* in a range of situations and then practise making their own requests.

### Additional material

#### Workbook

There are exercises to practise forming questions in the Present Simple in English, together with practice of the appropriate question words. Pronouns and possessives are consolidated further, and students practise making their descriptions of their favourite things more sophisticated with the correct adjectives. Furthermore, they review making requests in the *Everyday English* section.

#### Photocopiable activities

There are photocopiable activities to review grammar (*Q and A*), vocabulary (*It's an old computer*), and communication (*Shopping lists*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

#### Possible problems

- 1 Even though it's necessary for students to encounter object pronouns early in their learning, these sometimes cause problems because they don't correspond to the students' L1 and also because it is so easy to confuse them with subject pronouns and possessive adjectives. The possessive adjective for *it* is *its* and this often confuses students because it sounds exactly the same as the contraction of *it is*: *it's*. Point out and then elicit often that the possessive adjective doesn't need an apostrophe in the written form. (Even native speakers make this mistake!) The confusion may be due to the fact that 's is used for possession with people's names, e.g. *John's bag*.
- 2 The Grammar reference 7.2 on p70 clearly sets out the different pronouns and possessive adjectives so encourage students to refer to this page if they get confused. Pay special attention to this aspect of grammar throughout the unit and prompt students to self-correct their mistakes if possible, e.g. *man or woman?*, *singular or plural?*, *subject or object?* Whenever you have any extra time during the lessons, focus students' attention on subject and object pronouns and possessive adjectives in sentences in the Student's Book. Ask them to identify what kind of word each is and use the labels *subject*, *object*, and *possessive* to refer to them.

## 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, 'Favourite things.' Give your own examples to help explain *favourite*, e.g. *I like football, tennis and swimming. My favourite sport is tennis. I like tea and coffee. My favourite drink is coffee.*

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Writing*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Focus students' attention on the photo and ask *What can you see in this photo?* Elicit the key elements: *a woman/a dog*. Students don't learn colours until Unit 13, but you can ask *What colours does she like?* or *What does she like?* and they can use translators to give you the words *black, white, and spots*. If they are interested, tell them the English name for this kind of dog is *Dalmatian* /dæl'meɪʃn/. Tell them *These are her favourite things*, pointing to the dog and pattern.

**Video (2 minutes approximately):** The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience. 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, just engage students' interest using the amusing photo and the unit title, giving your own examples. Then do the activity together.

#### Notes for activity:

Revise the vocabulary for days of the week by drilling the words around the class at speed. Correct any pronunciation mistakes and drill students chorally and individually if necessary.

- 1 Focus students' attention on the question. Ask a confident student to read it aloud and make sure they all understand. Elicit answers from as many students as possible.
- 2 Ask a different student to ask you the question beginning *What do you do ... ?* and answer simply with something they can understand. Put students in pairs to ask and answer the question. At the end ask the students to share their answers with the class if they feel comfortable.

## Things I love! SB p62

### STARTER

This section sets the theme of the unit – favourite things – and gives students the opportunity to recycle some of the vocabulary from earlier units in a personalized way.

- 1 Give an example of your own favourite for two or three of the categories, e.g. *My favourite sport is tennis*. Make sure they understand the word *favourite* /'feɪv(ə)rɪt/ and can pronounce it well. With a weaker group, brainstorm/consolidate food words, sports, drinks, etc. together and make lists on the board. Then give students a short time to think of their own favourites.
- 2 Focus attention on the speech bubbles and demonstrate the activity with two confident students in an open pair. Put them in closed pairs. Students ask and answer about the things in exercise 1. Elicit a few examples of students' favourites in a short feedback session.

**EXTRA IDEA** With a strong group you could get students practising the possessive adjectives *his/her* if you ask them to report about their partner's favourite things rather than just their own.

## Grammar SB p62

### Question words; *me/him/us/them*

This section reviews questions and answers, and presents *Why* and *because*. The students read and listen to quite a long interview from a website. The Italian chef Alfio Arcardi talks about his life, work, favourite chefs and his family.

At this stage you don't need to pre-teach all the new vocabulary unless you feel that students will have difficulty understanding from context. If this is the case, or if you have a weaker group, you could pre-teach/check some of the following: *owner, quiet, country, cookbook, recipe, olive oil, adore, grow, farm, visit, vegetables*.

- 1 Focus attention on the photos. Ask *Who is Alfio Arcardi?* to elicit his job. Check everyone understands the meaning of *chef* and that *top chef* shows he is at a high-level in his profession. Also, check students understand *owner* if you didn't pre-teach it. You could ask *Is a Michelin star good or bad?* (good). Finally ask *Where is he from?* and elicit *Italy* or *Rome*.

### Answer

Alfio is a chef. He is from Italy.

- 2 **7.1** Focus attention on the question. Ask students to read the text and listen to the recording, and note down the relevant information about Alfio's favourite things. Remind and reassure students that in this long interview they are only listening/reading for three specific things – they don't have to understand everything. Play the recording. Put students in pairs afterwards to share their answers, then check the answers together. Elicit any further information students can remember about Alfio, e.g. *He's married. He has one son. His son is six. He loves cooking. He has two restaurants*, etc.

### Answer

Alfio's favourite ...  
olive oil is Bramasole  
city is New York.  
day is Sunday.

- 3 Tell students they are going to review the questions that Alfio answered on the website. Focus attention on the example and then give students time to complete the questions with question words. A stronger group could try to do this task from what they already know, before looking for the question words in the text. A weaker group should be shown that the question words are in bold in the text and they just have to find them. Check the answers. Highlight the use of *Why* and *because* to ask for and give reasons. Model and drill the pronunciation: *why* /waɪ/ and *because* /brɪ'kɔʊz/.

### Answers

- 1 Where
- 2 Who
- 3 How
- 4 What
- 5 Who
- 6 Why
- 7 How many
- 8 When
- 9 What

- 4 Focus attention on the speech bubbles. Drill the examples chorally and individually. Put students in closed pairs to continue asking and answering the questions in exercise 3. Remind them to take it in turns to ask the questions so that both students get practice in giving the answers. If students have problems with pronunciation, drill problem questions and sentences and highlight which words are stressed and that the questions and answers have falling intonation. Then get students to continue practising in closed pairs.

- 🔊 7.2 Play the recording and let students compare their answers.

### Answers and audioscript

#### 🔊 7.2 Questions about Alfio Arcardi

- 1 Where does he live?  
He lives in Tivoli, in Italy.
- 2 Who is he married to?  
Maria.
- 3 How old is their son?  
He's six.
- 4 What does his wife do?  
She's a pastry chef.
- 5 Who is his favourite chef?  
Bottura.
- 6 Why does he like cooking?  
Because he loves fresh food.
- 7 How many restaurants do they have?  
They have two.
- 8 When do they relax?  
They relax on Sunday.
- 9 What do they do in their free time?  
They relax at home. They walk their dogs and sometimes visit Alfio's brother and his wife.

- 5 This exercise highlights the use of subject and object pronouns and possessive adjectives. Focus attention on the examples and then put students in pairs to complete the sentences. Encourage them to work from memory as much as possible, but check back in the text to make sure they are right. The object pronouns are new and by finding them for themselves, the students are processing the meanings before they learn about them in the *Grammar spot*. Check answers carefully together. With a strong group, as you check each sentence you could ask which people or things the pronouns refer to. For example, in question 1, who are *we*? (Alfio and his wife and son).

### Answers

- 1 our; it
- 2 her; me
- 3 us; our
- 4 them
- 5 us; him
- 6 their; Their

- 6 In this exercise, students find and correct mistakes. Focus attention on the example and then allow students enough time to complete the task. Put them in pairs to compare the mistakes they found and how they corrected them.

- 🔊 7.3 Play the recording and get students to check their answers. Put students in new pairs to read the corrected text aloud. Encourage them to read as fluently as possible so that they don't sound stilted. Be prepared to drill difficult words and lines as a class. Help them with incorrect sounds, unnatural word and sentence stress, and linking from consonant to vowel. If necessary, get students to repeat the task.

### Answers and audioscript

#### 🔊 7.3 All about Alfio

Alfio is **an Italian** chef. He lives in Tivoli with his wife and **son**. He is a chef and the owner of the restaurant, Buon Cibo. Alfio's wife is a **pastry chef** at Buon Cibo. Alfio cooks with Bramasole olive oil from Tuscany. His friend, Pedro, delivers the oil to his restaurant every **month**. Alfio and his wife own **two** restaurants. Their favourite city is New York, and they want to open a Buon Cibo there one day. **Sunday** is their free day. They walk their dogs and visit Alfio's brother and his family at their beautiful farm.

- EXTRA IDEA** In a brief follow-up, you could ask students to choose which person from the Internet text asks Alfio an interesting or good question. You could also ask students *Do you ask questions on websites?* and elicit a range of answers from the class. Allow students to give as much detail in their answers as they can. Also allow students to ask you for help with any vocabulary from the interview that they still don't fully understand or with pronunciation of any of the words.

## GRAMMAR SPOT SB p63

1 Point out the example. Give students time to complete the matching task. Then check the answers together.

### Answers

Where? In New York.  
When? On Sunday.  
Who? Peter.  
Why? Because ...  
How old? Nearly seven.  
How many? Ten students.

Check comprehension of the terms *subject* and *object* pronouns by copying this simple table onto the board.

Subject	Verb	Object
I	like	you.
You	like	it.
She	likes	them.
We	like	him.

2 Focus attention on the chart in the Student's Book and on the examples. Get students to complete the missing words, working in pairs. Check the answers with the whole class.

### Answers

<b>Subject</b>	I	you	he	she	it	we	they
<b>Object</b>	me	you	him	<b>her</b>	<b>it</b>	us	them
<b>Possessive</b>	my	<b>your</b>	<b>his</b>	her	its	<b>our</b>	<b>their</b>

Read Grammar reference 7.1–7.2 on p70 together in class, which shows the same completed table. Encourage the students to ask you questions about it.

**SUGGESTION** Ask students to create real sentences which include subject, verb and object, e.g. *Louisa loves ice cream. My children don't drink coffee. My husband and I cook dinner.* (You could put common verbs on the board to help them get ideas: *love, like, drink, eat, cook.*) Give them one or two examples on the board. Now, show them how to change the sentences to use pronouns, e.g. *Louisa loves ice cream* becomes *She loves it*. Put students in pairs to replace names and nouns with subject and object pronouns. Check carefully and assist where necessary. Elicit a few very good examples and write them on the board. Label each word in the sentence if you think it will help students to understand the grammar better.

**VIDEO** In this unit students can watch a video about a great place to shop for antiques in London. 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 students

Online Practice – *Look again*  
Workbook p44, exercises 1–2

## this and that SB p64

### This is my favourite

1 Pre-teach/Check the difference between *this* and *that*. To demonstrate *this*, stand next to a student and say, e.g. *This is (Yuko)*. Pick up an object and say, e.g. *This is (my new bag)*. Repeat with other students and objects. To demonstrate *that*, point to a student at a distance from you and say, e.g. *That is (Katya)*. Point to an object at a distance from you and say, e.g. *That is (a map of the world)*. Repeat with other students and objects. Also introduce the questions *What's this?* and *What's that?* in the same way. Then practise *this* with the students and ask them to practise further in pairs. Make sure students understand that we use *this* to refer to people and things that are near to us and *that* to refer to people and things that are not near to us. Focus attention on the pictures. Give students time to read the conversations. Encourage them to use the context and information in the pictures to help them with new vocabulary. With weaker students, ask where and/or who the people are in each picture to help them understand the context. If students query the use of *one* in number 7, explain that we say *one* so as not to repeat *ring*, but don't go into a grammatical presentation of *one/ones* at this stage.

7.4 Focus attention on the example in item 1. Do number 2 as a demonstration together. Then give students time to complete the rest of the conversations, working individually. Get students to check their answers in pairs before playing the recording as a final check.

### Answers

- |        |        |
|--------|--------|
| 1 This | 6 this |
| 2 that | 7 that |
| 3 this | 8 this |
| 4 this | 9 This |
| 5 that |        |

### 7.4 this and that

- 1  
A This is my favourite teddy bear.  
B Ahhh. What's his name?  
A Teddy!
- 2  
A Wow! Who's that girl over there?  
B It's my sister!  
A She's beautiful!
- 3  
A Look at this new app!  
B That's cool. What is it?  
A It's a Premier League app.
- 4  
A How much is this bag?  
B £85.99.  
A Ahh! That's expensive.
- 5  
A Look at that!  
B It's awful!  
A I think it's amazing.
- 6  
A Is this your coat?  
B Yes. Thanks.  
A My pleasure.
- 7  
A I like that ring.  
B The gold one?  
A No, the diamond one.



- 8  
**A** I like this wine. Where's it from?  
**B** It's from England!  
**A** Really?  
 9  
**A** This is for you, Daddy.  
**B** For me? Why?  
**A** Because it's your birthday, silly!

Get students to practise the conversations in open or closed pairs. Circulate and monitor, helping with pronunciation where necessary.

Ask students to turn to Grammar reference 7.3 on p70. Focus their attention on the pictures and exchanges. Encourage them to ask you any questions about *this* and *that*.

- 2 Review the names and pronunciation of some of the objects in the classroom by asking *What's this/that in English?* If possible, include an object or picture of an object beginning with a vowel so that students review *It's an (umbrella)*. Focus attention on the examples in the speech bubbles. Drill the examples in open pairs. Elicit other examples in open pairs. Elicit some examples which include the name of the object's owner and possessive 's e.g. *It's (Konrad)'s coat*. Put students in closed pairs to ask and answer about other classroom objects which are near to them or further away. Remind students of the phrase *I don't know* which they can answer with, if necessary. Monitor and check for correct use of *What's this/that?* and the possessive 's. Check the answers by getting students to ask and answer across the class. (Give them the words for any objects they didn't know.)

**SUGGESTION** The conversation below picture 2 uses the question about a person, so you could point this out to the class and write on the board *Who's this?/Who's that?* Drill the questions and then ask students about their classmates, gesturing to a student near you: *Who's this? (Klara)*. Model with another student further away: *Who's that? (Pawel)*. Put students in pairs to ask about students near where they are sitting and those further away. It's a good way to get them to remember each other's names and will be useful when they want to talk about people in photos, too.

**EXTRA IDEA** For further practice, at the beginning of the next lesson you could bring a bag of objects or a set of pictures of objects, most of which are known to the students in English, and place them around the room. Then get students to practise the questions and answers again as in exercise 2.

## Practice SB p65

### I like you!

This section practises object pronouns and allows students to personalize the language by talking about people and things.

- 1 Pre-teach/Check *hate* and *of course*. Focus attention on the example and make sure students understand the answer *it* refers back to *pizza*. Students complete the other sentences, working individually.

7.5 Get students to share their answers in pairs. Play the recording so they can check their answers. Pause after each mini-conversation and ask what the pronoun

refers back to each time (given in brackets in the key). Sentence 5 assumes the teacher is a woman. Check what pronoun would be used if the teacher were a man (him).

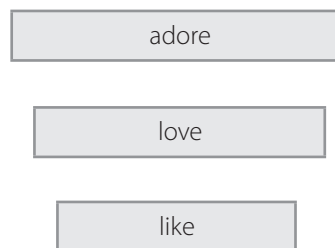
## Answers and audioscript

### 7.5 What do you like?

- 1  
**A** Do you like pizza?  
**B** Yes, I love **it**. (pizza)  
 2  
**A** Do you like cats?  
**B** No, I hate **them**. (cats)  
 3  
**A** Do you like me?  
**B** Yes, of course I like **you!** (me)  
 4  
**A** Does your teacher teach you French?  
**B** No, she teaches **us** English. (you)  
 5  
**A** Do you like your teacher?  
**B** Yes, we like **her** very much. (teacher)

## Questions and answers

- 2 Check students remember the meaning and relative strength of the verbs *like*, *hate*, *love*, and *adore*. You could write them on the board with smiling or frowning faces, and you could set *like*, *love*, and *adore* on steps to show the relative strength of them.



First, students need to write questions from the prompts. Focus their attention on the examples. Point out the second one is a negative. Put students into pairs to work on formulating the other four questions. Monitor carefully because questions 3 and 5 require third person singular so students need to use *does*. Then check answers as a class together.

7.6 Focus students on the example answers. Ask two strong students to act out these question-and-answer exchanges. Point out that the first answer uses the verb in brackets (*like*) and ends with the pronoun *it*. Elicit that *it* refers to *London*. Elicit the second answer (Because I hate them.) and ask students why it ends in *them* (*them* refers to *tomatoes*, which are plural).

In their pairs, students read the questions and make the correct answers using the verbs in brackets. Monitor carefully and help students self-correct any errors with subject and object pronouns. Play the recording for them to check their answers. Ask different student pairs to act out the mini-exchanges. Elicit what each of the pronouns in the answers refer to.

## Answers and audioscript

### 7.6 Questions and answers

- A Why do you live in London?  
B Because I like it.
- A Why don't you eat tomatoes?  
B Because I hate them.
- A Why does Annie want to marry Peter?  
B Because she loves him.
- A Why do you eat so much chocolate?  
B Because I adore it.
- A Why does Dan always sit next to Sally?  
B Because he likes her.
- A Why don't you watch football?  
B Because I hate it.

Ask students to turn to Grammar reference 7.4 on p70 and read it. This clearly shows how to form negative questions. Ask students to find the negative questions in exercise 2 (questions 2 and 6). For further practice, write on the board *I don't play tennis. My sister doesn't drink coffee.* Elicit negative questions for each of these examples starting with *Why ...* (*Why don't you play tennis? Why doesn't your sister drink coffee?*). You could ask students to think of their own sentences – something they don't do or don't want and also something a family member doesn't do or doesn't want. Put them in pairs to share the information and ask each other negative questions about it.

- Ask students to look at the things in the box. Explain any words they are not sure about. Check they can pronounce Facebook /'feɪsbʊk/ and neighbours /'neɪbə(r)z/. Focus their attention on the speech bubbles and get students to use these examples to practise asking and answering in open pairs. Elicit why the object pronoun *it* is in the first answers and *them* in the second answer (because *it* refers to golf and *them* refers to cats, which is plural). Put students in closed pairs to practise asking and answering about the things in the box. You could demonstrate with a confident student before they start. Monitor carefully and encourage them to self-correct if they make mistakes with the object pronouns.
- Pre-teach/Check *learn, on you* (referring to money you have with you), *start* (verb), *international*. Focus attention on the example to demonstrate the activity. Then get students to continue matching the questions and answers, working individually.

7.7 Play the recording and ask students to check their answers.

## Answers and audioscript

### 7.7

- c How do you come to school? By bus.
- h What do you have for breakfast? Toast and coffee.
- d Who's your favourite pop singer? I don't have a favourite.
- b Where does your father work? In an office in the centre of town.
- g Why do you want to learn English? Because it's an international language.
- e How much money do you have on you? Not a lot. About £5.
- a What time do lessons start at your school? They start at nine o'clock.
- f How many languages does your teacher speak? Three.

Get students to practise the questions and answers in closed pairs. Monitor and check for correct pronunciation and intonation. If students have problems, drill the questions and answers chorally. Demonstrate the personalization phase by getting the students to ask you some of the questions. Students then continue in closed pairs, talking about themselves. Invite some students to ask and answer in front of the class.

**SUGGESTION** Put students in new pairs to do this exercise again at the start of the following lesson for useful revision. Another alternative would be for students to use the questions as the basis of a mingle activity. Students choose two of the questions, memorize them and then ask as many other students as possible and answer other students' questions.

## Additional material

### For teachers

Photocopiable activity – Grammar: *Q and A* pp185–6

Photocopiable activity – Video worksheet: *Alfie's Antique Market*

### For students

Online Practice – *Look again*

Workbook pp44–7, exercises 3–9

## Vocabulary SB p66

### Adjectives

- This exercise reviews and extends common adjectives in context. Focus attention on the example and explain that each missing word is an adjective. In the brackets are all the letters of the missing word but in jumbled order (anagram). Students may not have done an activity like this before – if so, you can show them on the board by writing the letters in brackets there and crossing them off as you use them to make the adjective *delicious*.

Help students by telling them that sentences 1–6 need positive adjectives, and 7 and 8 negative adjectives. Give students time to unscramble the letters to make words and complete the sentences, working in pairs. Remind them to cross out each letter in the anagrams as they go along to make sure they have spelled the word correctly. With weaker students, write the first letter of each adjective on the board to help get them started.

Check the answers with the class, getting students to spell out the adjectives each time. (Problems with spelling aloud may arise, especially confusing the vowels – correct as necessary.) Model the pronunciation of the adjectives for students to repeat chorally and individually. Write the adjectives on the board and elicit where the word stress is in the adjectives which have more than one syllable. Mark the stress with a circle above the stressed vowel:

*delicious*, *lovely*, *happy*, *interesting*, *beautiful*, *awful*,

*disgusting*

Go through any of the meanings which students are still unsure of. Use L1 if appropriate.


### Answers

- 1 delicious
- 2 nice
- 3 lovely
- 4 happy
- 5 interesting
- 6 beautiful
- 7 awful
- 8 disgusting

- 2 This exercise introduces some key adjectives and their opposites. It also reviews *it's* (*it is*). Focus attention on the pictures and the example. You could have another example to show students, e.g. a big book and a small book. Make sure they understand that they are learning opposite adjectives. Get students to tell you any other of the adjectives they recognize or put them in closed pairs to let them guess. Make sure students understand they only have to write *it's* and the appropriate adjective, not the name of the objects. Check answers together. Clarify the meanings with further examples and/or mime if necessary. You could point out that (as the opposite of wrong), *right* is a synonym of *correct*, which is often used in the instructions for activities. Make sure they realize *wrong* has a silent letter at the start. Drill the pronunciation of the sentences chorally and individually.

### Answers

- 1 It's big. / It's small.
- 2 It's hot. / It's cold.
- 3 It's expensive. / It's cheap.
- 4 It's old. / It's new.
- 5 It's right. / It's wrong.
- 6 She's dirty. / She's clean.

- 3  **7.8** Focus attention on the example. Give students a few moments to read through the gapped exchanges before they listen. Explain any unknown vocabulary, e.g. *degrees*, *apartment*, *bedroom*. Help students to understand that there is a range of different vocabulary missing, not only adjectives. Play the recording and get students to complete the sentences. Play the recording a second time if necessary. Check the answers with the class and then get them to practise the exchanges in pairs. Ask different pairs to act out one exchange each in front of their classmates. Praise good pronunciation, especially appropriate intonation.

**SUGGESTION** Even at beginner level, it's a good idea to encourage students to predict the kind of information they need to listen for. For example, in exchange 1, the second gap is going to be a number. A stronger group might be able to predict what is missing in some of the other gaps.

### Answers and audioscript

#### 7.8 Adjectives

- 1  
A It's so **hot** today, isn't it?  
B I know. It's **35** degrees!
- 2  
A Hey! I like your **new** shoes!  
B Thank you! They're really nice, aren't they?  
A They're **fantastic**!

3

- A I live in a very **small** apartment.  
B **How many** bedrooms do you have?  
A Only one.  
4  
A **How much** is that watch?  
B £250.  
A Wow! That's too **expensive** for me.  
5  
A Your name's Peter, isn't it?  
B Yes, that's **right**.  
A **Nice** to meet you, Peter.

### Additional material

#### For teachers

Photocopiable activity – Vocabulary: *It's an old computer* pp187–8


#### For students

Online Practice – *Look again*  
Workbook p47, exercise 1

## Reading and writing SB p67

### An email from Dubai

This section extends the focus on adjectives in the context of a description of a place. The text is in the form of an informal email from one friend (Louise /lu:ˈwi:z/) to another (Dom /dɒm/), or Louise could be Dom's sister.

- 1  **7.9** Focus attention on the photos and elicit information about the place that is shown, e.g. *Is it a big city? Where do you think it is?* Tell students they are going to read and listen to the email. Encourage them to guess the meaning of new words. Play the recording and get students to follow in their books.

Check students understand the following, using the context and photos to help where possible: *on holiday*, *fantastic*, *comfortable*, *best friend*, *wonderful*, *tall*, *floor*, *sand*, *desert*, *beach*, *super*, *see you soon*.

#### 7.9 An email from Dubai

See SB p67.

- 2 Elicit the answer to question 1 as an example (*It's from Louise*). Get students to answer the other questions, working individually or with a weaker group, in pairs. Check the answers with the whole class.

### Answers

- 1 It's from Louise.
- 2 She's in Dubai.
- 3 She's with her best friend, Helen.
- 4 They're on holiday.
- 5 They (The shops) are expensive.
- 6 Yes, it is.

- 3 Focus attention on the adjectives Louise uses to describe their hotel. Get students to continue looking for the appropriate adjectives. If they struggle to decide which words are adjectives, remind them that adjectives give information about nouns and that English word order is adjective + noun (studied in Unit 5 p47) so they need to look before nouns. Adjectives are also commonly used

with the verb *to be* so they should look after *is/are* in this email. Get students to share their answers in pairs before checking with the whole class. Drill the pronunciation of any adjectives you think they may have difficulty with, both chorally and individually.

### Answers

their hotel – fantastic, new, comfortable  
 Helen – nice, funny  
 food – international, delicious  
 Indian restaurant – wonderful  
 Dubai – interesting, modern, hot  
 buildings – big, tall  
 shops – great, expensive  
 beaches – lovely, golden

### Writing

- 4 Focus attention on the sentence starters for an email to a friend. Instruct students to imagine they're on holiday and to write their email in full in class, feeding in vocabulary where relevant. A weaker group could work on writing the email in pairs. A stronger group could be encouraged to add extra information in their email, choosing one or two topics from the first column in the table in exercise 3, e.g. the hotel, the buildings, the shops, the beaches. Alternatively, if you have limited time, give the task for homework.

### Additional material

#### For students

Online Practice – *Practice*

### Everyday English SB p68

#### Can I...?

This section focuses on requests in everyday situations. Students are introduced to *Can I...?* as a functional phrase.

- 1 Focus attention on the young woman in the photos. Explain that her name is Iveta and she goes to different places in a town to do different things. Focus attention on exercise 1. Check comprehension of the vocabulary in the activities list by reading out each activity and getting students to point to the correct photo. Focus attention on the example. Students then write the correct numbers and letters for the place and activity for the rest of the photos. Check the answers together. To further check the students' understanding of the vocabulary, use the pictures and get students to point to items as you say them, e.g. *aspirin, letters, jumper, train, coffee*. Drill the new words both chorally and individually.

### Answers

top photo: 2d  
 middle photo left: 5a  
 middle photo right: 4e  
 bottom photo left: 1b  
 bottom photo right: 3c

### Iveta in town SB p69

- 2 **7.10** Explain that students are going to hear Iveta in different places in town. Focus on the example in the table and play the first conversation. Play the other four conversations, pausing after each one. Get students

to complete their answers, choosing from the places in exercise 1. Play the conversations through again if necessary. Check the answers with the whole class.

### Answers

- at the railway station – a return ticket to Oxford
- in a clothes shop – to try on a jumper
- in a post office – to post a parcel
- in a café – a coffee
- in a chemist's – some aspirin

### 7.10 Iveta in town

- Can I have a return ticket to Oxford, please?
- Hello. Can I try on this jumper, please?
- Can I post this parcel to the Netherlands, please?
- Can I have a coffee, please?
- Hello. Can I have some aspirin, please?

- 3 **7.11** Focus attention on the gapped conversations. Use the photos to help you pre-teach/check *a return ticket, pay by credit card, machine, enter your PIN number, changing rooms, scales, stamp, postcard, latte* (a type of white coffee), *take away, Pardon?*, and *packet*. Put students in pairs to try to remember as many answers for conversation 1 as they can. Play the recording and get students to check. With a weaker group, pause after each conversation for students to listen and complete. With stronger students, play the whole recording for students to complete the conversations from memory, working in pairs. Play the recording of all five conversations and get students to check/complete their answers. They should then practise the conversations, so circulate and help with pronunciation and fluency.

### Answers

- ticket
  - is it
  - pounds
  - pay
  - credit
- try on
  - Of course
- Can I
  - please
  - How much
  - thirty-five
  - three
- coffee
  - Small, please
  - thank you
  - a lot
- some
  - want
  - fine

## 7.11

A/B/C/D/E = Assistants at railway station/in shops I = Iveta

### 1 At a railway station

I Can I have a return ticket to Oxford, please?

A Sure.

I How much is it?

A Twenty-two pounds fifty, please.

I Can I pay by credit card?

A No problem. Put your card in the machine. And enter your PIN number, please.

### 2 In a clothes shop

I Hello. Can I try on this jumper, please?

B Of course. The changing rooms are over there.

### 3 In a post office

I Can I post this parcel to the Netherlands, please?

C Sure. Put it on the scales. That's £8.55.

I Thank you. How much is a stamp for a postcard to the United States?

C One pound thirty-five.

I Can I have three, please?

### 4 In a café

D Yes, please?

I Can I have a coffee, please? A latte.

D Large or small?

I Small, please. To take away.

D Sure. Anything to eat?

I No, thank you. Just a coffee.

D Thanks a lot.

### 5 In a chemist's

E Next, please!

I Hello. Can I have some aspirin, please?

E Twelve or twenty-four?

I Pardon?

E Do you want a packet of twelve or twenty-four?

I Oh, twelve's fine, thanks.

Drill the functional phrase for natural pronunciation: *Can I...?* /kən 'aɪ/. Now get students to practise the conversations in closed pairs. Monitor and check for correct pronunciation and intonation. If students have problems, drill key sections chorally and then get students to repeat the closed pairwork in different pairs.

## Roleplay

4 Check students understand *single ticket, jacket, T-shirt, parcel, cheese and salad sandwich, shampoo, and toothpaste*. Elicit likely prices for the train tickets and posting the parcel/letter. Choose two students to demonstrate the conversation in a train station, in an open pair. Encourage them to use their completed script and include different information. Get students to continue practising the conversations, working in closed pairs. Make sure they take turns to be the shop assistant/railway employee and customer. Monitor and make a note of any errors for correction later. Ask students to act out their roleplay to the class. Then in a whole class feedback stage, elicit corrections to any errors made during the task, including pronunciation.

## Additional material

### For teachers

Photocopiable activity – Communication: *Shopping lists* pp189–90

### For students

Online Practice – *Look again*

Workbook p48, exercise 1

Online Practice – *Practice*

Workbook p49, *Review*, exercises 1–3

Online Practice – *Check your progress*

Wordlist

Ask the students to turn to the Wordlist on p70 and tick the words they remember. Tell students to look back in the unit and find the words they don't remember so that they can learn them. If appropriate, ask students to translate words they are still not sure of or to check the meanings in groups. Ask them to learn the words for homework, and test them on a few in the following lesson.

To increase the students' enjoyment of vocabulary revision you can also provide games with anagrams, de-vowelled words (where students provide words with missing vowels for other students to complete) and words on slips of paper which students can use to test each other.

# 8

## Home sweet home

### Introduction to the unit

The title of this unit is 'Home sweet home' and the theme is homes and cities. *There is/There are* and *any* are introduced in the context of talking and asking about rooms and furniture. There's a lexical set of furniture and rooms, with a focus on prepositions of place to describe where objects are in a room. Students review and extend their knowledge of adjectives in the *Reading and vocabulary* section. They practise their reading skills with a text about Cape Town in South Africa and this leads on to related listening practice. For writing practice, students produce a small text about a town they know well. The focus of the Everyday English section is how to ask about local amenities and asking for/giving directions.

### Language aims

#### Grammar

##### *There is/There are*

*There is/are* is introduced in the positive, question and negative forms.

##### *some/any*

Students meet *any* as part of the question *Are there any ... ?* and also in the negative *There aren't any ...*

*Some* is included for recognition, but is not given a full presentation or contrasted with *any*, as this is covered in Unit 12.

##### Prepositions of place

*In, on, under, and next to* are presented and practised in the context of talking about furniture in rooms.

#### Vocabulary

The lexical set is of rooms and furniture. Students are given the opportunity to personalize the language by talking about their own home.

#### Everyday English

This covers the language of asking for and giving directions to local amenities such as the bank, cinema, and church.

### Additional material

#### Workbook

The lexical set of rooms and furniture is consolidated. Students practice describing the placing of things and people with the use of *there is/there are* and the prepositions of place. They also review describing cities and places with the correct adjectives and practise directions in the *Everyday English* section.

### Photocopiable activities

There are photocopiable activities to review grammar (*Is there ... ? Are there ... ?*), vocabulary (*Home designers*), and communication (*Find your way*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

### Possible problems

- 1 Some languages use a verb similar to 'have' when in English it is appropriate to use *There is/There are ...*. Certain students may find it difficult to think about the objects or furniture and whether they are singular or plural in order to choose the correct sentence beginning *There's* or *There are ...*, leading to mistakes such as *There's six books.* or *There are a table.*
- 2 Pronunciation: students will need plenty of guidance and practice with the /ð/ sound in *there* and may have a tendency to use /z/ or /d/ instead. You will need to point out the linking from consonant to vowel in *there are* /'ðeərə/ and in *there's a* /'ðeəzə/. Make sure you drill these chorally and individually to help students overcome this pronunciation challenge.

# 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, 'Home sweet home', and explain that we say this in English to say we love our homes. Home is a special, good, or favourite place. You could act out going on holiday and coming home and make it clear that you are happy to be back when you say 'Home sweet 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*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Focus students' attention on the photo and ask *Where is she?* (in her house/at home) *How does she feel?* (happy) *Why?* (because she loves her home).

**Video (2 minutes approximately):** The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience. 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, it is probably best to use the photo to help students understand and engage with the topic and then move straight on to the speaking activity so they can immediately start talking about their homes.

### Notes for activity:

- 1/2 Focus attention on the questions. Pre-teach/Check *garden*, and the difference between *house* and *flat*. You can draw these on the board to highlight the difference. Demonstrate the activity by getting a student to ask you the questions and answering simply about your own home. Conduct the task in open pairs across the class – students ask using the questions in the book and answer briefly about where they live.

## My house SB p72

### STARTER

8.1 Focus attention on the picture of the house. Students learn the words for different rooms. Say each word aloud and get students to repeat chorally. Play the recording and get students to point to the correct room and repeat the words chorally and individually. Encourage students to pronounce the /θ/ in *bathroom* clearly. Show them by modelling the sound yourself so they can see your teeth and tongue position.

### 8.1 Rooms of a house

- 1 bedroom
- 2 study
- 3 bathroom
- 4 kitchen
- 5 living room

## Grammar SB p72

### There is/There are

- 1 Focus attention on the example. Point to the bed and say *a bed*. Then get students to find the remaining things in the house and write the correct number, working in pairs. Some of this vocabulary is international (*TV, PlayStation, laptop*). There will be words that the students don't know but may be able to work out using other words they already know or by a process of elimination. It's better if they don't use translators at this stage. Check the answers with the class.

8.2 Students listen to check their answers and repeat the words chorally and individually. Check for accurate pronunciation and word stress of the following words, getting students to repeat several times if necessary: a cooker /'kʊkə(r)/, a sofa /'səʊfə/, a TV /,ti: 'vi:z/, a shower /'ʃaʊə(r)/, a toilet /'tɔɪlət/, a fridge /'frɪdʒ/, a picture /'pɪktʃə(r)/, a magazine /,mægə'zi:n/.

## Answers and audioscript

### 8.2 Things in a house

- a) a TV
- b) a bed
- c) a picture
- d) a lamp
- e) a desk
- f) a laptop
- g) a shower
- h) a toilet
- i) a cooker
- j) a magazine
- k) a table
- l) a fridge
- m) a sofa
- n) a PlayStation
- o) an armchair

- 2 8.3 Ask students to read the example sentences and find the furniture in the house picture. Play the recording and pause after each sentence for students to repeat. If necessary, model the sentences yourself to show the linking in *there's* /'ðeəzə/ and *there are* /'ðeərə/.

Put students into closed pairs to talk about the things in the house in the same way as the example. If necessary, demonstrate yourself with one room, pointing to each thing or to plural things and saying *There is/There are ...* about them.

Monitor carefully and correct any pronunciation problems'.

### Additional material

#### For teachers

Photocopiable activity – Vocabulary: *Home designers* pp193–4

#### For students

Online Practice – *Look again*

Workbook p50, exercises 1–3

Two student flats

1 **8.4** Focus students' attention on the pictures of the young man and young woman. Point to each and say *His name's Jack /dʒæk/* and *Her name's Sophie /'səʊfi/*. Point to the first picture and ask *Is this Sophie's flat?* Tell them to listen to the recording and match the living room to the correct person.

Answers

- A Sophie's flat
- B Jack's flat

**8.4 Two student flats**

- A 'My flat isn't very big, but because my kitchen and living room are one room, it feels big. I love it! There's a blue sofa, and there are two old armchairs. There's a small kitchen table. I always have a bowl of fruit on it. There are four chairs round the table. I'm an artist, so there are a lot of my pictures on the walls. There are also lots of art books and magazines on the table and the floor! It's not very tidy, but I think it's great. It's my home.'
- B 'I have a really cool flat. There's a great view of the park. My living room is big and comfortable. There are two new large black sofas and my favourite old armchair. There's a coffee table with a PlayStation on it, and there's a huge TV on the wall and there are a lot of posters of David Bowie – he's my hero! There's also a desk with a lamp on it – my living room is my study too.'

2 **8.4** Divide the class into two halves and label them A and B. Ask students to read the instruction. Make sure they understand that if they are a Student A, they focus on Flat A only and if they are a Student B, they focus on Flat B only. Remind them that the focus is *there's* and *there are*. You could do this by writing sentences from the first text on the board: *There's a blue sofa, and there are two old armchairs.* Underline *There's* and *there are*. Give students time to read through their text and complete it. (With a weaker group, you could put students in pairs with the same text to help each other complete the task.) Then play the recording through again so that students can check their answers.

Answers

- A
- 1 There's
- 2 there are
- 3 There's
- 4 There are
- 5 there are
- 6 There are
- B
- 7 There's
- 8 There are
- 9 There's
- 10 there's
- 11 there are
- 12 There's

3 Put students in pairs of one Student A and one Student B. Point out the speech bubbles to show them how to form sentences about things in rooms. Ask them to talk about the things in the room they read about and listened to. They can point to the things as they talk. Monitor carefully and check students are producing the linking (see note for p72 exercise 2). Elicit some sentences from individual students.

Answers

- In Sophie's living room there's a blue sofa. In Jack's living room there are two large black sofas.
- In Jack's living room there's a coffee table and in Sophie's living room there's a coffee table.
- In Sophie's living room there are two old armchairs. In Jack's living room there's an old armchair.
- In Sophie's room there are pictures. In Jack's room there are a lot of posters of David Bowie.
- In Jack's room there's a lamp.
- In Jack's room there's a TV.
- In Jack's room there's a PlayStation.
- In Sophie's room there are magazines.
- In Jack's room there's a desk.

- 4 **8.5** Focus students' attention on the questions and answers. Play the recording for students to listen and repeat. Pause after each question and answer. Play the recording again if necessary. Elicit that the first question starts with *Is* because it's asking about one thing. Elicit that the question about pictures is about a plural and therefore needs to start with *Are*. Point out the use of *any* in the plural question. Get students to practise the questions and answers in open pairs and then put them in closed pairs to practise together.
- 5 Tell students they are going to work in pairs and ask and answer questions about the flats in the pictures. Check comprehension of the items in the list, particularly *fruit bowl*. Focus attention on the speech bubbles and put students into closed pairs of one Student A and one Student B according to how they were labelled in exercise 2. Give them time to ask and answer questions using all the items in the lists, if possible. Monitor and check for correct formation of the questions and short answers, and the correct use of *any*. Check the answers with the whole class by getting students to ask and answer across the class (first about Sophie's room and then about Jack's room). Alternatively, with a less confident class, elicit the answers yourself by asking the questions to the group.

Answers

- Is there a phone?
- Is there a laptop?
- Is there a PlayStation?
- Is there a desk?
- Is there a cooker?
- Is there a fruit bowl?
- Is there a fridge?
- Are there any posters?
- Are there any books?
- Are there any magazines?
- Are there any armchairs?
- Are there any photos?

Talking about you

6 Ask students to think about their own flats or houses for a moment. With a weaker group, encourage them to write a list of things in their room, like the lists in exercise 5. A stronger group can start the exercise without writing a list. Draw students' attention to the speech bubble example. You could demonstrate the activity further by



giving some *There's a/an* and *There are ...* sentences about your own living room.

Put students in closed pairs to describe their own flats or houses. Be aware that you may need to present and drill the pronunciation of new vocabulary at this point. Monitor carefully and note any errors or any particularly good sentences to use in feedback at the end of the activity.

### GRAMMAR SPOT SB p73

Focus attention on the gapped sentences. Check students notice that the first, third, and final sentences require plural forms and the second sentence a singular one, by focusing on the nouns. Students then complete the sentences.

#### Answers

**Positive** There's a sofa. There are two armchairs.

**Question** Is there a TV? Are there any pictures?

**Negative** There isn't a bed. There aren't any books.

Read Grammar reference 8.1 on p80 together in class. Encourage students to ask you questions about it. It is important to point out that *There's* is the contraction of *There is*. You can show this with a gesture using two hands coming together. Also highlight the final question: *How many ... are there?* To practise this question, choose plural items in the photos and ask the question to elicit *There are + number*. You could write these items on the board for students to practise the question and answer in pairs.

**SUGGESTION** Get students to practise *there's* and *there are* with furniture and objects in the classroom. Write lists on the board of the things you have in your classroom, e.g. Singular: *a picture, a table, a CD player, a photo*; Plural: *lots of books, chairs, desks, bags*. Students work in pairs and take it in turns to ask each other a question, e.g. *Is there a CD player?* and respond with a short answer. If necessary, remind them to use *any* in the questions about plurals. When they have asked and answered using the positive, write some things on the board which are not in the classroom, e.g. *a sofa, a PlayStation, magazines, laptops*. Students ask and answer as before, being careful to get the singular/plural forms right, including using *any* in the plural questions. They answer with short negative responses.

### Prepositions; some/any SB p74

#### Jack's bedroom

- 1 Focus attention on the prepositions. Check students understand the difference between *in* and *on* by putting something in your book and then on your book and eliciting the correct preposition. You can show *under* and *next to* physically, too. Refer students to Grammar reference 8.2 on p80 for further clarification.
- 2 Focus attention on the photo of Jack. Ask *What room is this?* (a bedroom/Jack's bedroom). Briefly review the vocabulary in the picture by pointing to the objects/furniture and eliciting the correct words. Pre-teach/Check the new vocabulary in the gapfill: *cap, floor, car keys, drawer /drɔː(r)/, and bedside table*. (Drill pronunciation as students will need to say these words in a later exercise.) Focus attention on the example. Students then complete the sentences, working individually.

8.6 Get students to check in pairs before checking with the whole class by playing the recording. Play the recording again, pausing after each sentence so the students can repeat.

### Answers and audioscript

#### 8.6 Jack's bedroom

- 1 Jack's cap is **on** the bed.
- 2 His trainers are **under** the bed.
- 3 There are some sports magazines **on** the floor **next to** his bed.
- 4 His car keys are **in** the drawer.
- 5 There's a football **on** the floor **under** the chair.
- 6 There are some credit cards **on** the bedside table **next to** his bed.

### GRAMMAR SPOT SB p74

Before students focus on the *Grammar spot*, you could write the sentences on the board, leaving a gap for *some* and *any*. Then elicit which word students think should complete the sentences.

Ask them to read the *Grammar spot* carefully to check the answers. Make sure they have noticed that *some* is used in positive sentences and *any* in negatives and questions.

If necessary, give extra examples from your classroom, e.g. *chairs* – elicit the question and the positive statement; *dogs* – elicit the question and the negative statement.

Ask students to read Grammar reference 8.3 on p80. This focuses on prepositions and *some/any*. Ask students to read the notes and come up with one extra example for each category. Write these on the board and discuss with students as a way of checking they've understood.

- 3 This exercise practises questions with *Where?* and the prepositions. Focus attention on the speech bubbles. Remind students of the singular form *is* and the plural form *are*. Highlight the use of *It's* in the singular answer and *They're* in the plural. Drill the questions and answers chorally and individually. Make sure students remember how to contract *Where is* to *Where's* and that they can reproduce the falling intonation on the questions. Check comprehension of the items in the lists and quickly drill pronunciation, if necessary, especially tricky words like *chocolate /'tʃɒklət/*. Elicit two or three more exchanges using the nouns in the list. Students then continue in closed pairs. Monitor and check for correct use of *is/are, It's/They're*, and the prepositions. Check the answers with the whole class by getting students to ask and answer across the class.

#### Answers

- Where's Jack's cap? It's on the bed.  
Where are his car keys? They're in the drawer.  
Where's his sports bag? It's under the bed.  
Where are his pens? They're in the drawer.  
Where's his lamp? It's on the bedside table.  
Where are his jeans? They're on the chair.  
Where are his boots? They're in the wardrobe.  
Where are his magazines? They're on the floor.  
Where's his chocolate? It's in the bag, under the bed.  
Where's his coffee cup? It's on the magazines!  
Where are his trainers? They're under the bed.

**EXTRA IDEA** Put students into new pairs to do the task again – this time without looking at the prompts, only using the picture.

**EXTRA IDEA** As a written warmer in a subsequent lesson, you can use the picture of Jack's bedroom on p74 to review *there is/there are* in the positive and negative. Ask students to write six sentences about Jack's bedroom starting *There is/There are, There isn't/There aren't*. This will also help to show you whether they remember, and can use correctly, *some* and *any*.

**SUGGESTION** For further practice, bring in pictures of rooms from magazines. These can be used for vocabulary consolidation, question-and-answer practice, and describe and draw activities.

**VIDEO** In this unit students can watch a video about an interesting home. 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.

## A phone call with Jack's mum SB p75

### About the text

Students listen to a telephone conversation between Jack and his mum on the subject of his new flat. Jack's mum asks lots of questions about the things Jack has in his flat.

4 Focus attention on the list of items and tick boxes. Ask a student to read the instruction aloud. Remind students that they don't have to understand every word, only listen for the things in the list.

**8.7** Play the recording through once for students to tick the items mentioned. Check the answers together.

### Answers

sofa, chairs, TV, desk, pictures

## 8.7 A phone call with Jack's mum

J = Jack M = Mum

- M Hi, Jack! It's Mum. How are you? How's your new flat?  
J Hi, Mum. It's great. I love it. It's really big and comfortable.  
M And tidy?  
J Er well ... My living room is tidy, but my bedroom ...  
M Hmm. Yes. So tell me more. Is there a nice sofa?  
J There are two sofas! Black ones! They're really cool.  
M OK. Black sofas – lovely. Are there any chairs?  
J Yes. There's an old armchair, you know, my favourite one.  
M Not that old thing! And a TV? Is there a TV?  
J Yes, of course. A big one on the wall and a PlayStation and ...  
M A big TV? And a PlayStation? Oh dear!  
J Mum, I love playing my football games.  
M Mmm. I know you do. And is there a desk in the bedroom?  
J No, there isn't one in the bedroom. There's one in the living room.  
M Oh good!  
J My living room is big and there's a great view of the park from my window.  
M Oh, nice. And do you have any pictures on the wall?  
J Hmm. No, but there are my favourite David Bowie posters. Oh, and some nice photos of you and Dad.  
M Really? OK. Now your dad and I want to see this flat. Is next Saturday OK?  
J Visit? Next Saturday? Er ... I'm very busy, Mum, er ...  
M Good. See you next Saturday then. Bye, love.  
J Bye, Mum.

5 **8.7** Give students time to read the questions. Elicit the meanings of *like* and *doesn't like* – you could use drawings of smiling and not smiling faces on the board. Make sure students realize they need to make notes of the answers. Play the recording again. Allow them to compare their answers in pairs. Play the recording one more time, if needed, for students to catch the necessary information. Check answers together.

### Answers

- 1 She likes the black sofas, the desk in the living room and the view of the park.  
She doesn't like the armchair because it's old. She doesn't like the PlayStation because Jack plays on it a lot.
- 2 Next Saturday.  
No, he doesn't.

## Practice SB p75

### Questions and answers

- 1 Focus attention on the example. Then get students to write the words in the correct order to form questions. Point out the initial capital letter and elicit what this means (i.e. that this is the first word in the sentence) so they can easily form the sentence. Remind them to cross out the words in each set as they use them. Students work individually, but with a weaker group they could work in pairs.  
**8.8** Play the recording and get students to check their answers. You could drill the questions to ensure accurate pronunciation.

### Answers and audioscript

#### 8.8 Questions

- 1 Do you live in a house or a flat?
- 2 How many bedrooms are there?
- 3 Is there a TV in the bedroom?
- 4 Is there a PlayStation under the TV?
- 5 Are there a lot of books in your living room?
- 6 Are there any photos on the walls?

2 Demonstrate the activity by getting different students to ask you the questions in exercise 1. Answer them as simply as possible. Students continue asking and answering in closed pairs. Monitor and check.

### Two different kitchens

3 This is an information gap using different pictures. Tell students that they are going to work with a partner and ask questions to find the differences between two similar pictures of kitchens. Pre-teach/Check the names of any of the items in the kitchens which you think may be new or that students may need to be reminded of, e.g. *fridge*. Put students in pairs and give each student a label, Student A or Student B. Refer the Student As to p75 and tell Student Bs to look at the picture on p141. Tell them they shouldn't look at each other's picture and mime keeping the picture secret if necessary. Point to yourself and say *Student A*. Choose a confident student and call him/her *Student B*. Demonstrate by asking a question about their picture, e.g. *Are there any chairs in the kitchen?* Student B will answer *Yes*, or *Yes there are*. Ask *How many chairs are there?* Using gesture, tell students to circle the differences they find in their pictures. They work in pairs

to find all the differences. Monitor and note any difficulties they are having. Finally, students compare their pictures to check they have found all seven differences. Elicit some of the differences orally, e.g. *In my picture there are some books on the table. In his picture there are some magazines on the table.* You can use the prompt 'Where?' to encourage them to consolidate and review the prepositions, e.g. *on the wall*.

### Answers

#### Picture 1 (p75)

- three photos fixed to the fridge door with magnets
- a cake baking in the oven
- four chairs at the kitchen table
- two coffee cups on the table
- a small pile of books on the table, with keys on top
- a cat lying under one of the chairs
- a TV on the wall

#### Picture 2 (p141)

- nothing on the fridge door
- nothing in the oven
- three chairs at the kitchen table
- one coffee cup on the table
- a small pile of magazines on the table, with keys on top
- a cat lying on one of the chairs
- a picture on the wall

- 4 **8.9** Tell students they are going to hear a description of one of the kitchens and that they have to decide which one it is. Play the recording through once and get students to vote for either the picture on p75 or the one on p141. If there is disagreement, invite discussion then play the recording again. Check the answer with the whole class.

### Answers

Picture 1 (p75)

**EXTRA IDEA** Ask students to write sentences about what is in the kitchen in the picture on p75. Put prompts on the board if necessary: *four chairs, cat, coffee cups, TV, photos, cake* – these should lead to *There is/There are* sentences with prepositions. Monitor and check carefully.

### 8.9 Which kitchen is it?

There's a table with four chairs next to it, and there's a cat under a chair. There are two coffee cups on the table. Next to the cups there are some books with some keys on them. There isn't a lamp and there aren't any pictures on the walls, but there's a TV on the wall. There are some photos on the fridge. Not a lot of photos. And there's a cake in the oven.

- 5 Ask students to read the instruction. Demonstrate closing your eyes yourself. Then ask a question about the classroom, e.g. *Where's the clock?* and elicit the answer. Put students in pairs and ask one student in each pair to close their eyes and cover them with their hands if they wish. Encourage them to ask a question about something in the classroom. Their partner should answer. After a few questions get the students to swap roles and continue. Monitor carefully, but don't correct every mistake. Make a note of good exchanges which use the prepositions accurately. Write them up at the end and praise the students who said them.

### Check it

- 6 Focus attention on the first pair of sentences and elicit the correct one, as an example. Students continue working individually to choose the correct sentence. They have done this kind of exercise in each unit and should be familiar with it now. You could put them in pairs to share their answers before you check together.

### Answers

- 1 Is there a sofa in the living room?
- 2 There's a PlayStation under the TV.
- 3 Are there any posters on the wall?
- 4 The table is next to the bed.
- 5 Is there a cat on the bed?

### Additional material

#### For teachers

Photocopiable activity – Grammar: *Is there ... ? Are there ... ?* pp191–2

Photocopiable activity – Video worksheet: *A houseboat in Sausalito*

#### For students

Online Practice – *Look again*

Workbook pp51–3, exercises 1–7

## Reading and vocabulary SB p76

### Cape Town – BEST place in the world!

#### About the text

Students read a general information text for tourists about Cape Town in South Africa. They are given information about location, accommodation, travelling around, weather, places of interest, food and drink. This is quite a long text and is broken down into paragraphs with paragraph headings.

The text contains plenty of new vocabulary, including adjective + noun collocations, but there are helpful photos for many of the nouns, and students should be encouraged to guess meaning from context as much as possible. It is a good idea to check students understand the word *best* in the title (but don't go into the grammar of superlatives).

- 1 Focus attention on the map at the bottom of p76. Ask students *Where is Cape Town in Africa?*

### Answers

Cape Town is in South Africa.

- 2 Now students match photos 1–9 with the vocabulary in the list. There will, of course, be words that they don't know. Encourage them to find the ones they know first and then work with a partner to match the ones which remain. Go through the answers together, checking them by saying the things in the list and getting students to point to the correct picture and say the corresponding number. Get the students to repeat the words after you, carefully modelling the trickier ones to pronounce: *penguins* /'peŋgwɪnz/, *vineyard* /'vaɪnjəd/, *mountain* /'maʊntən/.

**EXTRA IDEA** Students can test each other quickly in pairs by taking turns to point to a photo to elicit the corresponding word.

### Answers

- 1 penguins
- 2 a beach
- 3 seafood
- 4 a mountain
- 5 a campsite
- 6 a train
- 7 a bus
- 8 a vineyard
- 9 a ferry

- 3 In this task, students work on understanding the main focus of each paragraph in order to place paragraph headings correctly. A weaker group may need some help with key vocabulary before they start. Check words such as *stay, travel, coast, sunbathe, swim, vineyards, nightlife, tent, late*. Draw students' attention to the example and read the first main paragraph aloud to them. Point out the words *south-west coast* and *below ... Table Mountain*, which are the key words to understand the topic of the paragraph. Tell students not to worry if they don't understand every word in the text and just to focus on understanding the main topic of each paragraph. Get students to read the text as far as *at Christmas*. Elicit what heading they need for this paragraph (*When to go*). Elicit or point out key words (*always a good time, the best time*). Students continue reading and putting in the headings.

**8.10** Play the recording and get students to check their answers.

### Answers

- Paragraph 1:** Where is it?  
**Paragraph 2:** When to go  
**Paragraph 3:** What to do  
**Paragraph 4:** Where to eat  
**Paragraph 5:** Where to stay  
**Paragraph 6:** How to travel

- 4 Focus students' attention on the comprehension questions. Give them time to read the questions and ask you for help with any they don't understand. Elicit the answer to the first question as an example. Remind them to use the paragraph headings to look in the right paragraph for the answer. Students find the answers in the text individually. Monitor and help where necessary. Put them in pairs to share and check their answers, then check the answers together.

### Answers

- 1 Cape Town is on the south-west coast of South Africa.
- 2 It is always a good time to visit because the weather is warm and sunny most of the year.
- 3 At Christmas.
- 4 Sunbathe and swim with penguins on the beach; drink wine; go shopping.
- 5 Because Cape Town is by the sea and it's therefore very fresh.
- 6 No. There are cheap hotels near the airport.
- 7 Because the weather is warm.
- 8 The MyCiTi bus.

- 5 Focus attention on the examples in the chart. If necessary, remind students that adjectives come before nouns in English. Point out that sometimes there is one adjective about the noun and sometimes two or more. You could highlight that when we use more than one adjective about a noun in writing, we separate them with commas.

Students continue finding the adjectives, working in pairs. Check the answers with the whole class, correcting students' pronunciation as necessary.

### Answers

famous, spectacular, amazing – Table Mountain  
warm, sunny – weather  
fabulous, sandy – beaches  
friendly – penguins  
excellent – vineyards  
exciting – night life  
cosmopolitan – city  
delicious, fresh – seafood  
cheap, expensive, comfortable – hotels  
new, fast – buses  
slow, late – trains

### Additional material

#### For students

Workbook p53, exercises 1–2  
Online Practice – *Practice*

## Listening and writing SB p78

### My home town

#### About the listening

The listening material is a monologue by Ben, who lives in Cape Town. He talks about his work and life, what he likes about his home town, and what he does in his free time. This allows the students to use and build upon the knowledge gained in the reading skills section.

- 1 Ask students *What do you know about Cape Town?* Put them in pairs to remember what they learned in the reading text on p77 (without looking at the text) and to exchange ideas. Then elicit any details in a short feedback session.

Focus attention on the photo. Ask *What's his name?* (Ben), *Where does he live?* (Cape Town). Give students time to read the list of topics and check any unknown vocabulary with you, e.g. *kitesurfing* – shown in the photo at the bottom of p78. (Point out to students that Boulders Beach is the name of a place and that is why there are capital letters at the beginning of each word.)

**8.11** Ask *What does Ben talk about?* Play the recording as far as *one of the best beaches in Cape Town*. Elicit the first two topics: his job, Boulders Beach. Tell students they are going to listen to the rest of the recording. Tell them to focus just on the list of things at this stage and not to worry about the details of what Ben says. Make sure students understand they have to tick (✓) the things Ben talks about. Play the recording through once and get students to complete the task. Let them check in pairs and play the recording through again if necessary. Check the answers with the whole class.

### Answers

his job, seafood, his brother, the weather, Boulders Beach, his friends, kitesurfing, penguins

### 8.11 My home town

Hi! My name's Ben and I live in Cape Town. I'm a DJ at a local radio station in the centre of the city, but I live near Boulders Beach – one of the best beaches in Cape Town. I have a small apartment near there. Cape Town is an amazing city. It's really cosmopolitan. People from all over the world live and work here. Every Friday after work I meet my friends at the Waterfront, and we go to one of the restaurants there. We often have seafood – it's my favourite. I just love fresh seafood.

The weather's great, it's warm nearly all year round. I know it's sometimes windy – and some people don't like the wind – but I love it because I love kitesurfing!

My job's really exciting, but sport is my passion. I love sport! And Cape Town is good for so many sports because of the weather. I run every weekend with my dog, Oscar. I'm a member of the Summer Running Club. We have the Boulders Beach 10 km run next Sunday. It's a great run with amazing views. In the summer, when it's windy, I go kitesurfing with my brother, Pete. It's fantastic fun. I sometimes go cycling with my friends, Kerry and Roger, on Sunday. We often cycle by the sea and watch the penguins.

Cape Town is just a beautiful place – great scenery, great weather and great food. I'm very lucky!

### 2 8.11 Give students time to read through the questions.

Help them with any queries they have about vocabulary. Play the recording again as far as *best beaches in Cape Town* and elicit the answers to questions 1 and 2 (*Where does he live? Where does he work?* See below for answers). Teach the meanings of *DJ* and *radio station*. Play the rest of the recording and get students to note down their answers. Give students time to check in pairs before checking with the class. With weaker students, be prepared to play selected sections of the recording again to highlight key information. When you check the answer to question 5, you could also elicit who he goes kitesurfing with (his brother) as this will help with the listening in exercise 3.

#### Answers

- 1 He lives near Boulders Beach.
- 2 He works in the centre of the city/Cape Town.
- 3 No. His apartment is small.
- 4 His favourite food is seafood.
- 5 He likes the wind because he loves kitesurfing.
- 6 Yes. He has a dog.
- 7 He likes running, kitesurfing and cycling.
- 8 He cycles on Sunday, along the coastal road.

### 3 8.12 Students hear four separate conversations with Ben. Pre-teach some vocabulary to aid their understanding: *caller, oysters, wetsuit, top*. Focus attention on the chart and read the questions as a class. Play the first conversation and elicit the answers as an example. Play the rest of the recording, pausing at the end of each conversation to allow students to complete the chart. Check the answers, playing the recording again if students had any problems with individual sections.

#### Answers

	Where is Ben?	Who is he talking to?
1	at the radio station	Kate
2	in a seafood restaurant	a waiter
3	at the beach	his brother (Pete)
4	on the coastal road	friends (Roger and Kerry)

### 8.12 Who is it?

B = Ben K = Kate W = waiter P = Pete R = Roger Kr = Kerry

- 1
  - B Good morning, Cape Town. How are you all on another lovely sunny day? This is Ben Smith on Radio Cape. Hello to our first caller this morning. It's Kate. Hi, Kate! How are you today?
  - K Hi, Ben. I'm good, thanks. I'm so happy I'm on your radio show!
- 2
  - W Good evening, everyone. Can I take your order?
  - B Good evening. The oysters please, with a tomato salad.
  - W Anything to drink?
  - B Yeah! A beer, please.
  - All Yeah – beers all round!
- 3
  - B Wow, Pete! It's so windy – look at the sea and the waves!
  - P Yeah! It's a great day for it.
  - B I'm ready! Let's go! Let's get down to the beach.
- 4
  - B Phew! Come on guys, we're nearly at the top!
  - R Wow! Look at the view from here and look at the penguins!
  - Kr They're so funny!
  - B They're great. I love watching them.

### Talking about you

- 4 Get students to ask you the questions in the Student's Book and give true, simple answers. With a weaker group, elicit and write up relevant vocabulary on the board in the categories given below, e.g. *Where/live? house with a garden, flat, in the centre, near the beach; What/in your town? theatre, opera, beaches, mountains, beautiful buildings, good restaurants, an amazing bridge; What/do with your friends? go to restaurants/clubs/bars/the cinema/theatre, play football/tennis/golf, go shopping/swimming/sailing/surfing/walking/skiing/snowboarding; Where/go shopping? in the town centre, at the supermarket/clothes shop/market/shopping mall; How/travel? by car/bus/train/ferry/bike/on foot; good place? Yes – exciting/amazing/interesting; no – a bit boring/dull/quiet*. Put the students into groups of three or four and get them to talk about their home town or a town they like. Get them to refer to the ideas on the board to help them, but also encourage them to say as much as they can for themselves.

If they are all from the same country, ask them to choose different towns to talk about. Monitor and check, but only help if asked, as it's important for students to have the opportunity for freer practice and to rely on each other for help. Conduct whole-class error correction, but only focus on things which are potential blocks to communication. Correcting every small mistake will take too long and may discourage the class and slow things down.

### Writing

- 5 This writing task can be done in class or, if you are short of time, it could be given for homework. Tell students they are going to write about a town they know. Focus attention on the question prompts and then help with sentences. If you have time, you might like to build up a full writing model on the board, based on the town where students are studying. If the writing is done in class, get students to exchange their descriptions with a partner for checking/editing as appropriate. When you check the writing, offer feedback on any general errors, but again do not pick up on every small mistake.

The instruction for the task says 'Read your description to your partner'. This can be done immediately after finishing and checking the writing, or in a subsequent lesson.

**SUGGESTION** If Internet access is available, you could ask students to choose any city they have visited (or choose a city they would like to visit from anywhere around the world). They can research the location and other information to answer the question prompts and include images with their writing to make it more attractive and engaging.

### Additional material

#### For students

Online Practice – Practice

## Everyday English SB p79

### Directions

#### NOTE

This section uses 's with the names of individual shops, such as *newsagent's* and *chemist's*. There's no need to explain this use of the apostrophe 's but if students query it, just explain it stands for the chemist's (shop).

- 1 Pre-teach/Check the items in the box and drill the pronunciation chorally. Demonstrate the activity by getting students to find and point to the hotel and the bank. Students continue locating the places on the map. As with previous tasks of this kind, encourage students to match the words they already know first. There may be others which are international. Then, by a process of elimination, they may be able to match the last few words, or at that point they can use dictionaries or translators. Go through the answers together, being careful to point at the map clearly. Students may wish to make their own list of the vocabulary and translate it into L1 if appropriate. Drill the pronunciation of any words which may be problematic: *chemist's* /'kemɪsts/, *square* /skweə/, *newsagent's* /'nju:zeɪdʒənts/, *stadium* /'steɪdiəm/. Make sure they notice and, if possible, mark the word stress on multisyllable words. Model *hotel* carefully as this is a fairly international word, but the stress in English falls on the second syllable: *hotel* /həʊ'tel/.

- EXTRA IDEA** As with previous picture matching tasks, you could put students in closed pairs to test each other by pointing to different places on the map to elicit the corresponding word. Or, alternatively, one student could say the word and their partner has to point to the right place on the map.
- 2 Focus attention on the signs. Elicit from the class the meaning of each sign. Copy them onto the board and drill the pronunciation of *turn left*, *turn right*, and *go straight on*. If students have difficulty remembering the words for left and right, show them that the thumb and forefinger of the left hand form a capital letter L.

#### Answers

- A – turn left
- B – turn right
- C – go straight on

- 3 **8.13** Tell students they are going to listen to some directions and follow them on the map. Tell students to find the start point *You are here* on the map. Play the first conversation as an example and get students to follow on the map. Ask *Where are you?* to check where they've arrived and elicit *at the cinema*.

Point out that we use *turn left/right into a road* but *turn left/right at a building*. Students will also need help understanding *on the left* and *on the right* for fixed location.

Play the rest of the conversations, pausing after each one and getting students to write in their final location. Get students to check in pairs. Play the recording again and get students to check/complete their answers. Check the answers with the whole class. Hold up your book and follow the route on the map with your finger as you play the recording to show them in a visual way.

You could ask them if they remember the directions and praise any they get right.

#### Answers

- 1 at the cinema
- 2 at the newsagent's
- 3 at the seafood restaurant
- 4 at the garden centre
- 5 at the souvenir shop
- 6 at the Seaview Hotel

### 8.13 Directions

- 1 Go up the High Street. Turn right into Station Road. It's on the right next to the Italian restaurant.
- 2 Go up the High Street. Turn right at the supermarket into Sandown Road, and it's on the left next to the fish and chip shop.
- 3 Go up the High Street. Turn left at the church into Sandown Road. Go straight down, and turn right into Coastal Road. It's on the right next to the Seaview Hotel.
- 4 Go straight on up the High Street for five minutes, and it's in Carden Square. It's a big building on the right.
- 5 Go up the High Street. Turn left into Station Road. Then turn right into Coastal Road and it's on the right, next to the Beach Café.
- 6 Go straight on up the High Street. Turn left into Dean Road and it's on your left, opposite the campsite.

For further practice, refer the students to the audioscript on SB p143. Get students to take turns reading out the directions in closed pairs. Monitor and check for accurate pronunciation. If students have problems, drill key sections chorally, e.g. *on the left*, *on the right*, *go up the High Street* – and then get students to repeat the closed pairwork.

- 4 Focus attention on the language in the speech bubbles. Drill the language chorally and individually. Check that students can reproduce the falling intonation on *Excuse me!* Encourage them to memorize and reproduce the question without looking at the page. Repeat as many times as necessary.

Do a demonstration with a confident student, eliciting directions to *the cinema* as an example. If necessary, demonstrate again with another student, asking for directions to *the supermarket*. Students continue in closed pairs. Monitor and check. Pick one or two pairs who have been doing the task well to act out one of the conversations in front of the class. If you noticed any mistakes that many of the class were making, address them now before exercise 5.

## Talking about you

- 5 Focus attention on the speech bubbles. Check students understand *get to, bus station, go out, and Is it far?* Drill the language chorally and individually. Make sure students understand that this exercise is about their own town. Ideally, if they all know the town where they are studying well enough, they could ask and answer about that town. You could also provide basic town maps to make it more realistic. If not, they can answer about their home towns or a town they know well. You can demonstrate the task yourself with a confident student. Get them to ask you the first question (with *station* or another place of their choosing) and give simple directions in response. Put students in closed pairs to ask for and give directions, using the speech bubble prompts to help them. Monitor carefully, check and encourage.

**SUGGESTION** If you have access to the Internet, students could search for a basic tourist map of a city that interests them and then roleplay using this authentic material. Otherwise, students could invent a small town in pairs and draw a map which includes some of the places from exercise 1 for another pair to use. Then they could work in groups of four to ask and give directions using their own maps. Remind them to choose a 'You are here' starting point for their directions.

### Additional material

#### For teachers

Photocopiable activity – Communication: *Find your way*  
pp195–6

#### For students

Online Practice – *Look again*

Workbook p54, exercises 1–3

Online Practice – *Practice*

Workbook p55, *Review*, exercises 1–5

Online Practice – *Check your progress*

Wordlist

Ask the students to turn to the Wordlist on p80 and tick the words they remember. Tell students to look back in the unit and find the words they don't remember so that they can learn them. If appropriate, ask students to translate words they are still not sure of or to check the meanings in groups. Ask them to learn the words for homework, and test them on a few in the following lesson. To increase the students' enjoyment of vocabulary revision you can also provide games with anagrams, de-vowelled words (where students provide words with missing vowels for other students to complete) and words on slips of paper which students can use to test each other.

# 9

## Past times

### Introduction to the unit

The title of this unit is 'Past times' and in it students meet the Past Simple for the first time. First of all, they are introduced to the past of *to be*, used in *was/were born* about famous people. They then learn positive forms of Past Simple irregular verbs. (The regular Past Simple ending is introduced in Unit 10.) Students learn how to say dates in English with a focus on months, ordinal numbers, and years. The students' knowledge of collocation is extended with a vocabulary section on words and phrases that go with the verbs *have*, *do* and *go*. Skills practice is provided in the *Reading and speaking* section where they read a story and a related news article.

### Language aims

#### Grammar

##### *was/were*

The Past Simple form of *to be* is introduced in positive, negative and question forms. Students' first contact with the past forms is with *was/were born*, and then they move on to general uses of *was/were*.

##### Past Simple – irregular verbs

The Past Simple is presented in the positive. The focus is on a limited number of irregular verbs which students meet as a lexical set in a story context. This allows them to become familiar with some of the highest frequency irregular past forms (before they move on to Past Simple regular verbs and the use of *did* in questions and negatives in Unit 10).

#### Vocabulary

The Starter section teaches students how to say years in English. They also learn that we use the preposition *in* with years.

The *Vocabulary* section highlights common collocations with *have*, *do*, and *go* to form useful verb phrases for everyday activities, e.g. *have lunch*, *do my homework*, *go shopping*. Students match and practise the past forms of the verbs as well as the infinitives.

#### Everyday English

This covers months of the year, ordinal numbers in dates, and personalizes the language by talking about students' birthdays.

### Additional material

#### Workbook

There are exercises to practise the Past Simple of both regular and irregular verbs. Students also review saying years and referring to specific events in the past. There are a number of texts for reviewing key language and the *Everyday English* section consolidates how to say months and dates in English.

### Photocopiable activities

There are photocopiable activities to review grammar (*Who were they?*), vocabulary (*Yesterday*), and communication (*Dates quiz*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

### Possible problems

- 1 *Was/were*: common mistakes with *was/were born* are *\*I am born* or *\*She born*. There is plenty of practice of this structure to help students become familiar with it and remember it.  
Pronunciation of *was/were* can present a problem because both have weak and strong forms, with the strong forms occurring naturally in short answers and negatives. This is covered in a pronunciation focus on p84.
- 2 Past Simple – irregular verbs: the fact is that irregular verbs need to be memorized. In this unit, students are presented with the most common irregular verbs in the Past Simple by matching them to their present forms. There is a comprehensive list of irregular verbs on the inside front cover of the Student's Book. The Grammar reference points this out and students should be encouraged to refer to the list often as they work through the remaining units in the book.
- 3 Saying years: some languages have different conventions for saying years, e.g. 1999 – *\*one thousand nine hundred and ninety-nine*, so students need to understand that in English we commonly divide the year into two numbers: *nineteen ninety-nine*. It is useful to point out that from 2001 to 2009, we use *two thousand and ...*, and that the *thousand* is not made plural with *s* (which is the same for any numbers in the thousands, not just years – but students haven't learned numbers above 100 yet). NB For the years after 2010 you can choose to say either *two thousand and ...* or *twenty ...*.



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

Point to the title of the unit, 'Past times', and focus students' attention on the photo. It's important they understand the time reference *past*. If you are in any doubt, draw a time line on the board giving today's date and *now* and shading all the time before, labelling it *past*. You might be able to elicit or teach them the word *history* as a useful synonym. As part of the activity the students will be describing the photo in detail, but at this point you could ask them to say when and where they think the photo was taken.

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading*. If you wish, 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 by overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience. 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, check carefully that students understand the time reference for this unit and do the activity together. If you have any more time, try to watch the video together. It is a clear and interesting introduction to the different parts of the unit.

#### Notes for activity:

Focus students' attention on the photo. Ask them the question *What can you see?* and ask a student to read out the example sentence. Elicit more sentences from the class and write them on the board. Help feed in vocabulary they need. A stronger group could work on the task in closed pairs and then give you their ideas in a whole-class stage. Examples might include: *There are some women in old dresses. There's a man on an old bike. There is a horse. There is a street. There are some people in the street.* You should be able to elicit that the photo/things in the photo are *old*. This will help lead in to the starter activity where students say years.

## When was he born? SB p82

### STARTER

Briefly review numbers 1–20 round the class. Write numbers in the 30s, 40s, 50s, etc. on the board to review numbers up to 100. Pre-teach/Check *a thousand*.

- 1 **9.1** Focus students' attention on the years written in numbers and in words in full. Play the recording for students to listen and repeat. Do this more than once if necessary. Help students to notice the pattern of how we tend to separate years into two numbers. Elicit years one year earlier or later than those given on the page to check students understand how to say them, i.e. write on the board *1839, 1997, 2004, 2018* and elicit the years from the class. Make sure that they can see 2001–2009 are commonly said with *thousand* in the year, i.e. *two thousand and one* (and that *thousand* doesn't have a plural *s* on the end).
- 2 **9.2** Write the sets of two years on the board. Play the recording for number 1 and ask a student to come to the board and underline the correct answer out of *1696* and *1686*. Play the rest of the recording and get students to underline the correct years. Get students to check their answers in pairs before checking with the whole class by inviting students up to underline the correct year on the board. Follow this up by checking the pronunciation of the years with the students.

### Answers and audioscript

#### 9.2

1 1696 2 1916 3 2004 4 1799 5 1945 6 2017

**EXTRA IDEA** Ask students to write down six to eight years of their own choosing and then put them in closed pairs to say the years aloud. They could then dictate these numbers to other pairs, if time allows. Note any mistakes and correct together afterwards.

- 3 Elicit the answers to the questions. Help students to understand *last* and *next* if they are unsure. The second question includes *was* for recognition. If students query it, just tell them it's the past of *be*, but do not go into a full presentation of *was/were* at this point. It is a good idea to develop a gesture which indicates past – a thumbs-up gesture where the thumb is moved back over the shoulder is often used, but choose something you think will be visually obvious to your students.

### Additional material

#### For students

Online Practice – *Look again*

Workbook p56, exercises 1–4

## Grammar SB p82

### was/were born

- 1 Focus attention on the photos. Ask *Who was he/she?* about each of the people to check the names. Check comprehension of *When were they born?* Ask students to read the information about the people. Check comprehension of any words they don't know. Tell students that they will need to listen and write the

year each person was born to complete the information about them.

🎧 **9.3** Play the recording and get students to write the years. Check the answers with the class. Point out that with years we use the preposition *in*, e.g. *She was born in 1983*.

### Answers and audioscript

#### 🎧 9.3

##### Steve Jobs

Steve Jobs, the inventor of Apple Computers, was born in **1955** in San Francisco, California.

##### Amy Winehouse

Amy Winehouse, English singer and songwriter, was born in **1983** in London, England.

2 🎧 **9.4** Focus attention on the sentences. Play the recording and get students to repeat chorally and individually. Encourage students to reproduce the weak form /ə/ in *was*.

#### 🎧 9.4

He was an inventor. He was born in 1955.

She was a singer and songwriter. She was born in 1983.

3 Focus attention on the speech bubbles. Drill the language chorally and elicit a few exchanges in open pairs. Then get a student to ask you a question, and answer them with your real information. Get a few students to ask and give real information in open pairs across the class. Ask all the students to stand up and mingle to ask as many of their classmates as possible. Monitor their conversation and check for correct use of *I'm* and *I was* and the weak form in *was*. Encourage them to move around and change partners often.

4 🎧 **9.5** This exercise presents *were* with *you* and *they*. Play the recording for students to just listen. Play the recording again and get students to repeat chorally and individually. Encourage students to reproduce the weak form /ə/ in *was* and also in *were*, and the correct intonation and sentence stress:

*When were you born? I was born in 1994.*

Get students to practise the questions and answers in open pairs and then in closed pairs. Monitor and check for accuracy in saying the years correctly and in pronunciation overall.

### GRAMMAR SPOT SB p83

Focus attention on the chart. Read out the present forms of *to be* and focus on the past examples with *were*. Elicit the *I* form in the past (*was*). Then get students to complete the rest of the chart. If they have any difficulty, tell them to look at the answers in exercise 4.

🎧 **9.6** Play the recording to check the answers as a class. Play it again so they can repeat. Pause the recording as necessary. Drill *was* and *were* with the corresponding pronouns, chorally and individually. All past forms here contain the schwa sound (ə) as they are being presented for use in positive sentences. (Later students will learn the full forms for negative sentences and short answers.)

### Answers

	Present	Past
<b>I</b>	am	was
<b>You</b>	are	<b>were</b>
<b>He/She/It</b>	is	<b>was</b> /wəz/
<b>We</b>	are	<b>were</b> /wə(r)/
<b>They</b>	are	<b>were</b> /wə(r)/

Read the first two boxes of the Grammar reference 9.1 on p90 together in class and encourage students to ask you questions about it. This first part of Grammar reference 9.1 covers the present and past forms of *to be* in the positive, which is what they have studied so far. They will be introduced to the negative and to short answers in the next few exercises and will need to refer to the rest of 9.1 then.

5 Focus attention on the photo. Ask *What's his name?* (Rolf Ackman); *How old do you think he is?* (students guess his age). Draw a basic family tree on the board and review/check the following vocabulary: *brother, sister, father, mother, grandmother*. Focus attention on the names of Rolf's family. Read the names aloud so that students can recognize the pronunciation: Rolf /rɒlf/, Susan /'sʊːzən/, Barney /'bɑːni/, Lottie /'lɒti/, Bert /bɜːt/, Karen /'kærən/ and Sarah /'særə/. Ask *When was Rolf born?* and elicit *1999*, as given in the family tree.

🎧 **9.7** Tell the students they are going to hear Rolf describing his family. Ask *When was Susan born?* Play the recording as far as *Her name's Susan and she was born in 1991.* and elicit the answer. Play the rest of the recording and get students to complete their answers. Get students to share/check their answers in pairs. Play the recording again, if necessary, to allow students to check and complete their answers. Check the answers with the whole class and teach or check the meaning of *I'm not sure*. Also highlight the sentence *I think about 1943.* and elicit or teach that *about* is used here to show we are not 100% sure of the year – in this case, it could be *1942* or *1944*.

### Answers

Rolf	1999
Susan	1991
Barney	1994
Lottie	2004
Bert	1965
Karen	1967
Sarah	about 1943

#### 🎧 9.7 Rolf Ackman

My name's Rolf. It's a German name, but I'm not German. I'm American. I was born in 1999. I have two sisters and a brother. My eldest sister's a doctor. Her name's Susan, and she was born in 1991. My brother is also older than me. His name's Barney, and he's a teacher. He was born in 1994. And my little sister is Lottie, and she was born in 2004. She's still at school. My father is German. His name's Bert. He's from Berlin, and he was born in, I think, er, ... 1965. My mother is American. Her name's Karen. She's from Boston, and she was born in 1967. My grandmother, who is my mother's mother, is called Sarah. She was born in Orlando in ... I'm not sure, but I think about 1943.

6 Focus attention on the speech bubbles. Highlight the uses of the present and past forms. Drill the questions and answers chorally. Elicit some questions and answers about the other people in Rolf's family with students working in open pairs. Put them in closed pairs to continue. Monitor and check for correct use of *is/are, was/were born, dates, the preposition in, pronunciation and intonation.*

### Talking about you

7 Pre-teach/Check *grandfather, aunt, and uncle*, using the family tree. Drill the pronunciation, especially *aunt /ɑ:nt/*. Demonstrate the activity by writing the names of some of your family on the board. Focus attention on the example conversation. Elicit or remind students of the meaning of *I'm not sure*. If you think they are ready, get two confident students to act the conversation out across the class.

Elicit similar questions about your family from the class. Briefly review *he/she* if students are making mistakes with this and make sure they use *is* and *was* correctly. Give students a moment to write down some of their family members' names. Students work in closed pairs and ask and answer about their respective families. Tell them to make a note of the dates when people in their partner's family were born – they will need this information for the next exercise. Monitor and check their accuracy. Correct any errors and input and/or check new language.

8 This exercise aims to consolidate the third person singular form as shown in the example sentences. Elicit information from several students about their partner's family. Encourage them to pronounce the weak form in *was* accurately. If you have a very large class, students may need to do this task in groups of four or five. Monitor carefully in this case to ensure accurate pronunciation.

**VIDEO** In this unit students can watch a video about Steve Jobs, the co-founder of Apple. 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.

### Practice SB p84

#### Who were they?

1 As with Steve Jobs and Amy Winehouse on p82, students practise using the target language with other famous people who have died. Tell them not to worry if they don't know all of the people, as the essential information is given below each picture. Pre-teach/Check the nine occupation words in the box. Drill the pronunciation of these words chorally and individually. Focus attention on the box. Say *Who was a boxer?* and elicit *Muhammad Ali*. Students write number 5 in the box next to *boxer*. Ask students to continue matching the people to the jobs. They can do this individually and then check in pairs. Check answers together.

#### Answers

- Neil Armstrong – astronaut
- Diana Spencer – princess
- Zaha Hadid – architect
- Nelson Mandela – politician

- Muhammad Ali – boxer
- Christopher Columbus – explorer
- Leo Tolstoy – writer
- Carrie Fisher – actor
- Marie Curie – scientist

2 **9.8** Tell the students they are going to listen to find out when each of the people in exercise 1 was born. Play the first sentence and focus on the example about Neil Armstrong. Play the rest of the recording and get students to write the other years to complete the information below each picture. Ask students to check their answers in pairs. Play the recording again if necessary to allow students to check/complete their answers. Check the answers with the whole class.

#### Answers and audioscript

##### 9.8 When were they born?

- Neil Armstrong was born in 1930 in Ohio, in the US.
- Diana Spencer was born in 1961 in Sandringham, England.
- Zaha Hadid was born in 1950 in Baghdad, Iraq.
- Nelson Mandela was born in 1918 in Mvezo, South Africa.
- Muhammad Ali was born in 1942 in Louisville, in the US.
- Christopher Columbus was born in 1451 in Genoa, Italy.
- Leo Tolstoy was born 1828 in Yasnaya Polyana, Russia.
- Carrie Fisher was born in 1956 in California, in the US.
- Marie Curie was born in 1867 in Warsaw, Poland.

3 **9.9** This exercise extends *Wh-* question forms with *was*. Play the recording and ask students to follow in the text. Play the recording again and get students to repeat chorally and individually, checking their pronunciation. Encourage students to reproduce the weak form /ə/ in *was* and the correct falling intonation on the questions. Get students to practise the questions and answers in open pairs and then in closed pairs.

Focus attention on the speech bubbles. Ask the question about Nelson Mandela and elicit the answer. (*He was a politician.*) Elicit the other questions with *Where* and *When* about Nelson Mandela and elicit the answers, too. Get students to practise this conversation in open pairs. Then put them in closed pairs to continue asking and answering about the other people in the photos. Monitor and check for correct question formation and intonation, use of the weak form in *was* and for correct reading of the years.

**9.9** See SB p84.

#### Negatives and pronunciation

4 This exercise introduces the negative forms *wasn't/weren't*, and highlights the change in pronunciation of the vowel from positive to negative, i.e. that in the negative the vowel sound is strong, rather than a weak form. It also highlights the need for contrastive stress when students correct information.

**9.10** Focus attention on the examples and point out that there is some missing information. Ask students to remember the information to complete the sentences or to look in the texts below the photos to find it. Play the recording for students to check their answers. Play it again and get students to repeat chorally and individually. Encourage them to produce strong vowel forms in *wasn't /'wɒznt/* and *weren't /wɜ:nt/*. You can also point out

that when we are correcting information, we stress the new information strongly. If necessary, play the recording again, or demonstrate yourself to show this contrastive stress. Get students to say the conversations again in open pairs to try to practise this feature.

### Answers and audioscript

#### 9.10

- A Steve Jobs was an architect.  
 B No, he wasn't. He was an **inventor**.  
 A Steve Jobs and Neil Armstrong were English.  
 B No they weren't. They were **American**.

### GRAMMAR SPOT SB p84

- 1 Focus students' attention on the sentences in the *Grammar spot*. Ask one student to read them aloud. At this point you can also refer them to p90 where they can look at the third box in Grammar reference 9.1. Check they understand the time references *last weekend* and *yesterday*.
- 2 **9.11** Ask students to read about questions and short answers in Grammar reference 9.1. Encourage them to ask you questions about this. Ask them to turn back to the *Grammar spot* on p84. This section focuses on the pronunciation of short answers and highlights that in these responses *wasn't* and *weren't* are pronounced with the strong form. Focus students' attention on the conversations. Play the recording so they can listen carefully to the pronunciation. Play it again and get students to repeat. Make sure they are using weak forms in the A sentences and strong forms in the B responses.
- 5 Focus attention on the example and ask a student to read the sentence about Christopher Columbus aloud. Read the example sentences with clear strong pronunciation of *wasn't* and contrastive stress demonstrated on *explorer!* Do number 2 together as a further demonstration, if necessary, eliciting the short answer and corrected sentence from the class. Students continue correcting the information, working individually. Monitor and check. Prompt them to use a plural verb form in numbers 4 and 5 if they have forgotten. Make sure they understand why.
- 9.12** Play the recording and get students to check their answers. They should then practise the conversation with a partner.

### Answers and audioscript

#### 9.12 *wasn't* and *weren't*

- 1 Christopher Columbus was a scientist.  
 No, he **wasn't!** He was an **explorer!**
- 2 Zaha Hadid was a princess.  
 No, she **wasn't!** She was an **architect!**
- 3 Marie Curie was born in 1919.  
 No, she **wasn't!** She was **born in 1867!**
- 4 Diana Spencer and Amy Winehouse were born in the US.  
 No, they **weren't!** They were **born in England!**
- 5 Nelson Mandela and Neil Armstrong were both politicians.  
 No, they **weren't!** Mandela **was** a politician, but Armstrong **wasn't!**
- 6 Leo Tolstoy was an Italian actor.  
 No, he **wasn't!** He was a **Russian writer!**

Play the recording again, pausing after each number for students to repeat. If they have problems, highlight the weak and strong verb forms in the *Grammar spot* again and elicit where the main stress goes in each sentence. Put students in pairs to practise more, Student A reading the first sentence and Student B the correction. They can swap roles after number 3. Monitor and check for correct sentence stress and correct pronunciation of the past verb forms.

**EXTRA IDEA** If you have a monolingual group, you could ask students to think of and write sentences about famous people from the history of their country. The names should be correct, but there should be a deliberate mistake with either their job, date of birth or their nationality/place of birth. Example from UK history: *Winston Churchill was a doctor*. Then students can use their sentences in a mingle activity. Each student says their sentence and their classmates correct them in the same way as in exercise 5, e.g. *Winston Churchill was a doctor. No, he wasn't. He was a politician*.

### Today and yesterday

- 6 Check students understand the meaning of *yesterday* and do a speedy review of the days of the week round the class. Give students time to look at the table. Before they start, you could help them expand on the options in the box, e.g. more days, more places – *at the shops, on the beach*, etc. Demonstrate the activity by saying where you and your parents are today and where you were yesterday. Put students in closed pairs to talk about what is true for them. Monitor and check for correct present and past verb forms, and for accurate pronunciation.

**EXTRA IDEA** Students could do the task again, but this time put the sentences into question forms, e.g. *Is today Friday? Are you ... today? Was the weather ... yesterday?* You could elicit questions from the students and write them on the board. Then in new pairs they could ask and respond with short answers.

### Check it

- 7 Focus attention on the example. Students complete the other sentences, working individually. Get students to share their answers in pairs before checking with the whole class. Ask students to read the complete sentences aloud in order to get more pronunciation practice.

#### Answers

- |           |                |
|-----------|----------------|
| 1 was     | 5 Was/wasn't   |
| 2 were    | 6 Were/were    |
| 3 weren't | 7 Were/weren't |
| 4 wasn't  |                |

### Additional material

#### For teachers

Photocopiable activity – Grammar: *Who were they?*  
 pp197–8

Photocopiable activity – Video worksheet: *Steve Jobs: a life*

#### For students

Online Practice – *Look again*

Workbook pp57–9, exercises 1–8

Past Simple – irregular verbs

About the text

The reading text is a short, simple story about a problem with a lottery ticket. Many countries have lottery games of some kind, so the topic of the story should be easy to understand, but if this is not the case for your students, you will need to explain the concept: a lottery is when people buy tickets that have a set of different numbers on them to try to win prizes or money. You can choose the numbers on the ticket when you buy it. There is often a TV or radio programme to tell lottery players which are the winning numbers for that week. If you have those numbers on your ticket, you are a winner.

In this story, the main character's name is Tina Green /,ti:nə 'gri:n/. The students have pictures which illustrate the story to help them with comprehension.

1 Check the meaning of *present* and *past* and review the meaning of the verbs in their present form. Demonstrate the activity by eliciting the past of *be* (*was*). Get students to match the verb forms, working in pairs. If necessary, point out that the first letter in the present form and the past form is almost always the same in every case, (except *go* which is *went* in Past Simple). Don't expect students to know any of them but they can use educated guesses. If you wish, you can refer them to the Irregular verbs list on the inside cover of their Student's Book to check.

🔊 9.13 Play the recording through once and get students to check their answers.

Answers and audioscript

🔊 9.13 Irregular verbs

- be – was/were
- buy – bought
- go – went
- have – had
- make – made
- put – put
- run – ran
- see – saw
- sit – sat

Play the recording again and get students to repeat chorally and individually. Help students with tricky pronunciations: *bought* /bɔ:t/ and *saw* /sɔ:/. Divide the class into two halves and label them *present* and *past*. Drill the forms across the class in open pairs – those on the *present* side say the present form and a corresponding student on the other side will say the past form of the same verb. Refer students to Grammar reference 9.2 on p90. Tell them that there are quite a lot of irregular verbs in English which we often use. Show them how they can practise memorizing the verb forms by covering the present forms and trying to remember them by looking at the past column, and vice versa. Advise them to do this as homework several times a week.

2 Ask students to look at the pictures first without reading anything. Explain that the pictures tell a story and ask one student to read aloud the questions in exercise 2. Elicit ideas from the class (*Where is the woman?* In a shop, a supermarket, a newsagent's – they learned this word

in Unit 8. *Who is the little boy?* Her son, her grandson). It's a good idea to pre-teach some of the new vocabulary (*lottery, lottery ticket, pocket, washing machine, make a lot of noise, jackpot*) but most students should be able to try the activity even if they don't know every word. It's important to practise guessing the meaning of vocabulary from context. Match the first paragraph with the corresponding picture as a demonstration, eliciting the answer from the class. Students continue the task individually. Give them time to share/check their answers in pairs. Check the answers with the whole class. Now go through the meanings of any words which are causing problems – see list above.

**EXTRA IDEA** You could ask simple questions to check students' comprehension of the content of the story: *Was this story good or bad for Tina? How much money was the lottery jackpot? Were Tina's lottery numbers on TV? Was Tina's ticket in her bag? Where was her ticket? Was her ticket fine?* (Remember not to use questions with 'did' as students have not studied these yet.)

Answers

She's in a shop/newsagent's.  
He's her grandson.

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

3 Tell students they are going to read a news article of the story about the lottery ticket in exercise 1. The focus is now on the set of irregular past verb forms. Clarify new words and phrases which will help them to understand the story more fully: *bad luck, the same numbers, a little monkey, busy, one by one*.

Focus attention on the example to demonstrate the activity. Tell students to complete the rest of the story, working individually. They can look at the table of irregular verbs in exercise 1 but should not look at the story in exercise 2. Put students in pairs to share their answers.

Answers

- |          |        |
|----------|--------|
| 1 went   | 6 put  |
| 2 bought | 7 were |
| 3 had    | 8 sat  |
| 4 ran    | 9 saw  |
| 5 made   | 10 was |

4 🔊 9.14 Play the recording to check the answers together. Read through the answers again at the end if students missed any of them.

Then, in their pairs, students take turns reading the article aloud. They can each read two sentences at a time until they complete the article. Monitor for pronunciation errors, especially with the Past Simple verbs. Do any necessary error correction at the end.

## 9.14 The Lottery Ticket

Oh no! What bad luck!! Last Saturday, Tina Green, a 56-year-old grandmother from Cambridge in England, went to her local newsagent's and bought a lottery ticket for £2. She was very excited because this week the jackpot was £35 million! Every Saturday Tina plays the same numbers, and she always puts her ticket in her bag. But this Saturday she had her small grandson, Billy, with her. 'He was a little monkey!', said Tina. 'He ran round the shop and made a lot of noise.' She was so busy with him that she put the ticket in the back pocket of her jeans.

The lottery is on TV every Saturday evening, and Tina loves watching it. 'It's really exciting. I love listening for my numbers – they're my lucky numbers, well ... they were my lucky numbers!'

Last Saturday, Tina made a cup of tea and sat on the sofa to watch the lottery. One by one, she saw her numbers on the TV. She was amazed – all the numbers were on her ticket. She was very excited, and she went to find the ticket in her bag, but the ticket wasn't there. It was in her jeans' pocket, and her jeans were in the washing machine. Her jeans were clean and so was the ticket! There were no numbers on it. No numbers – no £35 million!

- 5 Ask students to cover the text in exercises 2 and 3. Focus attention back on the pictures. With a strong class, put the students in pairs to retell the story, taking it in turns to talk about one picture at a time. With a weaker class, you could retell the story as a class activity first and then get students to repeat in pairs. Don't expect students to reproduce the story with complete accuracy. Do not over-correct in the feedback stage – just pick up on common errors in the irregular past forms.

**SUGGESTION** For extra practice in class or for homework, you can tell students to imagine they are Tina, and ask them to write a brief email to a friend about what happened: *Dear Sally, I had very bad luck on Saturday! I ...*

### Additional material

#### For students

Online Practice – Practice

## Vocabulary SB p88

### Common verbs (2): *have, do, go*

This section highlights an important feature of English – the range of meanings that can be generated from high-frequency verbs like *have, do* and *go* in collocations with nouns, noun phrases or adverbs. Students have already met some of the collocations as lexical items in earlier units, e.g. *have lunch, go shopping*, so this section provides revision and extension.

- 1 Focus attention on the photos and the examples with *have, do*, and *go*. Ask students to read the sentences aloud. Point out the useful verb in each sentence and highlight the collocations by trying one or two of the phrases with a different verb and miming *no*, e.g. *go lunch? No! have lunch. Have shopping? No! go shopping.*
- 2 The same examples are given in the list here. Focus attention on the words in the box. Check students understand the meaning of *housework* and *exercise*. Elicit another example for the verb *have* (*have a shower*) so students understand what to do. Students complete the task, working in pairs. Check the answers, making sure students can pronounce the collocations correctly. Check students understand the difference between *do my homework* and *do the housework*.

## Answers

have: lunch/a shower/a good time/breakfast  
do: my homework/the housework/some exercise  
go: shopping/on holiday/for a walk/home/to work

- 3 Give students time to write the past forms in the correct place in the second column. Then check the answers.

## Answers

Present	Past
have	had
do	did
go	went

- 4 Pre-teach/Check *a mess* and *early*. Write *went, did, and had* on the board to remind students to use the Past Simple forms. Focus attention on the example and then get students to complete the sentences, working individually.

9.15 Play the recording and get students to check their answers. If students need more help with pronunciation, get them to read the sentences aloud, drilling any difficult lines with the whole class.

## Answers and audioscript

### 9.15

- 1 Yesterday I met my husband at one o'clock and we **had** lunch in a restaurant.
- 2 I hate doing housework, but last Sunday I **did** a lot because my house was a mess.
- 3 Yesterday was a lovely day so I **went** for a walk in the park.
- 4 I usually walk, but yesterday I **went** to work by bus.
- 5 On Saturday night we **went** to the beach. We **had** a really good time.
- 6 I **did** my homework on the bus this morning.
- 7 The party wasn't very good so we **went** home early.

## Talking about you

- 5 This gives students the opportunity to personalize some of the collocations. With weaker students, model the sentences about yourself to demonstrate, or go through the sentences and elicit what type of information students need to write in the second gap (1 time, 2 time, 3 object/thing, 4 time, day, 5 place). Elicit a possible answer for number 1. Students then complete the task, working individually. As you monitor, be prepared to feed in a range of vocabulary for numbers 3 and 5.

## Answers

- 1 had; students' own answers
- 2 had; students' own answers
- 3 went; students' own answers
- 4 did; students' own answers
- 5 went; students' own answers

- 6 As a class, elicit one or two examples of what students did. Then put them in pairs to exchange information. With stronger students you can encourage them to add in extra information if they want to/can, e.g. *I bought a sandwich in a supermarket or at eight o'clock in the kitchen or on holiday to Paris in France*. Monitor and check for correct use of Past Simple forms and the collocations. Highlight common errors afterwards, but don't correct every mistake students make.

**SUGGESTION** Set a homework task for students to write ten sentences about themselves using the Past Simple and words from the box in exercise 2, e.g. *Yesterday I went for a walk. I had lunch at 12.30. On Friday I went to work at 8.30.*, etc. With a stronger group, mime covering up the *have/do/go* list and only looking at the box so that they try to remember the collocations. A weaker group could use the *have/do/go* list to help them. Take the students' writing in and mark it. If there are many of the same kinds of mistake, do error correction with the whole class afterwards. Don't forget to praise examples of good language too.

### Additional material

#### For teachers

Photocopiable activity – Vocabulary: *Yesterday* pp199–200

#### For students

Online Practice – *Look again*

Workbook p60, exercise 1

## Everyday English SB p89

### When's your birthday?

1 Focus attention on the months. Elicit the second month of the year (*February*) and get students to continue writing the months in order in the list. (If they are really unsure, you could play the recording once and then let them try to remember.)

🔊 9.16 Play the recording and get students to check their answers.

### Answers and audioscript

#### 🔊 9.16 Months of the year

January, February, March, April, May, June, July, August, September, October, November, December

Play the recording again and get students to repeat chorally and individually, making sure they pronounce the months with the correct stress. Help them with commonly mispronounced months: *February* /'febrʊəri/, *April* /'eɪprəl/, *July* /dʒu'laɪ/, *August* /'ɔːɡəst/. (Students sometimes make pronunciation mistakes because the words are similar in L1.) Get students to say the months in order round the class. Check for accurate pronunciation and drill specific months again as necessary.

- 2 Focus attention on the examples in the speech bubbles. Ask a student to start the birthday conversation with you. Respond with the second speech bubble *So is my birthday!* and gesture to indicate it's the same. Explain if necessary: *My birthday is also in September.* Drill the language chorally and then get students to stand up and practise the language in a mingle activity. Ask them to try to remember the months of other students' birthdays as they ask or make a written note of the months, if it is a large class. Elicit the answers to the follow-up questions to establish which is the most common month for birthdays in your class.
- 3 This exercise presents ordinal numbers. Check that students understand the difference between cardinal numbers and ordinal numbers with the following examples: *There are seven days in a week. The first day is Monday and the seventh day is Sunday. There are twelve*

*months in a year. The first month is January and the twelfth month is December.* A nice visual way to show ordinal numbers is to find a picture of an Olympic medals ceremony because the 1st, 2nd and 3rd positions are very clearly shown and easy to understand.

🔊 9.17 Focus attention on the ordinals and on how we form the abbreviations with the number and the last two letters of the ordinal number. Play the recording and get students to repeat chorally and individually. Help students to pronounce the long vowel sound in *first* and *third* /ɜː/. Model yourself, if possible, to show lip position. Also encourage students to produce the *th* /θ/ at the beginning of *third* and at the end of the other ordinals from *fourth* onwards. Write the abbreviated ordinal numbers on the board in random order and elicit the ordinal words from individual students.

**EXTRA IDEA** Students can also test each other in pairs by writing down five ordinal number abbreviations between *1st* and *15th* and eliciting the words for them. They could also try this activity the other way, by saying five ordinal numbers for their partner to understand and write down.

4 Elicit the first ordinal as an example (*sixteenth*). Get students to work out how to say the other ordinal numbers, working in pairs. Monitor and check, noting down any errors.

🔊 9.18 Play the recording and let students listen and check whether they were correct. Play the recording again for students to repeat. If necessary, drill any particular ordinals students had problems with: *twentieth* /'twentiəθ/ and *thirtieth* /'θɜː(r)tiəθ/ often cause pronunciation difficulties. Help students to count the syllables on their fingers and confirm that both of these ordinals have three syllables. You could contrast *thirteenth* (two syllables) and *thirtieth* (three syllables) and drill the pronunciation chorally, pointing out the different word stress.

5 🔊 9.19 This exercise presents how we read dates in English. Write a date on the board, e.g. *7 December*. Read it aloud to the class: *the seventh of December*. Elicit which words you've added: *the, of* as well as changing to the ordinal number ending in *th*. Write these additions in the correct place on the board. Explain that this is how we say dates in English. Ask students to write today's date. Elicit the date from a strong student. Correct if they make a mistake. Elicit yesterday's date from the class. Make sure they use *the* before the ordinal and *of* before the month. Tell students they are going to hear six dates and that they should write down the correct ordinal. Play the first date and elicit the answer (*the first of January*). Play the rest of the dates and get students to complete the task. Students can check their answers in pairs before checking with the whole class. Play the recording again for students to repeat the full dates if necessary. Then get students to practise them in pairs and monitor carefully for any problems.

### Answers and audioscript

#### 🔊 9.19 Dates

the **first** of January  
the **third** of March  
the **twentieth** of May  
the **second** of June  
the **fifteenth** of November  
the **thirty-first** of December

Focus attention on the Tip box and highlight how we use *the* in front of an ordinal number when we say a date and *of* in front of the month. However, when we write dates, we only use the number and month (without *the* or *of*) and there are different formats we can use. Finally, point out that in the US dates are written differently, with the month first and the day second. Elicit that in American English 4/10/17 is *the tenth of April*, but in British English it would be *the fourth of October*. This can be very confusing, but it's important if your students are likely to be using English with people from the US or other nationalities that have learned American English.

**EXTRA PRACTICE** Draw a table on the board with three columns entitled *date*, *British* and *American*. Write these dates vertically in the first column: 9/2/04, 12/8/11, 6/7/08. Put the students in pairs to work out how to say each date in British English and in American English. Check the answers together and encourage accurate pronunciation of the ordinals and months. Remind them about *the* and *of*. (Answers: the ninth of February/ the second of September, the twelfth of August/ the eighth of December, the sixth of July/ the seventh of June.)

**6** Exercises 6 and 7 focus on birthdays. Birthdays don't have the same importance in all countries, so if your students don't have big birthday celebrations just point out that generally in British and American culture we do usually celebrate them. It is an important aspect of cultural awareness. You could find out whether there is a different personal celebration day in the students' own cultures, e.g. name days.

Ask students to read the instructions, including the questions. Focus attention on the speech bubbles. Get students to ask you the questions, and give the example answers. Point out the use of *on* for dates and *at* for times. Drill the language chorally and then get students to practise in open pairs. Encourage them to start giving true information. If they don't know the time they were born, encourage them to invent a time! Put students in groups to ask and answer the questions. Monitor and check for correct falling intonation in the questions and for the correct use of prepositions – *on* + date and *at* + time. Tell the class the date and time of your birth, following the example given. Elicit more examples from the class.

**7** This unit ends with the song *Happy Birthday!* The tune should be familiar to students as it is often used in other languages with adapted wording and often appears in English-speaking films and TV programmes. In L1 if possible (and making use of the photo on the page to explain *birthday cake*), explain that we usually sing *Happy Birthday!* when birthday cake is served. Children and some adults have candles on their cake (with children, one for each year), which they blow out when the singers finish the song. Some people also make a wish.

**9.20** Ask some simple questions about the photo: *This is a party. Why is there a party?* (It's Sarah's birthday.) *How old is Sarah, do you think?* (About 20.) *Who is at the party?* (Sarah's friends). Play the recording through once and let students just listen. Play the recording again and ask students to join in the song.

## 9.20 Happy Birthday

Happy Birthday to you! Happy Birthday to you! Happy Birthday, dear Sarah! Happy Birthday to you!

**SUGGESTIONS** You can give students regular practice in dates by asking *What's today's date?* at the beginning of every class. Encourage students to write the dates in full at the top of any written work, i.e. *3 January 2018*, rather than *3/1/18*. When one of the students has a birthday, get students to sing the song to him/her and ask them about their day. If you think your students would like it, keep a birthday chart of all the students in the class.

### Additional material

#### For teachers

Photocopiable activity – Communication: *Dates quiz* pp201–2

#### For students

Online Practice – *Look again*

Workbook p60, exercises 1–3

Online Practice – *Practice*

Workbook p61, *Review*, exercises 1–6

Online Practice – *Check your progress*

#### Wordlist

Ask the students to turn to the Wordlist on p90 and tick the words they remember. Tell students to look back in the unit and find the words they don't remember so that they can learn them. If appropriate, ask students to translate words they are still not sure of or to check the meanings in groups. Ask them to learn the words for homework, and test them on a few in the following lesson. To increase the students' enjoyment of vocabulary revision you can also provide games with anagrams, de-vowelled words (where students provide words with missing vowels for other students to complete) and words on slips of paper which students can use to test each other.



# 10 We had a good time!

## Introduction to the unit

The title of this unit is 'We had a good time!' and the overall theme is sport, leisure and holidays. The grammar focus follows on from Unit 9, with the introduction of all forms of the Past Simple, using both regular and irregular verbs. Skills practice is provided with speaking, listening and writing tasks about holidays. The lexical set of sport and leisure activities is reviewed and extended. The leisure and holiday theme is carried through in the *Everyday English* section with a focus on going sightseeing.

## Language aims

### Grammar

#### Past Simple – regular and irregular verbs

Students make good use of the irregular verbs they learned in Unit 9 and the regular ending for Past Simple is now introduced too. The unit covers positive, negative and question forms. Students' knowledge of how to make negatives and questions with the auxiliary verb *do* in the Present Simple usually helps them with Past Simple negatives and questions – the auxiliary is used in the same way but in the past form of *do*, which is *did*. The past auxiliary is easier in that it is the same in all persons. It is important for students to see the contrast in the use of the Present Simple and Past Simple, and the unit provides practice in using the two tenses in parallel.

### Vocabulary

Vocabulary relating to sport and leisure activities is reviewed and extended. There is a focus on collocations with *play* and *go*, e.g. *play tennis*, *go swimming*.

### Everyday English

The situational syllabus continues with a section focusing on going sightseeing. The section includes key language for getting information in a tourist office and for talking about sightseeing in your home town.

## Additional material

### Workbook

There are exercises to practise the Past Simple of both regular and irregular verbs further, as well as questions and negative forms. Students also review using specific phrases to make conversation and discuss sport and leisure. There are a number of texts for reviewing key language and the *Everyday English* section consolidates phrases to use when sightseeing and getting information from local people.

## Photocopiable activities

There are photocopiable activities to review grammar (*What did she do yesterday?*), vocabulary (*Do you like sport?*), and communication (*Going sightseeing*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

## Possible problems

- 1 Although knowledge of the Present Simple helps students to understand the Past Simple, students often make mistakes in the new tense due to L1 interference. Common errors are with negatives and question forms: \* They no played tennis. \* Did they watched TV? \* When you lived in the US? Irregular verbs need constant use and reviewing. Encourage students to refer to the Irregular verbs list on the inside cover of the Student's Book and get students to review the verbs regularly for homework.
- 2 Pronunciation: students may have a tendency to pronounce the *-ed* endings as /ed/ or /ɪd/. While this is correct for verbs ending in /t/ or /d/, e.g. *started* /'stɑ:tɪd/, it is not correct for verbs ending in other sounds. If you hear a student saying *watched* /wɒtʃɪd/ instead of /wɒtʃt/ or *cleaned* /kli:ned/ instead of /kli:nd/, gently correct them. It is too much at this stage to focus on perfect accuracy of the endings and provided they are comprehensible, that is enough for the moment.

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

Focus students' attention on the photo and ask *What can you see in this photo?* Elicit the key elements, asking further questions as necessary, e.g. *How many girls are there? Where are they?* (on holiday/ Berlin, Germany); *What are they doing?* (taking a selfie); *Are they happy?* (yes). Point to the title of the unit, 'We had a good time!' Elicit that the sentence contains a past verb *had* so students know it is about the past – the photo is of a holiday which is finished. If necessary, elicit that *had* is the irregular past of *have*.

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Listening, Speaking, Writing*. If you wish, 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 – especially for students to answer any questions. This makes it a more interactive experience. 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, just engage students' interest using the photo and make sure they understand the focus of the unit on past events. Then do the activity together.

#### Notes for activity:

- 1 Focus attention on the questions and put students in pairs to answer them together. Monitor carefully and make sure students use *is/was* and pronounce the days correctly.
- 2 Ask students to answer the question, and check their pronunciation of *was* and *were*. Help with any vocabulary they need to say where they were yesterday. For a greater challenge, they could report on their partner to practise using *he/she*, e.g. *She was at work yesterday*.

## Yesterday was Sunday SB p92

### STARTER

- 1 Focus attention on the sentences. Go through and ask *Past or present?* about each one, and elicit which verb is used in each sentence. Demonstrate the activity by eliciting the time expression for the first sentence (*now*). Elicit from students the fact that this time expression is not possible for the other three sentences and establish that this is because they refer to the past. Students then match the remaining sentences and time expressions, working individually. Check the answers. Make sure students understand the useful expression *all day*.

#### Answers

We're at home now.

I went to Australia in 2015.

I bought a nice dress yesterday.

They weren't at school at 5 p.m.

- 2 Elicit the past tense of *buy* (*bought*) and then get students to write the remaining Past Simple forms which they studied in Unit 9. (The only new verb here is *get* – *got*.) If necessary, refer them back to the Irregular verbs list on the inside front cover of the Student's Book. Check the answers, drilling the pronunciation as necessary.

#### Answers

buy – bought

go – went

do – did

get – got

have – had

leave – left

meet – met

see – saw

take – took

## Grammar SB p92

### Past Simple – regular and irregular verbs

- 1 This section reviews and extends the irregular verbs students met in Unit 9 and also presents regular *-ed* forms. Focus attention on the photo and ask *What's her name?* (*Kristin*.) *Where is she?* (*At home in her bedroom*.) Ask students to read the instruction. Pre-teach/Check the verbs *listen, invite, cook, play, watch, clean*. Focus students' attention on the list of verb phrases. Check students' comprehension and get them to tell you the infinitive of the irregular past forms. (If students query the regular *-ed* endings, tell them this is the ending for most verbs in the Past Simple, but do not go into a long explanation at this stage.)

- 10.1** Play the first line of the recording as far as *ten o'clock* and elicit whether Kristin got up early (*no, she got up late*). Play the next line of the recording, *to listened to music*. Elicit which things they can tick (*had breakfast in bed, listened to music*). Play the recording through to the end and get students to tick the relevant verbs. Get students to check their answers in pairs before checking with the whole class. Finally, point to the list of actions Kristin did yesterday and ask *What day was it?* (*Sunday*).

#### Answers

had breakfast in bed

listened to music

called a friend

met some friends

invited friends to her flat  
cooked a meal  
watched a film  
cleaned her flat

### 10.1 Yesterday was Sunday

Yesterday I got up really late – about ten o'clock. I had breakfast in bed – just orange juice, tea, and toast – and I listened to music. I love doing this on Sunday. It was a beautiful morning, so I called my friend Max – he lives near me – and we went for walk in the park with his dog. Then we met some friends for coffee at a local café. It started to rain, so I invited my friends to my flat. I cooked a meal for them, just roast chicken and salad, and we stayed at home for the rest of the afternoon and watched a film. My friends left about six o'clock and I cleaned my flat and then went to bed early. I took my laptop to bed and did some work. I like working in bed because it's warm and comfortable, but I often fall asleep.

#### GRAMMAR SPOT SB p92

- 1 Ask a student to read the instruction aloud. Elicit the first two irregular verbs in the list (*got up, had*). You could mime underlining them. Students continue to find the rest of the irregular verbs. Get them to check in pairs and then check the answers together.

#### Answers

got up, had, saw, went, met, bought, did

- 2 Get students to read the instruction. Focus attention on the list of verbs and on the example *cooked*. Ask students to write the other Past Simple forms. Check the answers with the whole class. Elicit the last two letters in each of the verb forms: *-ed*.

#### Answers and audioscript

#### 10.2 Pronunciation

/t/      cooked      watched  
/d/      played      listened  
/ɪd/     started      invited

Explain that these are regular verbs and so are different from the ones students met in Unit 9. Establish that adding *-ed* is the rule for the formation of the Past Simple in the majority of verbs.

10.2 Model the pronunciation of the sounds /t/, /d/ and /ɪd/. Then play the recording. Get students to repeat chorally and individually. Point out that /t/ and /d/ are the most common ways to pronounce the *-ed* ending. The ending is pronounced /ɪd/ only when the infinitive verb ends in the sound /t/ or /d/. Encourage students to reproduce the endings as well as they can, but the main point is that they don't pronounce all the past tense regular endings as /ɪd/.

- 3 Read the Past Simple forms aloud. Check students understand there is no difference in the verb forms for different persons in the Past Simple. Contrast this with the third person *-s* in the Present Simple.

Ask students to turn to Grammar reference 10.1 on p100. Get students to read it and encourage them to ask you questions about it. You could read aloud the present and elicit the past, first with the regular verbs in the Grammar reference and then the irregular verbs.

- 2 Focus on the speech bubble and highlight the use of *Then* to link a series of actions and show sequence. Tell students to hide the list of actions. Elicit from the class what Kristin

did yesterday, working around the class or eliciting from students at random. Students then take it in turns to say what Kristin did, working in closed pairs. Monitor and check for pronunciation of the *-ed* regular endings but just correct them if they are overusing /ɪd/.

- 3 Now students can personalize the activity by talking about things they did last Sunday. Get them to underline the things in the list in exercise 1 that they did. Demonstrate the activity by telling the class things that you did on that day, e.g. *I had a big breakfast*. Write an example sentence on the board so you can demonstrate underlining if necessary. When they are ready, put them in closed pairs to continue the exercise and tell their partner about their actions last Sunday. Monitor and check for correct use of regular and irregular Past Simple forms.

## Past Simple – questions and negatives SB p93

### Monday morning

- 1 This section presents the Past Simple question and negative forms. The central character in the listening script is Kristin, who students met on p92. Focus attention on the photo. Ask *What's her name?* (Kristin.) and *What's his name?* (Dave.); *Where are they?* (At work.) Tell students they are going to hear Kristin and Dave talking about the weekend. Pre-teach/Check *play golf, crazy, golf club, clubhouse, lasagne*.

- 10.3 Play the first two lines of the recording and focus attention on the example. Play the recording to the end and get students to complete the conversation. Get students to check their answers in pairs. Play the recording again if necessary. Check the answers with the whole class.

#### Answers

- 1 Did ... have
- 2 did
- 3 played
- 4 got
- 5 did ... play
- 6 had
- 7 Did ... go
- 8 cooked
- 9 did ... have

### 10.3 Monday morning

K = Kristin D = Dave

- K Morning, Dave. Did you have a good weekend?  
D Yes, I did, thanks.  
K So, what did you do yesterday?  
D Well, I got up really early, and I played golf with some friends.  
K You got up early on Sunday! Are you crazy?  
D Yes, I know, but it was such a lovely day – I didn't want to stay in bed – and I love playing golf.  
K Mmm, I love my bed, not golf! Where did you play?  
D At my local golf club. After we finished our game, we had lunch in the clubhouse. The food is really good there.  
K Great! Did you go out in the evening?  
D No, I didn't go out – I was too tired. My sister visited me, and she cooked dinner for me. She's a great cook.  
K Lucky you! What did you have?  
D Lasagne. It was delicious. What about you, Kristin? Did you have a good weekend?

## GRAMMAR SPOT SB p93

1 and 2 The first part of the *Grammar spot* focuses on Present Simple questions and negatives, which students are already very familiar with. The aim is to show how similar the pattern is for Past Simple questions and negatives.

Working individually, students complete the Past Simple questions with *did*. Highlight that *did* is used for all persons in Past Simple questions.

🔊 10.4 Play the recording for students to check their answers. Play it again, pausing after each question for students to repeat.

### Answers

did  
did

### 🔊 10.4 Questions

Did she have a good weekend?

What did you do yesterday?

Where did they play?

When did you go?

3 Ask students to read the instruction and complete the negatives with *didn't*. Make sure students understand that *didn't* is the contracted form of *did not*.

🔊 10.5 As before, play the recording, pausing after each sentence so students can repeat.

### Answers

didn't  
didn't

### 🔊 10.5 Negatives

He didn't want to stay in bed.

They didn't go out.

I didn't cook a meal.

Refer students to Grammar reference 10.2 on p100. Read the examples to compare Present Simple form to Past Simple. Point out that *do* and *does* become *did* in the Past Simple. Students will benefit from the visual presentation of the Past Simple with questions and negative sentences broken down into table format. Help them with the short answers. Write an example sentence on the board which is present tense, e.g. *Do you drink coffee?* And the short answer: *Yes, I do.* Now gesture for past and elicit that we just need to change *Do* to *Did* at the start of the question and then use it again in the short answer. *Did you drink coffee? Yes, I did.*

2 Put students into pairs to practise the conversation between Kristin and Dave in exercise 1. Before they start, model and drill the negative:

*didn't* /'dɪdnɪt/ and the question *did you* /dɪdʒu:/.

Students decide in their pairs which role to take and practise the conversation together. Monitor and note any difficulties they have, particularly with the Past Simple -ed endings and also with showing an appropriate voice range. There are parts of the conversation where the voice goes up high to express surprise or another emotion, e.g. *Are you crazy? Great! Lucky you!* Do remedial correction with the class. Then ask students to swap roles and practise one more time.

3 🔊 10.6 In the conversation in exercise 1, Kristin asked Dave about his weekend. Now Dave asks Kristin. Give students time to read through the question prompts. Focus attention on the example and how it has been completed: *did you do*. Play the recording so students can complete the rest of the questions. If necessary, play it again, pausing after each of Dave's questions to give students more time to complete the questions. Check together.

### Answers

- 1 What did you do on Saturday?
- 2 Who did you see at the party?
- 3 Did you get home late?
- 4 What did you do after breakfast on Sunday?
- 5 What did you do in the afternoon?
- 6 Did you do anything on Sunday evening?

### 🔊 10.6 Kristin's weekend

D = Dave K = Kristin

D What about you, Kristin? Did you have a good weekend?

K Oh yes, I did, very good.

D What did you do on Saturday?

K Well, on Saturday morning I went shopping and bought a new dress. Then on Saturday evening I went to a friend's party. It was fantastic!

D Who did you see at the party?

K Oh, lots of old friends and an old boyfriend. Good thing I bought the new dress! He looked awful, and I looked great!

D Did you get home late?

K Yes, I did. I didn't get up on Sunday until 10 o'clock and I had breakfast in bed.

D Wow, breakfast in bed? But it was a lovely day! I was on the golf course at 10 o'clock! So ... what did you do after breakfast?

K Well, I was still very tired so I just called my friend Max and ...

D Ah, your new boyfriend?

K He is not – we're just friends! Anyway, we went for a walk with his dog and met some friends for coffee, but then it started to rain.

D I know – we didn't play golf after lunch ... What did you do in the afternoon?

K We all went back to my flat. I cooked lunch for everyone and we watched a film.

D Nice ... Did you do anything on Sunday evening?

K Not much ... I went to bed early, and I did some work in bed on my laptop.

D Hmm ... I often work on my laptop in bed ... but I always fall asleep.

K Me too. I didn't do much work at all.

4 Put the students in pairs to ask and answer questions about Kristin's weekend. Focus their attention on the example and elicit what is different between this and question 1 – that the pronoun has changed from *you* to *Kristin*. If necessary, elicit the second question as a further demonstration: *Who did Kristin see at the party?* Students take turns to ask and answer about Kristin. If they can't remember the answers to the questions, you could stop the class and play recording 10.6 one more time.

### Answers

- 1 What did Kristin do on Saturday?  
She went shopping and she went to a friend's party.
- 2 Who did Kristin see at the party?  
She saw lots of old friends and an old boyfriend.
- 3 Did Kristin get home late?  
Yes, she did.
- 4 What did Kristin do on Sunday morning?  
She went for a walk with her friend and his dog, then she met some friends for coffee.

- 5 What did Kristin do on Sunday afternoon?  
She went back to her flat, cooked lunch for her friends and then they watched a film together.
- 6 Did Kristin do anything on Sunday evening?  
Yes. She did some work in bed on her laptop.

5 This exercise highlights the negative form. Focus attention on the examples. Elicit the pronunciation of *didn't*. Model the example sentences and ask students to repeat. Give students time to work in pairs to say the other things Kristin and Dave *didn't* do, using the lists given. Monitor and check for correct formation of the negative. If there are any mistakes where students put the main verb into the past too, e.g. *\*didn't had, \*didn't saw*, refer students back to part 3 of the *Grammar spot* and elicit corrections.

### Answers

Kristin didn't have a big breakfast.  
Kristin didn't see her grandmother.  
Kristin didn't play cards.  
Dave didn't get up late.  
Dave didn't go shopping.  
Dave didn't go to a party.

### Talking about you

6 Focus attention on the speech bubbles. Drill the questions and answers chorally and individually. Then get students to ask you the question and give two or three pieces of information in your answer, e.g. *I didn't go out. I stayed at home. I cooked dinner and then I watched TV*. Elicit other questions and answers in open pairs.

Students continue in closed pairs. Monitor and check for accurate formation and pronunciation of Past Simple questions and negatives. If you have time, get students to report back about their partner to the rest of the class or to another student. They will, of course, need to use the correct pronoun *he/she*.

**SUGGESTION** Make it part of your routine for the next few classes to ask *What did you do yesterday evening?* to encourage students to practise the Past Simple. After a while, students may get into the habit of asking each other, without your prompting.

**VIDEO** In this unit students can watch a video where people talk about what they did at the weekend. 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.

### Practice SB p94

#### Did you have a good weekend?

1 This exercise consolidates and practises positive and negative Past Simple forms. Focus attention on the activities in the photos and elicit what they are from the class, or put students in pairs to remember how to say them. If they find this difficult, you could ask them to find the activity in the list in the questionnaire. Check together by pointing to a picture and eliciting the activity. Drill any problem pronunciation.

### Answers


Across top from left to right: playing/watching football; cooking; going shopping  
Middle row from left to right: doing housework; having a coffee with a friend  
Bottom row: going out with friends

- 2 Focus students' attention on the questionnaire and the column marked 'You'. Get them to think about last weekend and tick what they did in the 'You' column. Do a demonstration yourself if necessary.
- 3 Focus students' attention on the example question and answer in the speech bubbles. Drill chorally and then in open pairs. Ask them to look at the 'Teacher' column and encourage them to ask you questions with *Did you ... ?* You could do this round the class or you could nominate specific students to ask each question. Make sure you answer with the short form *Yes, I did/No I didn't* as this is the target language in the example. Check that students are ticking the things you did in the 'Teacher' column.
- 4 Demonstrate the activity in open pairs and then get students to continue in closed pairs, recording their partner's answers in the 'Partner' column. Monitor and check for correct Past Simple question formation and short answers. Make a note of some of the things students did or didn't do to use when setting up the 'tell the class' phase which comes next.

Focus attention on the instruction and example given. Ask a student to read it aloud. Give some examples yourself about students in the class. Then get students to tell the class about what their partner did last weekend. You might want to specify two things they did and one thing they didn't do, because otherwise this feedback stage could take a long time!

With a strong group, highlight the use of *but* and tell them to use it in their sentences about their partner. With a weaker group, just focus on the correct Past Simple forms in the positive and negative and correct use of the pronoun *he or she*.

### Time expressions

- 5  **10.7** This task reviews and extends time expressions often used with the Past Simple. It includes the prepositions *at, in, and on*, and also *last + week/month*. Focus attention on the phrase *I went there ...* and the example with *on*. Tell students that they can use the words in the box more than once. Students complete the diagram, working in pairs. Check the answers with the class by playing the recording.

### Answers and audioscript

#### 10.7 Time expressions

**on** Wednesday  
**at** 8 o'clock  
**in** the morning  
**last** week  
**in** 2017  
**last** month  
**on** June 3rd  
**at** the weekend  
**on** Monday morning  
**yesterday** evening

Give one or two true examples that use the time expressions, e.g. *I saw my parents last week. I lived in Paris in 2007.* Elicit more true examples from the class. Correct any mistakes with the prepositions or Past Simple.

**SUGGESTION** You can teach or elicit the patterns of how we use these prepositions so that students can use them more freely:

*on* + day, *on* + day morning (without *the*), *on* + date (including the number for the day)

*at* + time, *at* + the weekend

*in* + part of day such as *the morning*, *in* + year

*last* + week/month/weekend

*yesterday* + part of day such as *morning* (without *the*)

- 6 Ask students to read the instruction and then focus on the example. Elicit the negative form that is needed to complete the third gap. Point out that when a Past Simple form is needed, the verb is given in brackets ( ) so when there is no verb in brackets, the missing word is one of the ones in the box in exercise 5. Do number 2 together as a further demonstration if necessary. Students work individually to complete the sentences and check their answers together in pairs when finished. Check answers together as a class. Elicit spelling of *bought*.

#### Answers

- 1 started ... at ... didn't finish
- 2 didn't play ... at
- 3 did ... do in ... had
- 4 went ... on
- 5 did ... work ... In
- 6 on ... bought

#### Check it

- 7 Students have now done 'check it' activities several times and should understand the format. Focus attention on the first pair of sentences and elicit the correct sentence as an example. Students continue working individually to complete the task. Get students to check their answers in pairs. Stronger students can try to explain or show why the incorrect sentence is wrong. Check answers with the whole class.

#### Answers

- 1 They left the party early.
- 2 Did you go skiing in January?
- 3 Did they go shopping yesterday?
- 4 What did you do last weekend?
- 5 'Did you like the film?' 'Yes, I did.'
- 6 I saw John last night.

**SUGGESTION** Take the opportunity to review the Past Simple by getting students to ask and answer questions about the weekend in the first lesson that you have each week. This provides useful practice and also highlights the value of what students are learning in a realistic situation.

### Additional material

#### For teachers

Photocopiable activity – Grammar: *What did she do yesterday?* pp203–4

Photocopiable activity – Video worksheet: *What did you do last weekend?*

#### For students

Online Practice – *Look again*


Workbook pp62–3, exercises 1–8; p64, exercise 10

## Speaking SB p95

### Making conversation

This section highlights the importance of follow-up questions in keeping a conversation going and also introduces useful expressions for responding and showing interest, e.g. *Really? Oh, good!*

- 1 Read the instruction and example as a class. Get one student to ask the question and respond using the examples in a lively manner. Make sure students understand that B's response shows a range of possible follow-up questions, from which you would choose one. Put students in pairs to complete the responses in numbers 2–5, using the cues.

-  **10.8** Play the recording and let students check their answers.

#### Answers and audioscript

#### 10.8 Where did you go?

1

A I went shopping yesterday.

B Really? **Where did you go?**

2

A We went to that new Italian restaurant last night.

B Mmm! **What did you have?**

3

A We saw a lot of our friends in the coffee shop.

B Oh! **Who did you see?**

4

A I played tennis at the weekend.

B Oh, really? **Where did you play?**

5

A The party on Saturday was great!

B Oh, good! **What time did you leave?**

Play the recording again, pausing after each exchange so students can repeat them. Encourage them to imitate the intonation in the responses in order to show interest. If students sound a little 'flat', give an exaggerated model of the voice range and get students to repeat again. You can explain in L1, if appropriate, that this range of tone is important to show your emotion.

- 2 This activity shows students a longer conversation developing from number 1 in exercise 1. Take the role of speaker A yourself and ask a confident student to be B. Act out the example conversation as students read it. Point out that the first two lines are the same as number 1 in exercise 1, so this is an extended conversation from that beginning.

Put students in pairs and let them choose the conversation from exercise 1 that they want to continue.

Alternatively, assign a conversation to different pairs if you want all of the conversations to be covered.

With weaker students, elicit another model from the whole class and write it on the board, e.g.

A *The party on Saturday was great!*

B *Oh, good! What time did you leave?*

A *About one o'clock in the morning.*

B *Who was there?*

A *Marta, Yuko and Adam. And some other people from school.*

B *Did you dance?*

A *Yes, of course!*

You could also write all the exclamations on the board as a reminder: *Really? Mmm! Oh! Oh, really? Oh, good! Oh, lovely! Wow!* And you could drill them again, modelling first with a wide range of intonation.

Give students plenty of time to write their conversations. Monitor and help with vocabulary as necessary.

**10.9** Play the recording and get students to compare their conversations. Elicit from a few pairs what was the same and what was different.

### 10.9 Making conversation

- 1  
A I went shopping yesterday.  
B Really? Where did you go?  
A Oxford Street.  
B Oh, lovely! What did you buy?  
A Well, I wanted a new dress for a friend's wedding, and I went to Selfridges.  
B Selfridges? Nice, but expensive! Did you find one?  
A Yes, I did. I found a beautiful blue one in the sale. It was only £65!  
B Wow! Well done!
- 2  
A We went to that new Italian restaurant last night.  
B Mmm! What did you have?  
A Well, I had pasta and Tom had pizza.  
B Did you enjoy it?  
A Yes, it was excellent, and it wasn't expensive.
- 3  
A We saw a lot of our friends in the coffee shop.  
B Oh! Who did you see?  
A Tessa and Rick and some other friends from work.  
B I don't think I know them.  
A They're really good fun!
- 4  
A I played tennis at the weekend.  
B Oh, really? Where did you play?  
A In the park. It was lovely. It was so sunny.  
B What a great thing to do on a Sunday morning!
- 5  
A The party on Saturday was great!  
B Oh good! What time did you leave?  
A Three in the morning. The music was fantastic!  
B Did you dance?  
A Of course! All night!

Let students roleplay the conversations they wrote for the rest of the class as long as they feel comfortable with this. Monitor and check for good intonation and that the students sound interested. If you are short of time, let some of the students do their roleplay in a subsequent lesson.

**EXTRA IDEA** Use the conversations in 10.9 as the basis of comprehension work and to practise short answers. Ask students simple questions about the content of each dialogue, then play it. When eliciting the answers, encourage

students to respond with a short answer, making sure they get the positive or negative right and also use the correct pronoun.

Here are some examples: 1 *Did she buy a new dress?* (Yes, she did.) *Did she buy a white dress?* (No, she didn't. She bought a blue dress.) 2 *Did they enjoy the new restaurant?* (Yes, they did.) *Did they have sandwiches?* (No, they didn't. They had pasta and pizza.) 3 *Did they see their family at the coffee shop?* (No, they didn't. They saw their friends.) 4 *Did they play football in the park?* (No, they didn't. They played tennis.) *Did they go to the park on Friday morning?* (No, they didn't. They went on Sunday morning.) 5 *Did she like the music?* (Yes, she did.) *Did she dance?* (Yes, she did.)

### Additional material

#### For students

Workbook p64, exercise 9

Online Practice – *Practice*

## Vocabulary and speaking SB p96

### Sport and leisure

1 Students don't really need the word *leisure* /'leɪʒə(r)/ but you can teach it to them if you wish and model the pronunciation for them. Focus attention on the photos and the example. Students continue matching the photos and activities and writing the numbers in the corresponding boxes. They will know some of these words but not all, so put them in pairs to assist each other and make intelligent guesses. Check the answers with the whole class, drilling the pronunciation as necessary.

#### Answers

- swimming
- tennis
- rugby
- skiing
- cards
- volleyball
- canoeing
- fishing
- windsurfing
- ice-skating
- running
- cycling
- golf
- walking
- sailing

2 This exercise focuses on collocations with *play* and *go* + *-ing* and refers back to exercise 1. Focus attention on the examples and then get students to complete the categorizing, working in pairs. Check the answers with the whole class. As a general rule, you could tell students that sports with a ball, and games like cards, chess, etc. take *play*, and physical activities ending in *-ing* take *go*.

## Answers

play	go + -ing
rugby	skiing
tennis	swimming
cards	canoeing
volleyball	fishing
golf	windsurfing
	ice-skating
	running
	cycling
	walking
	sailing

### Talking about you

3 This exercise practises *Yes/No* and *Wh-* questions with the collocations from exercise 2. Focus attention on the speech bubbles. Highlight the use of the tenses – Present Simple to talk about general habits in the present and Past Simple to ask *When did you last ... ?* in the past.

With a weaker group, to enable them to answer *When did you last ... ?* elicit time expressions they studied on p94 (*last weekend/ week/ month, yesterday morning/ afternoon/ evening, on Monday morning/ Tuesday afternoon, etc.*).

Drill the language in the speech bubbles chorally and individually. Elicit two or three more examples from students working in open pairs. Students continue in closed pairs. Monitor and check for correct use of tenses, correct use of *play* and *go*, and accurate pronunciation of the sports and leisure activities.

4 This exercise practises the third person forms. Focus attention on the example. Elicit more examples from students about their partner. You could give weaker students some thinking time to prepare their examples. Check for accurate use of the third person forms in the Present Simple. Highlight common errors and get students to correct them.

**EXTRA IDEA** To get students to practise question forms, put them in new pairs to ask about their previous partner's sport and leisure: *Does she play ... ? Does he go ... ?* (and answer using short answers: *Yes, she does/No, she doesn't*). Also, *When did she last ... ?*

### Additional material

#### For teachers

Photocopiable activity – Vocabulary: *Do you like sport?* pp205–6

#### For students

Online Practice – *Look again*

Workbook p66, exercises 1–2

## Listening and speaking SB p97

### Gary and Cathy's holidays

#### About the text

The audioscript is about a couple, Cathy /'kæθi/ and Gary /'gæri/ talking about their holidays. This section gives further practice of the Present Simple and Past Simple in the context

of holidays. It also reviews the sport and leisure activities from the vocabulary and speaking sections.

1 Revise the months of the year by getting students to say them round the class. Check for accurate pronunciation. Model and drill pronunciation of the four seasons. Students may need extra help with the first vowel sound in *autumn* /'ɔ:təm/ and you could point out that the final *n* is silent.

Then get students to say the months that correspond to each season in their country. Give your own example to help them: *in the UK, spring is March, April, and May.*

### Answers

January, February, March, April, May, June, July, August, September, October, November, December

2 Focus attention on the questions and on the speech bubble responses to them. Model and drill the pronunciation of *usually* /'ju:zəli/, /'ju:zəli/. Give an example about yourself. Elicit more examples from the class, and then get students to continue in a mingle activity. Point out to them that they don't have to say a different country if they generally stay nearer to home. They can say *I go to* + another town/city in their country. In the mingle, either they can just say when and where they go on holiday, as in the speech bubbles, or with a stronger group, you could drill the questions too so that it is question-and-answer practice.

**EXTRA IDEA** You could also write on the board some responses from 'making conversation', e.g. *Really? Oh, lovely! Wow!* which students can use after the second answer each time and which consolidate the language from the previous section, e.g. *I go to Paris. Oh, lovely!*

3 Focus attention on the photos. Ask *Who are they?* (Gary and Cathy); *What places are in the photos, do you think?* (students' own guesses – but help them find country names by referring to a map if necessary). Focus attention on the lists of information for *usually* and *last year*. Check comprehension of *villa, tent, cabin* using the photos and/ or your own drawings and explanations. Checking *outside* (and *inside*) might also be useful as well as the irregular past of *eat*. Check students recognize that the first list is in the Present Simple and the second is in the Past Simple.

🎧 10.10 Focus attention on the example. Explain that students need to listen and underline the correct information about Gary and Cathy's holidays. Make sure they understand that they will need to look at both columns of answers as they listen. Play the recording through once and get students to complete the task. Get students to check their answers in pairs. Play the recording through again and get students to check/complete their answers. Check the answers with the whole class.

### Answers

They usually ...

1 go in *winter*.

2 go to *Barbados*.

3 go *swimming*.

4 stay in a *hotel*.

5 eat *at expensive restaurants*.

6 play *golf*.

7 *have* a good time.

But last year they ...

went in *summer*.

went to *France*.

went *canoeing*.

stayed in a *cabin*.

cooked *outside*.

went *fishing*.

*also had* a good time.



## 10.10 Gary and Cathy's holiday

C = Cathy G = Gary

- C Well our main holiday is usually in winter.  
G Yes, we don't like winter in England, so we usually go to Barbados in February for two lovely warm weeks, don't we, honey?  
C Yes, we do – it's great! But last year we did something completely different. We didn't go away in winter – we had our main holiday in summer – and we went to the Ardèche in France!  
G Yes, it was because we wanted to learn how to canoe ...  
C Well, you wanted to canoe. I wasn't so sure! You see in Barbados we just read and sunbathe, go swimming and ...  
G And in Barbados we always stay in a five-star hotel, and eat at expensive restaurants, but in France we stayed in a cabin on a campsite, and we cooked outside every night.  
C Hmm, yes! Definitely not five-star food. But in fact I loved it! And I loved the canoeing, didn't I?  
G You did. It was great fun.  
C And Gary, you went fishing too, didn't you?  
G We both went fishing!  
C Well yes, but I didn't catch any fish. You caught a really big one!  
G That's right. One of my best moments of the holiday. I usually play golf in Barbados, but I enjoyed the fishing more.  
C And we met lots of lovely people, didn't we?  
G We did. We made lots of new friends and had a really good time.  
C And we always have a good time in Barbados, too, don't we?  
G Yes, we're very lucky.

- 4 This exercise practises questions in the Present Simple and Past Simple. Focus attention on the speech bubbles. Drill the questions and answers, encouraging students to reproduce the correct sentence rhythm. As a further demonstration, elicit the questions and answers for the second prompt in open pairs. (*Where do they usually go on holiday?* (To Barbados). *Where did they go last year?* (They went to France.) Remind students that the questions for the last prompt are a different type (*Yes/No* questions). Get students to ask and answer in closed pairs. Monitor and check for correct question formation in both tenses. Check the answers by getting students to ask and answer in open pairs across the class. Conduct any necessary error correction.

### Answers

- When do they usually go on holiday? In winter.  
When did they go last year? In summer.
- Where do they usually go on holiday? Barbados.  
Where did they go last year? France.
- Where do they usually stay? In a hotel.  
Where did they stay last year? In a cabin.
- Where do they usually eat? In restaurants.  
Where did they eat last year? Outside.
- What do they usually do? Go swimming, read and sunbathe.  
What did they do last year? They went canoeing and fishing.
- Do they usually have a good time? Yes, they do.  
Did they have a good time last year? Yes, they did.

- 5 This exercise consolidates positive and negative Past Simple forms. Establish that this exercise is about Gary and Cathy's holiday last year, which is the focus of the second column in exercise 3. Elicit that they will need to use the Past Simple tense. Focus attention on the example and elicit the missing word for the second gap (*went*). Highlight that the first part of the sentence uses the negative and then the second part uses the same verb in the positive form. With a weaker group, you might like to elicit the verbs students will need to use before they start: 2 – *go*, 3 – *stay*, 4 – *eat*, 5 – *go*. Give students time to

work alone to complete the exercise. Then check answers together.

### Answers

- didn't go ... went
- didn't go ... went
- didn't stay ... stayed
- didn't eat ... cooked/ate
- didn't go ... went

- 6 Here students are asked for their real opinions about Gary and Cathy's choices of holiday location and activities. Check the meaning of *the best*, if necessary. Ask students to look at the columns in exercise 3 again and choose which holiday they think is the best. Put them in pairs to tell each other what they think. They should also try to explain why – remind them of the word *because* to give reasons, which they learned in Unit 7 p62. Monitor carefully and note down any reasons students give, e.g. *because I like hotels/I don't like cabins*, together with their name so that you can praise them for good use of language in feedback.

### Additional material

Online Practice – Practice

## Speaking and writing SB p98

### My last holiday

This section allows students to personalize the language of holidays and the Past Simple with guided speaking practice that leads into a writing task.

- 1 Focus attention on the list of activities. Check understanding using the photos and your own examples. Also check students understand the phrase *favourite kind of ...* Model and drill any words or phrases you think they may find difficult. Mistakes sometimes occur with both the spelling and pronunciation of *kind of* /'kaɪndəv/, *mountains* /'maʊntənz/ and *sightseeing* /'saɪtsi:ɪŋ/. Give an example of your own favourite kind of holiday and say what you like and don't like doing. Write the activities on the board and put a tick (✓) next to what you like and a cross (✗) next to what you don't. Give students time to complete the list in the same way.

Demonstrate the comparison activity by asking a confident student to read out his/her choices as full sentences using *I like* and *I don't like*. Respond to the student with expressions such as *Me too. Oh, yes? Really?* Get another pair of students to compare in open pairs. Students then take it in turns to compare their choices in closed pairs. Remind students to show they are listening by using the above response expressions as much as possible. (They may use *me too* in response to *I don't like*, which is not grammatically correct – as they'd need *me neither* – but at this point don't worry about that.)

- 2 This stage uses a speaking activity to activate students' ideas for the writing task in exercise 4. Focus attention on the examples in the speech bubbles and then on the question cues in the list. Elicit that the Past Simple is used here because it's about your last holiday. With a weaker group, elicit the complete questions and a range of possible answers. Write any new vocabulary

on the board and review/check any irregular Past Simple forms students may need.

Stronger students may be able to start the exercise with less preparation, though they should be given thinking time to check they can form the Past Simple questions from the prompts. Briefly point out that *ago* means in the past but doesn't specify exactly when. (They will look at this in the *Grammar spot* shortly.)

To demonstrate, get students to ask you the questions and respond. Students then ask and answer in closed pairs. Remind them to make a few notes about their partner's last holiday in preparation for exercise 3. Monitor and check for accurate formation of the Past Simple questions and use of regular and irregular verbs. Highlight any common errors after the pairwork and go over these on the board.

### Answers

Where did you go?  
When did you go?  
Where did you stay?  
What did you do every day?  
Did you have good weather?  
What did you do in the evening?  
What did you eat?  
Did you meet nice people?

- 3 Focus students' attention on the example and get a student to read it aloud. Ask a confident student to give an example about his/her partner's last holiday. With larger groups, you can get the class to feed back in small groups or you could make new pairs so students tell each other about their original partner's last holiday.

### GRAMMAR SPOT SB p98

Read the notes on *ago* with the class. Check the pronunciation of *ago* /ə'ɡəʊ/ and point out that it comes after the time expression.

Elicit some more time expressions with *ago*. Write on the board some questions beginning *When did you last ...?* e.g. *When did you last go to a restaurant? When did you last go to the cinema? When did you last do housework? When did you last see your friends? When did you last go shopping?*

Get students to ask you a question and respond with a time expression with *ago*. Do this a few more times to demonstrate. Put students in pairs to ask questions and answer using a time expression with *ago*.

Refer students to Grammar reference 10.3 on p100 to read the example sentences together. The first sentence gives an example with *ago* and the other sentences show different time expressions so students can see they work in the same way and in the same position in the sentence.

You could put students into pairs to brainstorm five more time expressions which would work to complete the example sentence, e.g. changing the number in the expression: *three years ago, two weeks ago, ten minutes ago*, or changing the time reference: *hours ago, days ago, months ago*. Elicit examples from different pairs. This will show you if they're likely to get confused and say expressions such as *\*last week ago*, which you can correct and clarify now.

## Writing

- 4 Tell students they are going to write about their last holiday. Ask *Present or past?* and establish that students need to use the Past Simple tense. Focus attention on the sentence starters and elicit what language can complete the skeleton. Check students understand they need to say how often they did different holiday activities, e.g. *Every day we went to the beach/went sightseeing/played tennis. Sometimes we visited a museum/went shopping/went swimming. Once we went walking in the mountains/had a party on the beach/went horseriding.*

Tell the class about your own last holiday, using the prompts as a framework. Then get students to write their description, using the skeleton in the Student's Book. Go round and help, feeding in vocabulary and correcting as necessary. If there isn't time in class, students could do this task for homework.

If appropriate, get students to read their description to the class, either now or at the start of a subsequent lesson. If you have a very large class, get students to read their descriptions in groups of four or you can get students to display their written work on the classroom walls. Ask them to exchange their descriptions with a partner to check for any errors. Once corrected, students can walk round, read the descriptions, and choose the one they think is most interesting.

**SUGGESTION** Students could do more writing of the same kind for homework but this time they should write about their classmate's last holiday, which they found out about in exercise 2. This will help them to practise using the correct pronoun *he* or *she*, as well as the past tense.

### Additional material

#### For students

Workbook p65, exercises 11–12  
Online Practice – *Practice*

## Everyday English SB p99

### Going sightseeing

Focus on the map to introduce the topic of sightseeing. Ask *Where is it?* (London). Teach the word *tourist* /'tuərist/ and drill the pronunciation.

- 1 Focus attention on the instruction and on the names of the cities and the dates. Ask students to write the names of two cities they have visited and the dates when they went there. Elicit full sentences by asking *Where and when?* (I went to Paris in July 2010. I went to Istanbul in April 2014.) Ask *What did you see?* and *What did you buy?* and elicit possible information about sights and souvenirs, e.g. *We visited Buckingham Palace. We bought some chocolates. We saw the Eiffel Tower. We bought a picture.* Students talk about the cities in their closed pairs, using the ideas in the Student's Book. Also encourage them to ask *Did you have a good time?* about each trip.
- 2 This section practises typical conversations in a tourist office. Pre-teach/Check *tourist office* and ask *What do people ask for?* Elicit possible answers to introduce useful vocabulary: *maps, bus tours, information about buses/trains/museums/shops/prices, etc.* Pre-teach/Check *show*

(verb), *leave, it takes two hours, get on and off (a bus), to open/close, and free (= you don't have to pay).*

**10.11** Focus students' attention on the first conversation and specifically on the first two gaps. Play the first line of the conversation and elicit the words for the first two gaps (*help you*). Play the rest of the recording and get students to complete the conversations. Put students in pairs to compare answers and help each other. If necessary, play the recording again and allow students to complete any missing answers. Then check the answers with the whole class.

### Answers

- 1  
1 help you  
2 Can I  
3 me  
4 map  
5 here  
6 centre  
2  
1 bus  
2 city  
3 leaves  
4 takes  
5 goes from  
6 on  
3  
1 open  
2 closes  
3 How much  
4 free

### 10.11 Going sightseeing

- 1 A Hello. Can I help you?  
B Yes. Can I have a map of the city, please?  
A Of course. Here you are.  
B Can you show me where we are on the map?  
A Yes. We're here in Regent Street, in the city centre.
- 2 C We want to go on a bus tour of the city.  
A That's fine. The next bus leaves at ten o'clock. It takes about an hour and a half.  
C Where does the bus go from?  
A It goes from Trafalgar Square, but you can get on and off when you want.
- 3 D I want to visit the British Museum. What time does it open?  
A It opens at 10 in the morning and closes at 5.30 in the evening.  
D How much is it to get in?  
A It's free!

Check pronunciation of the proper nouns: *Regent Street* /'rɪdʒənt ,stri:t/, *Trafalgar Square* /trə'fælgə ,skweə/ and the *British Museum* /,brɪtɪʃ mju'zi:əm/.

Get students to practise the conversations in closed pairs. If students have problems with pronunciation, drill key sections of the conversation and get students to practise again in closed pairs.

- 3 This exercise gives students the opportunity to talk about sights in their town or city. Get one student to read the questions aloud. Focus attention on the examples in the speech bubbles. Check comprehension of *cathedral, market* and *old town*. Give an example of places to visit in your town and elicit more examples from the class about places where they live. Students continue in closed pairs. Write key words from the students' examples on the board

to help them during the roleplay in exercise 4, e.g. Nouns: *cathedral, museum, art gallery, square, monument, college, theatre, cinema, beach, palace*; Verbs and verb phrases: *go on a tour, see, visit, buy, go to, take a photo of*.

### Roleplay

- 4 Teach the word *information* /,ɪnfə'meɪʃn/. Put students into pairs and label them Student A and Student B. Get them to look at the role cards to understand their role. Check comprehension. Then get them to make up conversations in their pairs, using the speech bubbles to get started and using the conversations in exercise 2 as a model. Let students write their conversations down in the initial stage and go round monitoring and helping. Give students time to rehearse their conversations a few times but then encourage them not to refer to the text when they act out the roleplays. (With a weaker group, you could draft the conversations as a class activity and write them up on the board. Students rehearse from the text on the board. Then rub off some of the words from the board so that there are just key words left and get students to act out the conversations.)

**SUGGESTION** If students seem to have experience of travel, ask them *What is your favourite city?* Ask them to think of sightseeing places and leisure activities for tourists. When they've had time to think of a few things, put them in new pairs to do the roleplay again, but using their favourite city instead of their own town.

### Additional material

#### For teachers

Photocopiable activity – Communication: *Going sightseeing* pp207–8

#### For students

Online Practice – *Look again*

Workbook p67, exercise 1

Online Practice – *Practice*

Workbook p67, *Review*, exercises 1–3; *Stop and check* Units 6–10, pp68–9

Online Practice – *Check your progress*

#### Wordlist

Ask the students to turn to the Wordlist on p100 and tick the words they remember. Tell students to look back in the unit and find the words they don't remember so that they can learn them. If appropriate, ask students to translate words they are still not sure of or to check the meanings in groups. Ask them to learn the words for homework, and test them on a few in the following lesson. To increase the students' enjoyment of vocabulary revision you can also provide games with anagrams, de-vowelled words (where students provide words with missing vowels for other students to complete) and words on slips of paper which students can use to test each other.

### Introduction to the unit

The title of this unit is 'We can do it!' and it introduces *can* for ability. The positive, negative, and question forms are presented and practised, along with combinations of common verbs with adverbs of manner, e.g. *dance well, run fast, speak (French) fluently*. Students also look at the functional use of *can* in requests and offers. There is a *Reading and speaking* section with a text about smartphones, and a focus on verb and noun collocations. The *Vocabulary and speaking* syllabus continues with further work on collocations of adjectives + nouns. The *Everyday English* section focuses on common problems in everyday life.

## Language aims

### Grammar

#### *can/can't*

*Can* for ability is introduced in all forms. It is presented and practised with key verbs and adverbs including *well* and *fluently*. There is also a pronunciation focus to help students differentiate between *can* and *can't*.

Students also learn to use *can* for offers and requests.

#### Adverbs of manner

Students are presented with adverbs of manner for the first time. The adverbs in this unit are *fluently, slowly, fast* and *well* (*well* is also used with modifiers such as *really, quite, very*). The students talk about their own abilities, adding adverbs to be more specific.

### Vocabulary

The work on vocabulary patterns continues with common adjective + noun combinations. There is also a focus on key verb + noun collocations in the *Reading and speaking* section.

### Everyday English

Students learn phrases to use in a range of problem situations such as having computer problems, mislaying your keys, getting lost, and being late.

## Additional material

### Workbook

There are exercises to practise *can*, in all its forms, to speak about ability within the context of sports, music and languages. Students also review using adverbs to add further information to verbs. There are a number of texts and a crossword for reviewing key language and the *Everyday English* section consolidates how to discuss everyday problems in English.

## Photocopiable activities

There are photocopiable activities to review grammar (*I can't ... at all*), vocabulary (*Who has a fast car?*), and communication (*Everyday problems*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

## Possible problems

- 1 Students need to understand that, as a modal verb, *can* works differently to the verbs they've learned so far. They may therefore mistakenly want to use the auxiliaries *do/does* and *don't/doesn't* to form negatives and questions with *can*: \* *We don't can run fast.* \* *Do you can swim?*
- 2 The pronunciation of *can/can't* is commonly problematic. Students can have problems distinguishing positive from negative forms, as the final /t/ in *can't* is often not fully pronounced because of the first sound in the word that follows. They also need to be carefully introduced to the short form of *can* which is used in positive sentences and questions, e.g. *I can swim* /,aɪkən 'swɪm/ *Can you swim?* /,kən ju: 'swɪm/ and the full form which is used in short answers, e.g. *Yes, I can* /,jes aɪ 'kæn/. The pronunciation is included as part of the *Grammar spot*, but be prepared to repeat and recycle the key points whenever students have problems with how to say the different forms.

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

Point to the title of the unit, 'We can do it!' Elicit from students who might say this and when. Elicit what *it* could be. Example: *A sports team says this when they want to win their match and it helps them feel stronger. The it is winning the match.*

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Listening*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Focus students' attention on the photo and ask questions, e.g. *Who are these people? Where are they? What are they doing? Why?* You can point out the woman wearing a number on her back to show it is an organized running event. Help feed in vocabulary, as necessary, e.g. *running, race, marathon*. Ask for students' experiences of competitions like this. Try to elicit how they felt and perhaps why they did it.

**Video (2 minutes approximately):** The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience. 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, it is probably best to use the photo and unit title to help students understand and engage with the topic. Then move on to the speaking activity which will get them speaking in pairs about their abilities.

#### Notes for activity:

- 1 Check students understand the meaning of *good at*. Give an example yourself, e.g. *I'm good at cooking*. Ask students to read the list of activities and check the meaning of any words they don't know or don't remember. Tell them to think about what they are good at and mark it with a tick. With stronger students, help them to find vocabulary to express other strengths and skills.
- 2 Put students into pairs to share what they're good at and instruct them to also say what they aren't good at. Elicit your first example: *What am I good at? (Cooking.) Yes, I'm good at cooking, but I'm not good at singing.* Draw their attention to the example in the book before they continue. Point out that we use the *-ing* form after this phrase.

- 3 Students read the instruction and the example. Check they remember the meaning and pronunciation of *both*. Elicit sentences from pairs of students. Correct any pronunciation errors at the end.

#### What can they do? SB p102

##### STARTER

Focus students' attention on the words in the box and on the photos. You might well need to check or pre-teach some of these words, particularly *athlete* and *interpreter*. Encourage them to look at the example. Students continue matching the words and photos, working in pairs. Check the answers with the whole class, drilling the pronunciation. You could also elicit and mark the word stress.

##### Answers

- 1 interpreter
- 2 athlete
- 3 mechanic
- 4 pilot
- 5 musician
- 6 schoolgirl
- 7 dad

#### Grammar SB p102

##### can/can't

- 1 **11.1** Focus attention on the example and highlight the fact that students need a word from the Starter and also *a* or *an*. If necessary, elicit how students know whether to choose *a* or *an*. Elicit the words to complete sentence 2 as a further demonstration, if necessary. Students work individually to complete the task. Put them in pairs to check answers together, then play the recording to check together. Play the recording again, pausing after each number for students to repeat the sentences. For these positive sentences, *can* is pronounced /kən/ – model for students to repeat, but at this stage don't insist too strongly that they get the pronunciation exactly right.

**EXTRA IDEA** In pairs, students can check each other's memory. Student B closes their book. Student A reads one of the 'can' statements and Student B says the job, e.g. Student A: *She can play the violin really well.* Student B: *She's a musician.* Monitor and make sure they swap roles after three sentences.

##### Answers and audioscript

##### 11.1 What can they do?

- 1 Marcus is **an interpreter**. He can speak German and Spanish fluently.
- 2 Seb is **an athlete**. He can run very fast.
- 3 Tomas is **a mechanic**. He can mend cars.
- 4 Anna is **a pilot**. She can fly an Airbus A380.
- 5 Sara is **a musician**. She can play the violin really well.
- 6 Lucy is **a schoolgirl**. She can write interesting stories.
- 7 Leo is Lucy's **dad**. He can make fantastic cakes.

- 2 Now students have the opportunity to talk about their own abilities, using the sentences in exercise 1 to help them. Ask a student to read out the example. Drill it chorally and individually, drawing their attention again to the weak form of *can* /kən/ and the fact that other words

in the sentence are stressed, but *can* is not. Also, model the task yourself for a weaker group, e.g. *I can make cakes*. Students continue in their closed pairs. With a stronger group, you could encourage them to respond to each other with *Oh, Really?* or *Wow!* Elicit examples from the class.

### Questions and negatives SB p103

**1** **11.2** Ask students to read the questions and answers and play the recording, pausing after each question and answer for them to repeat. You will probably need to do this more than once. Encourage them to reproduce the weak form /kən/ in the question and the strong form /kæn/ in the positive short answer. Point out the longer sound in the negative form *can't* /kɑ:nt/. If students query the use of *at all* you could ask some more questions based on the example and elicit the answers: *Can she make cakes? No, she can't. Can she make pizza? No, she can't. Can she make pasta? No, she can't.* to show that it means 'absolutely nothing'. And, if necessary, write 0% on the board. Get students to ask and answer the questions in open pairs across the class.

**2** Draw students' attention to the speech bubbles and ask them to look at exercise 1 on p102 again. Put them in closed pairs (preferably different partners from those in p102 exercise 2). Ask a pair to act out the question and answer about Marcus. Then ask them to continue taking turns in pairs to ask and answer about the people on p102. Monitor and check for correct pronunciation of the different forms of *can*. When they have finished talking about these people, they should move on to asking their partner questions about themselves and giving true responses.

For weaker students, write a list of activities on the board for students to use in their questions in order to maximize this practice: *swim, dance, play a musical instrument, speak German, run fast, cook, play tennis/golf/football* etc. Monitor carefully and make a note of some students' responses so you can use them in feedback if you wish.

**EXTRA IDEA** Put students in new pairs to report on what their first partner can and can't do, e.g. *Marta can speak Spanish but she can't speak German*. If necessary, remind them to use *he/she* in their answers and elicit a good example to help them get started.

### GRAMMAR SPOT SB p103

- Read the notes with the whole class. Highlight that *can/can't* is used with all persons, and that *can't* is the contraction of *cannot*.
- 11.3** Tell students they are going to hear different ways of pronouncing *can* and also the pronunciation of the negative *can't*. Play the recording once through just for students to listen. Then play it again, pausing so they can copy the pronunciation. Continue by drilling chorally and individually.  
Ask students to read Grammar reference 11.1 on p110. Work logically through the examples, modelling the pronunciation and encouraging correct formation of the weak /kən/ in choral practice. Remind them that for the short answers we use the strong form of *can* /kæn/. The most important thing to point out in terms of grammar is that we do not use the auxiliary verb *do*

with the verb *can* – neither to make negatives nor to form questions. This is a very common error as students try to apply what they've learned about how verbs work in English. You could practise this a little by writing a positive sentence on the board and putting students into pairs to decide what the negative is and also how to make a question form, e.g. *They can play the piano. (They can't play the piano. Can they play the piano?)* Correct any mistakes with *don't can* or *Do they can ... ?*

**EXTRA IDEA** Stronger students could write three more positive sentences with *can* which their partner could then transform into negatives and questions. Monitor carefully and be sure to elicit good examples in front of the class and praise them. Do any necessary error correction.

### Of course I can!

**3** **11.4** The students have a conversation to listen to between Lucy /'lu:si/ and James /dʒeɪmz/, who is Lucy's grandad. Lucy mentions *Minecraft*, which is a computer game created by a Swedish designer and released in 2011. As of February 2017 more than 120 million copies have been sold. It is said to be the second best-selling video game ever. In the 3D world of *Minecraft*, you can build all kinds of things with different types of 3D blocks. The game is most popular with children, but adults also play. Focus students' attention on the photo and tell them to read the instruction. Then ask *What's her name?* and *What's his name?* to check comprehension.

Ask them to read the conversation before they listen and tell them not to worry about the gaps. Pre-teach/Check a few words such as *build, story/stories, chat*. Elicit that Lucy and James tell each other about the things they can and can't do.

Play the recording so students can read and listen at the same time. They should try to complete the conversation as they listen. When they've heard the conversation once, put them in pairs to share their answers. Play it again, if necessary, and then check answers together.

Make sure students understand *of course* and the use of *of course I can* and *of course you can* in the context of the conversation.

### Answers

- |        |         |
|--------|---------|
| 1 can  | 6 can't |
| 2 can  | 7 speak |
| 3 do   | 8 Can   |
| 4 send | 9 can't |
| 5 can  | 10 make |

### 11.4 Of course I can!

J = James L = Lucy

- J Lucy, you're really good at using the computer. I can't do that. Can you do lots of things on it?  
L Of course I can, Grandad! I can play lots of games on it. My favourite game is *Minecraft* – you can build your own house. It's great!  
J Wow! Can you build a house for me?  
L Of course I can. I can make a really big one for you with six bedrooms.  
J Six bedrooms – amazing! What other things can you do on your computer?

- L Lots and lots. I can do my maths homework and write stories. Sometimes I send my stories to my friends, and I can chat to my friends, too.
- J Wow! That is clever. Now, your mum says you can speak a little French?
- L Don't tell Mum, but I'm terrible at French. I can't speak it at all. But my friend Helen can speak French really well because her mum's French. They speak French at home all the time.
- J Well, you can learn from Helen. Can you speak any other languages?
- L No, I can't. Can you speak French, Grandad?
- J No, I can't, but I can speak German. What other things can you do?
- L I can cook! I can make delicious cakes! Dad makes great cakes, and sometimes I help him. Yesterday we made a really big chocolate cake!
- J Mmm! Can I have some?
- L Of course you can.

4 Elicit the answer to question 1 as an example. Students answer the questions individually, referring back to the conversation when they can't remember. Put them in pairs to compare their answers, then elicit answers from the class to check together.

### Answers

- 1 Lucy can play games on the computer. She can do her maths homework. She can write stories and send them to her friends. She can chat to her friends. She can make delicious cakes. She can't speak French.
- 2 Her favourite game is *Minecraft*.
- 3 Lucy's friend Helen can speak French well.
- 4 Lucy's grandad can speak German.
- 5 She made a really big chocolate cake with her dad.

**SUGGESTION** There are a lot of adjectives in this conversation and it would be good to review them and consolidate what students know/remember. You could ask them to find adjectives or write the adjectives on the board and ask them simply to circle them in the conversation: *brilliant, amazing, clever, terrible, delicious*. Ask them to decide if they are positive or negative and mark each with a smiley face or a sad face. Check together. You could point out that *clever* is usually used about a person or idea and that *delicious* is usually used about food.

### Answers

Positive = amazing, clever, delicious.  
Negative = terrible.

**VIDEO** In this unit students can watch a video about a craft show where talented craftspeople make sculptures, furniture and other amazing things. 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.

## Practice SB p104

### He can speak Portuguese very well!

This section gives students the opportunity to listen to a person talking about their skills in a more extended context. It is a monologue and the speaker, Bobby Boyd /'bɒbi: bɔɪd/, is an English teacher from Ireland who is living in Lisbon, Portugal.

**CULTURE NOTE** Bobby mentions a kind of Portuguese music called Fado /'fɑ:du/. Dating from the 1800s, this is very traditional, emotional singing, often accompanied by classical guitar.

1 Focus attention on the photos and the instruction. Ask some questions based on the instruction, e.g. *What's his name?* (Bobby Boyd); *Where is he from?* (Ireland); *Where does he live?* (Portugal/ Lisbon, Portugal). Focus attention on the list of things with tick boxes next to them. Check comprehension of the words in the list, using the photos as appropriate. Model and drill pronunciation of any new words, e.g. *ride a horse, guitar, sardines*. Ask students to listen to Bobby and tick the things he can do.

**11.5** Play the recording once and then allow students to share their answers in pairs. Play the recording again if necessary, before checking answers as a class.

At the end of the recording, Bobby says *and so do I* which is a useful phrase to teach stronger learners. You could say it is similar to *me too*, which they came across in a previous unit.

**SUGGESTION** Ask some questions about the recording to check students' comprehension: *What is Bobby's job?* (English teacher); *Where does he work?* (in a big school in Lisbon); *Does he like Lisbon?* (yes, he says he loves it); *What does he do at the weekend?* (goes horse riding or walking, goes surfing, sunbathes, goes to a Fado restaurant, eats grilled sardines, makes Irish coffee).

### Answers

speak Portuguese (fluently)  
speak German (a little bit)  
ride a horse  
sing Fado  
make Irish coffee

### 11.5 Bobby Boyd

Hi, my name's Bobby. I'm Irish, but I live in Lisbon, in Portugal. I teach English at a big school here. I can speak Portuguese fluently and German a little bit.

I love it here. Most Saturdays I leave the city and go to Sintra. It's a beautiful old town very near Lisbon. I go with friends, and we usually go horse riding or walking in the lovely countryside. Sometimes we go surfing, too. The beaches are amazing. All my Portuguese friends can surf really well. I can't surf very well, so I sunbathe. I love the beaches here.

On Sunday nights we sometimes go to Fado restaurants. Fado is traditional Portuguese music. I love it! I can now sing Fado quite well, but I can't play the guitar.

Sunday is also the day for 'sardinhas assadas' – grilled sardines, in English. My friend, Jorge, always cooks delicious sardines with potatoes. I can't cook at all, but I sometimes make Irish coffee for my friends. Coffee, whisky and cream! They love it, and so do I!

- 2 This exercise highlights the use of adverbs when talking about abilities. With weaker students, you could consolidate the meaning by listing the words and expressions in a scale from 'good' to 'bad', e.g.



You may need to explain that *fluently* is an adverb we use about language ability and it's quite specific, whereas the other adverbs can be used about all kinds of abilities.

Elicit the missing word for number 1 as an example (*fluently*). Students complete the exercise, working in pairs to remember what Bobby said.

- 11.5 Play the recording again for students to check their answers. Play it again and pause after each sentence so the students can repeat. If students have problems with the pronunciation of *can* and *can't*, model as clearly as possible and drill them chorally and individually. By this time they should be realizing that *can't* contains a much longer vowel sound than *can*.

### Answers

- 1 I can speak Portuguese fluently.
- 2 I can speak German a little bit.
- 3 All my Portuguese friends can surf really well.
- 4 I can't surf very well.
- 5 I can sing Fado quite well.
- 6 I can't cook at all.

### Pronunciation

- 3 11.6 This is a discrimination exercise to practise recognizing and producing *can* /kən/ and *can't* /kɑ:nt/ in fluent speech. Play the first sentence of the recording only. Elicit the correct word (*can*). Play the rest of the recording so students can underline the words they hear. Get students to check their answers in pairs before checking with the whole class.

Play the recording again, pausing after each sentence for students to repeat chorally and individually. Students then practise the sentences in closed pairs. Monitor and check for correct pronunciation of *can/can't*, but don't insist on perfect pronunciation from all students.

### Answers and audioscript

#### 11.6 Pronunciation

- 1 I **can** ski quite well.
- 2 She **can't** speak German at all.
- 3 He **can** speak English fluently.
- 4 Why **can't** you come to my party?
- 5 We **can't** run fast.
- 6 They **can** read music.
- 7 **Can** you play the violin?
- 8 **Can** cats swim?

### GRAMMAR SPOT SB p104

- 1 Explain that an adverb gives more information about a verb, e.g. *run – run fast, play football – play football well*. Copy the examples onto the board and highlight the word order with the adverbs coming after the verbs/verb phrases. Common mistakes with word order would be *\*fast run* or *\*play well football*.
- 2 Focus attention on the endings of the adverbs and elicit that they end in *-ly*. Explain that these are regular adverbs and that *fast* and *well* are irregular adverbs that don't take *-ly*.

Ask students to turn to Grammar reference 11.2 on p110, where there are a lot more examples of regular adverbs ending in *-ly*. Ask students to read points 1–4 carefully and encourage them to ask you questions about it. Highlight that in point 2 they have extra information about how to use adverbs in a sentence. Here the sentences include a subject and an object and students need to notice that the order is subject + verb + object + adverb. *He drives his car fast* NOT *\*He drives fast his car*. This is a good general pattern for students – that we tend to keep the verb and object together in sentences.

Make sure students understand that the adverbs in exercise 4 are irregular and they therefore need to memorize them. (Of course, *lately* and *hardly* do exist but with a different meaning, so it is best to avoid mentioning these at this point in the students' learning.)

For extra practice, you could write the adjectives from exercises 3 and 4 in a mixed order on the board and ask students to form the corresponding adverbs next to each. Then they can check with the Grammar reference again.

### Talking about you

- 4 Refer students back to exercise 1 and elicit a few examples about what Bobby can and can't do. Students complete the 'You' column in the chart about themselves. Drill the pronunciation of the verbs in the list. Then focus attention on the speech bubbles. Ask two students to read the conversation across the class with the first ending. Do the same with another open pair, but using the second ending: *No, I can't speak German at all*. Remind them of the adverbs in exercise 2. Get a student to ask you the question and give an answer using a different adverb to demonstrate.

Put students in pairs. They should write their partner's name at the top of the third column and then continue asking and answering, noting their partner's answer to each question. Monitor and check for the correct use and pronunciation of *can/can't*. Encourage students to use adverbs in their answers. Note down good examples of these adverbs to use in feedback.

- 5 Ask one student to read the example aloud. Elicit sentences from students about the things they and their partner can both do and ways in which they differ. Again, encourage them to use adverbs and praise them when they do.



Requests and offers

This section presents other uses of *can* and helps to consolidate the question forms.

1 Focus attention on the first picture and on the example. Explain that all the words for the question are there, but in mixed order. You can do this by writing *I Can you help* on the board and using the words one by one to make the example sentence, crossing each word out as you use it.

Pre-teach the meaning of the word *bill* in conversation 4 and also *lift* in conversation 3, using the pictures to help clarify. Students sometimes try to translate *lift* as a single lexical item and find it means 'an elevator'. You can confirm that is one meaning but in the context of this conversation, as part of the phrase *Can I give you a lift?*, it is a ride in someone else's car.

Point out or elicit that the first word in each question is *Can* (which they might realize from the grammar they've been practising and also from the fact that it has a capital letter). Remind students to cross out the words in each set as they use them. Students write the other questions, working individually. Get students to share their answers in pairs and then check with the class. Drill all these useful phrases chorally.

Make sure you check students' understanding of the words *request* and *offer*. Then elicit from the class whether each *Can ...?* question is a request or an offer.

Answers

- 1 Can I help you? (offer)
- 2 Can you tell me the time? (request)
- 3 Can I give you a lift? (offer)
- 4 Can I have the bill, please? (request)
- 5 Can you speak more slowly, please? (request)
- 6 Can you open the door for me, please? (request)

2 **11.7** Check students understand the meaning of words which may be new in these responses, e.g. *kind, better, careful*. You could mime handing a student something to remind them of when we use *here you are*.

Students read the example answer. Highlight that this is the response to question number 3 in exercise 1 and make sure they read the question. You could act out this first mini-exchange with a strong student if you wish.

Find the matching question for answer b as a class to demonstrate further, if necessary. Ask students to continue with the matching activity individually. They can then check their answers with a partner before you play the recording for students to check.

Answers

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

**11.7 Requests and offers**

- 1
- A Can I help you?
- B Yes. Can you tell us about this TV, please?
- 2
- A Can you tell me the time?
- B It's four o'clock.

- 3
- A Can I give you a lift?
- B Yes, please! That's so kind of you!
- 4
- A Can I have the bill, please?
- B Yes, of course. Here you are.
- 5
- A Can you speak more slowly, please?
- B I'm sorry. Is this better? Can you understand me now?
- 6
- A Can you open the door for me, please?
- B Of course I can. Careful!

3 You could play recording 11.7 again, pausing after each question and each answer for students to repeat. Deal with any pronunciation difficulties and point out that *can* is pronounced /kən/ in the questions.

Focus attention on the examples in the speech bubbles. Highlight how the conversation can be continued: *Where do you want to go? To the station, please*. Get students to practise the conversation in open pairs.

Get students to practise and continue the other exchanges in closed pairs. Remind them to continue the conversations in an appropriate way. Monitor the conversations carefully and assist where needed – feeding in any useful vocabulary. Note down any very good examples and in feedback at the end, nominate those pairs to act their conversations out again for the whole class.

Suggestions for continuing the conversations simply:

- 1 Yes, of course./Yes, it is £200.
- 2 Thank you./Thanks very much.
- 3 (example conversation)
- 4 Thank you./Can I pay by credit card?
- 5 Yes, thank you./Yes, that's better, thank you.
- 6 Thank you./Thank you. That's kind of you./Thanks. I'm fine.

Check it

4 Focus attention on the first pair of sentences as an example. Students continue working individually to choose the correct sentence. Get students to check their answers in pairs before checking with the whole class.

Answers

- 1 I can't understand.
- 2 He can drive fast cars.
- 3 Can you swim fast?
- 4 We can play tennis quite well.
- 5 You speak Spanish very well.
- 6 He plays the piano very well.

Additional material

For teachers

Photocopiable activity – Grammar: *I can't ... at all* pp209–10

Photocopiable activity – Video worksheet: *The Living Craft Show*

For students

Online Practice – *Look again*

Workbook pp70–3, exercises 1–10

## The Smartphone

### About the text

This is not a very long text. The first paragraph gives information about the history of the smartphone, with facts that students might not know, and the second paragraph is about how people can use their smartphones.

- 1 Take out your mobile phone. Ask students to take out their mobile phones and put them on the desk. Elicit the word *phone* and teach the word *smartphone*. Show your own phone and tell students *My phone is a + brand name. It's/It isn't a smartphone*. Get students to look at the icons and think about the answers. Put them in pairs to share their answers.

#### Possible answers

- 1 health check
- 2 weather check
- 3 talking to other people nearby
- 4 camera
- 5 Scrabble
- 6 translating text into another language

- 2 The exercise reviews and extends useful verb + noun collocations and also pre-teaches some of the vocabulary used in the reading text. Focus attention on the example. Students continue matching, working individually. There will be some verbs and nouns which they don't know, so get students to share in pairs before checking with the whole class. Answer any questions the students have about the meanings of the individual words or verb + noun phrases. Make sure the students understand that the verb *book* means 'reserve' in this context and is not connected to the noun *book* (they should know this from Unit 4 p39 *book a taxi*, but it's useful to remind them here). Draw students' attention to the question and answer in speech bubbles. Elicit from the class which things they do on their phones. Clarify that, in fact, you can do all the things with your phone.

#### Answers

send a message  
play games  
text a friend  
take photos  
pay a bill

listen to music  
watch videos  
read emails  
book a hotel  
find information on the Internet

- 3 Read the questions together and elicit guesses from the class. Encourage students to give years in answer to the first question and to use *because* to start their answers to the second question, starting with *Why*. Don't give them any information – it is in the text, which they will read in exercise 4.

**SUGGESTION** There is quite a lot of new vocabulary in this text. You could exploit this by getting students to practise dictionary skills. Either ask students to find one word each

that they don't know and are going to find out or allocate one word or phrase of your choosing to each student. Give them some time to translate or find the word in a basic English dictionary. Then students can give their definitions, explanations and, if appropriate, translations to their peers.

Possible words to allocate: *world, surf the net, popular, worldwide, app, lock, front door, satnav, healthy, sleep, song, play chess, miles*.

- 4 **11.8** Read the instruction aloud, pointing to the text. (If you haven't used the suggestion above, you will need to go through new vocabulary with the students now before playing the recording.)  
Play the recording as students read along. Elicit answers to the questions in 3.

#### Answers

We started to use smartphones in 1993.  
We use them so much because they can do so many things.

- 5 Ask students to read the instruction. Check they remember the meaning of 'false'. Do the first one as a demonstration together. Ask a student to read the sentence aloud and say *Apple?* No! Then students read the text again to find the correct company and elicit it from a student (IBM made the first smartphone). Students continue individually, then check answers together.

#### Answers

- 1 Apple didn't make the first smartphone. IBM made the first smartphone.
- 2 The first smartphone wasn't cheap. It cost \$899.
- 3 Tens of millions of people used Blackberries.
- 4 A satnav app can't drive your car. It can give you directions.
- 5 Our phones can't sing songs for us. We can ask our phone what song is on the radio.

### Additional material

#### For students

Online Practice – *Practice*

## Listening and speaking SB p107

### What do you do on your smartphone?

- 1 **11.9** Tell students they are going to hear six different people talking about their phones and what they use them for. Put students in pairs and focus their attention on the photos, names and ages. Ask them to talk about what they think the other people use their phones for. (Weaker students may need to be referred back to the verb + noun phrases on p106.) You could give students a sentence starter on the board: *I think he/she uses his/her phone . . .*. This is a good prediction activity for the listening task. Even if students are wrong, they are likely to have used some of the key vocabulary in their pre-task discussions. Pre-teach/Check students know: *Scrabble, BBC, Skype* and *Facebook*.

Scrabble is a board game which has been played since the 1950s. Players form words using letter tiles and score points. 'BBC' is an abbreviation meaning 'British Broadcasting Corporation', which is the oldest national broadcasting organization in the world, established in the 1920s. Skype was created in 2003 and is a popular video

chat service, using computers and the Internet. Facebook was launched in 2004 and is a leading social network.

Play the recording for students to complete the information. You may need to pause after each person. Put students in pairs to compare their answers. Elicit the answers to check with the whole class. You can also elicit if the students were right in their predictions, i.e. *What did you think he used his phone for?*

## 11.9 What do you do on your smartphone?

Keith, age 73

I play *Scrabble* with my son on my phone, I love it! I live in Scotland and my son lives in London. Playing *Scrabble* makes us feel nearby. We usually play in the evening after he finishes work. It's the best part of my day. I usually win! I had an eight-letter word yesterday and got eighty-two points!

Maddie, age 34

I'm a journalist – I work for the BBC. I travel a lot and take photos and videos of news events around the world on my phone, and send them back to the BBC in London. It's amazing that I can send a video from Mumbai in India and it's on the six o'clock news! I use my phone 24/7 because news is 24/7!

Antonio, age 21

I'm Italian, but I live and work in London at the moment. I miss my family so my phone is very important to me. Most evenings, when I finish work, I phone home. It's wonderful. I use *FaceTime* to see and speak to my family so I don't feel so sad. I can even see my dog, Clara. I speak to her and she knows my voice.

Kylie, age 17

The main thing I use my phone for is to message my friends. We text all the time, about everything in our lives, big and small. I often go on Facebook too – it's a great way to get everybody's news and we can share all our photos. Yesterday, we posted photos from this amazing party we went to last weekend. It was wild!

Josh, age 8

My mum and dad say I can use my phone after school and homework, and sometimes at the weekend. Mostly I play games on it with my friends. My favourite game is *Flappy Birds*. It's great fun – I love it! We have big competitions – I win a lot, not always of course, but most times.

Taylor, age 42

I work for a large global company. I work long hours and I travel a lot. My phone is very important for work – I can arrange meetings and talk to clients when I'm on the train. And I send and receive emails. But every weekend, when I can, I turn my phone off and just spend time with my wife and two young daughters. My job is important to me, but my family is too.

2 11.9 Play the recording one more time for students to answer the questions. Check together.

### Answers

- 1 Kylie
- 2 Josh
- 3 Keith
- 4 Maddie
- 5 Antonio
- 6 Taylor

**EXTRA IDEA** You could ask a lot more comprehension questions based upon this recording which will revise vocabulary learned in units 1–10. Ask the questions about one speaker and then play just that speaker before moving on to the next and so on.

Possible questions:

Keith:

*Who does Keith play Scrabble with?* (his son)

*Did Keith's son win yesterday?* (No, he didn't. Keith won.)

Maddie:

*What is Maddie's job?* (journalist)

*Where does she send her photos?* (to the BBC in London), etc.

## What do you think?

Ask students to read the questions. With weaker students, give them thinking time to answer the questions and make notes about what they will say. Divide the class into groups and get them to talk about their answers. Monitor and help as necessary. Allow students to show each other things on their phones as this is a natural response to the question, but encourage them to only talk in English.

Invite groups up to the front of the classroom so they can tell the class about their answers and, if appropriate, write the names of apps and games on the board. You could add the names of any apps or websites you find useful for students learning English.

**SUGGESTION** Written work – if your students are motivated by this topic, you could ask them to write their answers to the questions in 2 and hand it to you during the next lesson. Alternatively, stronger students could choose three people they know well and write about how they use their phones. Mark their work and give feedback on any errors.

### Additional material

#### For students

Online Practice – *Practice*

## Vocabulary and speaking SB p108

### Adjective + noun (2)

1 Focus attention on the picture and elicit a few examples of what is shown. Focus on the example match of *delicious, fresh to food* and say *delicious food, fresh food*, to make it clear that both adjectives collocate well. Point out that the other adjectives are arranged in groups and each group matches with one noun. Students do the matching individually. Let them share answers in pairs, if necessary. Check the answers, drilling the pronunciation if there are any problems. Students should know the vocabulary as they are words from previous units.

### Answers

Adjectives	Nouns
delicious/fresh	food
old/young/tall	people
warm and sunny/cold and wet	weather
fast/expensive	car
funny/interesting/boring	films
big/busy/cosmopolitan	city
dangerous/exciting	sport

2 Ask students to read the instruction and the two examples. Explain that students sometimes need an adjective + noun combination, e.g. number 4, and sometimes just an adjective on its own, e.g. number 5.

Tell them that in number 3 they need the same answer in each gap. Give students time to complete the sentences and then compare with a partner.

**11.10** Tell students they are going to hear short conversations to help them check their answers to sentences 1–7. The words are not exactly the same, so students need to listen carefully to extract the information.

Play the recording. If students don't catch the information while listening, you can refer them to the audioscript on p144 to check by reading.

Students need to use this audioscript for pronunciation practice. Put students into pairs and tell them to choose their roles, A or B, for each conversation. Monitor and check. If students have problems with pronunciation, drill difficult lines chorally and individually. If you have time, get them to swap roles and practise again.

### Answers

- 1 expensive car
- 2 cold and wet
- 3 tall ... tall
- 4 dangerous sport
- 5 fresh
- 6 cosmopolitan city
- 7 funny films

### 11.10 Adjectives and nouns

- 1
  - A A Ferrari is a fantastic car. It's very fast.
  - B Yeah, I know, but it's also very expensive.
- 2
  - A We can't go for a walk – it's too cold and wet.
  - B Yes, we can. Look, it's sunny again! Come on!
- 3
  - A How tall is your brother?
  - B He's very tall – 1.9 metres. I'm only 1.7 metres.
- 4
  - A I think motor racing is a really dangerous sport.
  - B I know it's dangerous, but it's exciting, too. That's why I love it!
- 5
  - A Can I have a fresh orange juice, please?
  - B I'm afraid we don't have fresh.
  - A OK. Just a glass of water then.
- 6
  - A New York is a very cosmopolitan city. I love it.
  - B Me too. I can't believe I'm here.
- 7
  - A Charlie Chaplin made some very funny films, don't you think?
  - B No, I don't like his films. I think they're really boring.

**3** Ask students to read through the categories. Check comprehension of *film star*. Elicit a few possible examples for each category and write them on the board.

Put students into small groups to think of more examples and write a list. Make sure each student writes down the examples (as they will regroup in the next stage). Monitor and prompt or add suggestions if necessary.

Regroup students so there are some from two different groups working together. Ask them to compare their lists. Elicit the most common example for some of the categories in a short feedback session.

### Additional material

#### For teachers

Photocopiable activity – Vocabulary: *Who has a fast car?* pp211–2

#### For students

Online Practice – *Look again*

Workbook p74, exercise 1

### Everyday English SB p109

#### Everyday problems

**1** Focus attention on the photos and ask students to look carefully and decide what the problem is in each case, using the list at the top. Go through the words and phrases to check students understand all the items in the list. You can highlight the example before they start to show them what to do. Check answers together.

#### Answers

- computers – 6
- directions – 1
- lost keys – 4
- arriving late – 3
- a ticket machine – 2
- an accident – 5

**2** Focus attention on the example. Explain that it is one line from a conversation about one of the problems in the photos in 1. Ask the students to work individually to match each line to the relevant photo and write the number in the box. Get students to share their answers in pairs before checking with the class.

#### Answers

- I can't find them anywhere.* 4
- This machine doesn't work.* 2
- I'm lost!* 1
- I'm so sorry I'm late!* 3
- I can't get on the Internet!* 6
- Are you all right?* 5

**3** **11.11** Students now get to listen to the complete conversations relating to the everyday problem situations in the photos. Before they listen, check the meaning of the following words from the conversations: *you can't miss it* (= it's easy to find), *What's the matter?*, *get on the Internet*, *push (a button)*, *miss the bus*, *it doesn't matter*.

Point to the gaps in the conversations. Play the first lines of conversation 1 and elicit the missing word (*want*). Play the rest of the recording and get students to complete the rest of the task. Put them in pairs to share/check their answers.

## Answers

- 1
- 1 want
- 2 straight
- 3 can't
- 2
- 1 doesn't work
- 2 push
- 3 ticket
- 3
- 1 I'm late
- 2 starts
- 3 bus
- 4 matter
- 4
- 1 can't find
- 2 put
- 3 Here
- 5
- 1 all right
- 2 a bit
- 6
- 1 wrong
- 2 get on
- 3 again
- 4 works

### 11.11 Everyday problems

- 1
- A Excuse me! Can you help me? I'm lost.
- B Where do you want to go?
- A The Canadian Embassy.
- B Turn left onto Trafalgar Square. It's straight on. You can't miss it.
- 2
- A Excuse me! This ticket machine doesn't work.
- B Did you push the green button?
- A No, I didn't.
- B Ah, well. Here's your ticket.
- A Thank you very much.
- 3
- A I'm so sorry I'm late.
- B It's OK. The film starts in 15 minutes!
- A I missed the bus.
- B I told you, it doesn't matter. Come on! Let's go.
- 4
- A Come on! It's time to leave.
- B But I can't find the car keys! I can't find them anywhere!
- A You put them in your bag.
- B Did I? Oh yes. Here they are! Phew!
- 5
- A Are you all right?
- B Yes, I think so.
- A Does your arm hurt?
- B It hurts a bit, but I think it's OK.
- 6
- A Oh no!
- B What's the matter?
- A There's something wrong with my computer. I can't get on the Internet, so I can't send emails.
- B Turn everything off and try again. That sometimes works.

Play the recording again for students to check their answers. Get students to practise the conversations in closed pairs. Monitor and check for pronunciation. If students have problems, drill key sections from the recording and get students to repeat the pairwork.

- 4 Get students to choose two conversations to learn and act out for the rest of the class. Make it clear that you're going to ask them to say the conversations without reading

the scripts. Give them plenty of time to practise several times and memorize. If appropriate with your students, encourage them to stand up and roleplay the situation, rather than just say the conversations seated side by side. This helps students with the acting out and with the overall delivery. Encourage the other students to listen carefully and read along with the conversations so they can help prompt them if they get stuck.

Conduct feedback on pronunciation once they have all finished and drill any problem sounds, words or phrases. Praise good use of language too.

**SUGGESTION** If class time is short, you could get students to learn their lines for homework and then give them a short time to rehearse in pairs. With a weaker group, you could put simple cues on the board to help, if students forget their lines.

### Additional material

#### For teachers

Photocopiable activity – Communication: *Everyday problems* pp213–4

#### For students

Online Practice – *Look again*

Workbook p74, exercise 1

Online Practice – *Practice*

Workbook p75, *Review*, exercises 1–5

Online Practice – *Check your progress*

#### Wordlist

Ask the students to turn to the Wordlist on p110 and tick the words they remember. Tell students to look back in the unit and find the words they don't remember so that they can learn them. If appropriate, ask students to translate words they are still not sure of or to check the meanings in groups. Ask them to learn the words for homework, and test them on a few in the following lesson. To increase the students' enjoyment of vocabulary revision you can also provide games with anagrams, de-vowelled words (where students provide words with missing vowels for other students to complete) and words on slips of paper which students can use to test each other.

# 12 Thank you very much!

## Introduction to the unit

This unit is called 'Thank you very much!' and it focuses on the function of asking for things and responding in a range of contexts. The structure *would like* is introduced and practised, along with *some* and *any*. *Like* is also reviewed and contrasted with *would like*. The lexical set of shops and amenities is extended, and there is a *Vocabulary and speaking* section on food and drink, and ordering in a café. The *Reading and speaking* section is also food-related, with a three-part text about what people eat in different parts of the world. This is the first 'jigsaw' reading in the course and integrates reading and speaking skills. There is further functional practice in the *Everyday English* section with the language used in a range of signs in public places.

## Language aims

### Grammar

#### *I'd like ... / I'd like to*

Students have already met *want* + noun and *want* + *to* + infinitive. In this unit *would like* + noun and *would like* + *to* + infinitive are presented as polite ways of asking for things, or saying that you want to do something. The question form *Would you like ... ?* is also introduced for offering things. *Would like* is also contrasted with *like* (for expressing likes/dislikes in general).

#### *some/any*

Students also practise using *some* and *any* (which they met briefly in Unit 8). Here they learn about plural countable nouns and uncountable nouns.

### Vocabulary

The theme and vocabulary of food and drink is presented in the *Reading and speaking* section, and carried through in *Vocabulary and speaking* in the context of ordering things in a café.

### Everyday English

This highlights and practises the language used on signs in everyday situations.

## Additional material

### Workbook

The workbook reviews asking for and offering things. Students also practise *like* and *would like* for general and specific preferences. Furthermore, there are a number of exercises for checking pronunciation and referring to food.

### Photocopiable activities

There are photocopiable activities to review grammar (*In your dreams*), vocabulary (*Food survey*), and communication (*In a café*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

### Possible problems

Students have already seen *like* as a main verb in the presentation of the Present Simple in Unit 5. This is the first time students have seen *would like* and it is easy for them to confuse the two. Common mistakes are: \**Do you like a cup of tea?*; \**I like to buy a dictionary.*; \**You like a coffee?* Students can usually understand the difference between liking in general (expressed with *like*) and a specific request (expressed with *would like*), but the similarity in form can lead to confusion. Students are given both receptive and productive practice in both forms, but be prepared to monitor and check for mistakes and review as necessary. At this early stage, it's best just to give practice in the use of *some* and *any* with a range of different examples, rather than get into complicated explanations. The Grammar reference on Student's Book p120 sets out the key uses that students need to be aware of at beginner level.

## 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, 'Thank you very much!', and elicit when students would commonly use this phrase. Point out that it's not just a simple *thank you*, like in a shop. Possible situations could be when someone really helped you, when someone gave you a present, when someone made you feel happy on a bad day, etc.

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Listening, Reading*. If you wish, give an example for each from the unit. You can use the video script for ideas.

Focus students' attention on the photo and ask them to tell you what they can see. You may need to teach them the words *hug* and *flowers*. Try to get them to speculate about the relationship between the two women and why they are hugging, using sentences starting *I think ...*

**Video (2 minutes approximately):** The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience. 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, it is probably best to use the photo to help students understand and engage with the topic and then move straight on to the speaking activity so they can immediately start talking about their homes.

### Notes for activity:

- 1 Ask students to read the question. Help them start a list of things found in a supermarket, e.g. write two of the following: *bread, milk, tomatoes, coffee, apples, chocolate, beer*. Elicit one or two more items to write on the board. Then ask students to work individually on their own lists. Weaker students might benefit from looking back at Unit 5 p42 for food items. With a stronger group, give them an extra challenge of thinking of one item which they don't think any of the other students will write in their lists. They can use their dictionaries to check, if necessary.
- 2 Put students in pairs to share and compare their lists. Elicit some of the items, especially ones which they think aren't on their classmates' lists. Help students with spelling and pronunciation, as well as with understanding what each of the supermarket items is.

## At the market SB p112

### STARTER

This Starter section reviews and extends the lexical set of shops and amenities, and also reviews *can*.

- 1 Focus attention on the table and give students time to read the *Activities* column. Go through any unknown vocabulary here, e.g. *shampoo, sun cream, stamps, parcel, latte, meat*. Check pronunciation through choral and individual drilling. Read the example together. Then get students to continue matching individually or if they prefer, in pairs. Check the answers.

### Answers

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

- 2 Focus attention on the example. Then get students to make sentences with the phrases in exercise 1. All sentences start with *You can ...*

🔊 **12.1** Play the recording for students to check their answers. (If you think students need further practice in the pronunciation of *can* /kən/, you could get students to listen again and repeat the sentences.)

### Answers and audioscript

#### 🔊 12.1 What can you do where?

- 1 You can buy a magazine at a newsagent's.
- 2 You can buy aspirin and shampoo at a chemist's.
- 3 You can buy stamps and send a parcel at a post office.
- 4 You can get US dollars from a bank.
- 5 You can buy a dictionary in a bookshop.
- 6 You can get a medium latte in a coffee shop.
- 7 You can buy milk, bread, meat, and fruit in a supermarket.

## Grammar SB p112

### *I'd like/I'd like to; some/any*

- 1 Focus students' attention on the photos. Elicit that the photos are of a man called Harry and a market. You could elicit some of the food words by asking *What can I buy at a market?* and encouraging students to shout out either single words for food or sentences: *You can buy ...*. Students read the instruction. Pre-teach/Check these words which may be new: *slices, anything else, olives, potatoes, a kilo*.

🔊 **12.2** Play the first line of conversation 1 and elicit the missing word (*morning*). Play the rest of the first conversation through so students can complete it. Allow the students to check in pairs. Play conversation 2 and again put students in pairs to share answers afterwards. If they seem to have difficulty, play the recording again to let students check/complete their answers. Check the answers with the whole class.

Drill the pronunciation of the lines containing *would like* from conversation 1: *I'd like some ham, please; How much would you like?; Would you like anything else?* Make sure students understand that *I'd* is a contraction of *I would*. You could use a two hands coming together gesture to

illustrate. Check students can reproduce the contracted form /d/aɪd/ and the pronunciation of *would* /wʊd/ with silent letter 'l'. Put students in pairs to practise the conversations. Monitor carefully and be prepared to drill key lines again if necessary. If there is time, ask students to swap roles and practise again.

### Answers

- 1  
1 morning  
2 Six  
3 Do  
4 have  
5 don't  
6 How  
2  
1 like  
2 Anything  
3 some  
4 many

### 12.2 Harry at the market

H = Harry A/B = shopkeepers

- 1  
H Good morning. I'd like some ham, please.  
A How much would you like?  
H Hmm. Six slices.  
A Would you like anything else?  
H Yes, I'd like some olives. Do you have any green olives?  
A I'm afraid I don't have any green olives. I sold them all. What about black? I have some lovely black olives from Greece.  
A OK. Can I have 50g of black olives? How much is that?  
2  
B Morning, sir. Can I help you?  
H Yes, please. I'd like some potatoes.  
B Would you like some of these? They're very good.  
H Yes, please. I'd like a kilo.  
B OK. Anything else?  
H Er, oh yeah. I don't have any fruit. I'd like some oranges, please.  
B How many?  
H Six please.  
B Here you are. That's £4.90 please.

**EXTRA PRACTICE** Ask students to write one example of their own for each point 1–4, i.e. one positive, one question, one negative and one offer/request. Put some examples of your own on the board with gaps instead of *some* or *any*, e.g. *We'd like \_\_\_\_\_ fruit. Are there \_\_\_\_\_ olives? He doesn't have \_\_\_\_\_ pens. Would you like \_\_\_\_\_ tea?* Read each sentence aloud, making a funny noise where the gap is (the funny noise could mimic a bell 'ding' or the sound of a buzzer on a game show, for example). Elicit which word replaces the funny noise, by pointing to the gap. Put students in pairs to read their sentences aloud to each other, making a funny noise where there is *some* or *any* for their partner to say what the missing word should be.

- 2 Explain that students are going to hear Harry, from exercise 1, shopping in town. Pre-teach/Check *The Times* (newspaper), *first/second class*. Focus attention on the table and read the questions aloud so that students know what to listen for. With a weaker group, or if you think they may not remember the words *newsagent's* and *post office*, you could write some places on the board for students to choose from: *at school, in a bank, in a newsagent's, in a café, in a post office, in a cinema*.

12.3 Play the recording through once. Put students in pairs to compare answers. Play it again, if necessary. Check the answers with the class.

Clarify the meaning of *parcel* and *scales* which are used in conversation 2.

### Answers

	Conversation 1	Conversation 2
Where is he now?	in a newsagent's	at a post office
What does he want?	<i>The Times</i> , a car magazine and a birthday card	to post a parcel

### 12.3 Where's Harry?

H = Harry T = Tariq W = woman

- 1  
H Good morning, Tariq. I'd like *The Times* and this month's car magazine.  
T Morning, Harry. Is that all?  
H Yes, that's all. Oh, I'd like a birthday card too. It's my mum's birthday tomorrow.  
T The cards are next to you.  
H Hmm. This one looks OK.  
T Would you like a bag?  
H No, thanks. I don't need a bag.  
T That's £6.50.  
2  
W Can I help you?  
H Good afternoon. I'd like to post this parcel, please.  
W Can you put it on the scales? That's one kilo exactly! Would you like to send it first or second class?  
H First, please. It's a birthday present for my mum and it's her birthday tomorrow!  
W That's OK. We can do that.  
H Phew!  
W Anything else?  
H That's it, thanks.

If students ask why stamps can be first or second class, explain that in the UK there is a system of two classes of post, with first class being quicker and more expensive. This may seem strange to students who are used to a flat tariff for sending basic letters.

- 3 Explain that the setting for these new conversations is Harry's home and he is talking to a visitor, called Alice /'æli:/. Pre-teach/Check *orange/apple juice*. Show students that the first gap has been completed as an example. Elicit the second missing word in the first line (*like*). Give students time to complete conversations 1 and 2. Let them check in pairs before playing the recording.

12.4 Play the recording and get students to check their answers. You could elicit why they need *some* in 4 and *any* in 5 in conversation 1. Also do the same for gaps 3 and 4 in conversation 2. Refer them back to the points about *some* and *any* in the *Grammar spot* if necessary.

### Answers

- 1  
1 would 4 any  
2 like to 5 some  
3 Do 6 any  
2  
1 Would 4 some  
2 like 5 Would  
3 any 6 like



## 12.4 Harry and Alice

H = Harry A = Alice

1

H What would you like to drink?

A A cold drink, please. Do you have any apple juice?

H Er ... I have some orange juice, but I don't have any apple juice.

A Don't worry. Orange juice is fine. Thanks.

2

H Would you like something to eat?

A Yes, please.

H Is a sandwich OK?

A A cheese sandwich?

H Er ... I don't have any cheese. Sorry. I have some ham. What about a ham sandwich?

A Yes, please.

H Would you like some chocolate cake, too?

A Yes, please. I'd love some.

Check pronunciation of *juice* /dʒuːs/, *orange juice* /'ɒrɪndʒ dʒuːs/, *apple juice* /'æpl dʒuːs/ and remind students how to say *sandwich* /'sænwɪdʒ/, /'sænwɪtʃ/ and *chocolate* /'tʃɒklət/. Put students in pairs to practise the conversations. Monitor and check they produce *I'd like* correctly and make sure they don't say *I like*. If students have problems with pronunciation, drill key sections of the conversations and get them to practise again in closed pairs.

### GRAMMAR SPOT SB p113

#### would like/would like to

1 Teach the meaning of the adjective *polite* as the students need it to understand why we often choose to use *would like* rather than *want*. Read note 1 together as a class. Make sure students understand the difference in register between *want* and the more polite *would like*, and remind them that *'d like* is the contracted form.

2 Read the notes as a class. Ensure students understand that *Would you like ... ?* is used when we offer things and is more polite than *Do you want ... ?* Ask students to find more examples of *would like* in the conversations in exercise 1.

#### some and any

1 and 2 Read the notes as a class, highlighting the use of *some* with positive sentences, and *any* in questions and negatives. Ask students to find more examples of *some* and *any* in the conversations in exercise 1.

Ask students to turn to Grammar reference 12.1–12.2 on p120. There are a lot of notes here, so give students plenty of time. First ask them to read through points 1, 2 and 3 about *would like*. When they have finished reading, write on the board *Would you like a coffee?* *Would you like to go shopping?* *I'd like a coffee.* *I'd like to go shopping.* and underline the noun and verb as shown. Ask if these sentences are correct. Clarify that they are all correct sentences and refer students to point 4, where there are more examples of *would like* with verbs. Respond to any queries students have about *would like*. Then move on to *some* and *any*. Again, give them time to read all the examples. When they have finished, encourage them to ask you questions about *some* and *any*, if there's anything they don't understand.

## Roleplay

4 This exercise practises question forms with *would like*. Focus attention on the photo and get students to imagine they are at home with a friend. Check comprehension of *feel at home*. Focus attention on the example things they could offer in the list. Then draw attention to the example conversation in the speech bubbles. Drill the examples chorally and individually.

5 Point out that the second list is things to do, i.e. activities, and remind students of the use of *would like* + noun and *would like* + to + infinitive.

Elicit two different exchanges from each of the boxes from the students in open pairs. Then put them in closed pairs to make their own exchanges. Monitor and check for correct use of *would you like* + noun and *to* + infinitive, and comprehensible pronunciation.

With stronger students or fast finishers, refer them back to the conversations in exercise 3 and ask them to include a problem in their roleplay, e.g. *Sorry, I don't have any ...*

If you have time, get some students to act out their roleplay for the rest of the class.

**VIDEO** In this unit students can watch a video about the Los Angeles food trucks that sell gourmet fast food. 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.

### Practice SB p114

#### It's my birthday!

1 Introduce the topic by asking a few students *When's your birthday?* and *What do you usually do on your birthday?* Explain that students are going to hear a conversation between two friends. It's the woman's birthday soon and the man is asking what she would like. Pre-teach/ Check *forget*, *presents*, *take you out for a meal*, and *silly*. Get students to read the instruction carefully and check they fully understand the two questions. Ask students to cover the text of the conversation in exercise 2 and just listen to hear the answers to the questions.

12.5 Play the recording. Elicit answers to the questions.

#### Answers

The woman wants to do something for his birthday.

The man is not happy because he thinks that 30 is old. He doesn't want to do anything for his birthday.

#### 12.5 What would you like for your birthday?

A Hey, isn't it your birthday soon?

B Yeah, next week on the 15th.

A So, what would you like for your birthday?

B I don't know. I don't need anything.

A But I'd like to buy you something.

B That's kind, but I think I'd like to forget my birthday this year.

A What? You don't want any presents! Why not?

B Well, I'm 30 next week and that feels old.

A 30 isn't old. Come on. I'd like to take you out for a meal with some friends. You can choose the restaurant.

B OK, then. Thank you. I'd like that. Just don't tell anyone it's my birthday.

A Oh, that's silly!

2 Ask two students to read out the first three lines of the conversation and elicit the missing words in line 3 (*would you like*). Give students time to complete the rest of the conversation.

🔊 **12.5** Play the recording again and let students check their answers. Check students understand the meaning of *silly*. To raise awareness of how we use *would like*, you could also elicit or point out that this conversation has a lot of examples of *would like* + verb as explained in the Grammar reference on p120 12.1, note 4. This is in contrast to the conversations between Harry and Alice on p113 where most of the examples are *would like* + noun.

**EXTRA IDEA** You could also ask what *that* refers to in the phrase *that's silly!* (not telling anyone it's his birthday). Then working back through the conversation what does *that* refer to in *I'd like that?* (to be taken out for a meal with friends) and also in *that feels old* (the age 30). Finally, what does *that* refer to in *That's kind?* (the fact that his friend offers to buy him a present). It's good for students to actively practise understanding references in spoken and written text.

### Answers

- 1 would you like
- 2 I'd like to
- 3 I'd like to
- 4 I'd like to
- 5 some
- 6 I'd like

Put students in closed pairs to practise the conversation. Monitor and check for accurate pronunciation and a range of intonation.

### Birthday wishes

3 Tell students they are going to hear three people talking about their birthday. Draw attention to the chart and the example answer. Elicit possible answers to the two questions, e.g. *What would they like for a present?* e.g. *a book, a CD, a picture, a jumper, a camera.* *What would they like to do in the evening?* e.g. *go to the theatre, have a party, go to a restaurant, go shopping.* This kind of predicting is useful as it focuses the students on what they'll need to listen for.

🔊 **12.6** Play the recording of Jill first and elicit the answer to the second question (*to go to a restaurant with husband*). Play the rest of the recording and get students to complete the chart for Sammy and Zoe. Get students to check their answers in pairs. If they need to hear the recording again to finish completing the chart or to check their answers, play it one more time. Then check answers with the whole class. Elicit full sentences, if possible, so students practise the pronouns *he* and *she* (and make sure they don't over-apply the third person rule and say *she would likes*).

### Answers

What would they ...	... like for present?	... like to do in the evening?
Jill	breakfast in bed	go to a restaurant with husband
Sammy	new laptop	go to the cinema/ see a movie
Zoe	white trainers	go dancing with friends

### 🔊 12.6 Birthday wishes

Jill:

What would I like for my birthday? That's easy! I'd like to have breakfast in bed. With my favourite magazine. And in the evening I'd like to go to a restaurant with my husband. I don't mind if it's Italian, French, Chinese or English. Just good food, my husband and no children!

Sammy:

Well, I'd like a new laptop, because my laptop is so old and all the new software doesn't work on it. And then in the evening I'd like to go to the cinema. I'd like to see a really good action movie with fast cars!

Zoe:

I'd love some trainers. White ones, please. My old ones are OK for running but I'd love some new white ones. And in the evening I'd like to go dancing with all my friends and have a great time.

### Talking about you

4 Ask students to imagine it's their birthday soon. Focus attention on the examples in the speech bubbles. Drill the language and check students say *I'd like* rather than *I like*. They frequently make mistakes with these differences in sound as they don't easily hear them. Get students to give one or two more examples, working in open pairs. Students continue in closed pairs. Monitor and check for correct use of *would like* + noun and *would like* + to + infinitive.

**SUGGESTION** If students are enjoying the activity, open it up as a mingle. They ask the same questions and give the same answers as in the pairwork activity, but of course they get up, move around and talk to many more people and have a lot of opportunity to perfect their use of *Would you like* and *I'd like*. You could also encourage them to make appropriate responses such as *Really? Oh, lovely. That's nice. Good idea*, etc. Write examples on the board if you think students won't remember these. While they're mingling, monitor and help with pronunciation as necessary.

### Grammar SB p115

#### like and would like

This section explains the difference between *like* and *would like* and gives students further practice in using the two forms.

1 🔊 **12.7** Pre-teach/Check *tonight* and *What about you?* Ask students to read the questions in the instruction. Play the recording and get students to read the conversations at the same time. Check the answers to the questions. Point out the use of *I'd love to* in reply to *Would you like to ... ?* Explain that we don't usually repeat the main verb from the question.

Put students in new pairs to practise the conversations. Monitor and check for accurate pronunciation and intonation. Check students use *I like* and *I'd like* correctly. If students have problems with pronunciation, drill key sections of the conversations and get students to practise again in closed pairs.

### Answers

**Conversation 1** is about what you like every day.

**Conversation 2** is about what you want to do today.

### GRAMMAR SPOT SB p115

- 1 Read the two sentences aloud and ask *What's the difference?* Allow students to express a range of ideas, in L1, if appropriate. Do not confirm or explain the difference at this stage, as students get further help in exercise 2.
- 2 Read the notes as a class. Make sure students understand that *like* is used to talk about something which is always true. Focus attention on the example sentences and elicit other examples from the class.
- 3 Read the notes as a class. Make sure students understand that *'d like* is used to talk about something we wish to have or do, now or soon. Remind them that it is similar in meaning to *I want*. Focus attention on the examples and highlight the use of the noun and *to + infinitive* in questions with *would like*. Elicit other examples from the class.

Write on the board *I like coffee. I'd like a coffee*. Ask which sentence refers to a general preference and which one is similar to *I want* and refers to a particular wish for now or soon. Ask students to turn to Grammar reference 12.3 on p120 to check their answers.

### Talking about you

- 2 Focus attention on the examples in the speech bubbles. Choose a confident student to make a conversation with you, using these speech bubble prompts. Refer students to the list of activities below, which may help them. Elicit examples of complete conversations in open pairs first of all. Encourage students to ask *What about you?* and follow-up questions, e.g.
 

A *What do you like doing in your free time?*  
 B *I like shopping and reading. What about you?*  
 A *I like swimming and listening to music.*  
 B *What music do you like?*  
 A *Jazz and classical. What about you?*  
 B *I like pop and rock.*  
 B *What would you like to do this weekend?*  
 A *I'd like to go out with my friends. What about you?*  
 B *I'd like to go shopping.*  
 A *What would you like to buy?*  
 B *Some clothes and a CD.*

Then get students to continue working in closed pairs. Monitor and check for correct use of *like + -ing* and *would like + to + infinitive*. Give feedback on any common errors which might interfere with comprehension, e.g. *\*I like to visiting my parents*.

### Listening and pronunciation

- 3 **12.8** This is a discrimination exercise to check students can hear the difference between *like* and *would like*. Point

out that the key phrases in the exercise are contained within mini-exchanges – they are not said in isolation. Play the first conversation as an example and elicit the sentence that is included (*Would you like a Coke?*). Play the rest of the recording, pausing if necessary after each conversation for students to choose the correct sentence. Get students to check in pairs. If there is disagreement on the answers, play the recording again and then check the answers with the class.

Ask students to turn to audioscript 12.8 on p144. Put them in closed pairs to practise the conversations. Monitor carefully and note any difficulties. Play the recording again, if necessary, to highlight the correct pronunciation and drill any problem sections chorally and individually. If there is time, you could put students in different pairs to practise again, taking the opposite role if possible.

### Answers and audioscript

#### 12.8 like and would like

- 1
 

A What would you like? **Would you like a Coke?**  
 B Yes, please. I'm very thirsty.
- 2
 

A What sort of thing do you like doing at the weekend?  
 B Well, **I like watching films.**
- 3
 

A What sort of house do you want to move into?  
 B **We'd like a house with a big kitchen.** Somewhere near the centre of town.
- 4
 

A We have this weekend free. **What would you like to do?**  
 B I'd like to have the weekend with you, and only you!  
 A Oooh!
- 5
 

A What do you spend all your money on?  
 B Well, **I like new clothes.** I buy new clothes every week.

### Check it

- 4 Focus attention on the first pair of sentences, as an example. Students continue working individually to choose the correct sentence in each pair. Get students to check their answers with a partner, before checking with the whole class. If possible, elicit where the mistakes are in the incorrect sentences and elicit or explain why they are wrong.

### Answers

- 1 I'd like to leave early today.
- 2 Do you like your job?
- 3 Would you like tea or coffee?
- 4 I'd love some cake, please.
- 5 They'd like something to eat.
- 6 I don't need any stamps.

### Additional material

#### For teachers

Photocopiable activity – Grammar: *In your dreams* pp215–6

Photocopiable activity – Video worksheet: *The Los Angeles food trucks*

#### For students

Online Practice – *Look again*

Workbook pp76–9, exercises 1–10

## Meal times around the world

### About the texts

There are three texts about what three people in different parts of the world like to eat every day. The people are Scott /skɒt/ from Australia, Min-Jun /mɪn 'dʒʊn/ from South Korea, and Hanna /'hʌnə/ from Hungary. There is quite a lot of new food vocabulary in the texts, some of which is taught in exercise 1 or can be understood from the photos. Some of the food is specific to the culture of the person profiled and is basically explained in the corresponding text, e.g. *jjigae*, *kimchi*, *rétes*.

### NOTES

This is the first 'jigsaw' reading and so will need careful setting up or scaffolding. The 'jigsaw' technique integrates reading and speaking skills by getting students to read one of three texts (but not the others, which they shouldn't be able to see) and then working in groups to exchange information in a speaking phase to supply information about the other texts they didn't read. It's important to remind students to read only their text and to get information about the other texts via speaking.

- 1 Lead into the topic of food by asking students to brainstorm examples of food and drink. Get them to work on this in groups and then elicit examples. Take this opportunity to check pronunciation and review the alphabet by getting students to spell some of the key words.

Focus attention on the title of the section 'Meal times around the world' and check they understand *meal*. Then elicit and check words for different meals: *breakfast*, *lunch*, *dinner* and you could also include the phrase *have a snack*. In their brainstorming groups they could ask each other *When do you have ... ?* Elicit some times. You could also elicit what they have for each meal and write some of the words on the board, in three columns for breakfast, lunch and dinner.

Focus students' attention on the food words in the box and give them a moment to read through. Some vocabulary will be new, but don't go through meanings yet. Then point to the first photo of food and elicit the word for it (*chicken*). Students continue to match food words with pictures individually or in pairs. Check the answers with the class. Drill the pronunciation of the words as necessary: *vegetables* /'vedʒtəblz/ and *sausages* /'sɒsɪdʒɪz/ are often tricky to pronounce well.

### Answers

- 1 chicken
- 2 fish
- 3 eggs
- 4 toast
- 5 rice
- 6 vegetables
- 7 sausages
- 8 bread and butter
- 9 fruit

- 2 Put students into three groups, physically moving them to sit together (with larger classes, you may need to have multiple sets of the three groups). Label each group A, B or C.

Assign a text to each group and remind students to read only their text: Group A – Scott, Group B – Min-Jun, Group C – Hanna.

**EXTRA IDEA** To help students revise questions they learned in earlier units, focus their attention on the information given in the mini profile above the food picture. Ask students to write down the questions they could ask to get these answers: *What's his/her name? How old is he/she? Where is he/she from? Or Where does he/she live? What is his/her job? Or Where does he/she work?* Monitor and check the questions are correct. Students can use them in step 3 of the reading task.

Tell students to read their text quickly, asking others in their group for help with vocabulary if needed. Monitor and help with any queries.

Give students time to read the questions and deal with any queries. Get them to work in their groups and answer the questions about their text, noting down the answers to each one. Monitor and check they are finding the right information. Assist/Prompt if necessary, e.g. give paragraph number.

### Answers

#### Group A (Scott Morgan)

- 1 sausages, eggs, toast, chicken, fish
- 2 breakfast: sausages, bacon and eggs with toast and vegemite  
lunch: a sandwich  
dinner: hamburgers, kebabs, chicken, fish and beer
- 3 He eats lunch at 12.00.
- 4 He likes cooking food outside on a BBQ in the summer.
- 5 He would like to eat in the university canteen more often.
- 6 Yes – he walks on the beach.

#### Group B (Min-Jun Gang)

- 1 fruit (apple), egg, fish, vegetables, rice
- 2 breakfast: a cup of tisane (herbal tea) and an apple  
lunch: kimbap  
dinner: jjigae and kimchi
- 3 She has a cup of tisane at 6 o'clock. She has lunch at 11.30.
- 4 She likes going to the gym at Samsung after work.
- 5 She would like to go to the gym more often.
- 6 Yes – she sometimes goes to the gym.

#### Group C (Hanna Varga)

- 1 bread, sausage, cheese, bread and butter with jam or honey, fruit (including peppers and tomatoes), chicken
- 2 breakfast: bread, sausage, cheese, peppers or tomatoes, tea or cocoa, sometimes bread and butter with jam  
lunch: a cheese and salami sandwich and coffee, sometimes rétes  
dinner: goulash or chicken paprikash and potatoes
- 3 She has a snack at 2.00 and dinner at 8.00.
- 4 She likes riding her bike to work in the morning.
- 5 She'd like to go for a run in the evening.
- 6 Yes – she rides her bike to work.

**SUGGESTION** At this point you might want to feed in the language students can use for the information exchange in the next section, e.g. *Do you want to start? You next. Sorry, I don't understand. Can you repeat, please?*

- 3 Re-group the students, making sure there is at least one A, B, and C student in each group. Demonstrate the activity by getting a couple of students from one group to talk about the person in their text. If you did the 'extra idea' in exercise 2, students can first ask each other the questions to find out about the people.

Students continue talking about the answers to the questions in exercise 2 and exchanging the information about their person. It might be a good idea to ask them to note down the answers so you can have a class feedback session at the end. Monitor and help. Also, check for correct use of third person singular pronoun *he/she*, the Present Simple, *like* and *would like*.

When the students have finished talking, go through any new vocabulary from the texts for which they need you to clarify and drill pronunciation, as appropriate. Ask different people in the class to tell you about Scott, Min-Jun and Hanna's day. At this stage you could also correct any important grammar or pronunciation errors you noticed while monitoring.

### What do you think?

Students have a chance to reflect on what they have read and heard about from their classmates. Read through the questions as a class and check comprehension of the phrase *a good diet*. Elicit a few responses from a range of students. Give students time to discuss the questions in their groups, noting down suggestions for a good diet. Elicit ideas from the class in a short feedback section.

**SUGGESTION** If your students are interested in the topic of food, you could start a mini-project. Students can write about what people eat, using the descriptions in the reading texts as a model. This would work particularly well with students from different countries or regions of the same country. To practise speaking, they could interview each other. If there isn't time, they could just write about their own dietary habits. If Internet access is available or students do the writing for homework, they could produce presentations using food images sourced on the Internet.

#### Additional material

##### For teachers

Photocopiable activity – Vocabulary: *Food survey*  
pp217–8

##### For students

Online Practice – *Practice*

## Vocabulary and speaking SB p118

### In a café

This section reviews and extends the lexical set of food and drink, and recycles *would like* in the context of ordering in a café.

- 1 Ask students to look at the menu and ask *What's the name of the café?* (Joe's Café); *When can you go there?* (11 a.m.–11 p.m.)

Write the following words from the menu on the board: *Starters, Mains, Sandwiches, Side orders, Desserts, Drinks*. Drill pronunciation of the words as necessary. Elicit examples of things for each category, e.g. *soup, pasta,*

*cheese sandwich, chips, chocolate cake, orange juice*. Focus attention on the café menu. Give students time to read it through. Encourage students to ask a partner for help with any dishes they don't recognize, but be prepared to deal with any vocabulary queries students may have. Check pronunciation of the following items, especially the silent *l* in *salmon* and *g* in *Bolognese*. Drill the word stress as necessary; *pâté* /'pæteɪ/, *salmon* /'sæməŋ/, *hamburger* /'hæmbɜːgə(r)/, *spaghetti bolognese* /spəˌgeti ˌbɒləˈneɪz/, *apple pie* /æpl ˈpaɪ/, *sparkling* /'spɑːklɪŋ/.

Ask students to look at the food words in the box. In pairs, they talk about where to put them in the café menu.

Check answers together.

**SUGGESTION** With a stronger group, you could elicit their own ideas for further dishes they could add to the menu in each category. Be sure to check their pronunciation, spelling and categorization is correct.

**EXTRA IDEA** Give a few examples of things from the menu that you like and don't like. Put students in pairs to compare their likes and dislikes. Ask students to report back about their partner's preferences. Use this as an opportunity to review the third person *-s* on *likes/doesn't like*.

#### Answers

- |                   |                     |
|-------------------|---------------------|
| 1 Soup of the day | 4 Green salad       |
| 2 Fish and chips  | 5 Chocolate cake    |
| 3 Cheese and ham  | 6 Fresh fruit juice |

- 2 Tell students they are going to hear a couple called Paul /pɔːl/ and Iris /'aɪrɪs/ ordering a meal at Joe's Café. Ask students to read the instruction, and confirm with them what the letters *P*, *I*, and *W* stand for. Point out the example and elicit that 'W' is the waiter. Give students time to read through the café conversation before they listen.


**12.9** Play the first line of the recording to illustrate the example. Play the next line and elicit the correct letter if you need a further demonstration (P). Play the rest of the recording and get students to complete the task. Ask students to check their answers in pairs. If there is disagreement on the answers, play the recording again and get students to check/amend their answers. Check the answers with the whole class.

#### Answers and audioscript

##### 12.9 In a café

W = Waiter P = Paul I = Iris

- W Are you ready to order?  
P Well, I am. Are you ready, Iris?  
I Hmm – yes, I think so. What's the soup of the day?  
W Vegetable soup.  
I Lovely, I'd like the vegetable soup to start, please.  
W And to follow?  
I I'd like the salmon salad with some garlic bread on the side.  
W Thank you. And you, sir? What would you like?  
P Er – I'd like the toast and pâté, followed by hamburger and chips.  
W Would you like any side orders?  
P No, thank you. Just the hamburger.  
W And to drink?  
I Sparkling water for me, please. What about you, Paul?  
P The same for me. We'd like a large bottle of sparkling water, please.  
W Of course. I'll bring your drinks immediately.

- 3  **12.9** Put students in groups of three. Get them to practise the conversation in their groups; then play the recording for them to check their pronunciation. If students have problems with pronunciation, drill key sections of the conversations and get students to practise again. Make sure that *'d like* and *would you like* are pronounced correctly, as far as possible.

### Roleplay

- 4 In their groups of three, give students time to prepare their roles and what they want to order. Weaker students can follow the script in exercise 2 very closely. Stronger students may change the conversation more. Monitor carefully and assist where necessary. Encourage them to rehearse the conversation a few times. Once they are more confident with the language, encourage them not to refer to the text in the Student's Book, but to work from their own memory. Get students to act out their conversations for the rest of the class if they feel comfortable with this. Ask the students who are listening *What do they order?* to give them a listening task. Elicit the answers afterwards.

**SUGGESTION** If you have access to other real menus from British or American cafés and restaurants, bring copies of them into class and get students to roleplay other conversations, using the different menus. You will need to be careful that the menus you select contain language that is appropriate for the post-beginner level.

Alternatively, with a monolingual group, you could ask them to write their own menus containing traditional/common local food and swap them with another pair. Then they can roleplay being English-speaking tourists going to a restaurant in their country.

#### Additional material

##### For teachers

Photocopiable activity – Communication: *In a café*  
pp219–20

##### For students

Online Practice – *Look again*

Workbook pp79–80, exercises 1–3

### Everyday English SB p119

#### Signs all around

This section focuses on the meaning of everyday signs and also recycles *can/can't* in the context of 'be allowed to'.

Lead into the topic by drawing some of the signs in and around your school on the board or pointing to any which are in your classroom. Teach the word *sign* /saɪn/ and drill pronunciation, pointing out the silent *g*.

- 1 Focus attention on the signs in exercise 1. Elicit where you can see them. Most are in places that students know the words for, such as shops, restaurants, bars, at work, on the street, etc. Help them with any additional vocabulary they need to explain the possible locations. Don't try to elicit what the signs mean yet, though the students will be starting to think about this.

#### Possible answers

- 1 Used in a restaurant, at a university, to show where the women's toilet is.
  - 2 Used anywhere to indicate a private area, where only staff or particular people can go.
  - 3 Used to indicate a machine is not working.
  - 4 Used to show where people should leave a building, e.g. a cinema or theatre.
  - 5 Used to show how a door can be opened.
  - 6 Used on the front of shops to show that prices of items are reduced inside.
  - 7 Used to show somewhere where members of the public should not go.
  - 8 Used to show where members of the public shouldn't park their car.
  - 9 Used on the front of shops/restaurants/cafés to show they're no longer open.
  - 10 Used on doors to show how to open them.
  - 11 Used to show where people should enter or go into a building.
  - 12 Used to show where the mens' toilet is.
  - 13 Used to show where people should stand in a line to wait for something, e.g. outside an airport to wait for taxis.
  - 14 Used to show where people can use the lift in a building.
  - 15 Used in a restaurant to show someone has booked a table.
- 2 Pre-teach/Check *push/pull, up/down, floor* (= storey), *stand* (verb). Put students in pairs to match the signs to the meanings. Check the answers.
- Drill all the words on the signs chorally and focus on any of the signs which have tricky pronunciation, e.g. private /'praɪvət/, queue /kju:/, gents /dʒents/. You could point out/explain that *gents* is short for *gentlemen*, which is a longer word meaning *men*.

#### Answers

- 1 11
- 2 4
- 3 15
- 4 8
- 5 3
- 6 10
- 7 5
- 8 12
- 9 14
- 10 1
- 11 6
- 12 13
- 13 9
- 14 2, 7

- 3 **12.10** Explain that students are going to hear eight single lines of conversation which correspond to one of the signs in exercise 1. Pre-teach/Check *gate* (students may know this word from airport experiences but obviously need to understand the different meaning in this context. You could show an image or draw a quick sketch of a gate).

Play number 1 and elicit the correct sign (6 *SALE*). Play the rest of the recording and get students to find the remaining seven signs. Allow students time to check in pairs. If there is any disagreement, play the recording again and get students to check/amend their answers. Go through them together.

### Answers

- 1 6
- 2 3
- 3 1
- 4 15
- 5 13
- 6 14
- 7 9
- 8 2, 7

### 12.10 Signs

- 1 Hey, look! That lovely red jumper is only £19.99 now.
- 2 Oh, no. I put my money in before I saw the sign.
- 3 Can you tell me where the toilets are, please?
- 4 This is our table. It has our name on it.
- 5 I'm not waiting. There are so many people.
- 6 Which floor is our room on? Is it the 6<sup>th</sup> or the 7<sup>th</sup>?
- 7 Oh dear, we're too late. It doesn't open again until Monday now.
- 8 I'm sorry, but you can't walk here. Didn't you see the sign on the gate?

**SUGGESTION** You could ask further comprehension questions to check students' understanding of the content of the audioscript:

*What is the price of the red jumper? (£19.99)*

*What is the problem in conversation 2? (The machine doesn't work)*

*What does speaker 3 need? (The toilet)*

*Who booked the table? (The speaker)*

*Does he want to wait? (No, because there are so many people)*

*Where are the speakers? (In a hotel)*

*Is the shop open at the weekend? (No, not until Monday)*

*Can you walk in this place? (No, you can't walk here)*

- 4 Students read the instruction. Demonstrate the activity by reading a short conversation and getting students to guess the correct sign, e.g.:

*A: Oh, no! I need some stamps, but the post office isn't open.*

*B: Don't worry. You can buy stamps at the newsagent's.*

Students point to the 'Closed' sign. Give a further example, if necessary:

*A: Excuse me! I'd like to wash my hands.*

*B: Well, the toilets are over there, madam. (Ladies)*

Put students in pairs to continue. Monitor and help as necessary. Remind students not to use any of the wording in the sign if possible, and to keep their chosen sign a secret. With a weak group, you will need to help them find alternative vocabulary to the wording on the sign. Let them practise quietly in their pairs before they perform to the class.

Students take it in turns to act out their conversations and get the rest of the class to guess the correct sign. Praise students for any particularly good conversations and conduct error correction, as necessary, with a focus on pronunciation errors.

### Additional material

#### For students

Online Practice – *Look again*

Online Practice – *Practice*

Workbook p81, *Review*, exercises 1–5

Online Practice – *Check your progress*

#### Wordlist

Ask the students to turn to the Wordlist on p120 and tick the words they remember. Tell students to look back in the unit and find the words they don't remember so that they can learn them. If appropriate, ask students to translate words they are still not sure of or to check the meanings in groups. Ask them to learn the words for homework, and test them on a few in the following lesson. To increase the students' enjoyment of vocabulary revision you can also provide games with anagrams, de-vowelled words (where students provide words with missing vowels for other students to complete) and words on slips of paper which students can use to test each other.

# 13 What's happening now?

## Introduction to the unit

The title of this unit is 'What's happening now?' and the main new grammatical form is the Present Continuous. Students practise the tense in a range of contexts and it is contrasted with the Present Simple. The vocabulary focus is on the lexical set of clothes and colours, and this is a vehicle for further practice of the Present Continuous. Students also get personalized practice of the tense by describing photos. (You will need to ask students to bring in photos from home for this task – see notes on TG p133.) Skills practice is provided with reading and listening exercises about a change in routine in the life of a businessman. This consolidates the use of the two present forms. There is a useful *Vocabulary and listening* section on opposite verbs, e.g. *ask* and *answer*. The *Everyday English* section is called *What's the matter?* and it focuses on feelings such as *being tired, worried*, minor problems like *have a headache*, and suggestions with *Why don't you ... ?*

## Language aims

### Grammar

#### Present Continuous

This unit introduces the Present Continuous after students have had the opportunity for plenty of practice of the Present Simple. The unit contrasts the use of the two tenses and gives students the opportunity to practise them together.

### Vocabulary

Clothes and colours are reviewed and extended and the focus on vocabulary patterns continues with a section on opposite verbs.

### Everyday English

This section is called *What's the matter?* and it focuses on feelings, e.g. *being tired, hungry, etc.*, minor problems like *have a cold/headache*, and suggestions to make people feel better.

## Additional material

### Workbook

There are exercises to practise the Present Continuous, in all its forms, to talk about actions happening now. Students also review describing clothes and saying colours. They also consolidate their knowledge of opposite verbs. There are a number of texts for reviewing key language and the *Everyday English* section practises how to describe feelings and offer advice.

## Photocopiable activities

There are photocopiable activities to review grammar (*What are they doing?*), vocabulary (*Clothes and colours*), and communication (*What's the matter?*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

## Possible problems

Some languages use just one form for the present tense and have no equivalent of the Present Continuous. This can cause problems because students find it difficult to understand how/why it is used. A common mistake is over-using the Present Continuous once learned: \* *I'm coming from Spain*.

Students also often confuse the form of the two present tenses. They are already familiar with *am/is/are* as parts of *to be*, but they tend to start using them as an auxiliary with the Present Simple (or this may be confusion to do with third person singular -s): \* *She's play tennis*. Another common problem is using *do/does* as the auxiliary with the Present Continuous, e.g. \* *What do you doing?* \* *Do they working today?*



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

Point to the title of the unit, 'What's happening now?', and the photo. Elicit what students can see (*two boys, big umbrella*) and what the weather is like. (*It's raining.*) You can also ask what the weather is like now – pointing out of a window, if you have one, or looking at a weather app on a mobile phone.

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading*. If you wish, 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 – especially for students to answer any questions. This makes it a more interactive experience. 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, why not watch the video together? This unit contains a variety of goals and the video helps students see how many different things they will study. Then move on to the speaking activity which focuses on one of the vocabulary aims – colours.

#### Notes for activity:

Put students in pairs. Focus students' attention on the photo to brainstorm words for colours in English, pointing to them. These will be clarified in the Starter on p122, so don't encourage students to use translators or dictionaries now. There's also no need to write anything on the whiteboard – this is merely an oral brainstorming activity.

## What colour is it? SB p122

### STARTER

- 1 Focus attention on the colours and the example. Students continue labelling the colours, using words in the box. Check the answers, drilling the pronunciation as necessary.

#### Answers

- 1 red
- 2 green
- 3 white
- 4 black
- 5 blue
- 6 grey
- 7 orange
- 8 yellow
- 9 pink
- 10 brown

- 2 Give an example of your own favourite colour(s) and then elicit examples from the class.

You could put students in pairs to ask *What's your boyfriend's/girlfriend's/husband's/wife's/ mum's/dad's/ brother's/sister's favourite colour? What are your children's favourite colours?* (You could also help them with realistic phrases for answering: *I think it's ..., I don't know. Maybe ..., She/He likes ... and... .*)

**EXTRA IDEA** If necessary, consolidate the vocabulary by pointing to different objects in the classroom and eliciting the correct colour, *What colour is this/that?* (Students could also test each other in pairs using this question.)

## Vocabulary SB p122

### Clothes

- 1 Write *clothes* /kloʊðz/ on the board, model and drill the word and explain the meaning. Find out whether students know any English words for clothes by pointing to items you are wearing and asking *What's this?* or *What are these?* Help students with pronunciation of any words they offer you and write them on the board. Reassure them that it doesn't matter if they don't know the words, because you're going to study these together. Encourage them to point to clothes they are wearing themselves and ask you *What's this?* so you can give them words – but don't do too many.

**13.1** Focus attention on the clothes words in the box. Model each word and drill chorally and individually. Repeat any words students are finding difficult. The vowel sounds in the words *suit* /su:t/, *skirt* /skɜ:t/, and *shirt* /ʃɜ:t/ and *tie* /taɪ/ may be a problem for them, so ensure that you check these and drill their pronunciation. Focus attention on the photos of clothes and the example. Students continue labelling the clothes, working in pairs. Play the recording to check the answers. Play it again, pausing for students to repeat.

Highlight the use of *a* with the singular items, e.g. *a jumper*, and explain that the plural items do not need *a*, e.g. *boots*. Highlight that the words *trousers* and *shorts* are plural in English, because this may be different in the students' own language.

You'll also need to teach the word *jeans* /dʒi:nz/ as it is used in the exercises on p123 (and perhaps a number of students are wearing jeans). Point out that, like *trousers*, this is also always a plural noun, i.e. you can't say *a jean*.

### Answers and audioscript

#### 13.1 Clothes

- 1 a jumper
- 2 a skirt
- 3 trainers
- 4 a shirt and tie
- 5 a T-shirt and shorts
- 6 a dress
- 7 shoes and socks
- 8 a jacket
- 9 a scarf
- 10 boots
- 11 a suit
- 12 trousers

- 2 Focus students' attention on the speech bubbles. Drill in an open pair across the class. Point out that we use the colour adjective first and then the clothing in English. Then get students to continue in closed pairs, pointing at photos and saying the sentences, including colour and clothing. Monitor and check for correct pronunciation of the colours and clothes and correct use of article *a/an*, or no article for the plurals.

#### Example answers

It's a blue tie.  
 It's a green T-shirt.  
 They're pink shorts.  
 It's a yellow dress.  
 They're black shoes.  
 It's a grey suit.

**EXTRA IDEA** Ask students to make similar statements about things in the classroom and their colour, e.g. *It's a red chair. It's a white board. It's a green bag. They're blue pens.*

#### Additional material

##### For teachers

Photocopiable activity – Vocabulary: *Clothes and colours* pp223–4

##### For students

Online Practice – *Look again*

Workbook p82, exercises 1–2

### Grammar SB p123

#### Present Continuous

This section presents the positive forms of the Present Continuous in the context of talking about clothes. A limited number of verbs apart from *wear* are introduced to help students get used to the form of this new tense.

- 1 Focus attention on the pictures of the people and the descriptions which match them. Ask them to read description 1 and find Polly and Penny in the picture. Highlight the word given as an example (*dresses*), and elicit the other missing word to complete this description (*shoes*).

Give students time to find and label the other people in the picture and complete the other descriptions, working individually. Put them in pairs to check their answers.

- 13.2 Play the recording and get students to check their answers. Play the recording again for students to repeat chorally and individually. Model and encourage students to reproduce the contracted forms *he's* /hi:z/ and *she's* /ʃi:z/, and the linking between *-ing* and a vowel: *He's wearing a grey suit.*

#### Answers

- 1 dresses, shoes
- 2 suit, shirt
- 3 T-shirt, trainers
- 4 jacket, boots
- 5 jeans, jumper

#### 13.2 What are they wearing?

- 1 Polly and Penny are wearing yellow dresses and pink shoes. They're eating ice cream.
- 2 Carl's wearing a grey suit and a white shirt. He's reading his emails.
- 3 Lily's wearing an orange T-shirt and white trainers. She's running.
- 4 Eva's wearing a green jacket and brown boots. She's carrying a black bag.
- 5 Rick's wearing blue jeans and a red jumper. He's playing the guitar.

#### GRAMMAR SPOT SB p123

- 1 13.3 Read the note aloud and play the recording, pausing after each sentence for students to repeat. Encourage them to make the contractions *He's*, *They're*, *I'm*.
- 2 Focus attention on the note about how to form the Present Continuous. Read it aloud. Ask a student to read out the example. Put students in pairs to complete the two sentences. This exercise makes it clear that *You/We/They* need *are* + verb + *-ing* and *She/He* needs *is* + verb + *-ing*. Encourage students to write the contractions. Check answers together.

#### Answers

're wearing  
 's playing

Ask students to turn to Grammar reference 13.1 on p130 and look at the tables together. Then ask students to cover the page and write *working* on the board. Say the sentence *I'm working* and point to yourself. Point to a female student and start them off with *She* to elicit *She's working*. Continue with the plural *They*. Then write *negative* on the board and point to yourself and shake your head. Elicit *I'm not working*. Do the same with *she* and *they* as before, eliciting the negative forms this time. You can continue with the question form and then also elicit the short answers as shown in the Grammar reference. If students had any difficulty with making any of the forms, give them more time to read the grammar notes again.

- 2 13.4 Write a big question mark on the board to show students they are going to practise questions. Focus attention on the examples. Play the recording and let students just listen. Play the recording again, pausing to get students to repeat chorally and individually. Make sure students include the contracted form 's in *What's he doing?* and the schwa sound /ə/ in *What are they doing?* Encourage students to reproduce the same sentence

stress and rhythm that they hear on the recording. Drill as many times as necessary. Remember you can vary the kind of drilling to add interest – men together/women together, divide the class into numbered groups, quiet/loud, slowly/fast, etc.

If necessary, check the pronunciation of the names in exercise 1 before giving instructions for the activity. Focus attention on the language in the speech bubbles and elicit full answers *He's wearing a grey suit and a white shirt.* and *He's reading his emails.* Drill the questions and answers chorally and individually. Get students to continue asking and answering about the people in the picture in exercise 1, working in closed pairs. Monitor and check for correct formation of Present Continuous questions and statements.

**SUGGESTION** You can provide further practice of Present Continuous positive forms by getting students to think about what their family and friends are doing right now. Write the following questions on the board: *What are you doing now? What are your parents/brothers/sisters/friends/children doing now?* Demonstrate the activity by giving your own answers, e.g. *I'm teaching English. I'm working in Room ... with Class ... My mother's working at home.* Elicit some more examples from one or two students, e.g. *I'm studying English. I'm sitting in Room ... next to ... My parents are working.* Put students into pairs and get them to continue exchanging examples. Monitor and check for correct formation of the Present Continuous. Feed back on any common errors with the tense and, if necessary, drill the corrected forms.

**3** Focus attention on the speech bubbles. Drill pronunciation chorally and individually. Get two students to have the conversation in an open pair across the class. Give another example yourself by describing a student in the class without saying their name and ask *Who is it?* Elicit the answer.

Put students in pairs to continue. Monitor and assist with any words they need, but don't yet know. Check for correct formation of the Present Continuous. Highlight any errors after the task and encourage students to self-correct, as far as possible. If there is time, ask a few students to give their descriptions to the class for everyone to guess who it is.

**4** Focus attention on the example and then talk about your own clothes. Students take it in turns to stand up and describe their clothes. (Give weaker students a moment of thinking time to plan what to say.) In larger classes, students can do this in groups. Listen carefully and note any points to correct when they have all finished.

**EXTRA IDEA** You could instruct students to get up and walk around and find someone who is wearing the same as they are – this could be colour or clothing (or both). Then elicit sentences with *we*, e.g. *We are wearing boots. We are wearing trousers. His trousers are black. My trousers are green. We are wearing grey clothes. He is wearing a grey jumper. I'm wearing grey socks.*

## Practice SB p124

### Asking questions

**1** Focus attention on the first photo and the speech bubbles. Drill the question and answer chorally and in

open pairs across the class. With a weaker group, briefly review the verbs students will need in their answers, writing them on the board (*cook, drive, have a shower, text, ski, eat an ice cream, run, dance, and play football*). Put students in pairs to continue asking and answering about the photos.

**13.5** Ask students to read the instruction and check comprehension of the question. Play the recording for students to check their answers. Elicit the extra information provided in each answer (see audioscript below). You could prompt with questions, e.g. *Who is he cooking dinner for? Where is she driving to? What did he do before having a shower? Who is she texting? Where is he skiing? What kind of ice cream is she eating? How are they running? Where are they dancing? What is the weather?*

### Answers

- 1 What's he doing? He's cooking.
- 2 What's she doing? She's driving.
- 3 What's he doing? He's having a shower.
- 4 What's she doing? She's texting.
- 5 What's he doing? He's skiing.
- 6 What's she doing? She's eating an ice cream.
- 7 What are they doing? They're running.
- 8 What are they doing? They're dancing.
- 9 What are they doing? They're playing football.

### 13.5 What are they doing?

- 1
  - A What's he doing?
  - B He's cooking dinner for friends.
- 2
  - A What's she doing?
  - B She's driving to London.
- 3
  - A What's he doing?
  - B He's having a shower because it's hot.
- 4
  - A What's she doing?
  - B She's texting her mother.
- 5
  - A What's he doing?
  - B He's skiing in France.
- 6
  - A What's she doing?
  - B She's eating a strawberry ice cream.
- 7
  - A What are they doing?
  - B They're running in the park.
- 8
  - A What are they doing?
  - B They're dancing at a party.
- 9
  - A What are they doing?
  - B They're playing football in the rain.

**2** Demonstrate the meaning of *mime*. Focus attention on the examples in the speech bubbles and drill the language. Choose an activity that you can mime for the students and get them to guess what you are doing. Encourage them to give sentences in the Present Continuous, as in the speech bubbles, i.e. *You're verb + -ing*, rather than just call out the infinitive verb forms. Put the students into pairs and get them to continue miming and guessing. If you think they will have difficulty thinking what to mime, write some activities on slips of paper for them to look at secretly to give them an idea, e.g. *playing the guitar, eating an ice cream, listening to music, cleaning,*

*drinking a hot coffee.* Get them to change roles after each mime. Monitor and check for correct formation of the Present Continuous. If you have time, ask confident students to do their mimes for the whole class and encourage their classmates to guess what they are doing.

## Grammar

### Present Simple and Present Continuous

This section reviews the Present Simple and contrasts it with the Present Continuous. Exercise 1 highlights the use of the Present Simple for facts and repeated actions.

1 Refer students back to the picture on p123 and ask *Where is Carl?* so they can point to him. Highlight that it's the same businessman in the picture on this page. Tell students they are going to read about Carl's job. Review/Check *feel tired* and *arrive* and then focus attention on the example. Ask students to complete the rest of the text with the verbs in the box. These are already in the Present Simple tense in third person singular form so students don't need to change them, though you could point this out to them.

🔊 13.6 Ask students to check their answers in pairs before playing the recording for them to check. Point out overtly that this text is in the Present Simple and the reason is that it gives information about Carl's regular routine – he does the same things every day.

#### Answers

- 1 works
- 2 wears
- 3 has
- 4 arrives
- 5 reads
- 6 go
- 7 feels

### 🔊 13.6 Carl at work

Carl is a businessman. He works from 9.00 to 5.30 every day. He always wears a suit and tie for work. He usually has lunch at his desk at one o'clock. He arrives home at about seven o'clock every evening and he reads to his children before they go to bed. He often feels very tired at the end of the day.

2 This exercise consolidates the use of the Present Continuous for actions happening now and around now. Focus attention on the picture of Carl and his family. Refer students back to the title of this section *He's on holiday at the moment*. Teach/ Elicit that *at the moment* is a time expression which means *now*. (Point out that we use the preposition *at* – some languages have similar phrases but use a different preposition, e.g. *in*.) Read the rubric and ask *Is Carl working?* (No, he isn't) *Where is Carl?* (on holiday in Spain) *Who is with Carl?* (his family) *Who is phoning Carl?* (his boss, Brian).

🔊 13.7 Play the recording and get students to read the conversation at the same time.

If students query the use of *No, we're not* in line 6 of the conversation, explain that this is an alternative for *No, we aren't*.

### 🔊 13.7 Carl on holiday

C = Carl B = Brian

- C Hello.  
 B Carl, it's Brian, sorry to call you about work.  
 C Oh, hi, Brian! That's OK.  
 B First things first, are you having a good time?  
 C Yes, we are. We're having a great time.  
 B Are you staying in a hotel?  
 C No, we're not. We're staying in a villa with a swimming pool near the beach.  
 B Wonderful. And your family? Are they enjoying it?  
 C Oh, yes. The kids are swimming in the pool right now. Can you hear them?  
 B I can. And are you and your wife relaxing?  
 C We are. We're sitting by the pool. Diane's sunbathing and I'm reading a lot – books and magazines, not reports! And it's great that I'm not wearing a suit and tie, just a T-shirt and shorts!  
 B You're lucky. It's raining again here. Now, I'm calling about work ...  
 C OK, Brian, what's the problem?  
 B Well ... the thing is ...

3 Students read the instruction for the activity and look at the table. Ask *Who is Diane?* (Carl's wife) and *Who is Brian?* (Carl's boss).

Demonstrate the activity by eliciting two or three true sentences using the Present Continuous about Carl. Students continue forming sentences, working individually and writing them down in their notebooks. Get students to compare their sentences in pairs before checking with the whole class.

#### Possible answers

- Carl is enjoying the holiday/talking to Brian/relaxing.  
 Carl isn't staying in a hotel/wearing a suit/swimming in the pool.  
 Diane is enjoying the holiday/relaxing.  
 Diane isn't staying in a hotel/swimming in the pool.  
 Brian is calling Carl/wearing a suit.  
 Brian isn't enjoying the holiday/staying in a hotel/swimming in a pool/relaxing.  
 The children are enjoying the holiday/swimming in the pool.  
 It isn't raining in Spain.  
 They are enjoying the holiday/relaxing.  
 They aren't staying in a hotel.

4 This exercise consolidates *Wh-* and *Yes/No* questions in the Present Continuous. Briefly review the *-ing* form by saying the infinitive and eliciting the correct form, e.g. *have – having, stay – staying, do – doing, swim – swimming, wear – wearing*.

Focus attention on the examples in the speech bubbles. If necessary, drill the examples in open pairs across the class. Elicit the wording for question 2 and highlight the falling intonation on the *Wh-* question: *Where are they staying?* Students ask and answer the questions in pairs. With weaker students, you could elicit the question forms with the whole class first, and then get students to ask and answer. Monitor to check they are choosing the correct form of the auxiliary verb (*is/are*).

🔊 13.8 Play the recording and get students to check the questions and answers.

## Answers and audioscript

### 13.8 Questions and answers

- Are they having a good time?  
Yes, they are.
- Where are they staying?  
They're staying in a villa with a swimming pool, near the beach.
- What are the children doing?  
They're swimming in the pool.
- What's Diane doing?  
She's sunbathing.
- What's Carl doing?  
He's talking on the phone.
- Is he wearing a suit?  
No, he isn't.
- Why is Brian calling?  
Because he has a problem.

## GRAMMAR SPOT

Read the examples with the class. Put students in pairs to discuss and answer the questions. Then check the answers.

### Answers

'He wears a suit for work' is true every day, but not now.  
'He's wearing a T-shirt' is about now.

Read Grammar reference 13.2 on p130 together in class, encouraging different students to read out the example sentences. There are two examples which contain both tenses. Point this out and elicit why (*I usually wear* is true most of the time and *I'm wearing* is about now. *He's speaking French now*. and *He speaks French very well*. is something true about him for all time).

You could get students to practise the two tenses by asking them to write one sentence which is always true about them, e.g. *I have breakfast every day*. and another sentence which is true now, e.g. *I'm sitting next to Marina*. or *I'm wearing jeans*. Give them time to think of what they want to express and find the words – they could use a dictionary or you could use L1 to help, if appropriate. Check these sentences are accurate and especially that they use the correct present tense. Students may remember these examples for some time as they are about their own lives.

- 5 In this gapfill exercise, students need to choose between the two present tenses. This will help you to know if they really understand how to form them and the function of each tense.

Focus attention on the examples in number 1. Elicit that the first verb is Present Simple (*lives*) because Carl does it every day. Point out the word *now* after *but* in the sentence to show why Present Continuous is needed for the verb *stay* (*'s staying*). Students complete the sentences, working individually. Remind them to use contracted forms, and point out that sentence 3 includes *never* and so needs a positive verb. Allow students to share their answers in pairs before checking with the whole class. If there are mistakes, deal with them as a whole class, referring students back to the Grammar reference on p130.

**SUGGESTION** With a strong group, you could elicit/check the spelling patterns of adding *-ing* to the base form of a verb. Write *live* and *have* on the board and elicit that we take away

the *e* before adding *ing*. Demonstrate this with a further common verb: *make – making*. Then write *swim* and *run* on the board and elicit that we need to double the consonant before adding *-ing*. Make sure they understand this only happens with verbs with single short vowels and single consonants. Demonstrate with a further verb: *put – putting*.

### Answers

- |                        |                      |
|------------------------|----------------------|
| 1 lives, 's staying    | 4 works, 's enjoying |
| 2 wears, 's wearing    | 5 work, 're swimming |
| 3 relaxes, 's relaxing | 6 rains, 's raining  |

**VIDEO** In this unit students can watch a video about a charity clothes shop in London that not only sells second-hand clothes, but also makes new clothes from items donated to the charity. 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.

## NOTE

Ask students to bring in a photo of themselves to talk about in class in the next lesson (p126, exercise 2: *A photo of you*). This can be a printed copy or they can show photos on their mobile phones. Tell them that the photo needs to be an 'action shot' and show them in the middle of doing something. Get students to look up any useful words they need to talk about the picture before the lesson. Also, bring in at least one photo of yourself so that you can demonstrate the activity.

## Practice SB p126

### Questions and answers

- 1 Focus attention on the cues and the example question. Point out that most of the words the students need are provided, but they have to make a Present Continuous question. If necessary, remind students of the inversion which happens in a question form in English, i.e. not *you are* but *are you ...*? Elicit the question from the prompts in number 2 as a whole class demonstration, if necessary. Students write the questions for the exercise, working individually. Check the answers with the whole class.

### Answers

- Are you wearing a new jumper?
- Are we learning Chinese?
- Are we sitting in a classroom?
- Are you listening to the teacher?
- Is the teacher wearing blue trousers?
- Are all the students speaking English?
- Are you learning a lot of English?
- Is it raining today?

Model and drill the examples in the speech bubbles. If necessary, review the formation of short answers. Point out that in the speech bubble response, there's a short answer and some extra information. Tell students to stand up and ask the questions in a 'mingle' activity, asking and answering one question and then changing partners. Make it clear that they should give true short

answers. Stand in the centre with one or two students to demonstrate the 'mingle' yourself using question 2, if necessary. When students have started the activity, monitor and check for correct question formation, intonation, and short answers. Encourage students to give extra information wherever possible.

### A photo of you

- If possible, explain that for the purposes of speaking English, a photo is a moment caught in time, so it is always 'now' and we usually describe photos using the Present Continuous tense. Show the students an action photo of yourself (on the whiteboard if possible). Demonstrate the activity by giving the information in the bullet point list, e.g. *This is at my house. I'm blowing out the candles on a birthday cake because it is my birthday. I'm with my family. I'm wearing a new, black shirt.*

Highlight the list for students to describe their photos. Put them in pairs to talk about their own photo. Monitor and check for correct use of *to be* and of the Present Continuous. Note down any common errors, but don't feed back on them until after the activity. Allow students to talk as freely as they can about their photos.

### Check it

- Focus attention on the first pair of sentences and elicit the correct one (*I'm wearing a blue shirt today*). Students continue working individually to tick the correct sentences. Ask students to check their answers in pairs before checking with the whole class. Try to elicit from the students where the mistake is in the incorrect sentences and why it is wrong.

You might want to point out that in the second pair of sentences, when said quickly *Where are you going?* can sound like *Where you going?* but they have to remember that you always need *am/is/are* with verb + *-ing* for the Present Continuous tense.

### Answers

- I'm wearing a blue shirt today.
- Where are you going?
- Peter isn't working this week.
- That's Peter over there. He's talking to the teacher.
- Heidi is German. She comes from Berlin.
- Why aren't you having a coffee?

### Additional material

#### For teachers

Photocopiable activity – Grammar: *What are they doing?* pp221–2

Photocopiable activity – Video worksheet: *Clothes*

#### For students

Online Practice – *Look again*

Workbook pp83–85, exercises 1–5

## Reading and speaking SB p126

### What are they doing?

#### About the text

There are four short reading texts to be used as a jigsaw reading activity, similar to Unit 12, p116. Each text is about a different person and describes what usually happens in their life and why this time is different. The four people are Isabel /'ɪzəbel/, Leo /'li:əʊ/, Mark /mɑ:k/, and Jia /'dʒiə/. Students read just one text and answer comprehension questions, then practise speaking and listening in groups, where they share what they have found out.

- Ask students to read the questions. Get students to ask you the questions to demonstrate the activity. (Give simple, true answers.) Put them in pairs to ask and answer them with true answers. Monitor and ensure they are using the Present Simple tense. Elicit some examples from the class.
- Point out that there are four texts. Divide the class into four groups and label each group either 'Isabel', 'Leo', 'Mark' and 'Jia' – the names of the people in the texts.

There isn't much new vocabulary in the reading texts, but you could pre-teach the following to all students before they read their own particular text: *wedding day, get married* (Isabel); *an adult, a present* (Leo); *a barbecue* (Mark); *a business trip, pack your bags, try on a new suit* (Jia).

Tell each group that they should only read the text for their person. Check again with a show of hands that they know which text they are to read. Ask them to find the photo which matches their text. Give them time to read and process the information. They shouldn't need to use translators/dictionaries. Check answers together.

#### Answers

Mark is in Australia and having a Christmas barbecue.

Jia is getting ready to go to London.

Isabel is getting married.

Leo is eighteen today so he's having a big birthday party.

- Students read the questions. Respond to any queries they have about the questions, to make sure they understand fully. Model each question and drill it chorally and individually (as they will ask each other the questions in the next exercise).

Put students into two groups, A and B. Group A answers the questions about Mark and Isabel; Group B answers about Jia and Leo. Ask them to read their texts (and only their texts) to find the answers and note them down. (Each person should write notes as the groups will change later and they need to have a written record.) Monitor and check the appropriate answers with each group.

#### Answers

- Mark: it's Christmas Day; Jia: it's Sunday evening; Isabel: it's Saturday; Leo: it's his birthday
- Mark usually goes to his parents' house. He opens presents and has a big lunch at 2.00.  
Jia usually gets ready for her week at work.  
Isabel usually gets up late, does the housework, meets friends and goes shopping.  
Leo sometimes goes out with friends or goes to a restaurant with his family. His mum usually makes a cake.

- 3 Mark: he's in Australia.  
Jia: she's getting ready to go on a business trip to London.  
Isabel: it's her wedding day.  
Leo: it's his eighteenth birthday.
- 4 Mark is having a Christmas barbecue.  
Jia is packing her bags.  
Isabel is getting married.  
Leo is having a big party with all his friends.
- 5 Mark went to the beach.  
Jia practised her English, then she had lunch with friends.  
Isabel got up early.  
Leo got a lot of presents.
- 6 Mark is wearing a T-shirt and shorts.  
Jia is wearing a T-shirt and jeans.  
Isabel is wearing a white dress.  
Leo is wearing a white T-shirt and a shirt.

- 4 Ask students to find a partner from the other group. Tell them to take turns to ask each other the questions about their texts and answer with the answers from exercise 3. Monitor and check whether they are using tenses accurately. Make a note of any mistakes to correct later but don't interrupt their flow. Conduct error correction as necessary.

### What do you think?

Students read what each person said and speculate about who said it and to whom.

#### Answers

- Jia on the plane to London emailing/texting a work colleague.
- Leo emailing/texting all his friends to thank them for coming to his party.
- Isabel emailing/texting her parents to thank them for everything.
- Mark emailing/texting Australian friends to thank them for the barbecue.

#### Additional material

##### For students

Online Practice – Practice

## Vocabulary and listening SB p128

### Opposite verbs

This section focuses on another vocabulary pattern – opposites. Students first met the concept of opposites with the focus on adjectives in Unit 7. This section focuses on verbs. It reviews a number of verbs students have already met, e.g. *ask* and *answer*, and also introduces some new pairings, e.g. *win* and *lose*. The set also includes some common phrasal verbs, e.g. *put on* and *take off*.

- Introduce the concept of opposites by saying a number of adjectives and eliciting the opposite, e.g. *hot* – *cold*, *expensive* – *cheap*, etc. Elicit that these are adjectives. Read the sentences with the class. Highlight that the focus is on verbs in this instance. Ask students to underline the verbs (*asking* and *answering*). Explain that these are verbs with opposite meaning.

#### Answers

asking/answering

- Write this question on the board: *What's the opposite of (answer)?* to allow students to help each other with the task. Model and drill it chorally and individually. Focus attention on the example. Ask *What's the opposite of leave? (arrive)*. Then put students in pairs to continue matching. Remind them to cross off verbs in the box as they use them. There are new verbs here so, if appropriate, allow students to use dictionaries. They can also use a process of elimination. Monitor and help. Check the answers, drilling the pronunciation as necessary, making sure they stress the correct syllables:  
*turn on, turn off, get up, put on, take off, remember, forget.*

#### Answers

- |                |                    |
|----------------|--------------------|
| 1 leave/arrive | 7 turn on/turn off |
| 2 work/play    | 8 start/finish     |
| 3 buy/sell     | 9 get up/go to bed |
| 4 walk/run     | 10 remember/forget |
| 5 love/hate    | 11 put on/take off |
| 6 open/close   | 12 win/lose        |

- Focus attention on the pictures. Ask *Who are the people? Where are they?* Elicit a few ideas about some of the pictures. Elicit the missing verb for sentence 1 as an example (*answer*). Remind students that they will need to use different tenses in the sentences. With weaker students, elicit the tenses needed (but not the verbs) before students complete the task (Present Simple 1/3/6; Present Continuous 2; Past Simple 4/5; tense for giving instructions – imperative 7). Remind students that *never* in sentence 6 is followed by a positive verb. Also refer students to the Irregular verbs list in the Student's Book cover to check the Past Simple answers. Students complete the sentences, working individually. Monitor and help. Let students check their answers in pairs.
- 🎧 13.9 Play the recording for students to check their answers. Go through any mistakes, eliciting or teaching what is wrong and why.

#### Answers

- |             |               |
|-------------|---------------|
| 1 answer    | 5 ran         |
| 2 buying    | 6 wins        |
| 3 go to bed | 7 turn ... on |
| 4 put on    |               |

### 🎧 13.9 Opposite verbs

- Please don't ask me any more questions, I can't answer them.
  - I'm selling my old car, and I'm buying a new one.
  - We always get up at 7:00 in the morning and go to bed at 11:00 at night.
  - It was cold, so Tom took off his T-shirt and put on a warm jumper.
  - I usually walk to school, but yesterday I was late so I ran all the way.
  - John's playing tennis with Peter today. He always loses. He never wins.
  - Don't turn off the TV, I'm watching it! Please turn it on again!
- Tell students they are going to hear six short conversations that contain opposite verbs. Explain that they don't need to understand every word, but just write the pairs of verbs. Also, point out that they should write the verbs in the infinitive as they appear in exercise 2, rather than the full verb forms, i.e. *work*, rather than *I'm working*.
- 🎧 13.10 Play the first conversation only for students to hear the example. Play the rest of the recording and

get students to write the correct pairs of verbs. Play the recording again if necessary to let students check/complete their answers.

### Answers

- 1 hate, love
- 2 start, finish
- 3 play, work
- 4 leave, arrive
- 5 remember, forget
- 6 open, close

### 13.10 Opposite verbs in conversation

- 1
  - A Would you like an espresso?
  - B No, thank you, I hate black coffee.
  - A Do you? I love it.
- 2
  - C What time does the film start?
  - D 6.45.
  - C And do you know when it finishes?
  - D About 8.30, I think.
- 3
  - E Would you like to play tennis after work?
  - F Sorry, I can't. I'm working late again.
- 4
  - G Our train leaves London at 13.55.
  - H And what time does it arrive in Paris?
  - G 16.05.
  - H Wow! That's fast.
- 5
  - I Did you remember to bring your dictionary?
  - J Oh, sorry. I forgot it.
  - I Not again!
- 6
  - K Can I open the window? I'm hot.
  - L Of course. Just remember to close it when you leave the room.

Refer students to audioscript 13.10 on SB p144. Put students in pairs to practise the conversations. Monitor and check. If students have problems with pronunciation, drill difficult lines from the recording again. Be prepared to give an exaggerated model of the voice range if students sound a little flat.

**EXTRA IDEA** You could set students a writing task either in class or for homework. Write 12 short sentences. Each sentence should contain one of the verbs in the pairs in exercise 2. When students write sentences about their own lives, belongings, habits (and include people and places they know), it is a useful prompt for memory. Example sentences: *Yesterday I put on my favourite blue jeans. My sister loves pizza. I forgot my umbrella today. I went to bed late on Saturday. My son's football team lost their match last week.* Students can give their sentences to you to mark. Then, in a later lesson, you can use these sentences for a memory test. In pairs, one student reads out a sentence and the other student says the verb they hear and also the opposite verb.

### Additional material

#### For students

- Online Practice – Look again
- Workbook p85, exercise 1

## Everyday English SB p129

### What's the matter?

This section presents the language of talking about feelings, minor medical problems, and offering suggestions.

1 With books closed, write on the board the question *What's the matter?* Establish that *What's the matter?* is a common way of asking *What's the problem?*. Write the words from the box in exercise 1 on the board and go through them, miming each problem to help clarify the meanings. You might need to give example contexts or reasons, but try to keep the language very simple. Drill each word as you elicit it.

Ask students to open their books at p129. Focus attention on the example for photo 1. Point out to students that all the words they need are in the box. Elicit the problem in photo 2 as a further demonstration, if necessary. Elicit or point out that sentences 1–8 need adjectives to complete them, e.g. *cold* and that the 's is a contracted *is*. Sentences 9 and 10 need to be completed with a noun.

Students continue completing the sentences, working in pairs.

13.11 Play the recording through once and get students to check their answers.

### Answers and audioscript

#### 13.11 What's the matter?

- 1 She's **cold**.
- 2 He's **hungry**.
- 3 They're **tired**.
- 4 He's **thirsty**.
- 5 They're **hot**.
- 6 She's **bored**.
- 7 He's **angry**.
- 8 She's **worried**.
- 9 He has **a headache**.
- 10 She has **a cold**.

Play the recording again and get students to repeat chorally and individually. Make sure they don't separate out the *-ed* ending when pronouncing *tired* and *bored*, i.e. /'tairəd/ not /tairred/ and /bɔ:ɪd/ not /bɔ:ɪred/. Ask students to mime *be cold* and *have a cold* to check they understand the difference.

**EXTRA IDEA** Get students to work in pairs. Student A covers the words below photos 1–5, then points to a photo and Student B says the corresponding sentence. They swap and Student B does the same with photos 6–10, covering the writing below the photos.

2 Focus attention on the photos and two gapped conversations. Give students time to complete the task with words from exercise 1. They can check their answers in pairs.

13.12 Play the recording and get students to check their answers. Highlight the use of *Why don't you ... ?* for making suggestions. If students query *I'll* in conversation 1, explain that it's a way of making an offer, but don't go into an explanation of the grammar behind it. Play the recording again and get students to repeat. Students practise the conversations in pairs.



## Answers

- 1 tired
- 2 thirsty
- 3 headache

### 13.12 Why don't you ... ?

- 1
- A What's the matter?  
B I'm tired and thirsty.  
A Why don't you have a cup of tea?  
B That's a good idea.  
A Sit down. I'll make it for you.
- 2
- C What's the matter?  
D I have a bad headache.  
C Oh dear! Why don't you take some aspirin?  
D I don't have any.  
C It's OK. I have some.

### Role-play

- 3 Check comprehension of the ideas/suggestions in the lists. Build one or two more conversations, eliciting ideas from the class, and then get students to continue in closed pairs, using the words from exercise 1. Monitor and check for correct use of the adjectives/nouns and *Why don't you ... ?*

Encourage students to choose one of their conversations and practise it a few more times. (Monitor their choices to ensure a variety of conversations.) Then they can act their conversation out for the class (or if the class is very big, act it out to groups of their classmates).

**EXTRA IDEA** After each conversation ask students if the idea was good or not. Stronger students could suggest alternatives from the list.

### Additional material

#### For teachers

Photocopiable activity – Communication: *What's the matter?* pp225–6

#### For students

Online Practice – *Look again*

Workbook p86, exercises 1–2

Online Practice – *Practice*

Workbook p87, *Review*, exercises 1–6

Online Practice – *Check your progress*

#### Wordlist

Ask the students to turn to the Wordlist on p130 and tick the words they remember. Tell students to look back in the unit and find the words they don't remember so that they can learn them. If appropriate, ask students to translate words they are still not sure of or to check the meanings in groups. Ask them to learn the words for homework, and test them on a few in the following lesson. To increase the students' enjoyment of vocabulary revision you can also provide games with anagrams, de-vowelled words (where students provide words with missing vowels for other students to complete) and words on slips of paper which students can use to test each other.

# 14 Let's go!

## Introduction to the unit

This final unit of the course is called 'Let's go!' and it has two main themes – travel and life events. Students have already practised talking about the present and the past, and now this unit allows them to look forward by introducing the language of future plans – the Present Continuous with future meaning and *going to*. Students are given plenty of practice in talking about future plans in the context of planning a trip, and in talking about their own plans. The theme of life events also provides a review of grammar and vocabulary learned in previous units. There are targeted vocabulary and grammar revision sections that pull together the key language of the course. Integrated reading and speaking practice is provided in the form of a jigsaw reading on life events. The Beginner level rounds off with a second set of social expressions in the *Everyday English* section (Social expressions (1) can be found in Unit 3).

## Language aims

### Grammar

#### Future plans

Students learn how to talk about future plans using two forms: the Present Continuous for the future and *going to*. Students will be familiar with the form of the Present Continuous from Unit 13, though here it is with a different function, and the form of *going to* is quite similar. In this unit they are both presented as having the function/meaning of talking about future plans.

### Revision

#### Grammar revision

A page of the unit is dedicated to revising the key tenses in the Beginner level, including question formation and negatives. This section also reviews other areas of grammar from across the course, including *some/any, there is, this/that*, etc.

#### Vocabulary revision

There is also a page of vocabulary revision, which reviews a number of words and word combinations that students have been introduced to during the course. They work on matching and categorizing vocabulary. A pronunciation section focuses on identifying stressed syllables and recognizing words that rhyme.

## Everyday English

This section extends the language students learned in Unit 3 with a second set of social expressions. These social expressions include phrases for situations such as wishing a friend good luck, saying sorry for breaking something, giving/accepting a gift, and various scenarios where people are saying goodbye.

## Additional material

### Workbook

There are exercises to practise *going to* and the Present Continuous to refer to future plans. Students then revise all tenses within a text about a school and further practise giving personal information. The vocabulary revision concludes with a look at months and collocations. Lastly the Everyday English section consolidates the use of social expressions in context.

### Photocopiable activities

There are photocopiable activities to review grammar (*My trip of a lifetime*), vocabulary (*Travellers' tales*), and communication (*Social expressions*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

### Possible problems

You might feel it's confusing to introduce two ways of talking about future plans and students may ask you what the difference is. While this is a sensible question, it would be best (and true) to say they are just two different forms which can be used for the function of talking about future plans. In fact, native speakers use both forms and in most cases either is acceptable. This is why they are both being taught – students will certainly need to comprehend that they both refer to future plans. (More complex differences will be dealt with at higher levels.)

Encourage students to try using both forms. The similarity is that the auxiliary *to be* is needed for Present Continuous and for *going to* – usually in contracted forms *'m, 's, 're*, and *isn't, aren't*. A common mistake is to omit this auxiliary: *\*I having lunch at 12.30 tomorrow. \*What they going to do?* Monitor carefully and remind students if they forget it.

## 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, ...*)
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit, 'Let's go!' Elicit that this phrase is used by one person to encourage two or more people, including himself, to do something or go somewhere. You could translate it into L1, if appropriate.

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading*. If you wish, 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 – especially for students to answer any questions. This makes it a more interactive experience.

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, just make sure students understand the unit title and then focus on the photo and do the activity together. You can refer back to the unit goals later if you have time – just to clarify what this last unit of the course will cover.

#### Notes for activity:

Focus students' attention on the photo. Elicit what they can see – simple words will be enough, e.g. *a plane, people boarding a plane, leaving a hot country possibly to go to another hot country (because they're all wearing shorts and T-shirts)*, etc.

Ask some students to read the questions aloud. Put students in pairs to answer the questions.

### Ready, steady, go! SB p132

#### STARTER

This Starter section reviews and extends the lexical set of transport, and also reviews the Present Simple and Past Simple. You can explain and act out that we say *Ready, steady, go!* at the start of a race.

- 1 Focus attention on pictures 1–9 and elicit the correct word for number 1 (*car*). Point out that the first letter of each word is given to help them. Put students in pairs to do the task. Check the answers with the whole class, making sure students can spell and pronounce the words correctly.

#### Answers

- 1 car
- 2 bus
- 3 plane
- 4 bike
- 5 coach
- 6 ferry
- 7 train
- 8 tram
- 9 motorbike

- 2 Read out the questions. Write the example from the Student's Book on the board and ask which parts tell us how the person travels (*by bus, by car*) and which tell us where to (*to school*). Underline *come* and *came* in the sentence. Ask *Why 'come'?* (the Present Simple to talk about what usually happens) and *Why 'came'?* (the Past Simple for a single action in the past – in this case, earlier in the day).

Elicit other examples from the class, including how they travel and where to. With weaker students, give them a moment to plan what they are going to say. Elicit answers from as many students as possible.

If students make mistakes with *come/go* or ask you for clarification of these verbs, briefly explain that we usually use *come* to describe movement to where the speaker is now. You could include a beckoning gesture here. And say that *go* describes movement away from where the speaker is now (again, you could use a gesture). Compare: *I usually come to school by bus.* (The students are at school now.) *I usually go to work by train.*

**EXTRA IDEA** You could write different suggestions for where to go on the board, e.g. *on holiday, to work, to see my family, shopping, to meetings*, etc. in order to encourage further practice.

### Grammar SB p132

#### Future plans

##### About the text

The text which students read in this section is about two friends from New Zealand, Stewart /'stɜːrwət/ and Geoff /dʒef/, who have been travelling in the UK. Their last week before returning to New Zealand is going to be very busy as they are visiting many different countries in just seven days.

- 1 Focus students' attention on the title *Seven countries in seven days*. Ask if this holiday is fast or slow.  
Ask students to read the introductory paragraph and then ask comprehension questions about the people: *What are their names?* (Stewart and Geoff); *Where are they from?* (Auckland, New Zealand); *Where are they now?* (in the UK).  
Draw students' attention to the map at the bottom of the page. Explain that it shows Stewart and Geoff's route across Europe and North Africa. Ask students to read the three questions. Check that they understand *How are they travelling?* refers to the kinds of transport. Then put students in pairs to answer them, using the map. (They will check their answers using the text in stage 2.)

- 2 Refer students to the holiday information. Encourage students to guess the meaning of new vocabulary from the context. The following words and phrases are new and may need explaining, especially with weaker classes: *overnight, check in to, boat cruise, port, flight*.

Set a time limit of about two minutes to encourage students to find just the information they need to check their answers. Check the answers with the class. It's fine for students to give just the places and forms of transport in their answers. Try to get them to differentiate between cities and countries. Don't insist that they use the future forms at this stage and leave the explanation of the structures until you focus on the *Grammar spot* section.

### Answers

- 1 England, Spain, Portugal, Morocco, Algeria, France. They then arrive in New Zealand, which is their home.
- 2 The holiday begins in England and ends in New Zealand.
- 3 By ferry, train, bus, boat, coach and plane.

### GRAMMAR SPOT SB p133

- 1 Draw a simple timeline on the board to show past, present (now), and future in a visual way, just to fix students' attention on *future*.  
Read the notes as a class. Focus attention on the examples and ask *Now or future?* about each one (*future*). Establish that the form is the same as the tense students used in Unit 13 to talk about actions happening now, but that these sentences refer to future time. Confirm that the Present Continuous can be used in both instances.
- 2 Read the notes as a class. Focus attention on the examples and ask *Now or future?* about each one (*future*). Ask students to turn to Grammar reference 14.1 on p140 and read through each section together; positive, negative and questions. Write on the board *We're staying in the Ritz hotel next week.* and *We're going to stay in the Ritz hotel next week.* Elicit that they are both future and have the same meaning. Point out that both forms need the auxiliary *be* and we usually use contractions, e.g. *We're*. If students ask about the difference between the forms, simply say that they can use both forms to talk about future plans. You could elicit another couple of sentences e.g. *He's flying on Sunday./ He's going to fly on Sunday.* Students need to notice the differences in structure – but not worry about the finer nuances of these future forms.
- 3 This gapfill exercise includes both Present Continuous and *going to* for future plans. The first three gapped sentences require transport nouns to complete them. Then sentences 4–8 need a wider range of words, including *going to* and main verbs (in *-ing* form and base form). Elicit the missing word in sentence 1 as an example (*ferry*). Students continue to read the text again and complete the sentences. Put them in pairs to share/check their answers.  
**14.1** Play the recording so they can listen and check their answers.

You could play it again, pausing after each line in order for students to listen and repeat. They may need help with the pronunciation of *going to* – we often don't pronounce *to* fully but rather as /tə/.

### Answers and audioscript

#### 14.1 Stewart and Geoff's holiday

- 1 On Saturday they're getting the overnight **ferry** to Santander.
- 2 On Sunday they're going to have a **bus** tour of Madrid.
- 3 On Monday they're travelling by **train** through Spain and into Portugal.
- 4 On Tuesday they're **going** to get the coach to Faro.
- 5 On Wednesday they're going to **fly** to Casablanca.
- 6 On Thursday they're going to **have** breakfast in Casablanca, then they're **flying** to Algiers.
- 7 On Friday they're getting the **late** morning ferry to Marseille.
- 8 On Saturday they're **going** to have dinner by the sea and then they're getting the **overnight** Eurostar to London.

**SUGGESTION** If students find it difficult to say the long sentences in this exercise, show them how to break them down into smaller chunks or words which go together: e.g. *On Saturday/they're getting/the overnight ferry/to Santander*. You could also use the technique of back-chaining to drill phrases. This means you start from the end of the phrase, getting students to just repeat one word, then gradually include more words until they are saying the whole phrase, e.g. *Santander, to Santander, ferry to Santander, etc.*

### Questions

- 4 **14.2** This section focuses on *Wh-* questions with the future forms. Focus attention on the examples. Play the recording and get students to repeat chorally and individually. Encourage them to reproduce the correct stress and falling intonation on the questions.

**EXTRA IDEA** Give students another pair of sentences on the board, e.g. *Where are they staying on holiday? Where are they going to stay on holiday?* Elicit the stressed words and get students to help you underline the future forms.

- 5 Elicit the complete question about sangria and tapas (*When are they going to have sangria and tapas?*). Make sure students understand that they are only forming the questions now, not answering them. Give students time to write the rest of the questions, working individually. Weaker students may benefit from working together in pairs on the questions. Monitor and check.  
**14.3** Play the recording and get students to check their answers. With weaker students, write the questions on the board to allow them to check the verb forms visually. Get pairs of students to ask and answer questions 1 and 2 across the class. Encourage them to give long answers and so practise the two future forms (see answers in brackets on next page). Students then ask and answer in closed pairs. Monitor and check. If students have problems with the form or pronunciation, drill key examples and get students to practise again.

## Answers and audioscript

### 14.3

- 1 When are they going to have sangria and tapas?  
(On Sunday.)
- 2 What are they going to do in Lisbon?  
(They're going sightseeing and then going on a boat cruise on the River Tagus.)
- 3 What are they doing on Tuesday?  
(They're going by coach to Faro and are spending the afternoon on the beach. In the evening they're going to a nightclub.)
- 4 What are they going to do on Wednesday?  
(They're flying to Casablanca, then driving through the old town and stopping at the Hassan 11 Mosque.)
- 5 Where are they having dinner on Wednesday?  
(In the Quartier Habous in Casablanca.)
- 6 When are they going to Marseille?  
(On Friday.)
- 7 When are they arriving back in London?  
(On Saturday.)

- 6 **14.4** Ask students to read the instruction. Check comprehension: *Who is talking in the conversations?* (Stewart and Geoff); *How many conversations are there?* (four); *What information are you going to listen for?* (The country they are in and perhaps the town).

Before they listen, you could ask students to remember the different cities and countries in the itinerary, without looking at the text. Ask them to read through the text again to check they remembered all the places.

NB The place names are not mentioned in these conversations – students need to work out the answer from other things that Stewart and Geoff say.

Play the first conversation. Elicit the answer. Then play the other three conversations. Students can share/check their answers in pairs. They may also need to refer back to the text. You will probably need to play the recording again. Check answers together at the end.

Ask students to turn to the audioscripts for these conversations on p144. Play the recordings again as students read at the same time. Elicit which words or phrases tell them the answer, e.g. Conversation 1: *music, dance, early start tomorrow, one o'clock in the morning.*

### Answers

- 1 In Faro, Portugal. 2 On the ferry from Plymouth to Santander. 3 Madrid, Spain 4 Marseille, France

### 14.4 Where are they?

S = Stewart G = Geoff

- 1  
G This music is great. Come on, let's dance!  
S We have an early start tomorrow, Geoff, and it's one o'clock in the morning!  
G Come on, Stewart. We're on holiday. One more dance.  
S OK, then. Just one more.  
2  
S Bye bye, England! Spain, here we come!  
G Ugh! I feel awful. How long are we on this ferry?  
S Only 12 hours. You'll be fine.  
G Oh no! 12 hours. Where's the bathroom?  
3  
G Mmm! These tapas are delicious.  
S The best! I really like the chorizo sausage one.  
G More sangria?  
S Yes please. Salud!  
G Salud!

4

- G Wow! This port is over two thousand years old! It really is an old port!  
S It's a really cool place. There are lots of lovely bars and restaurants too. Hey, Geoff! How about a beer in Le Bar de la Marine?  
G Good idea, Stew! How's your French?  
S Awful!

**VIDEO** In this unit students can watch a video where people talk about their holiday plans. 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.

## Practice SB p134

### Evie's plans

This exercise consolidates question formation with the Present Continuous, reviews *Wh-* question words from previous units, and introduces *How long ... ?* to refer to duration in the future. The context is a young woman, Evie /'i:vi/, discussing with her friend, Freya /'freɪə/, her plans for travelling to Kenya.

**SUGGESTION** With a weaker group, write the question words on the board and elicit the kind of response required for each, i.e. *when* = time, *where* = place, *who* = person. You could do this in L1 if appropriate.

- 1 Focus attention on the photo and on the instruction. Ask *What's her name?* (Evie); *What's she doing?* (She's talking to Freya about her holiday plans.). Pre-teach/Check *rucksack, hostel, go on safari, sleep in a tent, by jeep, and cost (verb).*

- 14.5** Focus attention on the example and play the first two lines of the recording. Then get students to complete the conversation with the question words. Allow students to use the context to help them place *how long* in the correct line of the conversation. Get students to check in pairs before playing the whole recording. Check the answers with the class.

### Answers

- 1 What 2 where 3 When 4 Who 5 Where 6 how  
7 how long 8 How much

### 14.5 Evie's plans

F = Freya E = Evie

- F What are you doing?  
E Oh, I'm planning my holiday.  
F Oh, where are you going?  
E I'm going to Kenya. It's my first time and I want to go on a safari.  
F Oh, you're so lucky! When are you leaving?  
E I'm leaving next Monday morning.  
F Who are you going with?  
E I'm not going with anyone. Just me and my rucksack.  
F Where are you staying?  
E At a hostel in Nairobi. Then I'm going on a group safari. We're going to sleep in tents.  
F Fantastic! And how are you going to travel?  
E By plane to Nairobi, of course, and then by jeep when we're on safari.  
F By jeep! How exciting. And how long are you going to stay?  
E Just two weeks. I'd like to stay longer, but I can't. It's too expensive.

- F How much is it going to cost?  
 E About £3,000.  
 F Mmm, that's quite a lot. Well, have a great time. I can't wait to see your photos.  
 E Oh, yes, I'm going to take a lot of photos and put them on Facebook. You can see them there.

Get students to practise the conversation in closed pairs. Monitor and check for accurate pronunciation. If students have problems with pronunciation, drill key sections of the conversation and get students to practise again in closed pairs.

- 2 This exercise gives students the opportunity to practise *Wh-* questions using *he/she/it* forms with *going to* and the Present Continuous. Focus attention on the first two question prompts and the same questions in full, as examples in the speech bubbles. Elicit the full answer for the second question (*because she wants to go on holiday*). Drill the questions and then the answers, highlighting the falling intonation on the *Wh-* questions. Then elicit one or two more exchanges in open pairs. Make sure students use the correct auxiliary verb form (*is*) and pronoun (*she*) – the same for all questions.

With a weaker group, elicit the full question forms with the whole class first. Put students in closed pairs to continue asking and answering the questions about Evie. Monitor and check for correct use of the future forms, and for intonation in the questions.

If stronger students ask whether you can use *going to* for the first four questions, respond that it is possible, but we often choose not to use *go* twice in the same phrase, e.g. *going to go*. Point out also that the last three questions could be made using Present Continuous with the same meaning: How long *is* she *travelling?*, etc.

You could also explain that the phrase *I can't wait to ...* is a useful phrase for when the speaker is excited about something in the future.

### Answers

Where is she going? She's going to Kenya.  
 Why is she going? She's going on holiday.  
 Who is she going with? She isn't going with anyone.  
 When is she leaving? She's leaving next Monday morning.  
 How is she going to travel? She's going to travel by plane to Nairobi and by jeep on safari.  
 Where is she going to stay? She's going to stay in a hostel in Nairobi and in tents on safari.  
 How long is she going to stay? She's going to stay for two weeks.

### Talking about you

- 3 Students are given the opportunity to personalize the language by talking about their own short-term plans and their holiday plans. Focus attention on the example in the speech bubbles, first of all. Drill the question chorally and individually with *going to* and again with the Present Continuous and emphasize that students can choose either form with the same meaning.

Get students to ask you the questions in the list, using either the Present Continuous or *going to*. Encourage students to ask you follow-up questions about your holiday. Elicit one or two more exchanges in open pairs and then get students to continue in closed pairs. Monitor and check for correct use of the future forms, but don't interrupt the students during the pairwork. If you have

time, you could ask students to report back about their partner and so practise the *he/she* statement form, e.g. (*Misha*) *is going to the cinema after the lesson*. Feed back on any common errors in a brief follow-up session.

### Answers

What are you doing/going to do after the lesson?  
 What are you doing/going to do this evening?  
 What are you doing/going to do tomorrow?  
 What are you doing/going to do this weekend?  
 Where are you going/going to go on your next holiday?

### Check it

- 4 This Check it exercise is different from previous ones where students chose the correct sentence from two options. Here they need to find where a word is missing in each sentence.

Focus attention on the example. Students continue working individually to write in the missing words. Remind them to add just one word each time. With a weaker group, write the words they need on the board in a random order to choose from: *'m, is, to, are, going*. Get students to check their answers in pairs, before checking with the whole class. Write the correct full sentences on the board, if necessary, for visual learners to check.

### Answers

- 1 What **are** you doing this evening?
- 2 I'm going **to** see some friends tonight.
- 3 When **are** they going to France?
- 4 She's seeing the doctor tomorrow.
- 5 What time are you **going** to leave?
- 6 **I'm** going to the cinema on Saturday evening.

### Additional material

#### For teachers

Photocopiable activity – Grammar: *My trip of a lifetime* pp227–8

Photocopiable activity – Video worksheet: *What are you doing for your next holiday?*

#### For students

Online Practice – *Look again*

Workbook pp88–90, exercises 1–6

### Vocabulary revision SB p135

#### Words that go together

This section contains a range of activities that review some of the key vocabulary from the course. Students focus on common collocations, words that have a conceptual connection, and the 'odd one out' in a set of words. There is also a set of exercises that focus on pronunciation, including word stress and words that rhyme. If appropriate, you could set up some or all of the exercises as a race/competition. Put students in groups to work together and do each exercise within a time limit. (They can do the pairwork in exercise 1 after the competition.) They keep their scores for each exercise and add them up at the end. The team with the top final score is the winner. (Adapt the following notes to team work if you choose to do the revision as a competition.)

- 1 Focus attention on the first collocation as an example and ask a student to read it aloud. Go over a second example if

necessary. Students continue matching, working in pairs. If necessary, get them to refer back to earlier vocabulary sections and wordlists in the Student's Book to help them. Check the answers with the class.

### Answers

play cards  
travel by train  
drive carefully  
go cycling  
work hard  
have dinner with friends  
take a photo  
do your homework  
pay bills online  
wear a suit

Focus students' attention on the example in the speech bubble. Give one or two more examples of your own, including one with *go cycling*, e.g. *I'm going cycling to France next month*. If necessary, remind students that we usually use the Present Continuous with *go*, rather than say *going to go*. Elicit a few more examples from individual students and encourage follow-up questions from the rest of the class.

Put students in closed pairs to continue. Monitor and check for common errors in pronouncing the vocabulary and use of *going to* or the Present Continuous, but don't interrupt to correct. Highlight the errors after the pairwork in a brief feedback session. Drill any necessary pronunciation corrections chorally and individually.

- 2 This activity reviews places, jobs, and objects, and the connections between them. Focus attention on the example. Students find the connections individually. You could ask them to think about how they can explain the connection as they do the exercise. Go round and monitor carefully that they are making the correct connections. When they have made all the connections, put students in pairs. Focus attention on the example: *Trains travel between stations*. Elicit the connection for the next noun *journalist* as a further demonstration. Students continue, in their pairs, to make sentences explaining the connections. Elicit explanations from students in a whole-class checking stage. There are suggested answers below, but students may offer alternatives, so accept them if they are correct, e.g. *a journalist works for a newspaper* or *there are planes at an airport*, etc.

### Possible answers

station/train – trains travel between stations  
journalist/newspaper – journalists write for newspapers  
airport/planes – planes take off from and land at airports  
shampoo/chemist's – you can buy shampoo from a chemist's  
hospital/nurse – a nurse works at a hospital  
sunbathing/beach – you can sunbathe on a beach  
waiter/menu – a waiter gives you a menu  
kitchen/fridge – a fridge is in a kitchen

- 3 Read the instruction with the class and focus attention on the example. Elicit why *bridge* is different in number 1 (a 'bridge' is part of a city, but the others are all forms of transport). With a weaker group, do number 2 together as a further demonstration. Students then continue the task, working in pairs. Check the answers. Don't insist on perfect sentences in the students' explanations – the main

point of this exercise is that they recognize and can point out the categories of vocabulary and which word in each line is different and why.

### Answers

- bridge – A bridge is not a form of transport.
- waiter – A waiter is not a family member.
- awful – *Awful* is a negative adjective (and the others are all positive).
- trousers – You don't wear trousers on your feet.
- laptop – A laptop is not an item of furniture.
- cooker – A cooker is not a job.

### Pronunciation

- 4 Write these words on the board and ask *How many syllables?* *train* (one), *waiter* (two), *hospital* (three). If necessary, show where the two- and three-syllable words divide: wai|ter, hos|pi|tal. You could also count syllables visually on the fingers of your hand.

14.6 Focus students' attention on the table and copy it on the board. Elicit that these words are two-syllable words. Model the pronunciation of the two example words in the table very carefully, with the stress exaggerated, if necessary, so students can clearly hear the difference. Make sure they understand that the big circle above a syllable indicates that it is stressed the most. Elicit the stress in the word *women* as a further demonstration, if necessary, and write it in the table. You could also show the stress pattern by drawing the two circles above the word. Play the recording so students can listen and write the words in the correct place in the chart.

### 14.6 Pronunciation – Word stress in two-syllable words

pilot  
hotel  
women  
married  
chocolate  
enjoy  
shampoo  
arrive

- 14.7 Play the recording and let students check their answers. Play the recording again and get students to listen and repeat. Drill as many times as necessary to ensure students produce the stress patterns correctly.

### Answers and audioscript

● ●	● ●
pilot women married chocolate	hotel enjoy shampoo arrive

**EXTRA IDEA** With a stronger class, you could decide not to play recording 14.6, but ask students to work in pairs to do the task. Encourage them to work out the stress by saying the words aloud, even if this results in a lot of noise in the classroom. Fast finishers could look at the vocabulary in exercises 2 and 3 to find more examples of two-syllable words and put them in the table according to word stress. If so, check carefully.

- 5 **14.8** Focus attention on the words with three syllables and the example: *photograph*. Say it aloud and count on your fingers to show it is a three-syllable word. Elicit the stress patterns for two more of the words as examples: *banana*: stress on the second syllable; and *understand*: stress on the third syllable. Play the recording so students can listen and complete the chart.

**14.8 Pronunciation – Word stress in three-syllable words**

photograph  
amazing  
assistant  
vegetable  
magazine  
interesting  
understand  
banana  
souvenir

- 6 **14.9** Students check their answers in pairs. Then play the recording and let students check their answers. Play the recording again and get students to listen and repeat. Drill students chorally and individually, if necessary.

**Answers and audioscript**

● ● ●	● ● ●	● ● ●
photograph vegetable interesting	amazing assistant banana	magazine understand souvenir

- 6 **14.10** Pre-teach the meaning of *rhyme*. Explain that in English, words that have the same spelling pattern sometimes have different pronunciation. Focus attention on the example and play the first three words of the recording. Elicit that *some* and *come* rhyme because the ending is the same: /ʌm/, but *home* is different because the vowel sound is /əʊ/. Play the recording and get students to underline the words that rhyme. Play the recording again and get students to listen and check, and then repeat.

**Answers and audioscript**

**14.10 Words that rhyme**

1 <b>some</b>	home	<b>come</b>
2 <b>goes</b>	<b>knows</b>	does
3 <b>were</b>	here	<b>her</b>
4 <b>make</b>	<b>steak</b>	speak
5 near	<b>wear</b>	<b>there</b>
6 eat	<b>great</b>	<b>wait</b>

**Additional material**

**For teachers**

Photocopiable activity – Vocabulary: *Travellers' tales* pp229–30

**For students**

Online Practice – *Look again*

Workbook pp92–93, exercises 1–3

**Reading and speaking** SB p136

**Life's big events**

The final skills section in the Beginner Student's Book gives students an opportunity to put together the three main time references in the course – past, present and future. The jigsaw reading task on life's big events describes the past, present and future of three people of different ages and backgrounds. The section integrates listening, reading and speaking, and gives students opportunities to personalize some of the key language.

**NOTE**

Encourage students to use the context in the reading texts as much as possible to help them with new words. They can also pool their knowledge of vocabulary when working in groups, or, if appropriate, use a dictionary. You may want to pre-teach/check (some of) the items before students do the reading task: Nationalities: *Czech* /tʃɛk/; Place names: *Prague* /pra:g/, *Munich* /'mju:nɪk/, *Glasgow* /'glɑ:sgəʊ/, *Edinburgh* /'edɪnbərə/; Jobs/Work: *housewife* /'haʊswaɪf/; *banking, research company* /'rɪsɜ:tʃ/; Subjects: *psychology* /saɪ'kɒlədʒi/, *economics* /,i:kə'nɒmɪks/, *business* /'bɪznəs/, *architecture* /'ɑ:kɪtektʃə(r)/, *modern languages* /'mɒdn 'læŋgwidʒɪz/, *biology* /baɪ'ɒlədʒi/, *chemistry* /'kemɪstri/, *physics* /'fɪzɪks/, *medicine* /'medsn/; Verbs: *hope, move (to another country), look forward to something, go out (with someone), work in developing countries, train (other people to do something).*

- 1 Lead into the topic by writing *Life's big events* on the board and eliciting examples, e.g. *getting married, moving house, having a baby, going to university*, etc. Pre-teach/Check *get married* (irregular past *got*), *grow up* (irregular past *grew*), and *study*. Focus attention on the example and then get students to order the events, working in pairs. Check the answers with the class.

**Possible answers**

- was born ...
- went to school
- grew up ...
- met a boyfriend/girlfriend
- studied at university
- got married

- 2 **14.11** Focus attention on the photos of the people and check pronunciation of the names: *Milena* /mɪ'lenə/, *Georg* /geɔ:rg/, and *Archie* /'ɑ:tʃi:z/.

Read the questions as a class. Play the recording through once for students to answer the questions. Give them time to share answers in pairs. Then remind them of the open question *What do they say?* and ask them to listen for more information. Play the recording again to let students complete the task/check their answers. Put students in pairs again to discuss and check any details they heard. Elicit the answers and any specific detail they were able to catch (see audioscript on next page to check they are right or correct any misunderstandings). They don't need to have understood everything as they will read these extracts again in the texts.



## Answers

Milena talks about her parents and where she lives.  
Georg talks about his wife, his studies and where he lives.  
Archie talks about his studies, his girlfriend and where he lives.

### 14.11 Life's big events

#### Milena Dušek

My parents are divorced. My father is a journalist, and works for a newspaper called *Blesk*. My mother works as a chef in a restaurant in the Old Town. I see my father quite often. He lives nearby.

#### Georg Reinhardt

I was born in Frankfurt, where I grew up and went to school. I studied architecture at the University of Munich. I met Karlotta at university – she was a student of modern languages. We moved to Berlin in 1995.

#### Archie McCrae

I went to Drumchapel High School. I studied biology, chemistry and physics. At school I met Fiona, and we started going out when we were 16. We studied medicine together at the University of Edinburgh, and we now live in Edinburgh.

- 3 Students did jigsaw reading activities earlier in the book but even so, each stage of this task should be set up carefully. Put students into three groups, A, B, and C. (With larger classes, have multiple sets of the three groups.) Assign a text to each group and remind students to read only their text: Group A – Milena, Group B – Georg, Group C – Archie.

Write an example about your own past, present, and future in jumbled order on the board, e.g; *I really enjoy (my job).; I'm (getting married) next year.; I was born in (the US)*. Ask *Past, present or future?* and get students to say the correct sentence for each time period. You may want to pre-teach/check some of the items, especially with weaker groups. You can teach the vocabulary to the whole class because this will help comprehension during the swapping information stage. Get students to read their text quickly to find the information about their person's past, present and future. Give students time to compare their ideas with others in their group and note down the answers. Monitor and help as necessary. They need to have a clear understanding of the text as in the next step they will be sharing the information with other students who haven't read the same text.

- 4 Give students time to read the questions and deal with any queries. With a weaker group, elicit the full questions with the correct pronouns and auxiliary verbs in the correct form (see answers). Get them to work in their groups, read their text again, and answer the questions. They can ask others in their group for help with vocabulary, or use a dictionary. Remind them to note down the answers to each question so they have a written record ready for the 'sharing information' phase. Monitor and help as necessary.

## Answers

- 1 Where was she/he born?
- 2 Where does he/she live? Who does he/she live with?
- 3 Where did he/she grow up?
- 4 What do/does his/her parents/wife do?
- 5 Where did/does he/she go to school?
- 6 What did/is he/she study/studying at school/university?
- 7 When is he/she going abroad?
- 8 What is he/she going to do there?
- 9 How does he/she feel about going?

## Milena

- 1 In Prague.
- 2 In Prague, with her mother and two sisters.
- 3 In Prague.
- 4 Her father is a journalist and her mother is a chef.
- 5 She goes to an international school in Prague.
- 6 She's studying English, psychology and economics.
- 7 Next summer.
- 8 She's going to study at a language school.
- 9 She's excited and a little bit worried.

## Georg

- 1 In Frankfurt.
- 2 In Berlin, with his wife and three children.
- 3 In Frankfurt.
- 4 His wife is a housewife.
- 5 In Frankfurt.
- 6 He isn't studying now. He studied architecture at the University of Munich.
- 7 Next year.
- 8 He's going to teach at the University of California in Berkeley.
- 9 He's very excited and is looking forward to it.

## Archie

- 1 In Glasgow.
- 2 In Edinburgh, with his girlfriend.
- 3 In Glasgow.
- 4 His father is a doctor and his mother works for a research company.
- 5 He went to Drumchapel High School.
- 6 He studied medicine at university.
- 7 Next week.
- 8 He's going to work in a hospital in Zambia.
- 9 He's very excited but a bit nervous.

Re-group the students, making sure there is an A, B, and C student in each new group. Demonstrate the activity by getting a couple of students from one group to ask and answer questions 1 and 2 about the person in their text. Students continue, comparing and exchanging the information about their person. Monitor and help. Also check for correct use of the Present Simple, Past Simple, and future forms. Note down any common errors, but conduct feedback on them after all students have finished the exercise. For problems with tense forms, you can refer the students back to the relevant Grammar reference pages at the end of each unit. Also, there will be extensive revision of tenses on p138.

## Talking about you

- 5 Read the introduction with the class. Check understanding of *ourselves*. Elicit some example endings for the sentence starters in the speech bubble.

**EXTRA IDEA** In their groups from exercise 4, ask students to practise greeting each other as if for the first time, using greetings they learned early on in the course: *Nice to meet you; And you*, and using the sentence starters to give a little bit of information about themselves. (If you think it's easier, they could assume the role of the person they've read about.) Demonstrate the activity yourself with a confident student to get them started. At the end, praise students for natural exchanges (including showing interest with *Really or Oh!*).

Focus students' attention on the phrases in the box. Elicit the sentence in each text which contains *was born*. Ask students to underline it. Get them to continue underlining the other expressions from the box in all three texts. Go round the class, monitoring carefully. Ask students to check in pairs when they've finished.

### Answers

#### Milena

She was born in Prague. She lives with her mother and two sisters. She's going to study business when she's older. She's going to London for two months. She's going to stay with an English family. She's going to learn English for five hours a day. She hopes the family are nice. She hopes she likes English food. She's studying English, psychology, and economics. She's excited about going to London.

#### Georg

He was born in Frankfurt, where he grew up. He lives with his wife and three children. They're going to live on the university campus. His wife is going to teach German. He studied architecture. They're all very excited.

#### Archie

He was born in Glasgow, where he grew up. They're going to Zambia. They're going to train doctors and nurses. He hopes he and his wife can help the people of Zambia. His mother works for the research company Bayer. He studied biology, chemistry and physics. He and his wife studied medicine together in Edinburgh. They're very excited but a bit nervous.

- 6 Students write sentences about themselves, using the expressions in exercise 5 and facts about their own past, present and future. Monitor and check for errors. Help students to self-correct wherever possible.
- 7 This activity is similar to the extra idea in exercise 5 above. However, here students work in pairs, not groups, and the aim is to find out as much information as possible about each other. Remind them that they are acting out a first meeting. Demonstrate the conversation with a confident student. Encourage him/her to ask as many follow-up questions as possible.
- With weaker students, write a range of topics that students can give information/ask questions about, e.g. *year/place born, family, study, work, married, future plans*. You could set up the classroom to resemble a party by rearranging the furniture, playing music, etc. Give students time to roleplay their conversations. Students who finish quickly can work with a new partner and do the roleplay again as if at a party. (If you have plenty of time, the activity can turn into a mingle activity, with students talking to many different people as they would at a real party.) Monitor and check the accuracy of the grammar and pronunciation, helping as necessary. Encourage them to ask each other follow-up questions.
- Note any common errors in the use of tenses and question formation, but don't feed back on them until after the roleplay.

**SUGGESTION** If students enjoy this activity, you could ask them to make new identities for themselves, providing prompts on the board taken from exercises 4 and 5: *was born/grew up/live with/work as/work for/study/go abroad*. Then in another lesson they can perform a similar party mingle activity, but using their new identities as a fun alternative.

### Additional material

#### For students

Online Practice – *Practice*

## Grammar revision SB p138

### Tenses

This section includes a review of tenses, including negatives and question formation, along with revision of prepositions, *some/any, there is, this/that, a/an*, possessive *s*, adverbs, adjective + noun word order, *like/I'd like*. Encourage students to use the resources in the Student's Book by referring them back to the Grammar reference pages at the end of each unit and the Irregular verbs list on the inside front cover of the Student's Book.

- 1 Point to the photo of Archie McCrae in the Student's Book, p136, and ask students *What can you remember about Archie McCrae?* Elicit any information students can remember, but don't correct any grammar mistakes they may make. Focus attention on the example. Ask *Why 'live' and not 'lives'?* (because the sentence is about Archie and Fiona, not just Archie, so *they* rather than *he*). Students complete the sentences, working individually. Allow them to check in pairs before checking with the whole class. Ask *Past, present or future?* about each sentence and also check the spelling of the verb forms.

### Answers

- 1 live
- 2 has
- 3 works
- 4 grew up
- 5 studied
- 6 are going

### Questions

- 2 Focus attention on the example. Ask *Why 'do' and not 'did'?* (because the question is about the present: They live ...). Tell students they are going to need a range of tenses to complete the rest of the questions. Make sure they understand that looking at the given answer can help them choose the correct tense for the question. Students complete the questions, working individually. Allow them to check in pairs before checking with the whole class. Ask *Past, present or future* about each question and also remember to check the word order in the questions.

### Answers

- 1 Where **do Archie and Fiona live?**
- 2 How many **brothers and sisters does Archie have?**
- 3 Who **does his mother work for?**
- 4 Where did **he grow up/go to school?**
- 5 What **did he study at university?**
- 6 Where are **he and Fiona going to work soon?**

### Check it

- 3 Focus attention on the example. Ask *Why 'comes' and not 'come'?* (because the sentence is about *he*). Tell students there is a range of mistakes in the rest of the exercise. Also

explain that sometimes a word is wrong, as in example 1, and sometimes there is a word missing, as shown in example 2. Put students in pairs to correct the sentences. Check the answers with the class, eliciting them from the students.

### Answers

- 1 He **comes** from Canada.
- 2 Where **do** you live?
- 3 I **don't** want to go out.
- 4 She **is** 18 years old.
- 5 I went **to** Italy last year.
- 6 He **has** a dog and a cat.
- 7 I **can't** understand you.
- 8 What did you **do** last night?
- 9 I **am** going to see a film tonight.
- 10 What **are** you **doing/are** you **going to** do this weekend?

- 4 Explain that in this exercise students need to choose the correct option, a or b, to complete each sentence/question. Focus attention on the example. Ask *Why 'some'?* (because it's a positive sentence and we use *any* in negative sentences and questions). Give students time to complete the exercise, working in pairs. Check the answers with the class. Elicit *why* about their choices as much as possible.

### Answers

- 1 **b** some
- 2 **a** there's
- 3 **b** that
- 4 **a** any
- 5 **a** this
- 6 **b** an
- 7 **b** mother's
- 8 **a** English very well
- 9 **b** German car
- 10 **a** I'd like

### Additional material

#### For students

Online Practice – *Look again*  
 Workbook p91, exercises 1–2

## Everyday English SB p139

### Social expressions (2)

This section focuses on a range of different situations and includes expressions for wishing people good luck, apologizing and saying thank you.

- 1 Focus attention on the photos. Ask *Where are they?* about each one (1 in a school/university, 2 at home (in the kitchen), 3 in the street/near a café, 4 in a car/in the street, 5 in the street, 6 on a train/at the station).

**14.12** Play the recording through once and get students to read and listen to the conversations. Focus attention on conversation 1 and the words in the box. Elicit A's first missing word (*luck*). Students continue completing the conversations individually. They can check/share their answers in pairs.

**14.12** Play the recording again for students to check their answers. Check understanding of the following expressions: *do my best* (= try as hard as I can); *it doesn't*

*matter* (= it isn't a problem); *anything special?* (= anything different or unusual); *we enjoyed having you* (= we were happy that you stayed in our house). If appropriate, use L1 to find an equivalent expression which is commonly used in the same situation. Also check the pronunciation of *special* /'speʃl/, and *pleasure* /'pleʒə(r)/.

### Answers and audioscript

#### 14.12 Social expressions

- 1
  - A Good **luck** in the exam! I hope it goes well.
  - B Thanks. I'll do my **best**.
  - A See you **later**. Bye!
- 2
  - C Oh, no!
  - D Don't **worry**. It doesn't **matter**.
  - C I'm **so** sorry!
- 3
  - E Have a good **weekend!**
  - F Thanks! **Same** to you! What are you doing? Anything **special?**
  - E We're going to a birthday party.
- 4
  - G Goodbye! Drive carefully!
  - H Thanks! I'll **text** you when I arrive.
  - G See you **soon!**
- 5
  - I I have a **present** for you.
  - J For me? Why?
  - I It's just **to say** thank you.
  - J That's so **kind** of you!
- 6
  - K **Bye!** And thanks for **everything!**
  - L It was a **pleasure**. We enjoyed having you.

- 2 Put students in closed pairs to rehearse the conversations. If they sound a little flat, play the recording again or model parts again yourself with lively intonation, drilling the intonation chorally and individually. If necessary, encourage students to start high to achieve a good voice range. You could point out that the punctuation in many of these phrases is an exclamation mark and this punctuation mark indicates emotion and therefore a wider range of intonation.

Get students to choose two or three conversations to learn off by heart. Tell them that they will perform them without looking at the conversations and that they should concentrate on correct pronunciation and actions. With weaker students you could just ask them to learn one conversation per pair and ensure that all the conversations are covered by the class. Encourage students to test each other on their lines and prompt each other as necessary. If possible, rearrange the room to make the situations feel more authentic and bring in basic props. Ask students to put their books down and perform the conversations from memory. Be prepared to prompt students a little, or ask other students to do so. Get students to stand up to perform the conversations, as it will help their pronunciation and acting skills!

## Additional material

### For teachers

Photocopiable activity – Communication: *Social expressions* pp231–2

### For students

Online Practice – *Look again*

Workbook p93, exercise 1

Online Practice – *Practice*

Workbook p93, *Review*, exercises 1–2; *Stop and check* Units 11–14, pp94–5

Online Practice – *Check your progress*

Wordlist

Ask the students to turn to the Wordlist on p140 and tick the words they remember. Tell students to look back in the unit and find the words they don't remember so that they can learn them. If appropriate, ask students to translate words they are still not sure of or to check the meanings in groups. Ask them to learn the words for homework, and test them on a few in the following lesson. To increase the students' enjoyment of vocabulary revision you can also provide games with anagrams, de-vowelled words (where students provide words with missing vowels for other students to complete) and words on slips of paper which students can use to test each other.



... to meet you.	Hello, my ...	... name's Sandra.	What's ...
... your name?	I'm ...	... Gary Brown.	How are ...
... you today?	Thank you, ...	... I'm fine.	This ...
... is Rashid.	How ...	... are you?	I ...
... 'm well, thanks.	Nice to ...	... meet you.	I'm OK, ...
... thanks.	What's your ...	... name?	Nice ...
... to meet you.	Hello, my ...	... name's Sandra.	What's ...
... your name?	I'm ...	... Gary Brown.	How are ...
... you today?	Thank you, ...	... I'm fine.	This ...
... is Rashid.	How ...	... are you?	I ...
... 'm well, thanks.	Nice to ...	... meet you.	I'm OK, ...
... thanks.	What's your ...	... name?	Nice ...

**Aim**

To practise introductions and the verb *be* by playing dominoes

**Language**

*be: am/is/are*

**Skills**

Speaking, Listening, and Writing  
(in the Extension)

**Materials**

One copy of the worksheet for each group of three students, cut up into dominoes

**Pre-activity (5 minutes)**

- Write on the board:

*What's ...*

*My name ...*

*This ...*

*How ...*

*I ...*

- Elicit the ends of these sentences, based on the sentences on pp8–9 of the Student's Book (you might like to give students a few minutes to review these), and write them on the board. Drill the sentences, then rub out the endings again. Ask the students to test each other in threes: students take turns to say the first word of the sentence, and the next student has to complete it.

**Procedure (20 minutes)**

- Put the students in groups of three (or pairs if necessary), and give each group a set of dominoes.
- Each student has five dominoes (seven for pairs). The other dominoes are put face down in the middle with one domino turned over.
- The students take turns to lay down a domino to form a chain. They must check that the domino they lay down makes a correct sentence with the domino that is already at the beginning or end of the chain. If a student cannot go, they take a domino from the pile in the middle.
- The first student to lay down all their dominoes is the winner.
- Before the students start, demonstrate a few sentences to raise students' awareness of possible correct and incorrect answers:
  - How ... are you?* correct
  - How ... you?* incorrect – no verb
  - How are ... are you?* incorrect – two verbs
  - My name ... am Michele.* incorrect – verb and subject do not agree
- During the game, monitor and check that the dominoes are placed correctly. Please note there are two sets of 12 cards each on the worksheet, but it is possible to form a continuous chain using all 24 cards.

**Extension (20 minutes)**

- Before the lesson, print out some pictures of famous people (real or fictional) that you think your students will recognize and be interested in. Give each pair of students two or three pictures and ask them to write a short dialogue of introduction between these people.
- Monitor and help with language, spelling, etc. Once each pair has a dialogue that is correct, ask them to make a poster by sticking the pictures onto a piece of paper and writing the dialogue underneath. These can be displayed in the classroom later.



**Aim**

To practise vocabulary for everyday objects

**Language**

Vocabulary for everyday objects  
*It's a/an ...*

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet cut up per group of 12 students

**Pre-activity (5 minutes)**

- Point to three or four familiar objects in the classroom and ask *What's this in English?* Elicit replies using *It's a/an ...*. Make sure students use the contracted form *It's* and the article *a/an*. Encourage one or two students to point to objects and ask the same question. Elicit answers from other class members.

**Procedure (10 minutes)**

- Give each student a picture card. For smaller groups, students can have two or more picture cards.
- Students mingle, showing their cards and asking each other *What's this in English?* After each exchange, students swap cards and move on to the next student. Make sure students are asking and answering the question correctly.
- Encourage students to help each other if they cannot remember the name of the object. If neither student can remember, they should ask you *What's this in English?*
- Set a time limit. Once everyone has finished, ask a few students to perform the dialogue for the class.

**Extension (5 minutes)**

- Play a guessing game to practise the language. Ask students in turn to come to the board and draw one of the objects from the worksheet. As they draw, they should ask *What's this in English?* The other students try to guess and say *It's a/an ...* as quickly as possible. The first student to guess correctly is the next to draw.
- Repeat this for a few minutes, until the majority of the vocabulary has been covered. Make sure students are saying *It's a/an ...* and are pronouncing the words correctly.



Worksheet A



1 Hello, I'm Cris. What's your name?	a Anna, this is Jun.
2 Good afternoon!	b Very well. And you?
3 Hello, Renata. How are you?	c Good morning! What a lovely day!
4 Hello, Richard.	d Hello, I'm Grace. Nice to meet you.
5 Goodbye! Have a nice day.	e Bye! See you later!
6 Good night!	f And you.

Worksheet B



7 How are you?	g Fine thanks. And you?
8 Good morning!	h Hello, Yasmine.
9 Goodbye!	i Thank you. And you. See you later.
10 Jun, this is Anna.	j My name's Fabio.
11 Hello, my name's Marianne.	k Good night! Sleep well!
12 Hello. Nice to meet you.	l Good afternoon! A cup of tea, please.

**Aim**

To practise short conversations

**Language**

*am/are/is, my/your*

Introductions

*How are you?*

Greetings

**Skills**

Speaking, Reading, and Listening

**Materials**

One copy of the worksheet cut in half per pair of students

**Answers**

**Worksheet A**

1 j 2 l 3 g 4 h 5 i 6 k

**Worksheet B**

7 b 8 c 9 e 10 a 11 d 12 f

**Pre-activity (5 minutes)**

- Write the following conversations on the board and ask the students to complete them (answers in brackets):

A *Hello, I'm Jan. What's your name?*

B \_\_\_\_\_ *Mohammed.* (Hello, I'm ... / My name's ...)

A *Hi, Elena.* \_\_\_\_\_? (How are you?)

B *OK, thanks.*

A \_\_\_\_\_ (Good night! Sleep well!)

B *Sleep well!*

- Put students in pairs to practise the conversations.

**Procedure (15 minutes)**

- Students are going to construct 12 two-line conversations from the jumbled lines on their worksheets.
- Put students in pairs. Give Students A Worksheet A and Students B Worksheet B.
- Demonstrate the activity by asking Students A to read line 1 from their worksheet to Student B. Ask all the Students B to find the correct response from lines g–l on their worksheet and read it to Student A. Each pair should then decide if the line is correct, and if they agree it is, practise reading it. Students then work through the rest of their worksheets taking turns to read a line from 1–12 and reply with the correct response from a–l.
- When students have paired all the lines, tell them to swap worksheets and partners and do the activity again.

**Extension (10 minutes)**

- Ask students to fold over their worksheets down the middle so that they can only see lines 1–12. They should take turns to read out a line and their partner should see if they can remember the correct response a–l without looking at the paper.

Worksheet A



Worksheet B

1  2  3  4  5 

6  7  8  9  10 

**Aim**

To practise possessive adjectives by playing a memory game

**Language**

Possessive adjectives: *his/her*

*be: is/are*

**Skills**

Speaking, Listening, and Writing (in the Extension)

**Materials**

One copy of the worksheet for each pair of students, cut into two sections, Worksheet A and Worksheet B

**Answers**

- 1 his watch
- 2 her book
- 3 her umbrella
- 4 her bag
- 5 his bike
- 6 his phone
- 7 her bike
- 8 his bag
- 9 her phone
- 10 his laptop

**Pre-activity (10 minutes)**

- Ask for two volunteers, one male and one female, from the class. Ask them to sit at the front of the class (on chairs you have placed there) with their school bag and books.
- Next, ask the other students in the class about the volunteers. Start with *What's his/her name?* Then ask questions about any of their possessions that are visible, e.g. *What's this? It's his/her book.*
- Alternatively, you could draw a person on the board instead of the volunteers. Then start sketching his/her possessions, asking *What's this?* and inviting the students to guess what you're drawing as you go along. It doesn't matter if your drawings are not very good, as it makes the guessing more fun.



**Procedure (20 minutes)**


- Put the students in pairs and give each a copy of Worksheet A.
- Ask the students to ask each other questions about the objects they can see in the pictures using possessive adjectives, e.g. *What's this? It's his bike.; What's this? It's her bag.* Encourage them to remember as much as they can of the pictures.
- Once most pairs have talked about most of the objects, ask them to turn over Worksheet A so that they can't see it, and then give each pair a copy of Worksheet B.
- Ask each pair to look at the objects in Worksheet B, and write the name of each object and who the object belongs to (e.g. *his phone, her book*) based on what they can remember from the pictures in Worksheet A. Set a time limit of five minutes for this.
- Get pairs to swap their copies of Worksheet B with another pair to check their answers. They can check their own answers by looking at Worksheet A again, or you can go through the answers as a class. The pair with the most correct answers wins.



**Extension (15 minutes)**


- On the board, sketch a picture of a man and a woman (or use photos from the Internet). Give each of them a name, country of origin or nationality, and job, e.g. *Leonie – from Brazil – doctor; Jun Ho – from Korea – student.*
- Tell students to write five or six sentences about the people. Tell them to imagine what possessions these people own, and describe each person's possessions, e.g. *Her house is beautiful. His computer is amazing.* With a weaker class, you may want to brainstorm some descriptive adjectives before students write their sentences, e.g. *lovely, big.*
- After 10 minutes, students read each other's sentences and see what similarities and differences they have.






NAME  Yoshi  
 Kimiko



COUNTRY  Japan


NAME  Karim  
 Yasmine



COUNTRY  Egypt


NAME  Fernando  
 Marta



COUNTRY  Spain


NAME  Dimitri  
 Katerina



COUNTRY  Russia


NAME  Mike  
 Carol



COUNTRY  England


NAME  Michel  
 Marie

COUNTRY  France

NAME  Robert  
 Britney



COUNTRY  United States


NAME  Marco  
 Sara



COUNTRY  Italy


NAME  Adam  
 Olivia



COUNTRY  Canada


NAME  Luís  
 Ana

COUNTRY  Brazil

NAME  Bai  
 Jun

COUNTRY  China

NAME  Paul  
 Kim

COUNTRY  Australia

**Aim**

To practise asking for and giving personal information using *Where are you from?* and *What's your name?*

**Language**

Countries

Questions with *Where/What + be*

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet cut up per group of 12 students

**Pre-activity (5 minutes)**

- Point to yourself and say *My name's ... I'm from ...*. Ask one or two students *What's your name? Where are you from?* and elicit answers. Write the exchanges on the board if necessary. Also review similar exchanges using *he/she*.

**Procedure (15 minutes)**

- Give the cut up role cards out to the students, telling them this is their new name and country, and ask them to choose one. Make sure students select only one of the names on their card (male or female).
- Ask students to stand up and go round the class, asking and answering the questions. Tell them they must try to remember everyone's new name and country.
- When students have finished and they are back in their seats, point to various students and ask the class *What's his/her name?* and *Where's he/she from?* If the class is generally strong, you can check with the student whether the class has remembered correctly, asking *Is that right?*

**Extension (5 minutes)**

- If students have smartphones, they could download a photo of a famous person onto their phone. Ask them to move around the class asking and answering questions about the famous people. You could do this as a competitive activity, with students getting a point for each correct answer.



**1** \*\*\*\*\* BINGO \*\*\*\*\*  
 \_\_\_\_\_  
 3 12 20 19 6 28  
 \_\_\_\_\_

**6** \*\*\*\*\* BINGO \*\*\*\*\*  
 \_\_\_\_\_  
 14 5 21 8 23 9  
 \_\_\_\_\_

**2** \*\*\*\*\* BINGO \*\*\*\*\*  
 \_\_\_\_\_  
 3 19 30 13 2 11  
 \_\_\_\_\_

**7** \*\*\*\*\* BINGO \*\*\*\*\*  
 \_\_\_\_\_  
 1 15 5 23 10 7  
 \_\_\_\_\_

**3** \*\*\*\*\* BINGO \*\*\*\*\*  
 \_\_\_\_\_  
 30 18 6 15 1 26  
 \_\_\_\_\_

**8** \*\*\*\*\* BINGO \*\*\*\*\*  
 \_\_\_\_\_  
 2 4 17 11 22 25  
 \_\_\_\_\_

**4** \*\*\*\*\* BINGO \*\*\*\*\*  
 \_\_\_\_\_  
 12 28 24 16 4 25  
 \_\_\_\_\_

**9** \*\*\*\*\* BINGO \*\*\*\*\*  
 \_\_\_\_\_  
 21 18 26 9 27 29  
 \_\_\_\_\_

**5** \*\*\*\*\* BINGO \*\*\*\*\*  
 \_\_\_\_\_  
 30 24 14 13 16 8  
 \_\_\_\_\_

**10** \*\*\*\*\* BINGO \*\*\*\*\*  
 \_\_\_\_\_  
 17 7 27 22 10 29  
 \_\_\_\_\_

**BINGO MASTER CARD**

\_\_\_ 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_ 9 \_\_\_ 10  
 \_\_\_ 11 \_\_\_ 12 \_\_\_ 13 \_\_\_ 14 \_\_\_ 15 \_\_\_ 16 \_\_\_ 17 \_\_\_ 18 \_\_\_ 19 \_\_\_ 20  
 \_\_\_ 21 \_\_\_ 22 \_\_\_ 23 \_\_\_ 24 \_\_\_ 25 \_\_\_ 26 \_\_\_ 27 \_\_\_ 28 \_\_\_ 29 \_\_\_ 30

**Aim**

To practise numbers 1–30 by playing bingo

**Language**

Numbers 1–30

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet cut up into cards for each group of ten students  
Bingo master card  
Pieces of paper for the Extension

**Pre-activity (5 minutes)**

- Write a number between one and 30 on the board, e.g. 12. Ask: *What's this in English?* Elicit the answer: *Twelve*.
- Put students in pairs. Tell them to take turns to write a number between one and 30 and to say what it is.

**Procedure (15 minutes)**

- Students are going to play bingo.
- Draw the following bingo ticket on the board:

<b>BINGO</b>					
18	29	7	4	25	13









- Ask: *Where's four?* Invite a student to come to the board and circle the number. Repeat the process for the other numbers on the board, each time inviting a student to come to the board and circle the answer. As the student circles the last number on the ticket, shout *Winner!*
- Hand out the bingo tickets. Ask for a volunteer to read out the numbers from the Bingo master card. Students can look at their tickets while the volunteer gets ready to read out the numbers.
- The volunteer reads out the numbers clearly and in random order, repeating each one once and putting a tick (✓) by the number on the master card (the volunteer should not read out a number that has already been ticked). The students circle the numbers on their bingo tickets as they hear them.
- When a student shouts *Winner!*, ask the student to read out the numbers he/she ticked and declare them the winner or not, depending how correct their marking of the card has been. If there is time, hand out new bingo tickets, ask for a new volunteer, and play the game again.

**Extension (15 minutes)**

- Write a sum on the board, e.g.  $12 + 7 = ?$  Ask: *What's twelve plus seven?* Encourage students to tell you: *Nineteen*.
- Then drill the question and answer: *What's twelve plus seven? Twelve plus seven is nineteen*. Write some other simple sums on the board and drill the questions and answers.
- Ask students to write three sums on a piece of paper. They should write the problems in sentence form, e.g. *What's ten plus fourteen?* Tell students to make sure their answers are between one and 30 as they don't yet know numbers above 30 in English.
- When everyone has finished, collect in all the sums. Then divide the class into teams of four or five students. Give each team a name and write the team names on the board.
- Read out a sum. When everyone in the team agrees on the answer, they all raise their hands. The first team to raise their hands gets to answer the question. The team wins a point if the answer is correct and loses a point if it is incorrect. The team with the most points at the end wins.





<p>Name <i>Françoise Monet</i></p> <p>Country <i>France</i></p> <p>Phone number <i>33 57 45 89</i></p> <p>Age <i>24</i></p> <p>Job <i>receptionist</i></p> <p>Married <i>Yes</i></p> 	<p>Name <i>Jim Scott</i></p> <p>Country <i>Australia</i></p> <p>Phone number <i>9422 0573</i></p> <p>Age <i>30</i></p> <p>Job <i>businessman</i></p> <p>Married <i>Yes</i></p> 
<p>Name <i>Rosa Sánchez</i></p> <p>Country <i>Spain</i></p> <p>Phone number <i>386 91 45</i></p> <p>Age <i>28</i></p> <p>Job <i>doctor</i></p> <p>Married <i>Yes</i></p> 	<p>Name <i>Fernando Ramos</i></p> <p>Country <i>Brazil</i></p> <p>Phone number <i>237 5441</i></p> <p>Age <i>27</i></p> <p>Job <i>police officer</i></p> <p>Married <i>No</i></p> 
<p>Name <i>Tanya Petrova</i></p> <p>Country <i>Russia</i></p> <p>Phone number <i>553 6316</i></p> <p>Age <i>26</i></p> <p>Job <i>teacher</i></p> <p>Married <i>Yes</i></p> 	<p>Name <i>David Evans</i></p> <p>Country <i>England</i></p> <p>Phone number <i>437791</i></p> <p>Age <i>23</i></p> <p>Job <i>nurse</i></p> <p>Married <i>Yes</i></p> 
<p>Name <i>Sally Porter</i></p> <p>Country <i>the USA</i></p> <p>Phone number <i>514 499 6021</i></p> <p>Age <i>25</i></p> <p>Job <i>bus driver</i></p> <p>Married <i>No</i></p> 	<p>Name <i>Hiroya Suzuki</i></p> <p>Country <i>Japan</i></p> <p>Phone number <i>5995 2702</i></p> <p>Age <i>19</i></p> <p>Job <i>student</i></p> <p>Married <i>No</i></p> 

### Aim

To practise forming Present Simple questions with the verb *be*

### Language

Present Simple questions with *be* and short answers

Jobs

### Skills

Speaking and Listening

### Materials

There are four cards for female students and four for male students, so copy and cut up the appropriate number of cards for the gender balance in your class.

### Pre-activity (5 minutes)

- Draw a blank card on the board, like the ones on the worksheet, with the headings *Name, Country, Phone number, Age, Job, and Married*. Tell students you have a new identity, and they must ask you questions to discover it. Elicit the questions in turn and add information to the board (for your made-up identity). Make sure that students form the questions correctly. Correct any errors, and drill the questions if necessary.
- Ask two students to ask and answer questions about your new identity across the class, using *he/she* forms.

### Procedure (15 minutes)

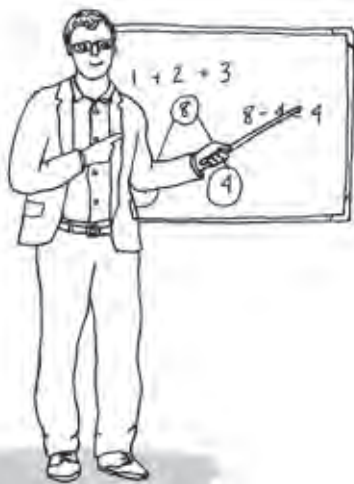
- Give the role cards out to the students, telling them this is their new identity.
- Put students in pairs. Tell them to ask and answer the questions and note down the answers on a piece of paper.
- Pair students with a different partner and ask them to ask and answer questions about their first partner using *he/she* forms.

### Extension (10 minutes)

- If you want students to have more written practice, ask them to use the information to write a description of their partner.



teacher



nurse



builder



police officer



receptionist



architect



businessman



taxi driver



footballer



### Aim

To practise vocabulary of different jobs by playing Pictionary

### Language

Jobs: *teacher, nurse, builder, police officer, receptionist, architect, businessman, taxi driver, footballer*

### Skills

Speaking, Listening, and Writing (in the Extension)

### Materials

One copy of the worksheet for each group of three or four students, cut into cards as shown

Some blank pieces of paper for each group  
Bilingual dictionaries

### Pre-activity (10 minutes)

- Mime doing one of the jobs on p24 of the Student's Book, and ask students to guess what your job is, using questions like *Are you a builder?* Respond with *No, I'm not.* or *Yes, I am.*
- Put students in pairs and tell them to take turns to mime other jobs for their partner to guess. Allow them to look at the Student's Book to remind themselves of the vocabulary, if necessary.

### Procedure (25 minutes)

- Put students in groups of three or four and give each group a set of cards which they should shuffle and put face down in the middle of the group. Give each group some blank pieces of paper, too.
- Each student takes turns to pick up a card. They look at it, without showing the other players, and then put it face down in front of them. Then they draw a picture of the job on a piece of paper. Explain that their drawing can be a copy of the one on the card, or they can draw anything else that represents that job.
- Meanwhile, the other players try to guess what job is being drawn. The first player to guess correctly must spell the word. The player who took the card can look at it to check the spelling. If they are correct, they keep the card. If not, the card is replaced at the bottom of the deck.
- Continue until all the cards have been claimed. The player who has collected the most cards at the end is the winner.

### Extension (15 minutes)

- Sketch pictures of the following jobs on the board (or use pictures from the Internet): writer, waiter, cook, shop assistant, engineer, accountant. Label each picture with a number or a name. Ask students to choose three of the six pictures and use a bilingual dictionary to find out the English word for the pictures they have chosen from the board.
- Students work in groups or mingle, asking each other *What's his/her job?* to find out the words in English for all six jobs.
- Afterwards, check the words as a class, and write them on the board next to the picture they refer to.
- Use this stage as an opportunity to encourage good dictionary skills, e.g. noticing alternatives, noticing spelling, checking pronunciation, looking up a word both L1–English and English–L1.



<p><b>A</b></p> <p>I'm sorry.</p>	<p><b>B</b></p> <p>That's OK. No problem.</p>	<p><b>A</b></p> <p><i>Hogy vagy?</i></p>
<p><b>B</b></p> <p>Sorry, I don't understand.</p>	<p><b>A</b></p> <p>A cheese sandwich, please.</p>	<p><b>B</b></p> <p>That's £3.</p>
<p><b>A</b></p> <p>Excuse me! Where's the hospital?</p>	<p><b>B</b></p> <p>Sorry, I don't know.</p>	<p><b>A</b></p> <p>Excuse me! Where are the toilets?</p>
<p><b>B</b></p> <p>They're over there.</p>	<p><b>A</b></p> <p>Thank you. That's very kind.</p>	<p><b>B</b></p> <p>You're welcome.</p>

**Aim**

To practise everyday social expressions by re-ordering and performing a dialogue

**Language**

Everyday expressions:

*I'm sorry.*

*That's OK. No problem.*

*Thank you.*

*That's very kind.*

*Excuse me!*

*Sorry, I don't know.*

*You're welcome.*

*Sorry, I don't understand.*

*Where is/are ... ?*

*They're over there.*

**Skills**

Speaking, Listening, and Writing (in the Extension)

**Materials**

One copy of the worksheet cut up per group of six students

**Pre-activity (5 minutes)**














- Show students some photos of situations they have covered in the Student's Book, e.g. buying a sandwich in a shop, asking for directions on the street. Alternatively, you could cover the text and point to the photos on p29 of the Student's Book. Elicit expressions they would use in those situations. With a weaker group, you could write the expressions on the board and ask students to choose the correct ones for each photo.

**Procedure (20 minutes)**

- Put students in groups of six. Give each student two cards. Explain that each card has a social expression on it and students need to find the matching cards for both of them by talking to the other students. Each card has either the letter A or the letter B on it. Explain that A is the first line of the conversation, and B is the reply. You could do an example with the whole class by calling out an A card. Students should look at their cards and whoever has the appropriate reply, reads it out to the class. Tell students to match up their cards and designate a table where they can lay their cards down in pairs.
- Students mingle, reading (but not showing) the expressions on their cards and having mini-conversations. If the cards match, students lay the two cards down on the table you have designated at the start of the activity. If the cards don't match, students swap cards and move on to the next student.
- When all the students have finished, check they have laid the cards down correctly. You could call out the first line of each conversation, and ask students to tell you the following line.

**Extension (10 minutes)**

- Give each pair a card and tell them to write a dialogue in which they include the social expressions on their card. Monitor and provide support as necessary. You could do this as a competitive activity, with students getting a point for each correct line of dialogue.
- Ask each pair in turn to perform their dialogues. The rest of the class should note down which everyday phrases are used.

1 <b>START</b>	2 your	3 his	4 
			5 's
9 my	8 	7 our	6 their
10 			
11 's	12 our	13 his	14 her
		15 	
19 	18 my	17 her	16 's
20 their			
21 's	22 your	23 	24 <b>FINISH</b>

Verb cards

have

has

work

works

love

likes

**Aim**

To practise using possessives by playing a board game

**Language**

Possessive adjectives (*my, your, his, her, our, their*)

's for possession

Revision of vocabulary and Present

Simple verbs

**Skills**

Writing and Speaking (in the Extension)

**Materials**

One copy of the board game, and one set of cut up verb cards per group of three or four students

A watch/smartphone (to check timings) and a dice for each group

A counter for each student

Paper for writing sentences and keeping score

**Pre-activity (5 minutes)**

- Point to items in the room and ask questions like *Is this my pen? Is this Juan's bag?* Elicit answers like *Yes, it is.* or *No, it's Carl's bag.* Start by allowing any student to answer, and as they get more confident, nominate specific students to answer.

**Procedure (30 minutes)**

- Students work in groups of three or four to play the board game. Each student rolls the dice to move around the board. At each square, they must write a sentence using the word written in the square. The sentence can be true, or just from the student's imagination. It must be different from previous sentences. On squares with a star, the student takes a verb card and writes a sentence using the verb on the card, as well as a possessive.
- The student has 30 seconds to write their sentence. At the end of this time, they must stop and read the sentence aloud. The other students listen to the sentence and check that it is correct, and different from previous sentences.
- If the sentence is correct, the student adds the number of words in their sentence to their score. If the sentence is incorrect, the student gets no points. If there is any uncertainty, they can check with the teacher.
- Give students some examples to help with this: *My sister is three years old.* (correct – six words – score six points); *The my sister is married.* (wrong – score zero).
- When everyone has reached the end, students compare scores and the one with the highest score wins.

**Extension (10 minutes)**

- Students read back over the sentences from the game, and ask each other questions about them. They can try to find out if the sentences are true, and then find out extra information, e.g. for the sentence *My sister is married.*, they could ask: *How old is she? What's her name? What's her job?*
- Each group can report back to the class their most interesting sentences.



**Worksheet A**

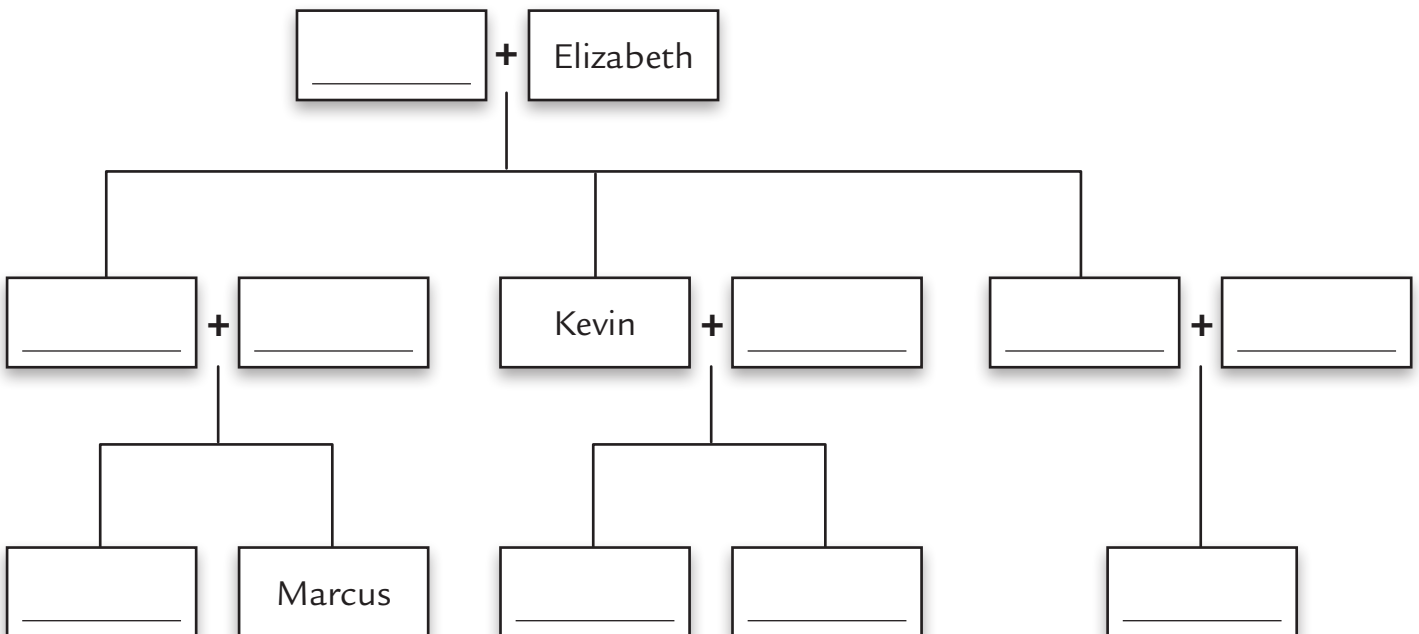
- 1 Elizabeth *is / are* Jack's wife.
- 2 Julia's husband *is / are* \_\_\_\_\_ .
- 3 Jack and Elizabeth *has / have* \_\_\_\_\_ sons, Steve and Kevin.
- 4 Maria's husband *is / are* Steve.
- 5 Steve *has / have* a \_\_\_\_\_ . Her name is Susan.
- 6 Marcus and Anna's mother *is / are* Maria.
- 7 Julia and Kevin *has / have* a \_\_\_\_\_, Kate.
- 8 Susan *has / have* a husband, Will.
- 9 Tom's \_\_\_\_\_ *is / are* Julia and Kevin.
- 10 Will *is / are* John's father.

**Worksheet B**

- 1 Elizabeth *is / are* Jack's \_\_\_\_\_ .
- 2 Julia's husband *is / are* Kevin.
- 3 Jack and Elizabeth *has / have* two sons, Steve and Kevin.
- 4 Maria's husband *is / are* \_\_\_\_\_ .
- 5 Steve *has / have* a sister. Her name is Susan.
- 6 Marcus and Anna's \_\_\_\_\_ *is / are* Maria.
- 7 Julia and Kevin *has / have* a daughter, Kate.
- 8 \_\_\_\_\_ *has / have* a husband, Will.
- 9 Tom's parents *is / are* Julia and Kevin.
- 10 Will *is / are* John's \_\_\_\_\_ .

**Worksheet C**

**The Adams family tree**



**Aim**

To complete a family tree by dictating sentences about family relations

**Language**

Family relations

Possessive 's

Present Simple sentences with *is/are*; *have/has*

**Skills**

Speaking, Listening, and Writing

**Materials**

One copy of the worksheet cut up for each pair of students

**Answers**

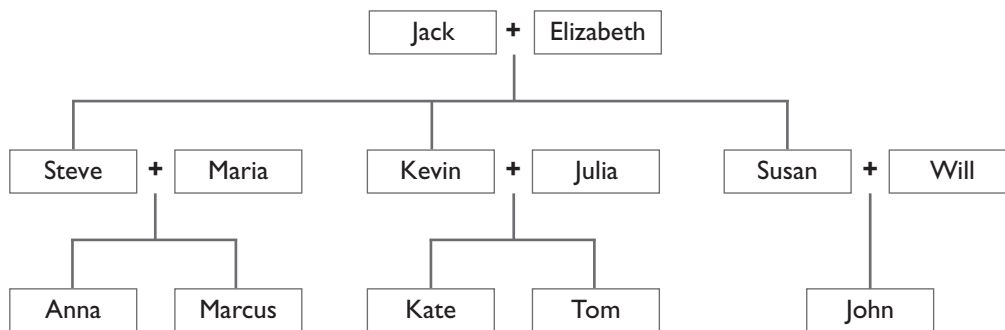
**Worksheet A**

- 1 is
- 2 is, Kevin
- 3 have, two
- 4 is
- 5 has, sister
- 6 is
- 7 have, daughter
- 8 has
- 9 parents, are
- 10 is

**Worksheet B**

- 1 is, wife
- 2 is
- 3 have
- 4 is, Steve
- 5 has
- 6 mother, is
- 7 have
- 8 Susan, has
- 9 are
- 10 is, father

**Worksheet C**



**Pre-activity (10 minutes)**

- Draw your family tree on the board, showing two generations. Review family vocabulary with the class, e.g. *mother, father, son, daughter, sister, brother*.
- Point to two people on the board and describe their relationship, e.g. *Rachel is Peter's daughter. Peter has a daughter, Rachel*. Then point to two other people on the board and encourage students to make similar sentences. Repeat the drill several times. Students should practise sentences with *have/has*, as well as sentences with the possessive 's.

**Procedure (15 minutes)**

- Students are going to work in pairs to complete sentences about the Adams family, which they will then use to complete the Adams family tree.
- Put students in pairs. Give Student A Worksheet A, and Student B Worksheet B. Tell students not to show each other their worksheets. Ask students to read the sentences silently and circle the correct verb: *is* or *are, have* or *has*.
- Students then take turns to read the completed sentences on their worksheets and complete the missing information. They should also make sure that they have both circled the correct verbs. When they have finished, they should compare worksheets.
- Give each pair a copy of Worksheet C. Explain that they are going to complete the names in the Adams family tree, using the information from the sentences.
- When all pairs are ready, compare answers as a class.

**Extension (20 minutes)**

- Put students in new pairs. Ask each student to write five sentences about his/her family, e.g. *I have a sister, Suzanne. Suzanne's husband is Paul*. Students take turns reading the sentences to their partner, who uses the information to draw a family tree. Then students compare drawings and sentences.



Time: seven o'clock in the evening  
Day: today  
People: 3  
Book a table at Mario's Pizza Restaurant.  
**1 Customer**

Fold

**1 Waiter**

**Mario's  
Pizza Restaurant**



Time: \_\_\_\_\_ Day: \_\_\_\_\_  
Name: \_\_\_\_\_ People: \_\_\_\_\_  
Phone number: \_\_\_\_\_



Time: six o'clock in the morning  
Day: Saturday  
People: 1  
Book a taxi from your house to the airport.  
**2 Customer**

Fold

**2 Desk Operator**

**FAST TAXIS**



Time: \_\_\_\_\_ Day: \_\_\_\_\_  
Name: \_\_\_\_\_ People: \_\_\_\_\_  
Address: \_\_\_\_\_



Day: Monday  
Number of nights: 4  
People: 2  
Book a room at the Pagoda Hotel.  
**3 Customer**

Fold

**3 Receptionist**

**PAGODA HOTEL**



Day: \_\_\_\_\_ Number of nights: \_\_\_\_\_  
Name: \_\_\_\_\_ People: \_\_\_\_\_  
Email address: \_\_\_\_\_



Time: nine o'clock in the morning  
Day: tomorrow  
People: 2  
Book a train ticket from New York to Boston.  
**4 Customer**

Fold

**4 Ticket seller**

**PENNSYLVANIA STATION**



Time: \_\_\_\_\_ Day: \_\_\_\_\_  
Name: \_\_\_\_\_ People: \_\_\_\_\_  
Email address: \_\_\_\_\_



Time: two o'clock in the afternoon  
Day: Sunday  
People: 5  
Book tickets for the London Eye.  
**5 Customer**

Fold

**5 Ticket seller**

**THE LONDON EYE**



Time: \_\_\_\_\_ Day: \_\_\_\_\_  
Name: \_\_\_\_\_ People: \_\_\_\_\_  
Email address: \_\_\_\_\_



Time: Eight o'clock in the evening  
Day: Friday  
People: 3  
Book tickets for a concert.  
**6 Customer**

Fold

**6 Ticket seller**

**BEST TICKETS**



Time: \_\_\_\_\_ Day: \_\_\_\_\_  
Name: \_\_\_\_\_ People: \_\_\_\_\_  
Email address: \_\_\_\_\_

**Aim**

To practise language for making simple bookings by roleplaying telephone conversations

**Language**

Can I book ... ?  
How do you spell ... ?  
How many people is it for?

**Skills**

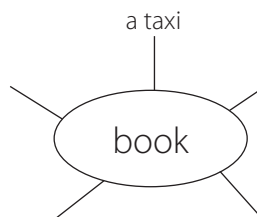
Speaking, Listening, and Writing (in the Extension)

**Materials**

One set of six cards for each group of three students

**Pre-activity (5 minutes)**

- Draw a spider diagram on the board with *book* in the centre. Write *a taxi* somewhere on the edge.














- Elicit from students other things you can book and add them to the spider diagram, e.g. a hotel room, a table in a restaurant, train tickets, plane tickets, cinema tickets, tickets for a concert. Check that students understand any difficult vocabulary and clarify as necessary.

**Procedure (25 minutes)**

- Explain that students are going to role-play booking different things on the phone.
- Write on the board: *book – date – number of nights – time – place – number of people – name – phone number – address – email address – spelling.*
- Elicit from students the questions they would ask to get this information, and write them on the board, e.g. *Can I book a ... please? What day is it for? How many nights is it for? What time is it for? Where do you want to go? How many people is it for? What's your name, please? What's your phone number? What's your address? What's your email address? How do you spell that?*
- Ask students which questions the customer asks and which questions the person taking the booking asks.
- Put students in groups of three (or pairs if necessary). Give each group a set of cards. The students put the cards face down in a pile between them. They take turns to take a card and roleplay the situation shown on it. To perform the roleplay, the student who took the card folds it in half and holds it up so that they can see the customer's section, and they play the role of the customer, while the student sitting on his left sees the other section and plays the role of the person taking the booking. Meanwhile, the third student listens to the conversation, writes down the key information, and checks that all the necessary information is exchanged.
- Whole-class feedback: ask each group about one of their conversations and check details such as times, email addresses, etc.

**Extension (15 minutes)**

- Students write a short, simple email to a hotel asking about booking a room. For weaker classes, you might want to provide a model on the board and just ask your students to change some key information, e.g.  
*Hello,*  
*Can I book a room at your hotel for next weekend, please? It is for two people. We want to stay one night, on Saturday September 7.*  
*Thank you very much,*  
*Claire Dupont*

<p><b>START</b></p>	<p><b>1</b> _____ _____ in London?</p>	<p><b>2</b> _____ _____ French?</p>	<p><b>3</b> _____ _____ coffee?</p>	<p><b>4</b> </p>	<p><b>5</b> _____ _____ a big house?</p>	<p><b>6</b> _____ _____ football?</p>
<p><b>FINISH</b></p> <p><b>19</b> _____ _____ a car?</p>	<p></p>	<p></p>	<p></p>	<p></p>	<p><b>7</b> </p>	<p><b>8</b> _____ _____ Italian?</p>
<p><b>18</b> </p>	<p><b>17</b> _____ _____ tennis?</p>	<p></p>	<p><b>13</b> _____ _____ apples?</p>	<p><b>12</b> _____ _____ with _____ your family?</p>	<p><b>11</b> </p>	<p><b>9</b> _____ _____ a laptop?</p>
<p><b>16</b> _____ _____ chocolate?</p>	<p><b>15</b> _____ _____ a bike?</p>	<p><b>14</b> </p>	<p><b>13</b> _____ _____ apples?</p>	<p><b>12</b> _____ _____ with _____ your family?</p>	<p><b>11</b> </p>	<p><b>10</b> _____ _____ swimming?</p>

What?

Where?

How many?

How old?

When?

**Aim**

To practise Present Simple questions and answers by playing a board game

**Language**

Present Simple questions (*I/you/we/they*) and short answers

**Skills**

Speaking, Listening, and Writing (Extension activity)

**Materials**

One copy of the board game per group of four or five students  
A coin for each group  
A counter for each student

**Answers**

- 1 Do you live in London?
- 2 Do you speak French?
- 3 Do you like/drink coffee?
- 5 Do you live in a big house?
- 6 Do you like/play football?
- 8 Do you speak Italian?
- 9 Do you have a laptop?
- 10 Do you like swimming?
- 12 Do you live with your family?
- 13 Do you like apples?
- 15 Do you have a bike?
- 16 Do you like chocolate?
- 17 Do you like/play tennis?
- 19 Do you have a car?

**Pre-activity (5 minutes)**

- Sketch some simple pictures of things on the board (e.g. cup of tea, tennis racket, house, bike), or use photos from the Internet on the interactive whiteboard (IWB) if you have one.
- Ask students some questions based on the pictures (e.g. *Do you like tea? Do you have a bike?*). Then put students in pairs to ask each other similar questions.
- Get some feedback from different pairs about what they can remember about each other.


**Procedure (30 minutes)**

























- Put students in groups of four or five to play the board game. They move their counters round the board by flipping the coin (tails = move one square, heads = move two squares).
- When a player lands on a square, they ask a question using the prompt in that square. They ask this question from anyone they want, and that person answers. If the first player asks the question correctly, they can move forward one space.
- When a player lands on a square with a star, they choose one of the question words in the middle of the board, and make a question using that question word and their own ideas. They ask all the other players this question. After they have asked everyone, they try to remember what everyone said. Then they can move forward depending on how many answers they remembered correctly, e.g. if there are five people in the group, the current player makes a question and asks the other four players. If they remember two of the players' answers correctly, they can go forward two squares. The same question word can't be used again until all the other question words have been used.
- The first player to reach the FINISH is the winner. If there is time and the students are motivated, they could play the game again.

**Extension (15 minutes)**

- Each group creates a poster about themselves: they write their names in the middle of a large sheet of paper, and around the outside, they write sentences about group members, based on what they discovered during the board game, e.g. *We all drink coffee every day.; Franz and Julia speak French.; Takahashi and Suleiman play football.* NB Since students have not yet covered the third-person -s, encourage them only to write sentences about the whole group (*we*) or two or more students (*they*).
- Display the posters on the classroom walls and use them as conversation starters in future lessons.

England	Poland	Japan	Spain
Italy	Turkey	Germany	Egypt
Brazil	China	France	Russia



**Aim**

To practise vocabulary for countries, nationalities and languages by playing a memory game

**Language**

Countries: *England, Italy, Brazil, Poland, Turkey, China, Japan, Germany, France, Spain, Egypt, Russia*

Nationalities: *English, Italian, Brazilian, Polish, Turkish, Chinese, Japanese, German, French, Spanish, Egyptian, Russian*

Languages: *English, Italian, Portuguese, Polish, Turkish, Chinese, Japanese, German, French, Spanish, Arabic, Russian*

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet, cut up into a list and a set of cards for each group of three or four students

Bilingual dictionaries (Extension activity)

**Pre-activity (5 minutes)**

- Write on the board: *China, Mexico* and *the US*.
- Ask students to tell you the nationality and language for each country:  
*China – Chinese – Chinese*  
*Mexico – Mexican – Spanish*  
*the US – American – English*
- Ask students to write the names of three countries on a piece of paper. Ask students to work in pairs. They should take turns to read out the countries they have written and say the nationality and language for that country.

**Procedure (25 minutes)**

- Put students in groups of three or four. Give each group a list and a set of cards. The group shuffles the cards and lays them out, face down.
- Students take turns to choose a country on the list, e.g. *Poland*, and ask the person on their left two questions:  
*Are you Polish?*  
*Do you speak Polish?*
- The person being asked has to turn over one of the face-down cards. If it shows Poland, they can say *Yes, I am.* and *Yes, I do.*, and keep the card. If it shows a different country, e.g. *Egypt*, they say *No, I'm Egyptian. I speak Arabic.*, and they put the card back in the same place face down.
- As the game progresses, it becomes a memory challenge. Once all the cards have been claimed, the game ends and the person with the most cards is the winner.

**Extension (15 minutes)**

- Assign each group one category: countries, nationalities or languages. Each person within the group thinks of three other words in this category that they don't know in English, but would like to know. They look them up using bilingual dictionaries. Monitor and help with the pronunciation of the new words.
- In their groups, students discuss the new words, paying attention to pronunciation. They could then work with students from the other groups and test them on the new words.



- chocolate
- whisky
- bag—
- pizza
- phone
- television
- shoes
- camera
- laptop
- watch
- jeans
- water

- £299.99
- 78p
- 99p
- £1.20
- £2.30
- £98
- £3.30
- £4.99
- £8.99
- £12.99
- £15.99
- ~~£29.99~~
- £30
- £45.99
- £120
- £80
- £130
- £195.95
- £500
- £800
- £40

<b>1</b>	<b>2</b>	<b>3</b>	
			
_____ <i>bag</i> <span style="border: 1px solid black; padding: 2px;">£ 29.99</span>	_____ <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px;"></span>	_____ <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px;"></span>	
<b>4</b>	<b>5</b>	<b>6</b>	
			
_____ <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px;"></span>	_____ <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px;"></span>	_____ <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px;"></span>	
<b>7</b>	<b>8</b>	<b>9</b>	
			
_____ <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px;"></span>	_____ <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px;"></span>	_____ <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px;"></span>	
<b>10</b>	<b>11</b>	<b>12</b>	
			
_____ <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px;"></span>	_____ <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px;"></span>	_____ <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px;"></span>	

**Aim**

To practise using numbers and talking about prices

**Language**

Numbers and prices

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet per pair of students

Before the lesson, ask students to check the exchange rate for pounds sterling against their own currency.

**Suggested answers**

- 1 bag – £29.99
- 2 watch – £45.99
- 3 shoes – £80
- 4 phone – £98
- 5 water – 99p
- 6 camera – £130
- 7 whisky – £15.99
- 8 chocolate – 78p
- 9 laptop – £800
- 10 jeans – £40
- 11 pizza – £8.99
- 12 television – £500

**Pre-activity (5 minutes)**

- Hold up your phone or a similar object and ask *How much is this (phone) in the UK?* Elicit a range of prices, making sure that students include pounds and pence, e.g. £85.50, as well as numbers over 100, e.g. £150, £300. Write the prices on the board and then tell the students what the object would actually cost. If appropriate, you could elicit the likely cost of the object in the students' own currency.
- Elicit the plural form *How much are ... ?* Drill the question with a range of plural items, e.g. *How much are these sunglasses/trainers?* and get students to guess the price.







**Procedure (15 minutes)**

- Put students in pairs and hand out a copy of the worksheet. Ask students to match the words in the box to the pictures. Check the answers, drilling the pronunciation as necessary.
- Ask *How much is the bag?* Tell students to choose the price they think fits the bag. Elicit a range of answers, encouraging students to say *I think it's (£29.99).*
- Point out that there are more prices on the worksheet than objects. Remind students to use *How much are ... ?* and *I think they're ...* about the trainers. Students continue discussing the prices and matching them to the objects.
- Check the answers with the class.







**Extension (5 minutes)**

- Bring in adverts, leaflets, and menus that show prices, and ask students to practise *How much is ... ?* Make sure you select the items carefully so that they show objects students know (or ones that you can teach in the post-beginner range). If you choose plural objects, you will need to pre-teach/check *How much are ... ?*

Worksheet A

	gets up _____ has breakfast Yes, he does. goes to work _____ eats lunch _____ leaves work 4.00 p.m. goes to bed 11.30 p.m.		gets up 7 a.m. has breakfast _____ goes to work _____ eats lunch No, he doesn't. leaves work 3.00 p.m. goes to bed _____
	gets up 7.30 a.m. has breakfast _____ goes to work 8.30 a.m. eats lunch _____ leaves work _____ goes to bed 11.30 p.m.		gets up 7.30 a.m. has breakfast _____ goes to work _____ eats lunch Yes, she does. leaves work 4.30 p.m. goes to bed _____
	gets up 6.30 a.m. has breakfast _____ goes to work 7.30 a.m. eats lunch _____ leaves work 6 p.m. goes to bed _____		gets up _____ has breakfast Yes, she does. goes to work 9.00 a.m. eats lunch _____ leaves work _____ goes to bed 12.30 a.m.

Worksheet B

	gets up 7 a.m. has breakfast _____ goes to work 7.30 a.m. eats lunch Yes, he does. leaves work _____ goes to bed _____		gets up _____ has breakfast Yes, he does. goes to work 7.30 a.m. eats lunch _____ leaves work _____ goes to bed 11 p.m.
	gets up _____ has breakfast No, he doesn't. goes to work _____ eats lunch Yes, he does. leaves work 5 p.m. goes to bed _____		gets up _____ has breakfast Yes, she does. goes to work 8 a.m. eats lunch _____ leaves work _____ goes to bed midnight
	gets up _____ has breakfast No, she doesn't. goes to work _____ eats lunch Yes, she does. leaves work _____ goes to bed 10.30 p.m.		gets up 8 a.m. has breakfast _____ goes to work _____ eats lunch No, she doesn't. leaves work 5.30 p.m. goes to bed _____

**Aim**

To ask and answer questions about daily routines

**Language**

Present Simple

The time

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet cut in half per pair of students

**Pre-activity (10 minutes)**

- Write the following answers on the board.
  - 1 8.00 a.m.
  - 2 Yes, she does.
  - 3 9.00 a.m.
  - 4 No, she doesn't.
  - 5 5.30 p.m.
  - 6 midnight
- Explain that these are the answers to questions about one of your friend's days. Tell students that *a.m.* stands for *in the morning*, and *p.m.* stands for *in the afternoon/evening*.
- Ask students what the first question is, e.g. *What time does he/she get up?* Invite students to guess what the other questions could be, e.g. *Does he/she have breakfast/a shower?*
- Put students in pairs and get them to ask and answer the questions. Remind students to use the preposition *at* with the time and *midnight*, but *in* with *the morning/afternoon/evening*.

**Procedure (20 minutes)**

- Students are going to complete role cards about the daily routines of six people.
- Put students in pairs. Give Students A Worksheet A, and Students B Worksheet B.
- Students take turns to ask questions to find out the missing information for each person on their worksheet. They should write this information on the cards.
- In their pairs, students then take turns to choose a person from their worksheets. The other student asks questions to find out who that person is, e.g. *What time does he/she leave work?* When they think they know who the person is, they should say, for example, *I think it's Soo*.

**Extension (15 minutes)**

Either:

- Tell students to choose a person they know and to write three sentences about that person's daily routine.
- Ask students to exchange texts and to check their partner's work and to correct any mistakes. Alternatively, display these texts on the classroom wall. Give students time to read each other's paragraphs.

Or:

- Students work in pairs to think of a famous person (e.g. a famous sportsperson or politician). They should imagine and write down a daily routine for this person (this will be an imagined routine).
- Put students in pairs. They take turns to ask and answer questions to try and guess who the person is. Encourage them to be as imaginative as possible.




sometimes



works



stay




never



usually




never




works



always




never



usually



restaurant



always



always



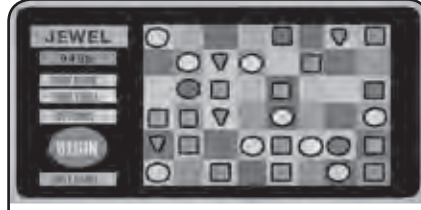
sometimes



early



late



usually



lunch

**Aim**

To practise collocations describing everyday activities by playing a true or false card game in groups

**Language**

Collocations, e.g. *play the piano, have a shower, listen to music*

Adverbs of frequency - *never, sometimes, usually, always*

**Skills**

Speaking and Listening

**Materials**

One set of cards for each group of three or four students

**Pre-activity (5 minutes)**

- Write a few sentences about yourself and your friends or family on the board, using the target language. Include some true and some false statements (e.g. *I always drink coffee in the mornings. My sister Angela never has dinner at home. My dad plays football on Saturdays.*)
- NB If it is not appropriate for you to write about yourself, write what you know or guess about the students (e.g. *Felipe plays football.*) or more general sentences (e.g. *Children eat a lot of chocolate.*)
- Ask students to discuss which sentences they think are true or false. Then allow them to check with you to see if their guesses were correct.






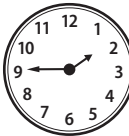

**Procedure (25 minutes)**

- Students work in groups of three or four. Each group has a set of cards, which they divide equally between them. (There will be one card left over for groups of four.)
- Students take turns to put down a card and make a sentence using the ideas on the card. It should be about themselves, their classmates, or their family and friends. It can be a true or false sentence.
- If the other students think the sentence is true, they leave it on the table, and it is the next person's turn. If someone thinks it is false, they can challenge by saying *I think that's false*. If the sentence was false, the student who made the sentence has to take the card back. However, if the sentence was actually true, the challenger has to take the card.
- The first student to have no cards left in their hand is the winner.









**Extension (15 minutes)**

- Write: *A normal week for me and my family* on the board. Ask students to write a short paragraph about themselves and their family members, describing what they do in a normal week. Remind them to use the correct Present Simple forms, including *-s* for *he/she*. Encourage them to use the collocations and adverbs from the lesson. Ask them to include one thing which is false.
- When you mark the writing, as well as giving feedback on grammar and vocabulary, guess which fact is false.

Worksheet A

Friday	Saturday	Sunday
Breakfast _____	 Breakfast	Breakfast _____
 French lesson	Music lesson _____	Swimming lesson _____
Lunch _____	 Lunch	 Lunch
 Baseball match	Football match _____	 Dance competition
Dinner _____	 Dinner	Dinner _____

Worksheet B

Friday	Saturday	Sunday
 Breakfast	Breakfast _____	 Breakfast
French lesson _____	 Music lesson	 Swimming lesson
 Lunch	Lunch _____	Lunch _____
Baseball match _____	 Football match	Dance competition _____
 Dinner	Dinner _____	 Dinner

**Aim**

To practise telling the time by exchanging information about a programme of social events

**Language**

Asking and explaining what time things happen

*What time is ... ?*

**Skills**


Speaking and Listening

**Materials**

One copy of the worksheet, cut in half, for each pair of students

**Pre-activity (5 minutes)**

- Write the following on the board and draw empty clock faces next to each one:

*the tennis match* 

*the job interview* 

- Ask students what questions they would ask in order to find out the missing information, i.e. the time:

*What time is the tennis match?*

*What time is the job interview?*

- Drill the questions and then write answers for both questions, e.g. *8.00* and *1.30*. Ask students the questions and make sure they use the preposition *at* with the times in their answers.

**Procedure (25 minutes)**

- Put students in pairs, and give each student half of the worksheet.
- Explain that students are going on a three-day holiday camp. Ask students to work in pairs and give Student A Worksheet A and Student B Worksheet B. Make sure students understand that some of the information is missing on their worksheet and they can only get it from the other student by asking questions.
- Students ask questions to find out the missing information on their timetables, without looking at each other's worksheets. You may want to demonstrate this using the following examples:  
Student A *What time is breakfast on Friday?*  
Student B *It's at 8 o'clock.*
- Point out that we use *at* with times, e.g. *at eight o'clock*, but *on* with the days of the week, e.g. *on Friday*.
- When students have completed their timetables, they can look at each other's worksheets to check their answers.

**Extension (10 minutes)**

- Put students in new pairs and ask them to imagine they are going on a one-day activity camp. Ask students to design a timetable for the day. When they have finished, ask them to share their timetables with the class. The class could vote on the most exciting activity camp.



### Worksheet A

Question words

Your partner's answers

- 1  brothers and sisters / have?
- 2  / your favourite actor?
- 3  / like this actor?
- 4  / do in the evening?
- 5  / go to bed?
- 6  / your best friend?
- 7  / drink in the morning?
- 8  / live?
- 9  / have lunch?
- 10  / get up at weekends?

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### Worksheet B

Question words

Your partner's answers

- 1  / English books / have?
- 2  / your favourite singer?
- 3  / like this singer?
- 4  / have dinner?
- 5  / drink with your dinner?
- 6  / watch on TV?
- 7  / go on holiday?
- 8  / get home in the evening?
- 9  / go out at weekends?
- 10  / your favourite food?

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**Aim**

To exchange information about each other

**Language**

Present Simple questions

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet cut in half per pair of students

**Answers****Worksheet A**

- 1 How many brothers and sisters do you have?
- 2 Who's your favourite actor?
- 3 Why do you like this actor?
- 4 What do you do in the evening?
- 5 What time/When do you go to bed?
- 6 Who's your best friend?
- 7 What do you drink in the morning?
- 8 Where do you like?
- 9 When/Where do you have lunch?
- 10 What time do you get up at weekends?

**Worksheet B**

- 1 How many English books do you have?
- 2 Who's your favourite singer?
- 3 Why do you like this singer?
- 4 What time/When do you have dinner?
- 5 What do you drink with your dinner?
- 6 What do you watch on TV?
- 7 Where/When do you go on holiday?
- 8 What time do you get home in the evening?
- 9 Where do you go out at weekends?
- 10 What's your favourite food?

**Pre-activity (5 minutes)**

- Elicit question words (*Where, When, Who, What, What time, Why, How many*) and a typical answer for each. Write them on the board, e.g. *Where ... ? (At school./In a bank.), Why ... ? (Because I want to live in the USA.), Who ... ? (Ella/Francesco).*
- Invite students to tell you the full question forms for the answers and write them on the board, e.g. *Where do you work? Why do you want to learn English? Who is your boyfriend/girlfriend?*

**Procedure (20 minutes)**

- Students are going to ask each other questions to find out about their daily routines and lifestyles.
- Put students in pairs. Give Students A Worksheet A, and Students B Worksheet B. Students read through their worksheet.
- Tell students to write a question word for each question. In some cases two question words are possible, so elicit all the variations. Students should choose one.
- Invite individual students to ask you some of the questions. Answer the questions for yourself. You may want to pre-teach *I'm an only child.* for students who have no brothers or sisters.
- In their pairs, students take turns to interview each other. Tell students to make short notes on their partner's answers.
- Have a class feedback session. Invite students to tell the class anything interesting they found out about their partner.

**Extension (15 minutes)**

- Students change partners and interview each other about their previous partner, e.g.  
Student A *How many brothers and sisters does Angela have?*  
Student B *She has two brothers.*

## Adjectives

big	new	horrible	cold
lovely	small	hot	old

## Nouns

bag	book	umbrella	laptop
hamburger	sandwich	television	bus
dog	coffee	tea	phone
bike	television	clock	house

**Aim**

To practise using adjectives and nouns in a Pictionary-style activity

**Language**

Adjectives: *big, small, old, new*, etc.

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet cut up per pair of students

**Pre-activity (5 minutes)**

- Draw a picture of a small car on the board. Ask *What's this?* Elicit *It's a car.*, and then ask *Is it a big car?* Elicit the response *No, it's a small car.* Repeat this either by drawing more pictures on the board or pointing to more objects in the classroom, e.g. *a big book, a new laptop.* Write the sentences on the board.
- Briefly review the use of *a* + consonant and *an* + vowel.







**Procedure (15 minutes)**

- Put students in pairs. Give each pair a set of adjective and a set of noun cards, in separate piles.
- Each student takes an adjective card and a noun card, without showing them to their partner. If their noun card cannot be matched with their adjective card, they replace it at the bottom of the pile and take another, until they find a combination which they can draw. Each student then draws a picture of their combination.
- When they have finished drawing, students show their picture to their partner, asking *What's this?* Their partner has to guess the adjective/noun combination, and reply using *It's a(n) ...*
- Students continue until all adjective cards have been used.

**Extension (10 minutes)**

- Play a guessing game to practise the adjective and noun combinations further. Write the jumbled letters of an adjective and noun combination on the board and ask for students to work out the words in pairs/teams. Ask the class to give the spelling letter by letter to review the alphabet.

## Shops

	book shop		chemist's
	clothes shop		greengrocer's
	café		you can visit any shop you want!

### Student A

#### Shopping list

- some apples
- a cheese sandwich
- a coat
- some toothpaste
- a dictionary



### Student B

#### Shopping list

- some aspirin
- a pair of shoes
- a cup of coffee
- an English book
- some bananas



### Student C

#### Shopping list

- a toothbrush
- some tomatoes
- a book about football
- a T-shirt
- a cup of tea



### Student D

#### Shopping list

- a piece of cake
- a book about learning English
- a bag
- some strawberries
- some shampoo



**Aim**

To practise asking for things in shops by performing a variety of roleplays

**Language**

*Can I have ... ?*

*How much is that?*

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet, cut up into the Shops list and the four shopping lists, for each group of four students

A dice for each group

**Pre-activity (5 minutes)**

- Play the shopping list memory game. Each person takes turns to say *When I go shopping, I want to buy ...* listing all the previous players' items and adding one item of their own, e.g.  
Student 1 *When I go shopping, I want to buy some cheese.*  
Student 2 *When I go shopping, I want to buy some cheese and an apple.* etc.
- NB You may decide to play this game in small groups, especially if you have a large class.
- Pre-teach the phrase *shopping list*. You may also want to pre-teach other difficult vocabulary from the main activity, such as *greengrocer's, toothbrush, a piece of cake*.

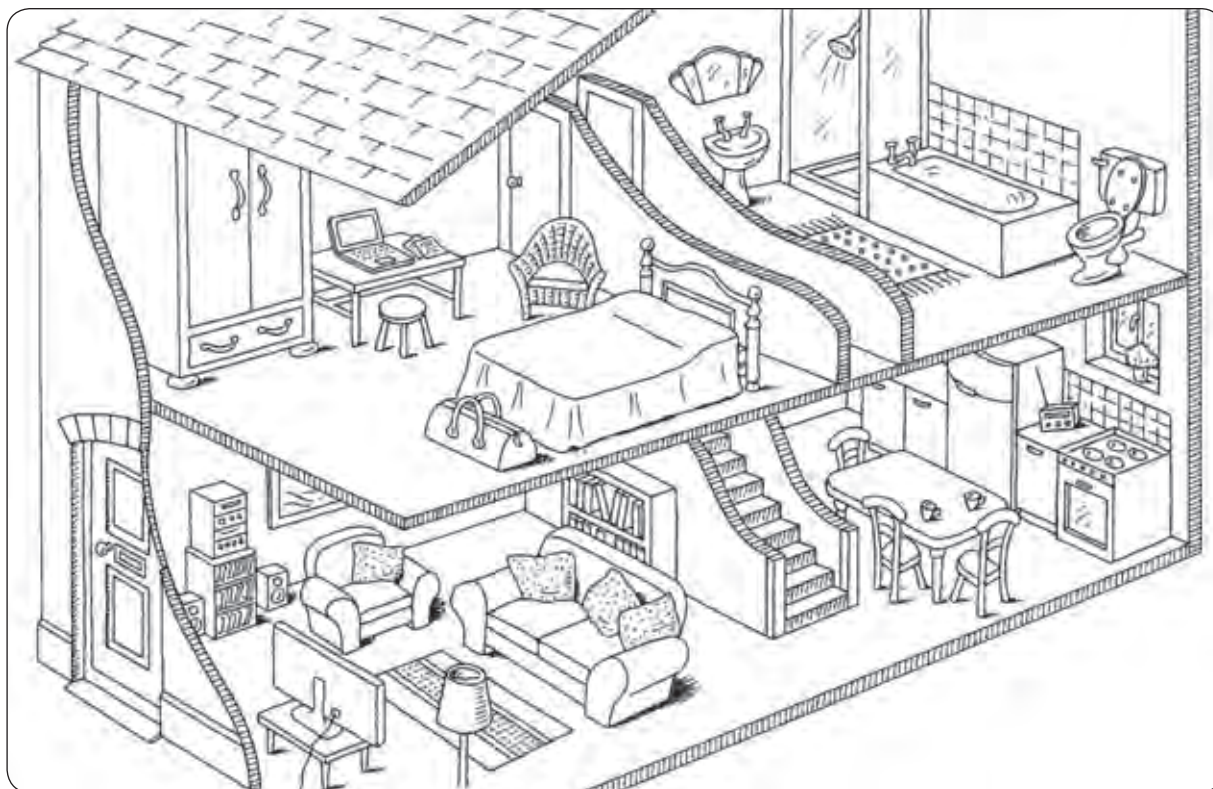
**Procedure (25 minutes)**

- Put students in groups of four. Give each group a dice and each student in the group a different shopping list.
- Students take turns to roll the dice. During their turn, each player plays the role of a customer in the shop that corresponds to the number they have just rolled, and acts out a conversation with the player opposite them, who plays the part of the shop assistant. In the roleplay, they buy one of the things on their shopping list.
- Meanwhile, the other two players listen and check that the customer remembers to say *Can I have ... ?* and *please* and *thank you*. If they do, they can tick this item off their shopping list. If they forget, they will have to visit this shop again. NB They don't have to tick off the items in order.
- If a player rolls a six, they can visit any shop of their choice. If they roll the number of a shop where they have already ticked off an item, they miss their go.
- The winner is the first player to tick all the items off their shopping list.

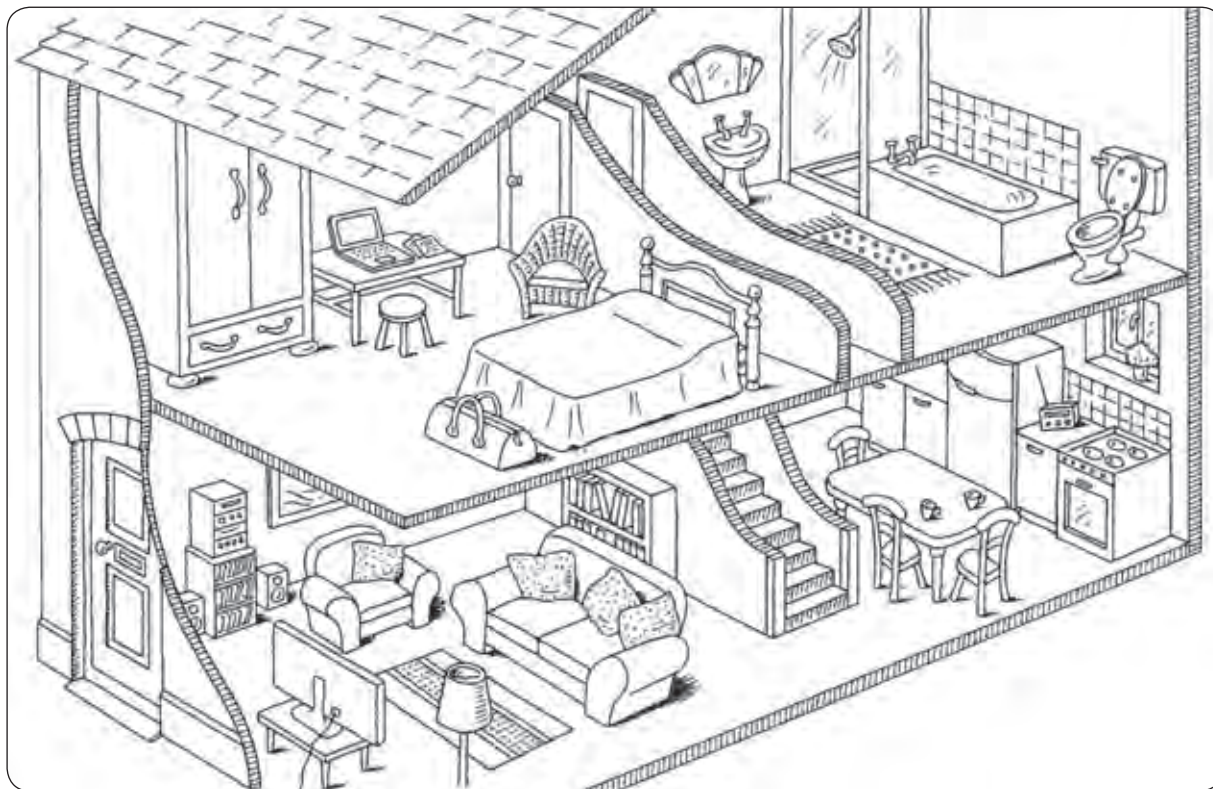
**Extension (15 minutes)**

- Put students in pairs. Each pair writes a short shopping dialogue involving a small problem. Give students suggestions of possible problems, e.g. *It's very expensive., We don't have bananas., This coffee is awful.* Encourage them to find a simple and polite solution to the problem.
- The pairs rehearse and then form a group with one or two other pairs to perform their dialogues. Those who are not performing listen and identify the problem in each dialogue. Alternatively, a few pairs could perform to the whole class if they are confident in doing so. For less confident classes, you could listen privately to each pair while you move around the class, and give some feedback.

Worksheet A



Worksheet B



**Aim**

To practise asking questions using *Is there ... ?* and *Are there ... ?*

**Language**

Present Simple questions  
*Is there ... ? Are there ... ?*

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet cut in half per pair of students

**Pre-activity (5 minutes)**

- Ask students to choose a room at home and write down six things that there are in the room. Choose a student and ask which room he/she has chosen. Tell him/her that the class are going to guess the six things on their list. Demonstrate by asking *Is there a sofa?* Elicit the short answer (*Yes, there is./No, there isn't.*). Encourage other students to ask questions until all the items have been guessed. Make sure that students use *Is there ... ?* and *Are there ... ?* correctly. Write one or two questions with *Is there (a/an) ... ?* and *Are there (any) ... ?* on the board to review the form.

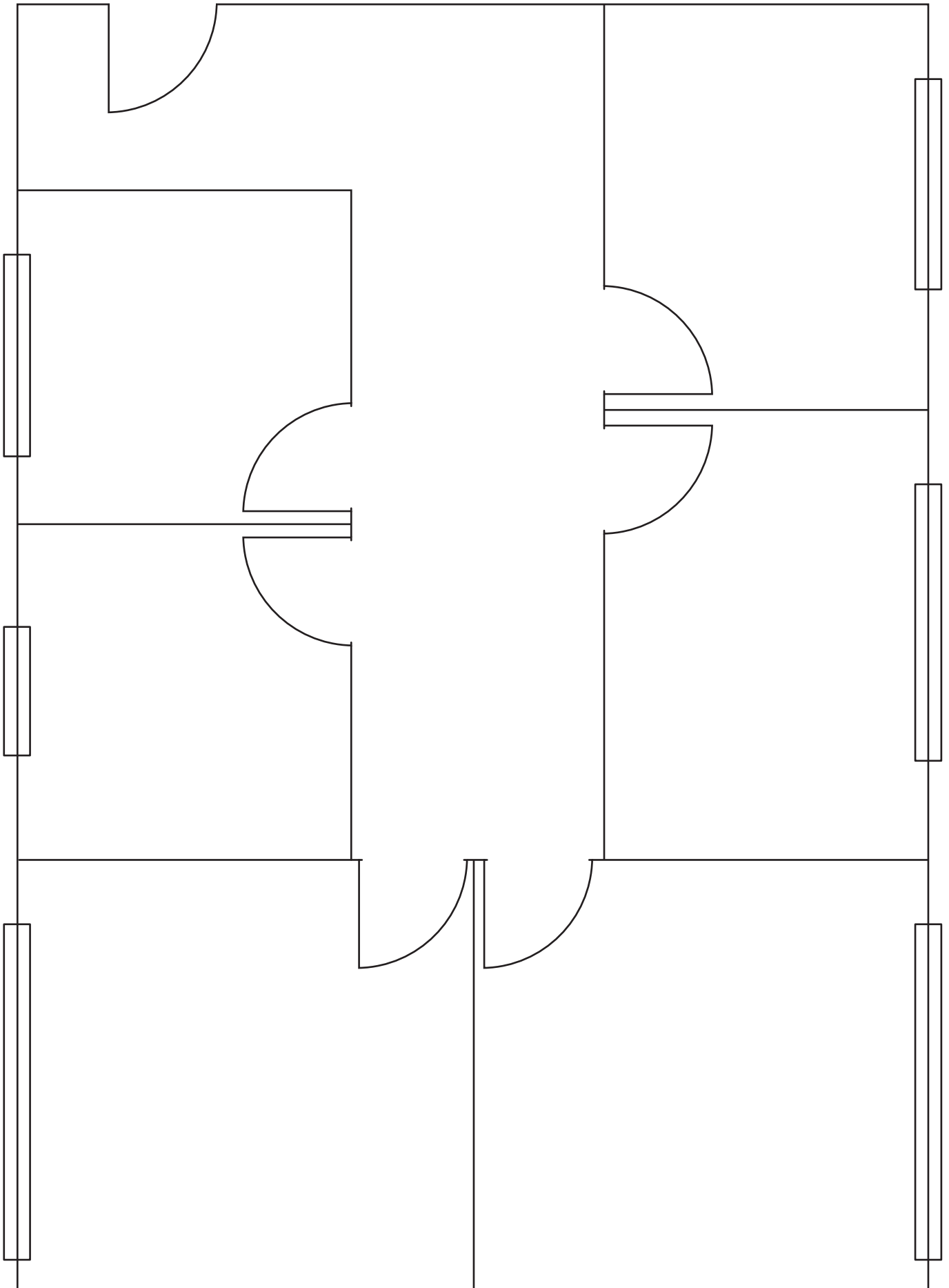
**Procedure (15 minutes)**

- Briefly review the rooms and furniture shown on the worksheet without showing students the picture. Pre-teach/Check *wardrobe, bookshelf, chair, mirror, bath, stairs, mug, and cupboard*. Drill the pronunciation as necessary.
- Put students in pairs. Give Student A Worksheet A and Student B Worksheet B. Give students a few moments to look at the picture and deal with any vocabulary queries.
- Pre-teach/Check *gold coin*. Tell students they are going to hide six gold coins in their picture of the house. Give them time to draw the coins wherever they like, without letting their partner see.
- Explain that students need to ask and answer questions to locate the gold in their partner's house. Elicit example questions, e.g. *Are there any gold coins in the kitchen? Is there a gold coin on the table?* Explain that students only have five minutes each to find the coins, and remind students not to look at each other's pictures.
- Student A asks Student B questions to find the gold in B's house. Monitor and help as necessary. After five minutes, shout *Stop!*
- Students change roles and Student B asks Student A questions to find the gold in A's house. Monitor and help as necessary. After five minutes, shout *Stop!*
- Ask which students managed to find all the coins in a brief feedback session.

**Extension (15 minutes)**

- Tell students they are going to use the pictures to play a memory game. Ask students to work individually and write three questions about the pictures using *Is there ... ?* and *Are there ... ?* Elicit examples from the class, e.g. *Is there a television in the bedroom? Are there any lamps in the sitting room?* Students write their questions. Monitor and help as necessary. Tell students to make a note of the answers.
- Put students in pairs and ask them to put the worksheets away. Students take turns to ask and answer their questions. Find out who in the class has the best memory by asking who got all the questions right.





**Aim**

To practise vocabulary for rooms and furniture by designing a flat

**Language**

Rooms: *bathroom, bedroom, kitchen, living room, study*

Furniture: *bed, lamp, shower, toilet, armchair, sofa, TV, PlayStation, table, desk, fridge, cooker*

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet for each pair of students

**Pre-activity (10 minutes)**

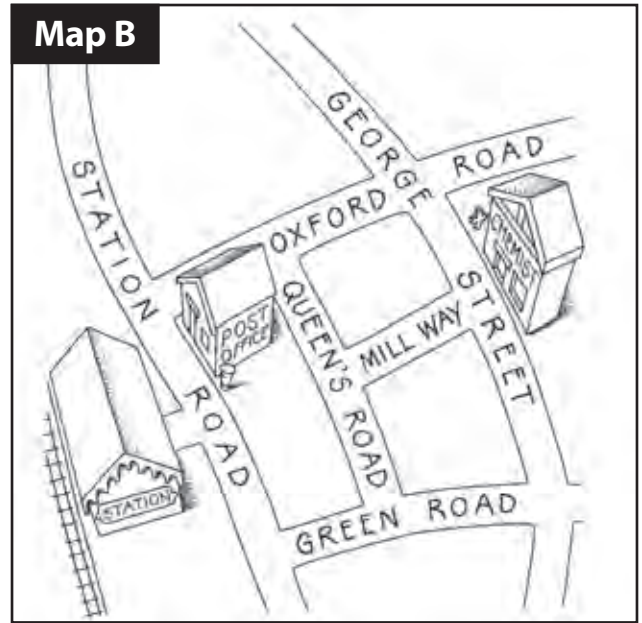
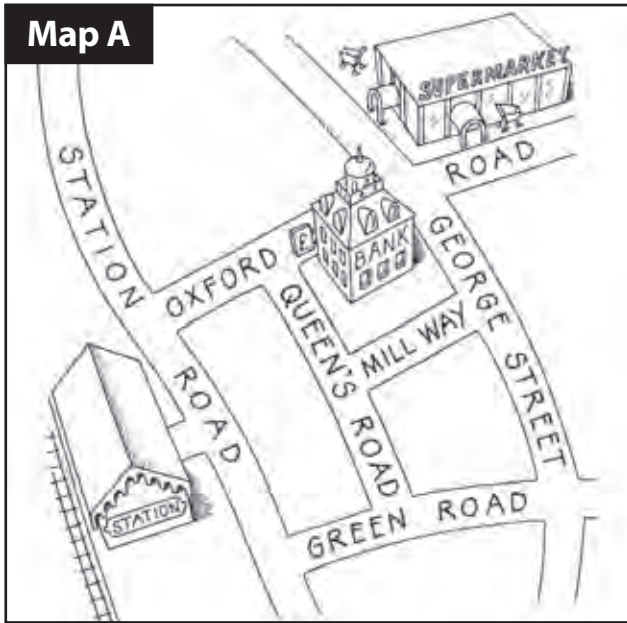
- Write the following list on the board:
  - A A businessman: *not married; works for a computer company*
  - B A young couple: *a chef and an architect*
  - C A family of three: *Mum, Dad, and son (14 years old)*
  - D A family of four: *Mum, Dad, and two daughters (three years old and six months old)*
- Ask students to suggest what kind of house each person or family has, and what rooms and furniture they have in their house. Accept all reasonable suggestions.

**Procedure (25 minutes)**

- Tell students that they are going to work in pairs and design a flat for each of these people or families. Tell each pair which family they have to think about. It doesn't matter if a family is assigned to more than one pair, but try to spread the families fairly evenly throughout the class.
- Students decide together what each room of the flat should be, and what furniture to put in it. They can sketch this on the worksheet. Tell students that they don't need much artistic talent - a simple rectangle or circle with a label is fine.
- When their designs are finished, put pairs who had different families together. Tell them to show each other their designs and explain what they have put in each room, and why.
- Examples of possible language: *There are three computers in the living room, because he likes computers. They have a big kitchen, because he is a chef. Maybe he likes TV and computer games, so he has a PlayStation and a TV in his bedroom.*

**Extension (15 minutes)**

- Ask students to imagine they are someone from the family who has just moved into the flat they have designed. Ask them to write a short email to a friend describing their new flat. Encourage them to use *there is/ there are* and prepositions, as well as the vocabulary from this exercise.
- Put students with a different partner, and ask them to swap their emails with each other. After reading their partner's email, they draw a plan of the flat that is described.



Ask for directions to the:

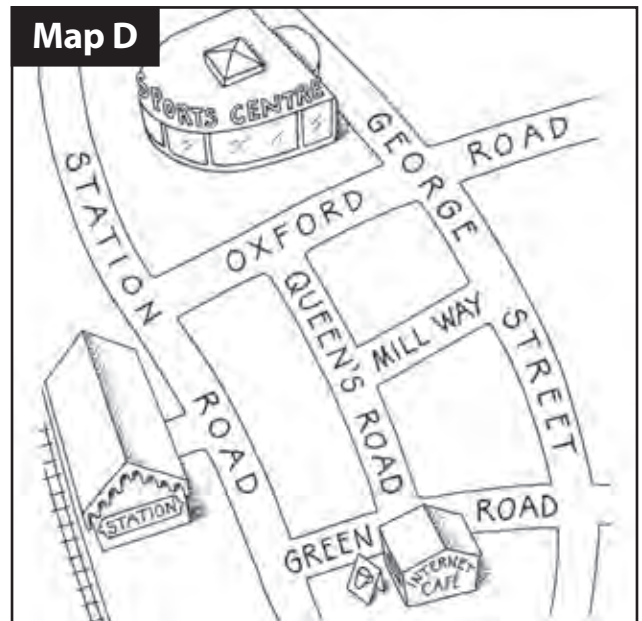
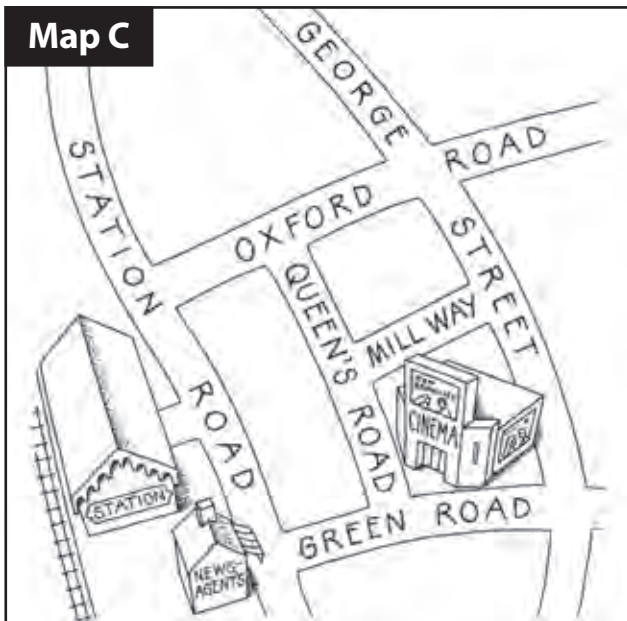
- sports centre
- cinema
- Internet café
- post office
- chemist's
- newsagent's

Write or draw the places on the map.

Ask for directions to the:

- Internet café
- cinema
- newsagent's
- supermarket
- sports centre
- bank

Write or draw the places on the map.



Ask for directions to the:

- Internet café
- bank
- supermarket
- post office
- chemist's
- sports centre

Write or draw the places on the map.

Ask for directions to the:

- chemist's
- newsagent's
- bank
- cinema
- supermarket
- post office

Write or draw the places on the map.

**Aim**

To ask for and give directions

**Language**

Directions

*How do I get to ... ?*

*Is there a ... near here?*

*Go out of ...*

*Turn left.*

*Turn right.*

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet cut up for each group of four students

**Pre-activity (5 minutes)**

- Ask a student about a place near the school, e.g. *Is there a bank near here?* Elicit an answer, e.g. *Go out of the school, turn left/right.*
- Ask the question: *How do I get to the post office?* and model the answer: *I'm sorry, I don't know.*

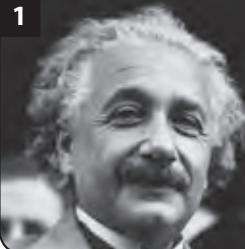
**Procedure (20 minutes)**

- Students are visiting a new town, and they are now all at the railway station. They are going to ask each other directions to various places in the town.
- Put students in groups of four. Give Students A Map A, Students B Map B, and so on. Tell students not to show each other their maps. (If there are fewer than four students in a group, give stronger students more than one map.)
- In their groups, students get up, approach each other and ask for directions to one of the places on their list, e.g. *Is there a newsagent's near here?* The student gives directions if he/she knows where it is, starting: *Go out of the railway station. Turn left ...* . If the student doesn't know, he/she says: *I'm sorry, I don't know.* Each time a student is given directions to a place, he/she writes the location on the map.
- When everyone has located all the places on their maps, have a class feedback session and check the directions with the class. Draw the map on the board and ask individual students to give you directions to each place.


**Extension (10 minutes)**


- Put students in pairs. Using the completed map, Student A chooses a place on their map and gives directions to that place without saying what it is. Student B listens to the directions and guesses where Student A is going. Then students switch roles. Encourage the students to make the game more difficult by giving longer, more roundabout directions to places.


Worksheet A

**1**  Name: \_\_\_\_\_  
Job: \_\_\_\_\_  
Born: \_\_\_\_\_  
Country: \_\_\_\_\_

**4**  Name: George Michael  
Job: singer and songwriter  
Born: 1963  
Country: England

**2**  Name: Robin Williams  
Job: actor  
Born: 1951  
Country: the United States

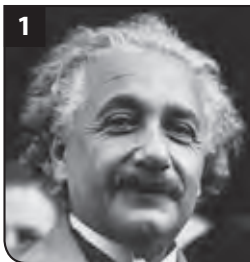
**5**  Name: \_\_\_\_\_  
Job: \_\_\_\_\_  
Born: \_\_\_\_\_  
Country: \_\_\_\_\_


**3**  Name: \_\_\_\_\_  
Job: \_\_\_\_\_  
Born: \_\_\_\_\_  
Country: \_\_\_\_\_


**6**  Name: Anna Pavlova  
Job: dancer  
Born: 1881  
Country: Russia





Worksheet B


**1**  Name: Albert Einstein  
Job: scientist  
Born: 1879  
Country: Germany

**4**  Name: \_\_\_\_\_  
Job: \_\_\_\_\_  
Born: \_\_\_\_\_  
Country: \_\_\_\_\_

**2**  Name: \_\_\_\_\_  
Job: \_\_\_\_\_  
Born: \_\_\_\_\_  
Country: \_\_\_\_\_

**5**  Name: John F. Kennedy  
Job: politician  
Born: 1917  
Country: the United States

**3**  Name: Agatha Christie  
Job: writer  
Born: 1890  
Country: England

**6**  Name: \_\_\_\_\_  
Job: \_\_\_\_\_  
Born: \_\_\_\_\_  
Country: \_\_\_\_\_

**Aim**

To practise exchanging information about famous people from the past

**Language**

*was/were (born)*

**Skills**

Speaking, Listening, and Writing

**Materials**

One copy of the worksheet cut up per pair of students

**Pre-activity (5 minutes)**

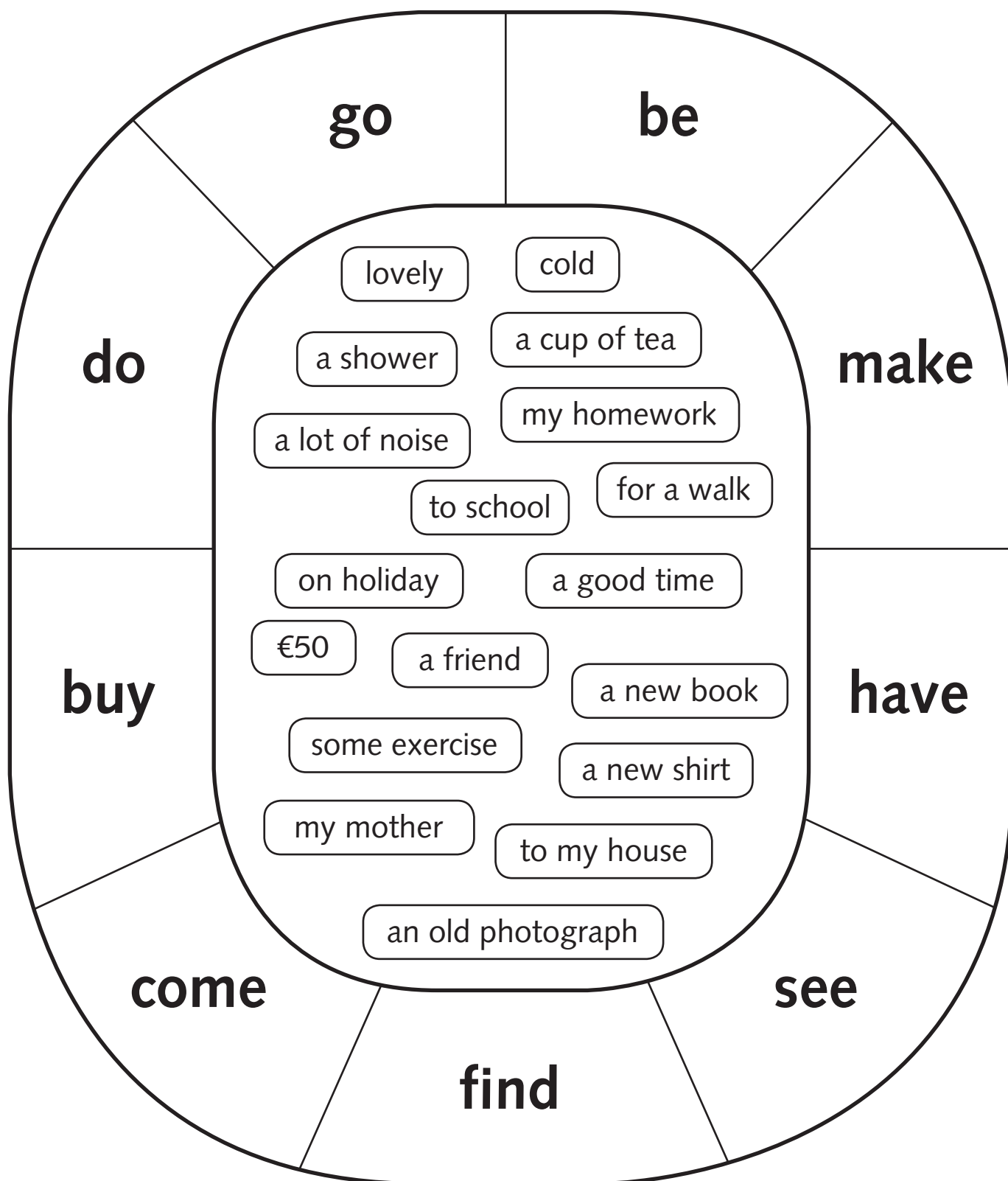
- Ask *Who are famous people from the past in your country?* Elicit some names and ask questions about each one *When was he/she born? Where was he/she born? What was his/her job?* Elicit a range of answers.

**Procedure (15 minutes)**

- Explain that students are going to exchange information about famous people from the past.
- Put students in pairs. Give Student A Worksheet A and Student B Worksheet B.
- Elicit questions that students will need to ask: *Who was number (1)? What was his/her job? When was he/she born? Where was he/she born?*
- Demonstrate the activity by getting one pair of students to ask about picture 1 (Einstein). Remind students to ask *How do you spell that?* when they don't know the spelling of the names or countries.
- Students complete the task, working in closed pairs. Monitor and check for correct use of *was*, reading of the dates, and use of the alphabet.
- Ask students to compare sheets to check they have exchanged the information correctly.

**Extension (5–10 minutes)**

- Tell students they are going to test each other on the famous people on the worksheet. Give students two minutes to study the worksheet, then ask them to turn it over.
- Write the names of the six people on the board. Students work in pairs to test each other, e.g. *Who was (Agatha Christie)?* Their partner must give as much information as they can remember. Students can write down their partner's answers and then check at the end of the activity how much information they remembered accurately.



yesterday	on Saturday night	at six o'clock this morning
last year	last week	in (March/November), (1998, 2009)

**Aim**

To play a board game to practise verbs in the Past Simple

**Language**

Past Simple irregular verbs

Past time expressions

*have, do, go* expressions

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet per pair of students

A coin or counter for each student

**Suggested answers**

**be** lovely, cold

**make** a cup of tea, a lot of noise

**have** a shower, a good time

**see** my mother, a friend

**find** €50, an old photograph

**come** to school, to my house

**buy** a new book, a new shirt

**do** my homework, some exercise

**go** for a walk, on holiday

**Pre-activity (5 minutes)**

- Write the following on the board:

*be*            *lunch*

*have*        *to work*

*go*          *hot*

- Ask students to match a verb from the first column with a word from the second column (*be hot, have lunch, go to work*).
- Write *yesterday* on the board. Tell students to use the expression *be hot* with *yesterday* to make a sentence, e.g. *Yesterday the weather was hot*. Invite students to make sentences with the other two expressions.

**Procedure (20 minutes)**

- Students are going to play a board game where they score points by making sentences in the Past Simple with a noun phrase and time expression, e.g. *I saw my mother at six o'clock this morning*.
- Put students in pairs and give each pair a copy of the game.
- Students in each pair start at opposite ends of the board and take turns to move around the board in a clockwise direction, one square at a time, using a coin or a counter to keep track of where they are. Each time a student lands on a new square, they make a Past Simple sentence using the verb, a noun expression (from the middle of the board), and a time expression (from the bottom of the page). NB Noun expressions can only be used once, but time expressions may be used repeatedly.
- Students get a point for each correct sentence. Their partner can challenge them if they do not think the sentence sounds right. For a correct challenge, they get an extra point. For an incorrect challenge, they lose a point.
- Students continue until they have formed as many sentences as possible. The student with the most points at the end is the winner.
- Have a class feedback session. Call out a verb and ask a student to make a sentence using that verb.

**Extension (10 minutes)**

- Ask students to write down some of the sentences from the game.
- Ask students to form new pairs. Students take turns to read out a sentence leaving out the past verb and their partner guesses what the missing verb is, e.g.

A I \_\_\_\_\_ a new book at the bookshop last weekend.

B bought



**Worksheet A**

- 1 When is Christmas Day?  
a 25/12   b 26/12   c 27/12
- 2 When is International Women's Day?  
a 8/5   b 8/3   c 8/8
- 3 When is Halloween?  
a 21/10   b 27/10   c 31/10
- 4 When is Bonfire Night in the UK?  
a 5/7   b 5/9   c 5/11
- 5 When was Angelina Jolie born?  
a 1975   b 1965   c 1970
- 6 When were the first Olympic Games in modern times?  
a 1845   b 1896   c 1923
- 7 ...
- 8 ...

**Worksheet B**

- 1 When is New Year's Day?  
a 31/12   b 1/1   c 2/1
- 2 When is April Fool's Day?  
a 25/4   b 4/4   c 1/4
- 3 When is Valentine's Day?  
a 14/2   b 16/2   c 22/2
- 4 When is Independence Day in the USA?  
a 10/4   b 12/6   c 4/7
- 5 When were the Bündchen twins, Gisele and Patrícia, born?  
a 1960   b 1980   c 1995
- 6 When was the first parachute jump?  
a 1886   b 1903   c 1797
- 7 ...
- 8 ...



**Aim**

To practise saying dates and years by doing a quiz

**Language**

Dates: *the fifteenth of July, the first of November, etc.*

Years: *2004, 1785, etc.*

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet for each pair of students, cut into two sections

**Answers**

**Worksheet A**

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

**Worksheet B**

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

**Pre-activity (10 minutes)**

- Write the following dates on the board (or choose different ones that are more relevant to your cultural situation):

*December 25*

*February 14*

- Ask the class what happens on these dates (answers: *Christmas; Valentine's Day*). Put students in pairs to tell each other what they did last Christmas and last Valentine's Day, e.g. where they were, who they were with, etc.

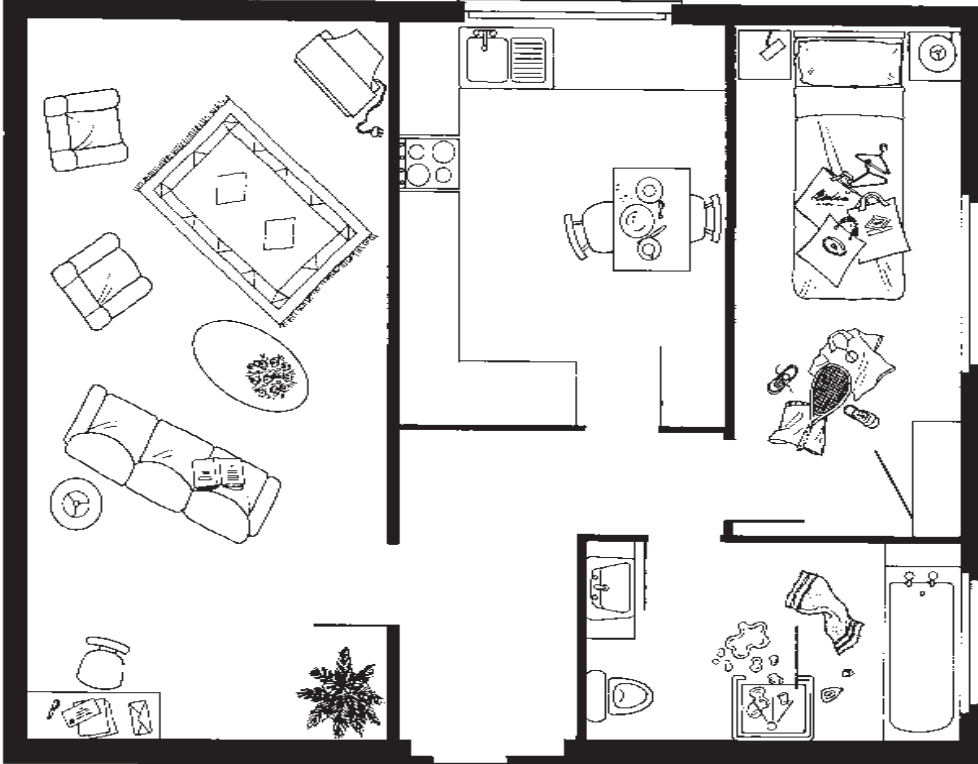
**Procedure (25 minutes)**

- Put students in pairs and give each student a worksheet so that Student As are working with Student As and Student Bs are working with Student Bs. Explain that the worksheet is a quiz, and later they will carry out this quiz with another pair, but for now they are just preparing for it. First, tell them to look at the worksheet together and practise saying the dates and years correctly. Remind them to listen to and correct each other.
- Tell students to work together to do the quiz and to write some new questions in the spaces available for questions 7 and 8. Each student should write the new questions on their own worksheet, although they write the same thing as their partner. Monitor and provide support, checking that both the answers to questions 1–6 and the new questions are correct.
- Put students in new pairs, so that Student As are working with Student Bs to carry out the quiz. They mustn't look at each other's worksheet. They ask each other the quiz questions and read out the options (remind them to read out the dates clearly and correctly). Tell students to underline their partner's answers. They check each other's answers and give each other a score out of eight, depending on how many answers they got right.
- After everyone has finished, check who got the highest score in the class.

**Extension (10 minutes)**

- Ask students to write a short paragraph describing how they celebrated a special date recently. Remind them to say what date they celebrated, and to use the Past Simple.

**Jane's flat**



**Student A**

Ask Student B questions about Paul.

What did he do yesterday?

- What sport/Paul/play/ yesterday?
- What/he/read?
- Where/he/play the guitar?
- Paul/cook a meal?
- he/watch a DVD?
- he/have a bath?
- he/work at his computer?



**Paul's flat**



**Student B**

Ask Student A questions about Jane.

What did she do yesterday?

- What/Jane/buy/ yesterday?
- What/she/read?
- What/sport/she/play?
- Jane/have breakfast?
- she/write a letter?
- she/have a bath?
- she/watch TV?

**Aim**

To practise using Past Simple regular and irregular verbs in a memory game

**Language**

Past Simple – regular and irregular verbs

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet cut up per pair of students

**Pre-activity (5 minutes)**

- Tell students one or two things that you did yesterday. Ask individual students questions about what they did, e.g. *What did you do yesterday? Did you go shopping yesterday?* Put students in pairs to ask and answer questions about what they did. Ask one or two students to tell the class what their partner did.











**Procedure (20 minutes)**

- Explain that students are going to play a memory game based on pictures of two flats, which show what the occupants did yesterday.
- Pre-teach/Check *write a letter, read a book/newspaper, have a bath and play the guitar*. Also check the irregular Past Simple form of *write, read and have*.
- Put students in pairs. Give Student A Worksheet A and Student B Worksheet B.
- Demonstrate the activity with two strong students. Tell Student A to look carefully at the picture of Jane's flat for 30 seconds and then put it out of sight. Student B then uses the question cues to ask about what Jane did yesterday. Pre-teach *I can't remember*.
- With a weaker class, you could put all the A and B students together in separate groups to give them time to write out the cues as full questions before they work in pairs.
- Ask students to complete the task in closed pairs for Student A's picture. Students then change roles, with Student B looking at Paul's flat for 30 seconds and Student A using the question cues to ask about what Paul did yesterday.
- Monitor and check for correct question formation and use of regular and irregular Past Simple forms.

**Extension (10 minutes)**

- Ask students to write down five things that they did yesterday. Tell them not to show anyone else what they are writing.
- Put students in new pairs, and tell them they must guess what their partner did yesterday. They take turns to ask questions, up to a maximum of ten.
- After their ten questions, they see how many of their partner's activities they guessed correctly.

Name

<p><b>1</b> Find someone who played football last week.</p> <p>QUESTION: Did you play _____?</p>		
<p><b>2</b> Find someone who plays golf.</p> <p>QUESTION: Do you _____?</p>		
<p><b>3</b> Find someone who went skiing last year.</p> <p>QUESTION: Did _____?</p>		
<p><b>4</b> Find someone who watches ice-skating on TV.</p> <p>QUESTION: Do _____?</p>		
<p><b>5</b> Find someone who played volleyball at school.</p> <p>QUESTION: _____?</p>		
<p><b>6</b> Find someone who goes walking with their family.</p> <p>QUESTION: _____?</p>		
<p><b>7</b> Find someone who played tennis last summer.</p> <p>QUESTION: _____?</p>		
<p><b>8</b> Find someone who plays cards with their friends.</p> <p>QUESTION: _____?</p>		
<p><b>9</b> Find someone who didn't like swimming when they were a child.</p> <p>QUESTION: _____?</p>		
<p><b>10</b> Find someone who doesn't like sport.</p> <p>QUESTION: _____?</p>		

**Aim**

To practise vocabulary for sports by carrying out a *Find Someone Who ...* activity

**Language**

Sports and games: *skiing, football, tennis, golf, ice-skating, walking, cards, volleyball, swimming*

Past Simple and Present Simple questions

**Skills**

Speaking, Listening, and Writing (in the Extension)

**Materials**

One copy of the worksheet for each student

**Answers**

- 1 Did you play football last week?
- 2 Do you play golf?
- 3 Did you go skiing last year?
- 4 Do you watch ice-skating on TV?
- 5 Did you play volleyball at school?
- 6 Do you go walking with your family?
- 7 Did you play tennis last summer?
- 8 Do you play cards with your friends?
- 9 Did you like swimming when you were a child?
- 10 Do you like sport?

**Pre-activity (5 minutes)**

- Write the following on the board:  
*go / you / week / Did / running / last?*  
*play / at / Do / usually / the / you / weekend / football?*
- Ask students to put the words in order to make two questions. Then ask individual students these questions, and when someone answers *Yes, I did.* or *Yes, I do.*, write their name on the line.

**Procedure (25 minutes)**

- Give each student a worksheet, and explain that they are going to ask their classmates questions to find people who have some experience of different sports. Tell them that they need to write the questions first. Do the first two questions together on the board and explain that some questions are in the present and some are in the past.
- Give students five minutes to write the questions. Allow them to work in pairs, and monitor to support as necessary. Check the answers together as a class. NB If your students work at very different speeds, allow those who finish first to start asking each other the questions, after you have quickly checked what they have written.
- Before they start the activity, you might want to drill the questions, and the short answers *Yes, I do., No, I don't., Yes, I did., No, I didn't.*
- Students mingle to ask each other the questions. When they find someone who matches a sentence, they write that student's name in the right-hand column. Also, tell them that they can only ask someone two questions before moving on to another person. Finally, point out that for questions 1–8, they can only write someone's name if they answer yes, but for questions 9 and 10 they can only write someone's name if they answer no.
- Give students 10–15 minutes to do the activity. Then ask a few students to tell you what they discovered about their classmates.
- While the students are mingling, make notes of any language errors for feedback at the end.

**Extension (10 minutes)**

- Put the students in pairs. Ask them to work together to write a paragraph about what sports they play and/or watch.

Worksheet A

Hinterstatt



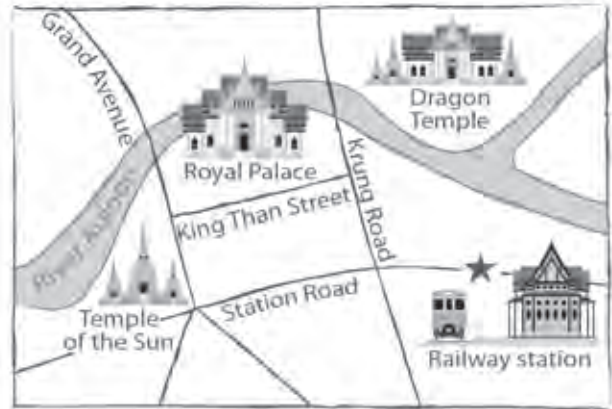
You want to go on a cycling tour.

- When ... ?
- How long ... ?
- Where ... from?

You want to visit Nestor Castle.

- What time ... ?
- How much ... ?

Kho Pang



Boat tours:

- 9 a.m. and 2.30 p.m. every day
- Each tour is three hours.
- The tours leave from outside the Grand Palace.

Visiting the Temple of the Sun:

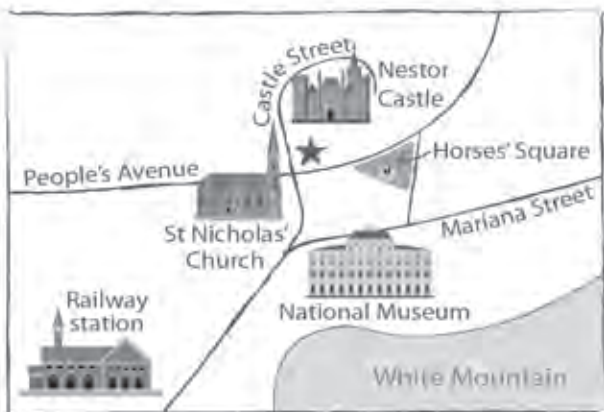
- Opening hours: 8 a.m. – 6.30 p.m.
- Cost: £5

Fold



Worksheet B

Hinterstatt



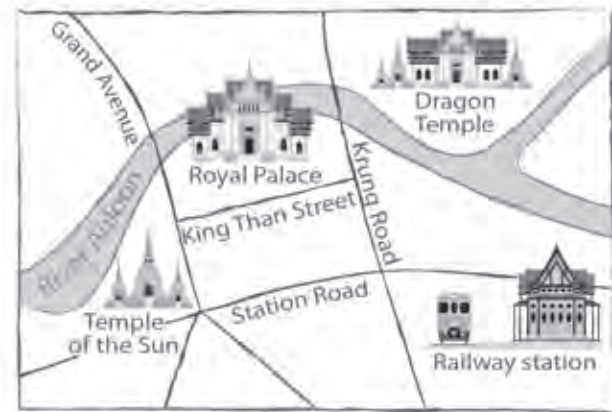
Cycling tours:

- 8 a.m., 10 a.m., 2 p.m., 4 p.m. every day
- Each tour is two hours.
- The tours leave from the National Museum.

Visiting Nestor Castle:

- Opening hours: 8 a.m. – 7 p.m.
- Cost: £23 for adults, £18 for students and children

Kho Pang



You want to go on a boat tour.

- When ... ?
- How long ... ?
- Where ... from?

You want to visit the Temple of the Sun.

- What time ... ?
- How much ... ?

Fold

**Aim**

To practise language for sightseeing by carrying out two roleplays

**Language**

Questions for sightseeing, e.g.

*Can you show me where we are on the map?*

*Where does the tour go from?*

*How much is it to get in?*

**Skills**

Speaking, Listening, and Writing (in the Extension)

**Materials**

Pictures of famous tourist attractions from around the world

One copy of the worksheet for each pair of students, cut into two sections for Student A and Student B

**Pre-activity (10 minutes)**

- Do a quick tourism quiz: collect five or six pictures of famous tourist attractions around the world, e.g. the Eiffel Tower, the Pyramids, Mount Fuji, and number them. Pass them round the class and ask students to work in pairs to make a list of where each attraction is.  
NB You could use pictures from the Internet on the IWB, if you have one.
- Check the answers, and whichever pair has the most correct is the winner.
- Ask the class if anyone has been to any of these places, and if so, when. Ask them which places they want to go to.

**Procedure (25 minutes)**

- Give each student a worksheet so that students are working in A/B pairs. Explain that they are going to do two roleplays about two imaginary cities. Tell them to fold their worksheet in half, so that they only focus on one roleplay at a time.
- Review the language from p99 of the Student's Book: write *map* on the board and elicit the questions *Can I have a map of the city, please?* and *Can you show me where we are on the map?* Next, write *tour* on the board and elicit the questions *When is the next tour? How long is the tour?* and *Where does it go from?* Finally, write *museum* and elicit the questions *What time is it open?* and *How much is it to get in?* Drill these questions. Depending on how confident your students are, you could leave the questions on the board during the activity.
- Tell students that for the first roleplay, Student A is the tourist and Student B works at the tourist information office. Student B should start the conversation by saying *How can I help you?* Then Student A asks for the information they need, which Student B can give them from their worksheet. Student A should write the information on their worksheet. After completing the first roleplay, they move on to the second roleplay about Kho Phang, in which they will swap roles.
- After they have finished, pairs can compare their worksheets to check they wrote down the information correctly. Ask students if they would like to go to either of these cities.

**Extension (10 minutes)**

- Tell students to imagine they have just visited one of these cities and done the tour and the sightseeing activity from the roleplays. Ask them to write a postcard to an English-speaking friend, describing what they did, what they saw, and what they liked about the city.





I can make fantastic cakes.



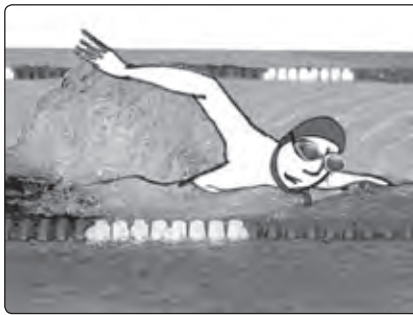
I can play the piano really well.



I can run fast.



I can ride a horse really well.



I can swim very fast.



I can say the alphabet quickly.



I can't drive a tractor at all.



I can't draw very well.



I can't dance very well.



I can't sing at all.



I can't play golf very well.



I can't type very fast.



**Aim**

To practise *can/can't* and adverbs in a miming game

**Language**

*can/can't*

**Skills**

Speaking

**Materials**

One copy of the worksheet cut up per group of three students

**Pre-activity (5 minutes)**

- Tell students one or two things that you can and can't do well, e.g. *I can play the guitar quite well. I can't sing at all.* Invite students to tell the class what they can do well, and what they can't do at all.
- Write a few sentences on the board and make sure students understand the difference between *I can ... really well*, *I can ... quite well*, and *I can't ... at all*.
- Mime a few actions done well and badly, e.g. playing tennis well, singing badly, and elicit sentences with *You ...*, e.g. *You can play tennis well. You can't sing very well.*

**Procedure (15 minutes)**

- Put students in groups of three. Hand out sets of cards to each group and ask students to put them face down in a pile on the desk. Demonstrate the activity by picking up a card from one set, miming the activity shown, and asking students to say what you can/can't do. If they don't include an adverb, gesture that they need to add more information, e.g. *You can't sing at all.* You may wish to pre-teach *tractor* at this point.
- Students take turns to choose a card and mime the activity. The others in the group guess and say a sentence. The student who gets the wording on the card or closest to it wins the card. If no one guesses correctly, it goes to the bottom of the pile and can be used again. Monitor and help as necessary.
- The student with the most cards in each group wins.

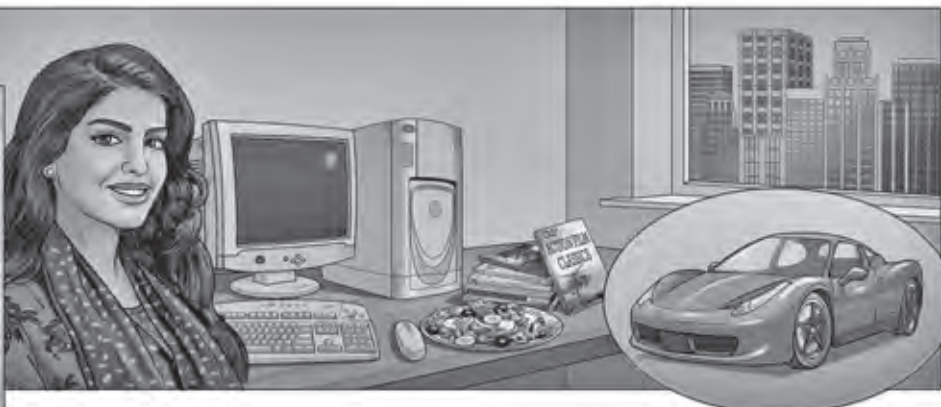
**Extension (5–10 minutes)**

- Students can think of their own activities to mime well or badly. Ask them to choose two actions to mime and write down a sentence about each one, e.g. *I can play football very well.* They then take turns to mime their actions in groups and guess the sentences as before.

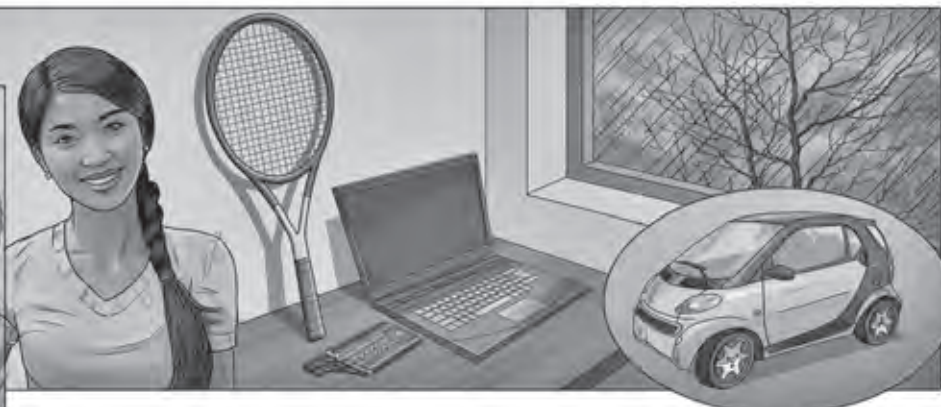
## Francesco



## Sharifa



## Da Chun



### Student A

- 1 Who lives in an old city?
- 2 Who eats fresh food?
- 3 Who has an expensive laptop?
- 4 Who likes exciting films?

### Student B

- 1 Who has a fast car?
- 2 Who likes a dangerous sport?
- 3 Who has cold and wet weather today?
- 4 Who has tall parents?

### Student C

- 1 Who has old parents?
- 2 Who likes funny films?
- 3 Who has warm and sunny weather today?
- 4 Who eats delicious chocolate?

**Aim**

To practise adjectives by playing a picture observation game in groups

**Language**

Adjectives: *old, modern, tall, expensive, fast, fresh, dangerous, exciting, funny, warm and sunny, cold and wet*

**Skills**

Speaking, Listening, and Writing (in the Extension)

**Materials**

One copy of the worksheet for each group of three students, cut into four sections as shown

**Answers****Worksheet A**

- 1 Francesco
- 2 Sharifa
- 3 Da Chun
- 4 Sharifa

**Worksheet B**

- 1 Sharifa
- 2 Sharifa
- 3 Da Chun
- 4 Francesco

**Worksheet C**

- 1 Da Chun
- 2 Francesco
- 3 Francesco
- 4 Da Chun

**Pre-activity (10 minutes)**

- Write the words *cars, weather, sports, cities, and films* on the board.
- Elicit some possible adjective collocations for these nouns, e.g. *fast cars, old cars, expensive cars*. Elicit some sentences using these collocations, e.g. *I like fast cars. I live in a modern city.*
- Go round the class with each student taking turns to make sentences like this, but introduce a rule that each new student must only change one element of the previous sentence (i.e. the verb, the adjective, or the noun), e.g. *I like fast cars., I like fast computers., I like modern computers., I don't like modern computers., I don't like modern cities.*
- After demonstrating this with the whole class, put students in smaller groups to continue for a few minutes.

**Procedure (25 minutes)**

- Put students in groups of three. Give each group one copy of the pictures between them, and give each student a list of questions so that each group has Students A, B, and C (if necessary, include groups of four, with two students sharing a list. This activity will not work with pairs).
- Give students some time to look at the pictures, read their questions, and check that they know which person in the picture is the answer to each of their questions. They should do this alone, and keep their questions and answers secret from the other members of the group.
- Explain that this activity is a race. Student A asks a question, and Students B and C have to look at the pictures to answer the question by saying the name of one of the people in the pictures. The first one to answer correctly gets a point. The students take turns to ask their questions, and the group keeps a record of the points scored. After everyone has asked all their questions, the person with the most points is the winner.

**Extension (10 minutes)**

- Tell students to cover their lists of questions and only look at the worksheet with the pictures of the three people. Ask them to write as many sentences as they can in five minutes about the people in the pictures. After five minutes, they can compare their sentences with the other students in their group and see how many sentences they had that were the same.
- Ask a few groups to share some of their sentences with the whole class.



**Problem:**

I'm lost. How do I get to the bus station?



**Problem:**

Excuse me! This ticket machine doesn't work.



**Problem:**

I've lost my phone!  
I can't find it anywhere!



**Problem:**

There's something wrong with my computer. I can't get on the Internet.



**Problem:**

I'm so sorry I'm late!



**Problem:**

Are you OK? Does your arm hurt?



★ **Response:**

Turn left onto London Road.  
Then go straight on.

★ **Response:**

Turn right at the cinema.  
It's next to the supermarket.

■ **Response:**

Did you press the green button?

■ **Response:**

Did you put your card  
in the machine?

● **Response:**

Here it is, on the table.

● **Response:**

Here it is, in your bag.

◆ **Response:**

Turn it off and start again.

◆ **Response:**

Type the password again.

▲ **Response:**

Don't worry. It doesn't matter.  
Let's go now!

▲ **Response:**

Come on! Our train  
leaves in five minutes!

✿ **Response:**

It hurts a bit,  
but I think I'm OK.

✿ **Response:**

Yes, it really hurts!

### Aim

To practise language for asking for help and offering solutions

### Language

Questions and responses for dealing with everyday problems, e.g.

*I'm lost.*

*... doesn't work.*

*It doesn't matter.*

*Turn left.*

### Skills

Speaking, Listening, and Writing (in the Extension)

### Materials

One copy of the worksheet for each group, cut into cards as shown

NB Keep the problem and response cards separate for each group.

### Pre-activity (10 minutes)

- Write on the board the following list:  
*I got lost.*  
*I was late.*  
*There was something wrong with my computer.*  
*I lost my keys.*
- Ask the students to tell a partner about a time when one of these things happened to them. Meanwhile, monitor and support students with lexis, grammar, and pronunciation as they try to narrate these experiences.
- Round up by asking a few students to tell the class about one of their (or their partner's) experiences.

### Procedure (20 minutes)

- You may wish to remind your students of the target language before starting the activity. If so, choose two or three of the scenarios that you think might be particularly difficult, elicit the phrases used to explain the problem and respond to it, and drill them with the class. You may wish to pre-teach/check the verb *type*.
- Put students in groups of three or four, and give each group a set of problem cards, and a set of response cards. Tell them to shuffle the problem cards and put them face down in the middle, and to shuffle and deal the response cards to the players (three each for groups of four; four each for groups of three). There are two response cards for each problem and they are marked with the same symbol. Students look at their response cards. If they have both responses to a problem, i.e. two response cards marked with the same symbol, they can exchange one of them with another student who also has two response cards for a problem.
- Students take turns to turn over the top problem card from the deck and read it aloud. Students check to see if they have a matching response card in their hand. If they do, they can put it down and read it out. The first player to put their response card down can claim the 'trick' and lay the pair of cards in front of them. The slower player must keep the card in their hand. The first player to lay down all their cards from their hand is the winner.
- After one student has won, the others can continue playing until all the problem cards have been used. Then they should look at the response cards left in their hands, and match them with the tricks that have already been laid down.

### Extension (10 minutes)

- Groups of three can remain together, while groups of four should be split into two pairs. With their partner, students choose one of the situations and write a dialogue including the sentences on their cards. They should add more lines before or after these sentences to make a longer conversation. Monitor to check for accuracy and provide any other support needed.
- Ask one or two pairs to perform them for the class.



**Questions**

**Answers**

**In your dreams...**

- 1 ... where would you like to go on holiday?
- 2 ... what first name would you like to have?
- 3 ... where would you like to live?
- 4 ... who would you like to meet?
- 5 ... what would you like to be?
- 6 ... how old would you like to be now?
- 7 ... how many brothers and sisters would you like to have?
- 8 ... how many languages would you like to speak?
- 9 ... would you like to be rich and famous?
- 10 ... would you like to live to be 100 years old?

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_
- f \_\_\_\_\_
- g \_\_\_\_\_
- h \_\_\_\_\_
- i \_\_\_\_\_
- j \_\_\_\_\_



**Aim**

To talk about your dreams and to find out about a partner's

**Language**

would like to

**Skills**

Speaking, Reading, and Listening

**Materials**

One copy of the worksheet per student

**Pre-activity (5 minutes)**

- Draw a picture of a person and a cloud on the board to show that he/she is daydreaming. Label the person 'me' and write a few words about your dreams in the bubble, e.g. *a big house, Hawaii*, etc. Tell students about your dreams:  
*I'd like to have a big house.*  
*I'd like to go to Hawaii on holiday.*
- Give each student a copy of the worksheet. Draw students' attention to the pictures. Ask them to work in pairs and talk about what the people are dreaming about.

**Procedure (20 minutes)**

- Students are going to complete a questionnaire about their dreams, swap their answers with their partner, and then take turns to try and match their partner's answers with the questions.
- Allow students five minutes to read through the questions, helping with meaning. Then ask them to write their own answers in a jumbled order on the answer sheet.
- Put students in pairs and ask them to swap their answer sheets.
- Students discuss the answers they have put, e.g. *I think you would you like to have two sisters*. Encourage students to talk about their answers, e.g. *I have one sister, but I would like two*.

**Extension (10 minutes)**

- Ask students to write down some of the things they found out about their partner without naming them, e.g. *This person would like to live in Australia*. Collect in all the pieces of paper and either read some of them out or put them on the wall and ask students to read them and to guess whose dreams they describe.



**Worksheet A**

cook	drink	eggs	Italian
big	lunch	snack	time



Answers

- 1 Do you usually eat a \_\_\_\_\_ breakfast?
- 2 Do you like \_\_\_\_\_ for breakfast?
- 3 What \_\_\_\_\_ do you have lunch?
- 4 Do you have a salad for \_\_\_\_\_ sometimes?
- 5 How often do you \_\_\_\_\_ dinner for your friends or family?
- 6 Do you prefer \_\_\_\_\_ food or Chinese food?
- 7 What do you eat if you want a \_\_\_\_\_ during the day?
- 8 How much coffee do you \_\_\_\_\_?
- 9 ...
- 10 ...




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**Worksheet B**

dinner	toast	time	dessert
usually	sparkling	have	every



Answers

- 1 What \_\_\_\_\_ do you have breakfast?
- 2 Do you like \_\_\_\_\_ for breakfast?
- 3 Where do you \_\_\_\_\_ have lunch?
- 4 Do you \_\_\_\_\_ soup for lunch sometimes?
- 5 What did you have for \_\_\_\_\_ yesterday evening?
- 6 Do you usually eat meat \_\_\_\_\_ day?
- 7 Do you prefer still or \_\_\_\_\_ water?
- 8 Do you always have a \_\_\_\_\_ after your main meal?
- 9 ...
- 10 ...




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**Aim**

To practise food vocabulary by conducting a class survey

**Language**

Food vocabulary: *breakfast, lunch, dinner, snack, dessert, main meal, eggs, salad, toast, soup, meat, still/sparkling water*

Verbs: *eat, drink, cook, have*

**Skills**

Speaking, Listening, and Writing

**Materials**

One copy of the worksheet for each pair of students, cut into sections A and B

**Answers**

**Worksheet A**

- |         |           |
|---------|-----------|
| 1 big   | 5 cook    |
| 2 eggs  | 6 Italian |
| 3 time  | 7 snack   |
| 4 lunch | 8 drink   |

**Worksheet B**

- |           |             |
|-----------|-------------|
| 1 time    | 5 dinner    |
| 2 toast   | 6 every     |
| 3 usually | 7 sparkling |
| 4 have    | 8 dessert   |

**Pre-activity (10 minutes)**

- Ask students to tell each other what they ate for their last three meals (breakfast, lunch and dinner). Monitor and provide help with vocabulary, pronunciation, etc. At the same time, note what kinds of foods are mentioned by several people.
- Perform a quick class survey: write on the board the types of food that you noticed were mentioned several times, and ask for a show of hands to see how many people ate these types of food. Generate further discussion, if possible.

**Procedure (30 minutes)**

- Put students in pairs and give each student a worksheet so that Student As are working with Student As and Student Bs are working with Student Bs. Students complete the questions 1–8 with the words in the box.
- Once students have finished the gap-fill, check that they have the correct answers, and then ask them to write two more questions of their own (9 and 10).
- Put students in new pairs so that Student As are working with Student Bs. Students ask each other their questions, noting down the answers in the right-hand column.
- Students return to their original pairs, and compare the two sets of answers they have collected. NB If you prefer and if time allows, students could work in larger groups (as long as they all have the same worksheet) to discover how many people gave similar answers, as in the pre-activity.
- Round off the activity by asking a few students to tell the class what they discovered about each other.

**Extension (15 minutes)**

- Ask students to write a paragraph about what they usually eat, based on the questions in the survey, but also including any other interesting details.
- Write the following skeleton on the board to give the students some guidance:  
*For breakfast, I usually eat ... and my partner eats ... We both ...*  
*For lunch, I ... and he/she ...*  
*We have dinner ... I like ..., but my partner prefers ...*  
*About snacks, we ...*  
*Another interesting thing is that ...*



# Café

## Menu

STARTERS

PRICES

\_\_\_\_\_

\_\_\_\_\_

MAINS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SANDWICHES

\_\_\_\_\_

\_\_\_\_\_

SIDE ORDERS

\_\_\_\_\_

\_\_\_\_\_

DESSERTS

\_\_\_\_\_

\_\_\_\_\_

DRINKS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Aim**

To practise language for ordering food in a café by creating a menu and carrying out a roleplay

**Language**

Food and meal vocabulary, e.g. *soup, starters, salmon, chicken, dessert.*

Language for ordering food in a café, e.g. *Are you ready to order?*

*I'd like the ... please, ... with ... on the side.*

*And to follow?*

**Skills**

Speaking, Listening, and Writing

**Materials**

One copy of the worksheet for each pair of students

Coloured pens or pencils for students to decorate their menus

**Pre-activity (10 minutes)**

- Ask students what their favourite café is, and why. Accept a few answers, then ask students to work in pairs to tell each other about the last time they went to their favourite café.
- You might want to put the following questions on the board, to help students get ideas: *When did you go there? Who were you with? What did you eat? Was the food good? Where did you sit?*
- Round off by asking a few students to tell the class about their partner's experience.

**Procedure (25 minutes)**

- Give one worksheet to each pair of students, and explain that they are going to design their own café menu. Point out the space for the name of their café at the top, and check that they understand the titles of the different sections.
- Students work together to choose dishes and prices for their menu. Tell them they can illustrate it with pictures of the food they have chosen if they want. Monitor and provide help and support.
- In each pair, assign one student to be the waiter, and one to be the customer. Rearrange the pairs, so that each waiter takes the completed menu and works with a new partner (a customer, who does not have a menu with them).
- Elicit and drill useful language for a café (based on p118 of the Student's Book). Write these on the board in two columns, for the waiter and the customer, e.g.

Waiter:

*Are you ready to order?*

*And to follow?*

*What would you like?*

*Would you like any side orders?*

*And to drink? I'll bring ... immediately.*

Customer:

*I'd like ... to start, please.*

*I'd like the ... with ... on the side.*

*No, thank you, just the ...*

*What about you, ... ?*

*The same for me, please.*

- The customer looks at the waiter's menu, and the students roleplay ordering food in a café.
- After about five minutes, or once most pairs have finished, rearrange the students one last time, so that students who were waiters get a chance to be the customer and vice versa. Each former customer should take the former waiter's menu with them, and take the role of the waiter. They will need to work with a new customer (without a menu) to carry out a second and final roleplay.

**Extension (10 minutes)**

- Put students back in their original pairs. Ask them to tell each other about the café they just went to as a customer.
- Write the following questions on the board as a support: *Which café did you go to? What did you order? Was the food good? Was it very expensive? Was the waiter helpful?*

Worksheet A



Worksheet B



### Aim

To practise asking and answering questions using the Present Continuous

### Language

Present Continuous

### Skills

Speaking and Listening

### Materials

One copy of the worksheet cut up per pair of students

## Answers

### Worksheet A

- 1 The grandmother is wearing a hat.
- 2 The boys are playing football.
- 3 The boy on the left-hand side is wearing trousers and a T-shirt.
- 4 The boy on the right-hand side is wearing trousers.
- 5 The cat is sitting on the ground.
- 6 The young woman is reading in the garden.
- 7 The mother is carrying a tray with orange juice on it.

### Worksheet B

- 1 The grandmother isn't wearing a hat.
- 2 The boys are playing with their toy cars.
- 3 The boy on the left-hand side is wearing shorts and a jacket.
- 4 The boy on the right-hand side is wearing shorts.
- 5 The cat is sitting on the tree.
- 6 The young woman is reading in the living room.
- 7 The mother is carrying a tray with tea on it.

### Pre-activity (5 minutes)

- Point to yourself and ask *What am I wearing?* Elicit a few sentences. Point to one or two students and ask *What's (Anna) wearing?* Elicit a range of answers. Check for correct use of the Present Continuous.
- Mime one or two simple actions, e.g. running or playing tennis, and ask *What am I doing?* Elicit some answers, and again check that students are using the Present Continuous correctly.

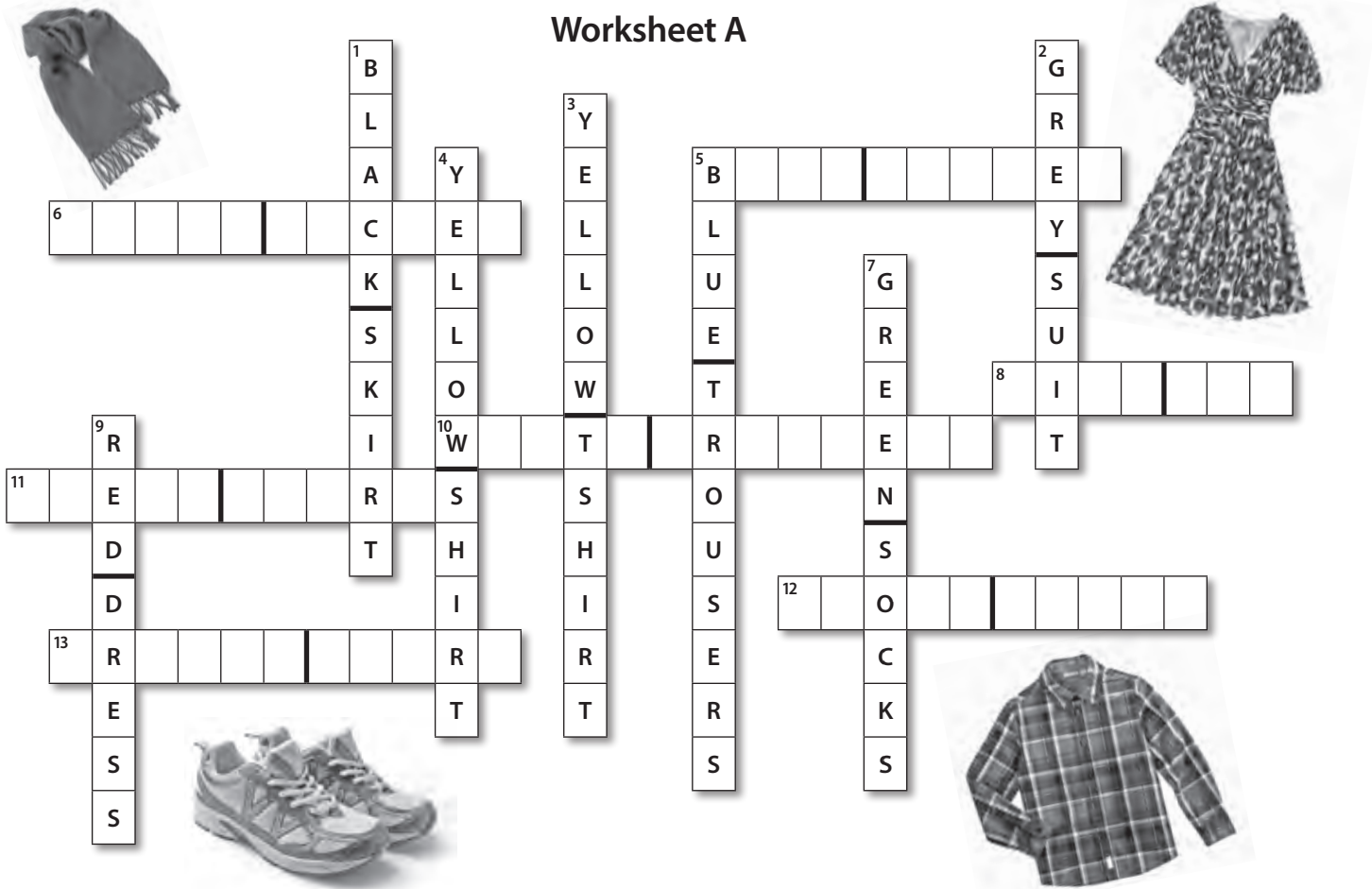
### Procedure (15 minutes)

- Tell students they are going to work with a partner and ask questions to find seven differences between two similar pictures of a family.
- Put students in pairs. Give Students A Worksheet A and Students B Worksheet B. Remind students that they shouldn't look at each other's pictures.
- Drill the type of questions students can ask, e.g. *What is (the father) wearing? Is (the mother) listening to music?*
- Students work in closed pairs to find all six differences. Tell them to circle the part of their picture when they find a difference. Monitor and help as necessary.
- Students compare their pictures to check they have found the differences.

### Extension (10 minutes)

- Put students in pairs and ask them to choose one of the pictures and write a short conversation between two of the people in the picture.
- Ask pairs to act their conversation to the class. Get the rest of the class to guess the correct picture, and who is speaking.

Worksheet A



1 B  
L  
A  
K  
S  
K  
I  
R  
E  
D  
D  
R  
E  
S  
S

2 G  
R  
E  
Y  
S  
U  
I  
T

3 Y  
E  
L  
L  
O  
W  
T  
R  
E  
S  
S

4 Y  
L  
O  
W  
T  
R  
E  
S  
S

5 B L U E J U M P E R

6 W H I T E J A C K E T

7 G  
R  
E  
E  
N  
S  
H  
O  
R  
T  
S

8 P I N K T I E

9 R  
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O  
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S

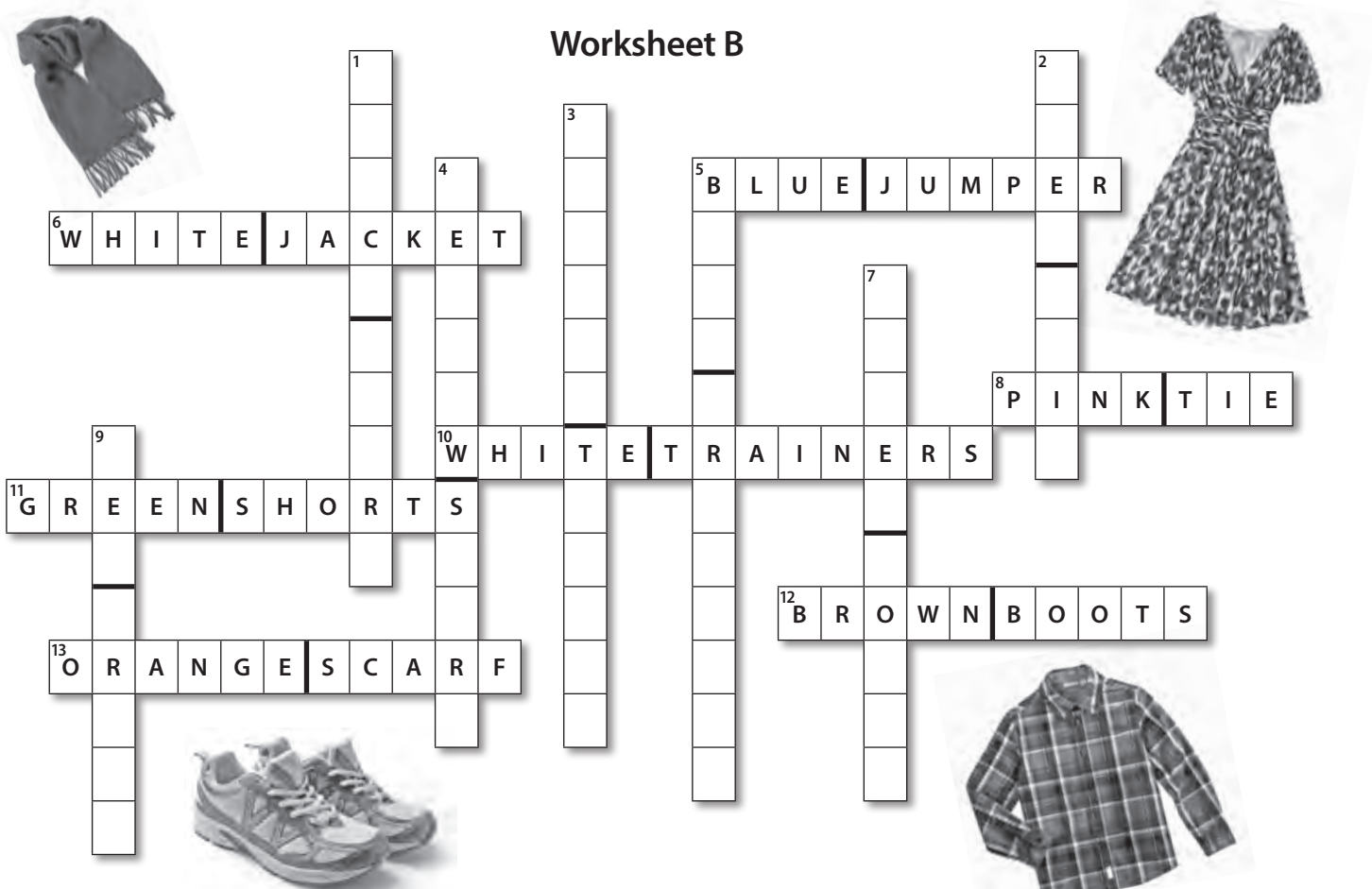
10 W H I T E T R A I N E R S

11 G R E E N S H O R T S

12 B R O W N B O O T S

13 O R A N G E S C A R F

Worksheet B



1  
L  
A  
K  
S  
K  
I  
R  
E  
D  
D  
R  
E  
S  
S

2  
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5 B L U E J U M P E R

6 W H I T E J A C K E T

7  
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8 P I N K T I E

9 R  
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S

10 W H I T E T R A I N E R S

11 G R E E N S H O R T S

12 B R O W N B O O T S

13 O R A N G E S C A R F

**Aim**

To practise vocabulary of clothes and colours by doing an interactive crossword

**Language**

Clothes: *jacket, trousers, shoes, socks, scarf, jumper, boots, trainers, suit, tie, shirt, skirt, dress, T-shirt, shorts*

Colours: *blue, red, green, yellow, black, white, pink, orange, grey, brown*

**Skills**

Speaking, Listening, and Writing (in the Extension)

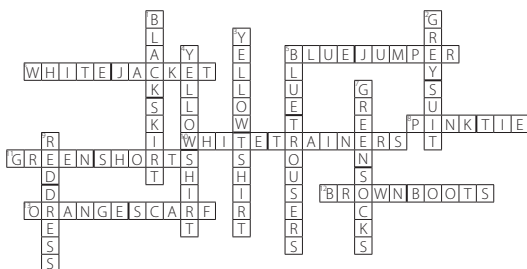
**Materials**

One copy of the worksheet for each pair of students, cut into two, A and B

Paper for drawing

Coloured pens or pencils (optional)

**Answers**



**Pre-activity (10 minutes)**

- Write the following clues on the board and ask students to say the colours:  
*strawberries* (red)  
*grass* (green)  
*sky* (blue/grey)  
*milk* (white)  
*coffee* (brown), etc.
- Ask students to work in pairs. They should find items of clothing for each colour and write sentences, e.g. *Joshua's jacket is red.*, *Inga's wearing a yellow T-shirt.*
- Ask each pair to read out their sentences, replacing the names with *This person*. The other students guess who the sentences are about.

**Procedure (25 minutes)**

- Put students in pairs and give each student a worksheet so that Student A is working with Student B.
- Draw the students' attention to the crossword. Point out that each answer is a phrase involving a colour and an item of clothing. Explain that they each have half of the answers and their partner has the other half, so they must ask their partner for help to complete the crossword. Tell them not to look at each other's worksheets.
- Student A asks Student B about one of the words in the crossword, e.g. *What's number 3?* Student B must not speak, but must draw the item on a piece of paper. If there are coloured pens available, they should do this in the appropriate colour. Student A tries to guess what Student B is drawing. When they guess correctly, Student B confirms their guess and Student A writes the phrase into their crossword.
- If there are no coloured pens or pencils available, Student A should ask *What colour is it?* and Student B should then give clues such as *It's the colour of strawberries.*
- You may want to elicit some ideas and put them on the board, leaving the sentences there for the students to refer to during the activity.
- After finishing, students can look at each other's worksheets to check their answers.

**Extension (10 minutes)**

- When each pair finishes the crossword, tell them to write sentences about clothes for different situations. They can use the clothes and colours from the crossword, or others, e.g. *When I go to work, I sometimes wear a black skirt, brown boots, and a blue jumper. When I play sport, I usually wear grey trousers and a red T-shirt.*
- After each group has written a few sentences, ask different groups to read out one of their descriptions, without saying what the situation or occasion is. Other class members can guess the situation, e.g.  
A *I usually wear white trainers, grey trousers and a red T-shirt.*  
Class *When you play sport?*  
A *Yes, that's right.*



My computer doesn't work.	I'm bored.	I'm lost.	There's something wrong with my car.	I'm worried.	I can't find my keys.	I'm thirsty.
I have a headache.					I'm hot.	
I can't get on the Internet.					I saw a ghost.	
I'm cold.					My arm hurts.	
I don't know this word.					I'm tired.	
I'm angry.	I'm late for work.	I'm hungry.	I can't swim.	I have a cold.		

Why don't you have a cup of tea?	Why don't you go to bed early?	Why don't you take an aspirin?	Why don't you have a hot drink?
Why don't you talk to a friend?	Why don't you put on a jumper?	Why don't you have a cold drink?	Why don't you turn on your GPS?
Why don't you have a sandwich?	Why don't you watch a film?	Why don't you sit down and relax?	Why don't you check in the kitchen drawer?
Why don't you have a hot bath?	Why don't you go to a restaurant with friends?	Why don't you have some orange juice?	Why don't you call the mechanic?
Why don't you go swimming?	Why don't you stay at home tomorrow?	Why don't you type the password again?	Why don't you go to the doctor?
Why don't you check it in your dictionary?	Why don't you take a taxi?	Why don't you take some lessons?	Why don't you turn it off and then turn it on again?



**Aim**

To practise language for describing problems and giving advice by playing a board game

**Language**

Describing problems, e.g. *I've got a headache, I'm thirsty.*

Offering advice, e.g. *Why don't you take an aspirin? Why don't you have a cold drink?*

**Skills**

Speaking, Listening, and Writing (in the Extension)

**Materials**

One copy of the worksheet for each group of three, cut up into one board and one set of cards, as shown

A dice and counters for each group

**Pre-activity (10 minutes)**

- Mime one of the problems from p129 of the Student's Book, and get the students to guess what the problem is, e.g. *You're angry, You're worried.* Once they have guessed correctly, write on the board *Why don't you ... ?* and elicit some suggestions for solving the problem.
- Put students in pairs, and tell them to mime different problems for each other to guess. Each time someone guesses correctly, they should then offer some advice using the phrase *Why don't you ... ?*

**Procedure (20 minutes)**

- Put students in groups of three (or four if necessary). Give each group a board, a set of cards, a dice, and counters for each student. Pre-teach/Check the following: *ghost, GPS.*
- Each group deals out their cards equally between the players. Each player chooses a different square to start from, and puts their counter there. (It doesn't matter which square they start on.) They take turns to roll the dice and move their counter round the board.
- When Player 1 lands on a square, he/she reads out the sentence on that square. If Player 2 has a card in his/her hand which is a reply to that sentence, he/she can read out the reply, and lay the card down in the centre, e.g.  
Player 1: *I'm thirsty.*  
Player 2: *Why don't you have a cold drink?* (lays down the card)
- Then it is Player 2's turn to roll the dice. However, if Player 2 doesn't have a suitable reply card, Player 3 can reply instead if he/she has a suitable card in his/her hand. Afterwards, it is still Player 2's turn to roll the dice, even if Player 3 has given a reply.
- The students continue going round and round the board until one person has laid down all their reply cards – this person is the winner. You need to be aware of when groups have finished, probably after 10–15 minutes maximum and move them on to the Extension activity when they are ready.
- NB Some replies are suitable for more than one sentence, and some sentences have more than one reply. However, only one reply card may be laid down each turn.

**Extension (10 minutes)**

- Ask each student to write a short note to a friend, explaining a small problem they have. As students complete their notes, pin them up on the wall around the room.
- Tell students to circulate and read the notes. They should choose one, and write a short reply. This can be pinned up below the original note. Fast finishers can write more than one reply.
- NB If it is difficult to allow the students to move around in this way, you can collect the notes as the students finish them, and redistribute them to other students at random for them to write a reply.

# My trip of a lifetime

Name \_\_\_\_\_

**Day 1 Sun** \_\_\_\_\_

\_\_\_\_\_ Airport – fly to \_\_\_\_\_.

Check into hotel.

**Day 2 Mon** \_\_\_\_\_

Bus tour of \_\_\_\_\_ . Visit \_\_\_\_\_ ,  
\_\_\_\_\_ and \_\_\_\_\_ .

**Day 3 Tues** \_\_\_\_\_

Early morning start. Drive to \_\_\_\_\_ . Evening cruise  
on \_\_\_\_\_ . Overnight in \_\_\_\_\_ .

**Day 4 Weds** \_\_\_\_\_

Sightseeing trip in \_\_\_\_\_ . Visit \_\_\_\_\_ ,  
\_\_\_\_\_ and \_\_\_\_\_ .

**Day 5 Thurs** \_\_\_\_\_

Drive to \_\_\_\_\_ . Walking tour of \_\_\_\_\_ .  
Overnight in \_\_\_\_\_ .

**Day 6 Fri** \_\_\_\_\_

Drive to \_\_\_\_\_ . Sightseeing in morning to see  
\_\_\_\_\_ and \_\_\_\_\_ . Have special dinner  
in \_\_\_\_\_ .

**Day 7 Sat** \_\_\_\_\_

Shopping trip in \_\_\_\_\_ for souvenirs.

Afternoon flight back to \_\_\_\_\_ .



**Aim**

To practise talking about future plans

**Language**

Present Continuous and *going to* for future plans

**Skills**

Speaking and Writing

**Materials**

One copy of the worksheet per group of three students

**Pre-activity (5 minutes)**

- Write *My trip of a lifetime* on the board. Tell the class where you would love to go in the world, and then ask *Where would you love to go in the world?* Elicit ideas from individual students and write useful ideas and vocabulary on the board.

**Procedure (15 minutes)**

- Tell students they are going to plan their trip of a lifetime.
- Divide the class into groups of three. Hand out one copy of the worksheet to each group. Explain that students are going to plan a trip that will last seven days. They have a lot of money and can go wherever they like.
- Focus attention on the day sections of the itinerary. Explain that students need to add a date for each section and provide the detail of the places and activities. Give students a few moments to look at the worksheet and elicit possible ideas to go in each gap.
- Feed in useful language for the planning stage, e.g. *Where would you like to go? Where can we stay in ... ? What can we do in ... ? Where can we go next?*
- Give students time to plan their trip, referring to any maps or travel information you may have. If the technology is easily available in the classroom, they could also check for information online. In a monolingual class, students may revert to their own language at times, but encourage them to use English as much as possible. Monitor to help with ideas and vocabulary. If students need to modify the text on the itinerary, let them make a few simple changes.
- Give examples of how students can talk about their trip, using the Present Continuous and *going to* to talk about plans, e.g. *For our trip of a lifetime, we're going to ... . We're flying from ... Airport to ... . On the ... of ... we're going to visit ... .* Students take turns to report back to the rest of the class about their trip. Encourage students from each group to speak and the rest of the class to ask questions. Don't expect students to use the Present Continuous and *going to* completely accurately. Just let them have fun with the activity, and give feedback on any common errors after the task.
- If appropriate, ask students to vote for the most exciting trip.

**Extension (10 minutes)**

- Ask students to imagine they are on their trip. Ask them to write a short email to a friend at home, saying where they are, what things they have already done (using the Past Simple), and what they are going to do over the next few days.
- Students can swap with a partner and read each other's emails.



<p><b>A</b> ... English very well and I can't speak Spanish! In the ...</p>	<p><b>H</b> ... on the beach. On the third day, I played ...</p>
<p><b>B</b> ... train to see some friends and have ...</p>	<p><b>I</b> I went to Barcelona for the weekend last month. It's a big ...</p>
<p><b>C</b> ... sightseeing in the city centre and I took ...</p>	<p><b>J</b> ... football in a park with some Spanish ...</p>
<p><b>D</b> ... at the airport and came home!</p>	<p><b>K</b> ... city, and it has lots of interesting buildings because the famous ...</p>
<p><b>E</b> ... afternoon I went shopping to buy ...</p>	<p><b>L</b> ... people, but it was difficult to talk to them because they didn't speak ...</p>
<p><b>F</b> ... lots of photos. The next day, I travelled by ...</p>	<p><b>M</b> ... lunch with them. They live near the sea, so in the afternoon we did some sunbathing ...</p>
<p><b>G</b> ... architect Gaudí lived there. So on my first day, I went ...</p>	<p><b>N</b> ... some presents for my family. Then it was Sunday evening, so I got on the plane ...</p>

**Aim**

To revise vocabulary collocations by reordering a story

**Language**

Collocations, e.g. *take photos, go sightseeing, travel by train, buy presents, play football, speak English, have dinner with friends*

**Skills**

Reading, Speaking, and Writing (in the Extension)

**Materials**

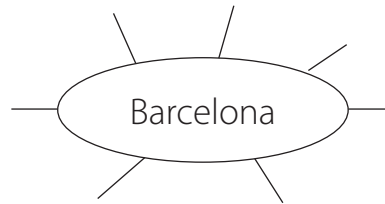
One copy of the worksheet for each pair of students, cut into cards as shown

**Answer**

I, K G, C, F, B, M, H, J, L, A, E, N, D

**Pre-activity (10 minutes)**

- Draw a spider diagram on the board with *Barcelona* in the middle:



- Ask students to tell you what they know about the city. You may want to prompt them with questions such as: *Where is it? What languages do they speak? Why is it famous? What famous buildings does it have?* or put some pictures on the board to give the students ideas. Add students' ideas to the spider diagram.
- Suggested answers: *Barcelona is in north-east Spain. People speak Spanish and Catalan. FC Barcelona is a very good football team (their stadium is called Camp Nou and they wear blue and red shirts). The 1992 Olympics were in Barcelona. Barcelona is by the sea and it has popular beaches. Some of its famous buildings are the Basilica de la Sagrada Familia, the historic cathedral, and Casa Batlló.*

**Procedure (20 minutes)**

- Tell students they are going to put together a story about a holiday in Barcelona.
- Give each pair a set of cards. Tell them to rearrange the cards to make the story. They will need to think about collocations and lexically related phrases in order to find the correct connections between the different cards.
- After everyone has finished, check the answers.
- Filler activity: if some pairs finish much faster, or if you have extra time, ask the students to cover the story and work together to retell it from memory.

**Extension (15 minutes)**

- Write on the board some of the collocations and other vocabulary from p135 of the Student's Book, plus any other vocabulary that has come up in class recently and that would be useful for the students to revise.
- Tell the students to choose a famous city and imagine they recently spent a weekend there. Ask them to write a paragraph about their weekend, using as much vocabulary from the board as possible. Remind them to use the Past Simple, and encourage them to use the story from the main activity as a model.



<b>A</b>  Good luck in the exam!	<b>B</b>  Thanks! I'll do my best.	<b>A</b>  Bye! Drive carefully!	<b>B</b>  Thanks! I'll text you when I arrive.
<b>A</b>  Can I give you a lift?	<b>B</b>  Oh, yes, please. That's so kind of you. To the station, please.	<b>A</b>  Goodbye and thanks for everything.	<b>B</b>  It was a pleasure. We enjoyed having you.
<b>A</b>  Good night!	<b>B</b>  Sleep well!	<b>A</b>  I'm so sorry!	<b>B</b>  Don't worry. It doesn't matter.
<b>A</b>  Have a nice weekend!	<b>B</b>  Thanks! Same to you!	<b>A</b>  I have a present for you, just to say thank you.	<b>B</b>  For me? That's so kind of you!

**Aim**

To practise everyday English by matching social expressions and replies with a partner

**Language**

Social expressions:

*I'm so sorry!*

*Don't worry. It doesn't matter.*

*Thanks for everything.*

*It was a pleasure.*

*Drive carefully!*

*Good luck!*

*That's so kind of you!*

*Same to you!*

**Skills**

Speaking, Listening, and Writing (in the Extension)

**Materials**

One copy of the worksheet cut up per group of eight students

**Pre-activity (10 minutes)**

- Write the following phrases on the board:

*Goodbye!      Sorry!*

*Good luck!      Thank you!*

- Ask students when they use these expressions.
- Put students in pairs and ask them to tell their partner about a time when they used each of these expressions, with whom and why.
- Ask a few students to tell the class about one occasion that their partner described.

**Procedure (20 minutes)**

- Put students in groups of eight and give each student two cards. If this isn't possible, put students in groups of four and give each student four cards. Make sure the four cards don't match. Explain that each card has a social expression on it and students need to find the matching cards for both of them by talking to the other students. Each card has either the letter A or the letter B on it. Explain that A is the first line of the conversation, and B is the reply. Tell students to match up their cards and designate a table where they can lay their cards down in pairs.
- Students mingle, reading the expressions on their cards and having mini conversations. After each exchange, students swap cards and move on to the next student. When they have matched up two cards, i.e. they managed to have a meaningful conversation, they should lay the two cards down on the table you designated at the start of the activity.
- When all the students have finished, check they have laid the cards down correctly. You could call out the first line of each conversation, and ask students to tell you the following line.

**Extension (15 minutes)**

- Tell students to imagine they have just come home after staying with an English-speaking family for a few weeks. Ask them to write a short letter saying thank you to the family for having them to stay. NB You may wish to provide the following outline on the board to give your students some support. Also encourage them to use the expressions from the activity.

*Dear ... , (the names of the English-speaking family)*

*I am writing to say ... .*

*It was ... .*

*I really enjoyed it when ... .*

*I hope ... .*

*With all best wishes,*

*... (your name)*