What’s different about New Headway Beginner, Fourth edition?

- iTutor
- iChecker
- Teacher’s Resource Disc
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Headway Beginner, Fourth edition
English for the true beginner

Beginner Teacher’s Book, Fourth edition for lesson preparation and in-class support – with a Teacher’s Resource Disc for ready-made, customizable worksheets:

- Tests
- Activities
- Grammar

Headway and its award-winning authors, John and Liz Soars, are names that have become synonymous with English language teaching and learning. The Headway course is renowned worldwide for its clear understanding of teacher and learner needs.

New Headway Beginner, the Third edition, is now known as New Headway Beginner, Fourth edition
STARTER (SB p6)

T 1.1 [CD 1: Track 2] Smile, greet the class, and say your own name – Hello, I’m (Liz). Point to yourself to make the meaning clear. 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.

WHAT’S YOUR NAME? (SB p6)

am/are/is, my/your

1 T 1.2 [CD 1: Track 3] Focus attention on the photo of Pablo and Mika. Point to the conversation on p6 and ask students to read and listen. Demonstrate these actions to the class if necessary. Play the recording through once.

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, TB p6). Encourage an accurate voice range – the amount by which pitch of the voice changes. (Many languages do not use such a wide voice range as English so this needs to be actively encouraged.) Also make sure students can accurately reproduce the contracted forms I’m and name’s. If necessary, model the sentences again yourself to help emphasize the pronunciation in a visual way.

GRAMMAR SPOT

Focus attention on the contractions. 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.

2 This is a mingle activity. Demonstrate the conversation with one student to the rest of the class. Then ask another two students to repeat the conversation in open pairs (see Teaching beginners – tips and techniques, TB p6). Demonstrate the meaning of ‘stand up’ and get the students to move around the class practising the conversation. 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.
This is...

1. **T1.3 [CD 1: Track 4]** This section gets students to practise introducing each other, still using just first names. Focus attention on the photo of Pablo, Ben, and Mika on p7. Point to the conversation and ask students to read and listen. Play the recording through once. Play the recording again and get students to point to the correct characters as they are referred to in the conversation.

   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.

   Encourage accurate pronunciation of the short sound /ɪ/ and of the linking:

   /ðɪz ɪz/ this is Ben

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 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.

### ADDITIONAL MATERIAL

**Workbook Unit 1**

**Exercises 1 and 2** Introductions

**Nice to meet you**

3. This section focuses on introducing people in a slightly 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.

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**T1.4 [CD 1: Track 5]** Focus attention on the photo of Judy Koblenz and Robert Smith on p7. Point to the conversation and ask students to read and listen. Play the recording through once. Play the recording again and get students to point to the correct characters as they are referred to in the conversation.

   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. Encourage accurate stress in the key expressions **Nice to meet you.**

   And you.

4. 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. **T1.5 [CD 1: Track 6]** This activity gives students further practice, using other English names. Check students understand the male and female symbols in the activity by pointing to male and female students and then to the correct symbol. Play the recording through once and let students just listen. Play the recording again and get students to repeat each name chorally and individually. Focus attention on the conversation with James Bond. Choose a name for yourself and demonstrate the mingle activity with two or three confident students. Get the class 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' 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!)

### ADDITIONAL MATERIAL

**Workbook Unit 1**

**Exercises 3 and 4** Nice to meet you
HOW ARE YOU? (SB p8)

1 **T1.6** [CD 1: Track 7] Focus attention on the photo of Pablo and Ben in conversation 1 on p8. Check students can remember the names of the characters by asking Who’s this? Refer students back to the photos on pp6–7 if necessary. Point to conversation 1 and ask students to read and listen. Play the recording through once.

Focus attention on the photo of Ben and Mika in conversation 2 on p8. Check students can remember the names of the characters. Follow the same procedure as for conversation 1. If students query the difference between Fine, thanks. and Very well, thank you., explain that they are both possible answers to How are you?

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?

2 Ask individual students How are you? to elicit the answer Fine, thanks/Very well, thank you. And you? Reply to each student in turn. Make sure students realize that And you? requires an answer Fine/Very well, thanks.

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. (You may like to develop a gesture which means ‘mingle.’) Focus attention on the speech bubbles. If necessary, check comprehension of OK, fine, very well with simple board drawings of faces – a straight face for OK ☐, a half smile for fine ☑, and a full smile for very well ☑. Get the students to move around the class practising the conversation. Monitor and check for pronunciation and intonation.

**GRAMMAR SPOT**

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 sentences.

**Answers**

| I’m Sandra. |
| How are you? |
| This is John. |

Read Grammar Reference 1.1–1.3 on p123 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it, in L1 if appropriate.

4 Focus attention on the photos and conversations. Point to your students and say You are students in a language school. Point to the characters in the photos and say They are students in a language school.

Give students 30 seconds to read the gapped conversations. Hold up the book so the class can see the photos. Read out the first line of the first conversation and point to the female character in the photo. Ask Ana or Mario? (Ana). Point to the male and ask Who’s this? (Mario). Elicit the identities of Carla and Max, and Eda and David in the other photos.

It is a good idea to write the first conversation gap-fill on the board and do it with the whole class, as students may not be familiar with this kind of exercise. Write students’ suggestions (right or wrong) in the gaps.

Give students time to complete the second and third conversations. You could put them in pairs to try to do the task together. Go round and monitor, but don’t correct any mistakes yet.

**T1.7** [CD 1: Track 8] Play the conversations for students to listen and check. See if they can hear and correct any mistakes themselves before you offer correction. Then check the answers with the whole class.

**Answers and transcript**

1 A Hello, My name’s Ana. What’s your name?
   B My name’s Mario.

2 A Max, this is Carla.
   B Hi, Carla.
   C Hello, Max. Nice to meet you.

3 A Hi, Eda. How are you?
   B Fine, thanks, David. And you?
   A Very well, thanks.
Get students to practise the conversations first in open pairs and then in closed pairs. Monitor and check for accurate pronunciation. If necessary, model the conversations again, either yourself or from the recording, and get students to practise again. Let students refer to the photos, but discourage them from reading the conversations word for word, as they will lose the correct intonation and not make eye contact with the other students. (If appropriate, get them to stand up, as this often encourages a more dynamic performance!) If you think more practice is needed at this stage, get students to repeat the conversations using their own names.

ADDITIONAL MATERIAL

Workbook Unit 1
Exercise 5  How are you?
EVERYDAY ENGLISH (SB p9)

Good morning!

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

1 Focus attention on the photos and the gapped conversations. Use the photos, mime, and 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. 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.

T1.8 [CD 1: Track 9] 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 transcript
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!
   B Bye! See you later!

4 A Good night!
   B Good night! Sleep well!

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.

T1.9 [CD 1: Track 10] Play the recording, pausing at the end of each conversation to allow students to check their answers. 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. If necessary, play the recording again and get the students to repeat to get the correct stress and intonation.
VOCABULARY AND SPEAKING (SB p10)

What’s this in English?

1. Many of the words in the lexical set may be known to the students as they are ‘international’ words or may be similar in their own language. Focus on the example and then get students to work individually or in pairs or groups of three to match the rest of the words to the photos. Monitor and check for correct spelling.

Check the answers with the whole class.

<table>
<thead>
<tr>
<th>Answers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a book</td>
<td>7 a hamburger</td>
</tr>
<tr>
<td>2 a computer</td>
<td>8 a sandwich</td>
</tr>
<tr>
<td>3 a television</td>
<td>9 a camera</td>
</tr>
<tr>
<td>4 a phone</td>
<td>10 a photograph</td>
</tr>
<tr>
<td>5 a bus</td>
<td>11 a bag</td>
</tr>
<tr>
<td>6 a car</td>
<td>12 a house</td>
</tr>
</tbody>
</table>

2. [CD 1: Track 11] Play the recording and get students to listen and repeat the words. Check for accurate word stress and, if necessary, explain the system of stress marks used in New Headway by pointing to the stress highlighting in the Student’s Book and modelling the pronunciation yourself, highlighting the stressed syllables:

- camera
- photograph
- computer
- hamburger
- television
- sandwich

3. [CD 1: Track 12] Focus attention on the speech bubbles. Demonstrate the conversation by pointing to the photograph and asking What’s this in English? Elicit the reply It’s a photograph. Play the recording and get students to repeat. Point to different pictures on p10 and get students to ask and answer in open pairs. Make sure students answer with full sentences, not just one word. Also check for accurate pronunciation of It’s a and if students produce *Is a, repeat the drill.

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

GRAMMAR SPOT

Focus attention on the contracted form. Ask students to circle the same form in the conversation in exercise 3.

4. 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 how to say in English and elicit the question What’s this in English? Give the answer, e.g. It’s a (dictionary). Students then continue picking up or going to objects in the classroom and asking questions. Answer their questions, and write up the words on the board, highlighting the word stress if necessary. (Try to avoid words beginning with a vowel and the need for students to use an. Also, try to limit students’ questions to vocabulary that will be useful to them at this stage in their learning, e.g. pen, dictionary, and try not to let the activity go on too long!)

PHOTOCOPIABLE ACTIVITY

UNIT 1 What’s this in English?  TB p138

Materials: one copy of the worksheet cut up per group of 15 students

Procedure: Pre-teach/check table, chair, and window by pointing to the relevant object in the classroom and asking What’s this in English? Elicit It’s a (chair). Make sure students use the contracted form It’s and the article a.

- Give each student a picture card.
- 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. Go round listening, making sure students are asking and answering the question correctly.
- Encourage students to help each other if they can’t remember the name of the item. If neither student can remember, they should ask you What’s this in English?

SUGGESTIONS

You can give students more practice with the vocabulary in this section with a range of word games, including describe and draw, a memory game based on a detailed image such as a street scene, or a crossword/word search. You could also ask students for more examples of ‘international’ words or cognates with the students’ own language (e.g. supermarket, cinema, hospital, telephone, radio, taxi, tennis, golf, football). Put the words on the board and practise the pronunciation.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercise 6 What’s this in English?
Numbers 1–10 and plurals

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:

Teacher dictation: Say numbers at random, writing them down yourself so that you have a means of checking. Students write the figures, not the words, as you say them. Have one student read their list of numbers out to check.

Pairs dictation: Students prepare a list of random figures to dictate to their partner. They take it in turns to dictate their list. The student who is taking down the dictated numbers writes the figures, not the words, and then reads the list back to their partner to check the answers.

Make sure you limit the range of numbers to those covered at any stage in the course, e.g. Unit 1: numbers 1–10.

1 **T 1.12** [CD 1: Track 13] 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 also get students to say the numbers in reverse order if appropriate. If students need more practice, write figures at random on the board and get students to say the numbers as you write.

ADDITIONAL MATERIAL
Workbook Unit 1
Exercises 7 and 8 Numbers 1–10

3 This exercise presents and practises formation of plurals with -s/-es, and reviews the vocabulary from this unit and numbers 1–10. Focus attention on the pictures and on the example. Count up the books in the first item a and get students to read the example aloud. Then get students to complete the rest of the exercise, referring back to the list of numerals and words on the page. Monitor and check for correct spelling.

4 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. 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
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 1.4 on p123.

5 **T 1.14** [CD 1: Track 15] 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.)

ADDITIONAL MATERIAL
Workbook Unit 1
Exercises 9 and 10 Plurals
Don't forget!

Workbook Unit 1
Exercises 13–17  Revision

Word list
Ask the students to turn to p130 and look at the word list for Unit 1. Explain that this contains important words from the unit. Go through the words in class and then ask students to learn the words for homework. Test students on a few of the words in the following lesson.

Teacher's Resource Disc
Unit 1  Test
Unit 1  Skills test

Video/DVD
Unit 1  What's your name? on iTools
Units 1 & 2  on iTutor
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.

SHE’S FROM JAPAN (SB p12)

he/she, his/her

1  T2.2 [CD 1: Track 17] This conversation introduces the second person question form. Focus attention on the photos of the characters who appeared in Unit 1. Elicit the names Pablo and Mika from the class. Point to the conversation and ask students to read and listen. Play the recording through once. Play the recording again and then ask Where’s Spain? Where’s Japan? Get students to point to the correct part of the map. 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 another 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 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 another two 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 T2.3 [CD 1: Track 18] Focus attention on the photos of Pablo and Mika. 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 long and short sounds in his and he’s:

/hiz/ /hiz/  
His name’s Pablo. He’s from Spain.

Write the sentences about Pablo on the board. Circle his and he. Repeat His name’s Pablo. He’s from Spain. Then model the sentence on another male class member:  
His name’s Erdi. He’s from Turkey. Now contrast with a female student: But Her name’s Ali. She’s from Indonesia. Write up the sentences about Mika and circle Her and She. Elicit more examples from the class to consolidate the use of he/she and his/her.
**GRAMMAR SPOT**

Focus attention on the contractions. Ask students to circle the contracted forms in exercise 3.

Read Grammar Reference 2.1 and 2.2 on p123 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

**ADDITIONAL MATERIAL**

**Workbook Unit 2**

**Exercises 1 and 2** Countries

**Exercises 3 and 4** *am/are/is* – *Her name’s ...*/She's from ...*
Where's he from?

1 Focus attention on the photos on p13. Read the sentences in number 1 with the whole class as an example. Students work individually to complete the sentences about the other people. Give students time to check their answers in pairs.

**T2.4 [CD 1: Track 19]** 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 tapescript**

1 His name's Kevin. He's from the United States.
2 His name's László. He's from Hungary.
3 Her name's Karima. She's from Egypt.
4 Her name's Tatiana. She's from Russia.
5 Her name's Rosely. She's from Brazil.
6 His name's Simon. He's from England.
7 His name's Yong. He's from China.
8 Her name's Hayley. She's from Australia.

2 **T2.5 [CD 1: Track 20]** 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.

**GRAMMAR SPOT**

1 Focus attention on the contraction Where's. Ask students to circle the contraction Where's in exercise 2. Check students recognize What's is in exercise 2 as the contraction of What is.
2 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 2.3 on p123.

3 Go through the photographs on p13 yourself first asking What's his/her name? and Where's he/she from? and eliciting the answers, 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.

**PHOTOCOPIABLE ACTIVITY**

UNIT 2 Where's he from? TB p39

**Materials:** one copy of the worksheet cut up per group of 12 students

**Procedure:** This activity provides further practice of I/you, my/your, he/she, and his/her by giving students a new name and country. The cards provide a male and a female name from each of the countries in the Student's Book.

- Review the exchanges What's your name? My name's (Robert). Where are you from? I'm from (the United States), writing them on the board if necessary. Also review when to use he/she.
- Give the role cards out to the students, telling them this is their new name and country. 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, point to various students and ask the class What's his/her name? and Where's he/she from? If the class is good, you can also check with the student in question whether the class has remembered correctly, asking Is that right?, and having them answer Yes or No.
- Alternatively, or in addition to the above suggestion, you could bring in pictures of famous people for further practice. You could use them for open pairwork, or you could try a question and answer chain as follows:

1 Stand in a circle with the students, with the pictures in your hand.
2 Turn to S1 on your left, show the first card and ask What's his/her name? and Where's he/she from? S1 answers, and receives the picture from you.
3 S1 then turns to S2 and asks the same question. S2 answers, and receives the picture.
4 While S1 is asking S2, turn to SA on your right, show the second picture, and ask the questions What's his/her name? and Where's he/she from? SA answers, receives the picture, and turns and asks SB.
5 While SA is asking SB, turn back to S1 again with the third picture, and ask the question.
6 Continue the process until all the pictures are in circulation and the students are asking and answering. There will probably be a bottleneck when the student opposite you starts getting questions from both sides at once, but that's part of the fun. Eventually the pictures should all come back to you.

ADDITIONAL MATERIAL

Workbook Unit 2
Exercises 5–7  am/are/is – Her name’s .../She’s from ...
Cities and countries

1. Focus attention on the names of the cities on p14 and drill the pronunciation chorally and individually. Model the conversation and get students to repeat chorally. Students repeat the conversation with a different city, e.g. Cairo, in open pairs. Students continue working in closed pairs.

2. This is the first information gap exercise that students have met in the book, and it therefore needs careful setting up. Make sure students understand that they shouldn’t look at each other’s pages until the end of the activity. 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. If possible, explain this using the students’ own language and demonstrate a couple of question and answer exchanges with a good student yourself 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 p14 in the unit and Student B at p140 at the back of the book. Students can refer to each photo by saying the number. They should write their answers in the spaces provided.

While the students are asking and answering about the people in the photos, go round monitoring and helping. If the names cause problems, get students to write them on a separate piece of paper and show it to 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.

Talking about you

3. Point 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 get students to replace the examples in exercise 3 with students’ names and countries, and to include the name of a city/town if appropriate. Students continue working in closed pairs.

Answers and tapescript

Where’s Beijing? It’s in China.
Where’s Moscow? It’s in Russia.
Where’s Cairo? It’s in Egypt.
Where’s São Paulo? It’s in Brazil.
Where’s Sydney? It’s in Australia.
Where’s Tokyo? It’s in Japan.
Where’s Budapest? It’s in Hungary.
Questions and answers

4  **T2.7** [CD 1: Track 22] Focus attention on the photo of Rosely and Bruno on p.15. Ask students **What's her name?** about Rosely and elicit the answer. Ask **What's his name?** about Bruno and use the opportunity to elicit/teach I don't know.

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 fill in the gaps.) Play the conversation again and get students to complete their answers. Check the answers with the whole class.

**Answers and tapescript**

R Hello, I'm Rosely. What's your name?
B My name's Bruno.
R Hello, Bruno. Where are you from?
B I'm from Brazil. Where are you from?
R Oh, I'm from Brazil, too. I'm from São Paulo.
B Really? I'm from São Paulo, too!
R Oh, nice to meet you, Bruno.

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.

**SUGGESTION**

If you have pictures of famous people of different nationalities, you can use these for further practice. If not, you can write on the board the names of some famous people whose nationalities students will know, for further question and answer practice.

5  **T2.8** [CD 1: Track 23] 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 only have to listen for two countries in conversations 1 and 2, and one country in conversation 3. Tell them not to worry if they don't understand every word!

Play the first conversation and focus on the example about Claudio. Then elicit where Akemi is from (Japan). Play the rest of the recording and let students compare their answers in pairs. Play the recording again as many times as is necessary to let students complete their answers.

**Answers**

1 Claudio: Italy
   Akemi: Japan
2 Charles: England
   Bud: the United States
3 Loretta and Jason: Australia

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

**SUGGESTION**

Allowing 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. **What's his/her name? Where in (England)?**

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.

Get students to check their answers in pairs before checking with the whole class.

**Answers**

2 What's his name?
3 'What's his name?' 'Kevin.'
4 He's from Spain.
5 Where's she from?
6 What's her name?

**ADDITIONAL MATERIAL**

**Workbook Unit 2**

**Exercise 8** Listening – At a party

**Exercise 9** Questions
READING AND SPEAKING (58 p16)

Where are they from?

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 in the photo (New York). Get students to read the text through quickly and check where they are from (Holly – Canada, Claude – France). Check comprehension by getting students to locate these countries on the map on p13.

T2.10 [CD 1: Track 25] Play the recording and ask students to read and listen. Then explain any new words. Words and phrases not previously introduced are *married*, *teacher*, *school*, *in the centre of*, *doctor*, and *hospital*. *Married* can be explained by referring to a famous married couple. To explain *doctor*, you can turn to p18 of the Student's Book (the start of Unit 3), where there is a picture of a doctor. Ask students *Where?* about the doctor to elicit/explain *hospital*. *Teacher* and *school* should be easy to explain in the context of the classroom. *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. Holly is from Montreal in Canada.
   2. She's a teacher.
   3. Her school is in the centre of Montreal.
   4. Claude is from France (or Montreal).
   5. He's a doctor.
   6. His hospital is in the centre of Montreal.
   7. They are in New York.
   8. They are married.

3. Focus attention on the gapped questions in exercise 3. Elicit complete examples to practise *is* and *are*, e.g. *What's his name? Where's she from?* Highlight the use of the contraction *'s*. Get students to ask and answer in open pairs. Students then work individually to write questions about Claude and Holly, using the prompts. Monitor and help as necessary. Students ask and answer in closed pairs. Monitor and check for correct use of *he/she* and *his/her*, and for falling intonation on the WH- questions.

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.

   **Answers and tapescript**
   1. C  Oh, no! Look at the weather!
      H  Ugh! It's awful!
   2. H  Wow! Look at my hamburger! It's fantastic!
      C  My hamburger is really good, too!
   3. C  What's this building?
      H  It's the Empire State Building! It's fantastic!
   4. C  Wow! Look at Central Park!
      H  It's beautiful!
**SUGGESTION**
You can revise the language from SB p16 exercise 4 and increase speaking practice by asking students to imagine they are on a trip to a different city and to substitute key words from the conversations with their own examples. They then roleplay the conversations and get the rest of the class to guess where they are.

**ADDITIONAL MATERIAL**

**Workbook Unit 2**

**Exercise 10** Adjectives – *good/awful*

**Exercises 11 and 12** Reading – Where are they?

**Exercises 13 and 14** Listening – She’s from Berlin
EVERYDAY ENGLISH  (SB p17)

Numbers 11–30

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

2 **T2.12 [CD 1: Track 27]** 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.

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.

3 Give students a number dictation. (See Unit 1 Everyday English Suggestion TB p13.) Then write a random selection of numbers 1–20 (as figures) on the board and get students to say the numbers first chorally, then individually.

4 Focus attention on the example. Then get students to continue matching in pairs.

**T2.13 [CD 1: Track 28]** 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.

5 **T2.14 [CD 1: Track 29]** Focus attention on the sets of numbers in exercise 5. Play the first number 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 tapescript**

1 12
2 16
3 9
4 17
5 23

6 Get students to do a number dictation in pairs using numbers 1–30 (See Unit 1 Everyday English Suggestion TB p13). Student A should say the numbers and Student B 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 This activity allows students to consolidate numbers via a guessing game based on people's age. Say I'm (+ your age) and then ask *How old is he/she?* about famous people to establish the concept of age. Focus attention on the first photo and drill the examples in the speech bubbles. Pre-teach *Yes, I agree* to give students an alternative answer. Elicit students' ideas of the girl's age in the first photo.

Students continue talking about the age of the people in the photos, working in pairs or groups of three. (Don't insist that students use the question *How old is he/she?* as the focus is on the numbers at this stage. Students will go on to practise more personal information questions in Unit 3.)

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 on p17. Point out that in one of the recordings they will hear two ages. Remind them that they only need to understand the age of the person each time.

**T2.15 [CD 1: Track 30]** Play number 1 as an example and elicit the age of the child (two). Play the rest of the recording without stopping and then let the students compare their answers in pairs. Play the recording again if necessary to let students check/complement their answers. Then check the answers with the class.

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

**Answers and tapescript**

1 This is little Becky. She's two.
2 Her name's Naomi. She's seven.
3 He's Nathan. He's fifteen tomorrow.
4 How old is she? She's 26.
5 This is Jeremy. He's 29; nearly 30.
ADDITIONAL MATERIAL

Teacher's Resource Disc
Communicative activity  Unit 2  Lottery!

Workbook Unit 2
Exercises 15–17  Numbers 11–30

Don't forget!

Workbook Unit 2
Exercises 18–21  Revision
Exercise 22  Pronunciation

Word list
Ask the students to turn to pp130–1 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

Teacher's Resource Disc
Unit 2  Test
Unit 2  Skills test

Video/DVD
Unit 2  Where are you from? on iTools
Unit 1 & 2  on iTutor
STARTER (SB p18)

NOTE
In this section, students are asked to give their own job. If you have a multilingual group or you don’t speak the students’ own language, ask them to look up the name of their job in a dictionary before the lesson. Briefly check the pronunciation with the students so that they are prepared for Starter exercise 3.

1 This section introduces some job vocabulary and practises the question What’s his/her/your job? Students will already be familiar with doctor and teacher from the Reading in Unit 2, so use these as examples to demonstrate the activity.

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.

Answers and tapescript
1 a teacher
2 a doctor
3 a bus driver
4 a police officer
5 a builder
6 a shop assistant
7 a nurse
8 a student
9 a businessman

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 ask and answer What’s his/her job? in pairs, swapping the flashcards as they finish with them.

HE ISN’T A STUDENT (SB p18)

Negatives – he isn’t

1 This is the first time students meet the negative form, and so use the photos in this exercise to make the concept clear. Point to the close-up photo of the man in the circle, covering the larger photo of him if necessary. Ask Student or teacher? Then point to the larger photo of the man and say He isn’t a student. He’s a teacher. Shake your head as you say the negative sentence to reinforce the meaning. Point to the close-up photo of the woman, covering the larger photo of her if necessary. Ask Nurse or doctor? Then point to the larger photo of the woman and say She isn’t a nurse. She’s a doctor. Again, shake your head as you say the negative sentence.

T 3.2 [CD 1: Track 32] Briefly review his and her by pointing to a man and a woman in the Starter pictures and eliciting What’s his job? and What’s her job? Read the questions and answers with the class. 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 a each time. Students

2 Write the following cues on the board to demonstrate the activity:
   Number 1  He / shop assistant X / teacher ✓
   Number 2  She / teacher X / doctor ✓
Get students to give the above sentences in full (He isn't a shop assistant. He's a teacher. and She isn't a teacher. She's a doctor.). Students then continue talking about the pictures in closed pairs. Monitor and check for correct pronunciation of isn't, linking and fluent delivery, and the use of a.

**GRAMMAR SPOT**

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 exercises 1 and 2.

**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 student. She's a teacher.
Juan isn't a teacher. He's a doctor.
Yoshi isn't from Tokyo. He's from Osaka.

**ADDITIONAL MATERIAL**

**Workbook Unit 3**

**Exercise 1** Jobs

**Exercise 2** is or isn't?
PERSONAL INFORMATION (SB p19)

Questions and answers

1 This section covers the personal information that students may need to exchange in a range of everyday situations. The information about the character Ellie is presented as a personal profile on a social networking site called Friendspace. This is intended to be similar to real sites like Facebook or MySpace.

Focus attention on the photo of Ellie and the information in her profile. Read through the information with the class. Check comprehension of address, phone number, and age and drill the pronunciation of these words. Remind students of married from the Reading in Unit 2.

2 Focus attention on the example in number 1. Put students into pairs to complete the questions and answers. Note that students will have to generate the question Where's she from? for the Country category in the profile. This question should not be a problem for them, as they have already practised it several times. Students meet the question How old is he/she? in Unit 2 but mainly for recognition, so make sure they understand that this is the question to ask about age. It is given in full in sentence 6 of the exercise so that students can familiarize themselves with it before they practise it. The short answer No, she isn't is included in the exercise. Again, students will be able to generate the question (Is she married?) for this answer, and Yes/No questions and short answers are covered in the following exercise. (With a weaker group, you could complete the questions and answers with the whole class first and use the ‘Listen and check’ phase for repetition.)

T3.4 [CD 1: Track 34] Play the recording, pausing after each question and answer and get students to check their answers.

Answers and transcript

1 What's her surname? Green.
2 What's her first name? Ellie.
4 What's her address? 29, Victoria Road, Birmingham.
5 What's her phone number? 07700 955031.
6 How old is she? She’s twenty.
7 What's her job? She's a student.
8 Is she married? No, she 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 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. 455 = four double five.

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

SUGGESTION

For further practice, cut out a picture of a man from a magazine (or draw one on the board) and provide similar ID information about him. Students then practise asking and answering the questions with he/him.

3 Yes/No questions and short answers, which appeared in exercise 2, are covered in full here.

T3.5 [CD 1: Track 35] 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. Check for accurate reproduction of the rising intonation on the question and falling intonation on the answer:

Is Ellie from America? No, she isn’t.

4 Focus on the question cues in number 1 and demonstrate the first question and answer exchange with a confident student – Is she from London? No, she isn’t. Students continue to ask and answer about the other cities in question 1, working in open pairs. 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 she from London? No, she isn’t.
   Is she from Liverpool? No, she isn’t.
   Is she from Birmingham? Yes, she is.
2 Is she 16? No, she isn’t.
   Is she 18? No, she isn’t.
   Is she 20? Yes, she is.
3 Is she a teacher? No, she isn’t.
   Is she a nurse? No, she isn’t.
   Is she a student? Yes, she is.
4 Is she married? No, she isn’t.

5 This exercise practises the positive and negative forms in statements. Focus attention on the two examples in number 1. Students complete the sentences with the information about Ellie. 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
2. Her phone number isn’t 07700 995031. It’s 07700 955031.
3. She isn’t 18. She’s 20.
4. She isn’t married.

ADDITIONAL MATERIAL

Workbook Unit 3
Exercises 3–6 Questions and negatives – is/isn’t
Negatives – *I'm not, they aren't*

This second presentation of negative forms also covers Yes/No questions and short answers. The context is an interview with a band called Metro 5, who are entering a fictional TV talent competition called *The Audition*.

1. **The negative forms *I'm not* and *they 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. Ask *Who are the people?* Elicit Metro 5. Use the information in the photo and mime to pre-teach/check *audition*, *band*, and *singer*.

Draw a simple family tree on the board to pre-teach *brother*, and refer students back to the map on Student's Book p13 to check *Scotland and Ireland*.

2. **[CD 1: Track 36]** Play the recording through once and ask students just to listen and read. Play the recording again and get students to complete as many questions as they can. Get them to check in pairs and help each other to complete *The Audition Interview*.

   Play the recording again and get students to listen and check and/or complete anything they missed. Check the wording of the questions with the whole class.

   **Answers and tapescript**
   
   **I**
   
   **P**
   
   **I**
   
   **P & D**
   
   **I**
   
   **D**
   
   **I & D**
   
   **I**
   
   **I**
   
   **I**

3. **This exercise asks basic comprehension questions about the band. Ask *What's the band's name?* as an example and elicit *Metro 5*. Put students in pairs to ask and answer the rest of the questions. Monitor and check for accurate pronunciation and formation of the short answers.**

   **[CD 1: Track 37]** Play the recording through once and get students to check their answers. If necessary, play it again and get students to listen and repeat. Then put them in new pairs to practise the questions and answers again.

   **Answers and tapescript**
   
   2. *Are Paul and Donny brothers? Yes, they are.*
   3. *Are they from Scotland? No, they aren't.*
   4. *Are the other boys from Ireland? No, they aren't.*
   5. *Are they all builders? No, they aren't.*
   6. *Are they all singers? Yes, they are.*

4. **[CD 1: Track 36]** Focus attention on the negative sentences and what the contracted forms are in full. Make sure students understand that the sentences are negative. Ask students to circle the negative forms in the interview in exercise 2.

   **[CD 1: Track 37]** 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 short answers in the interview in exercise 2.

   Read Grammar Reference 3.1 on p124 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

   **Talking about you**

   **Five** In this exercise students get the opportunity to personalize the Yes/No questions. 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. Monitor and check for correct intonation and use of short answers.

5. **ADDITIONAL MATERIAL**

   **Teacher's Resource Disc**

   **Communicative activity** Unit 3 Yes or No!

   **Workbook Unit 3**

   **Exercises 7–9** Negatives and questions – *I'm not, they aren't*
Is he a businessman?

1 Focus attention on the photos of Diego and Grace. Ask Where are they? Elicit that Diego is by his taxi and Grace 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 Grace. 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.

T38 [CD 1: Track 38] 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 Grace. 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.

Answers

<table>
<thead>
<tr>
<th>First name</th>
<th>Diego</th>
<th>Grace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Hernandez</td>
<td>Chou</td>
</tr>
<tr>
<td>Country</td>
<td>Mexico</td>
<td>the United States</td>
</tr>
<tr>
<td>City/Town</td>
<td>Mexico City</td>
<td>New York</td>
</tr>
<tr>
<td>Phone number</td>
<td>5546-247312</td>
<td>212 638-9475</td>
</tr>
<tr>
<td>Age</td>
<td>42</td>
<td>33</td>
</tr>
<tr>
<td>Job</td>
<td>Taxi driver</td>
<td>Shop assistant</td>
</tr>
<tr>
<td>Married?</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

3 Demonstrate the activity by asking a confident student the first question. Students continue asking and answering in closed pairs. Monitor and check. If students have problems with 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.

Answers

Is Diego from Mexico City? Yes, he is.
Is he a businessman? No, he isn’t.
Is he 42? Yes, he is.
Is he married? No, he isn’t.
Is Grace from the United States? Yes, she is.
Is she a nurse? No, she isn’t.
Is she thirty-three? Yes, she is.
Is she married? Yes, she is.

4 This gives students the opportunity to practise he/she forms of to be in statements. Focus attention on the examples in the speech bubbles and elicit complete sentences. Students continue talking about Diego and Grace in closed pairs. Monitor and check for accurate use of the he/she forms.

Talking about you

5 Focus attention on the example. Tell students they need a question word, e.g. Where, What, in all the questions except numbers 5 and 7. Get students to complete the questions in pairs. Check the answers with the whole class.

Answers

1 What’s your first name?
2 What’s your surname?
3 Where are you from?
4 What’s your phone number?
5 How old are you?
6 What’s your job?
7 Are you married?

Check 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). Divide the class into groups of three and get students to interview each other, using the questions. Ask students to write down information about one student to use in exercise 6.

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 in exercise 5 to write a short description. This can be done in class time or for homework. As an extension, you could use the descriptions in a describe and guess game by not giving the student’s name each time.
PHOTOCOPIABLE ACTIVITY

UNIT 3  Is she a shop assistant?  TB p40

Materials: there are four cards for female students and four for male students, so photocopy and cut up the appropriate number of cards for the gender balance in your class.

Procedure: Give out the role cards to the students, telling them this is their new identity. If necessary, review the questions students will need before they start the pairwork.

- Divide the class into pairs and get them to ask and answer the questions and note down the answers.
- Pair students with a different partner and get students to describe their first partner in order to review he/she, his/her.
- If you want students to have more written practice, get them to use the information to write a description as in exercise 6 above.

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 continue working 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 Anna.
2 She's a teacher.
3 His phone number is 796542.
4 I'm not a doctor.
5 They aren't from Italy.
6 She isn't married.
READING AND LISTENING  (SB p22)

We’re in Las Vegas!

1 This skills section follows on from p20, where students first meet the band Metro 5. It gives an update on the band's progress with a magazine article and a recorded interview. The band have now won the TV talent competition The Audition. The text introduces the subject pronoun we and broadens students' exposure to new lexical items. Focus attention on the photo and make sure students understand it shows the same band as on p20. Ask What’s the band’s name? and elicit any other information the students can remember. Point to the different band members in the photo and introduce the question word Who? Ask Who’s this? about each person. Other new vocabulary in the text includes boy band, winners, Sweden, on tour, guys, tired, happy, excited, and good luck. Encourage students to try to understand these from context, but be prepared to explain if necessary.

Ask students to read the text through fairly quickly. Deal with any vocabulary problems. Elicit the names of any other talent contests and boy bands that students know. Then deal briefly with the Grammar Spot.

GRAMMAR SPOT

Check students understand we by gesturing to yourself and another student. Focus attention on the affirmative sentence and the contracted form We’re. Make sure students understand what the contracted form is in full. Ask students to circle the examples of we’re in the reading text.

Focus attention on the negative sentence and the contracted form aren’t. Make sure students understand what the contracted form is in full and that the sentence is negative. Ask students to circle the example of aren’t in the reading text.

Refer students to Grammar Reference 3.2 on p124.

2 Remind students of the they form by pointing to two students and eliciting They’re students. Focus attention on the questions. Elicit the answer to number 1 (No, they aren't.). Students answer the other questions, working individually, before checking their answers in pairs. Then check the answers with the whole class.

Answers
1 No, they aren’t.
2 No, they aren’t.
3 They’re in Las Vegas, in the United States.
4 Yes, they are.

3 This task consolidates positive and negative forms of to be in a correction exercise. Focus attention on the example answer. Say Sentence 1: positive or negative? (negative), then Sentence 2: positive or negative? (positive). Students work individually to complete the task.

T3:9  [CD 1: Track 39] 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. Check they can reproduce the contrastive stress in the pairs of sentences, e.g.

They aren’t in Brasil. They’re in the United States!

Drill the pronunciation if necessary and get students to practise the sentences again.

Answers and tapescript
1 The band, Metro 5, are in Brasil.
   They aren’t in Brazil! They’re in the United States!
2 They’re in New York.
   They aren’t in New York! They’re in Las Vegas!
3 Bo’s from Australia.
   He isn’t from Australia! He’s from Sweden!
4 Edson’s from Sweden.
   He isn’t from Sweden! He’s from Brasil!
5 They’re very tired.
   They aren’t tired! They’re happy and excited to be here!

Interview with the band

T3:10  [CD 1: Track 40] Get students to read the questions through before they listen. If necessary, review numbers 11–30 to help students when picking out the ages of the characters.

Play the first 8 lines of the conversation and elicit the answer to question 1 (Ronan is 24). Play the rest of the conversation and get students to listen for the answers to 2–4. If necessary, refer them back to the text so that they can remember the names of the characters.

Play the recording through again and get students to check/complete their answers. Check the answers with the whole class.

Answers
1 Ronan is 24.
2 Bo and Edson are 21.
3 Paul is 22 and Donny is 19.
4 Ronan is married. Paul, Donny, Bo, and Edson aren’t married.
Roleplay

This is the first roleplay in the course. It is intended to be quite controlled, but also 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 to highlight their errors during the task.

Tell students they are going to invent a band. Focus attention on the questions. Check students understand Where are you now? by asking the same question about the classroom situation. Divide the class into groups of four. Try to get a mixture of males and females in each group and to put weaker students with stronger ones to help create balance in the task.

Give students time to invent their imaginary identities and write down the details. Demonstrate the questions and answers with a confident group. For the answer to What are your names? encourage students to use I'm ..., and This is ... to avoid the need for our, which is presented in Unit 4.

If appropriate, set up the roleplay to feel more authentic by moving desks and/or letting students sit in small groups in different parts of the room. Then get the groups to ask and answer about their bands. Monitor and check. Note down any common errors and highlight them after the roleplay or in a subsequent lesson. As an extension, get one or two groups to describe themselves to the rest of the class.

ADDITIONAL MATERIAL

Workbook Unit 3

Exercises 10 and 11  Listening – An interview with Ella
Exercise 12  Vocabulary – Revision
EVERYDAY ENGLISH  (SB p23)

Social expressions (I)

NOTE
This section contains examples of the Present Simple (I don't know and I don't understand). At this stage, it's best to treat these as useful expressions rather than explain the grammar behind the use of Present Simple. The grammar of the Present Simple will be covered in Units 5 and 6.

Review the expressions in this section regularly so that they become part of the students' productive vocabulary as early as possible. Highlight situations in the classroom in which students can use the expressions in a meaningful way.

1 This is the first focus on expressions used in everyday situations. Ask students to look at the pictures and ask Where are they? about each one (1 in a school, 2 in a restaurant, 3 in a city, 4 in a car, 5 at a language school, 6 in a city).

T 3.11  [CD 1: Track 41] Play the recording and get students to look at the picture and gapped conversation for each situation.

2 Focus attention on conversation 1 and elicit B's answer (That's OK.). Students continue completing the conversations in pairs, using the words in the boxes and the pictures to help them.

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

Answers and transcript
1 A I'm sorry.
   B That's OK.
2 C A coffee, please.
   D That's £1.20.
   C Thanks very much.
3 E Excuse me! Where's the station?
   F It's over there.
   E Thanks a lot.
4 G Thank you very much. That's very kind.
   H That's OK.
5 I ¿Qué hora es?
   J I'm sorry. I don't understand.
6 K Excuse me! Where's the town centre?
   L I'm sorry. I don't know.

3 If necessary, play the recording again and get the students to repeat, drilling the intonation chorally and individually. Put students in new pairs to practise the conversations. Get them to stand up to do this, as it often helps their pronunciation and acting skills! As with the roleplay, rearrange the room if possible to make the situations feel more authentic. You could also bring in some basic props.

ADDITIONAL MATERIAL
Workbook Unit 3
Exercise 13 Social expressions (1)

Don't forget!
Workbook Unit 3
Exercises 14–18 Revision

Word list
Ask the students to turn to p.131 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

Teacher's Resource Disc
Unit 3 Test
Unit 3 Skills test
Stop and check 1 (Units 1–3)

Video/DVD
Unit 3 Profile: Paula Harris on iTools
Units 3 & 4 on iTutor
STARTER (SB p24)

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 and briefly review I, you, etc. by pointing to yourself and students and eliciting the correct pronoun. Focus attention on the examples in the chart. Get students to continue completing the chart, working in pairs. Then check the answers and students’ pronunciation. Make sure they can distinguish you/your, they/their, and that they can pronounce our correctly.

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 and objects in the classroom. 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.

MY FAMILY (SB p24)

Possessive ’s

1 [CD 1: Track 42] Focus attention on the photographs and the heading Annie Taylor. Play the recording and ask students to follow the text in their books. Check comprehension of husband, bank manager, children, and university.

Point to one member of the family and ask Who’s this? to elicit the person’s name. Take the opportunity to further practise How old is …? and (I think) She’s … by asking How old is (Annie)?, etc. to elicit possible ages.

Who are they?

2 [CD 1: Track 43] Play the recording and get students to check their answers. Put students in new pairs to practise the questions and answers.

Answers and transcript
1 Is Annie married?
Yes, she is.
2 Where’s their house?
It’s in London.
3 What’s Annie’s job?
She’s a doctor.
4 Where’s her hospital?
In the centre of London.
5 What’s Jim’s job?
He’s a bank manager.
6 Are their children both at school?
No. Emma’s at school. Vince is at university.

GRAMMAR SPOT

1 Focus attention on the examples. Make sure that students understand that ’s is the contracted form of is.

2 Review the use of her and then focus attention on the use of possessive ’s. Make sure that students understand that we use this form to express possession.

3 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 Annie’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 p124 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

Grammar Reference 4.3 on p124 focuses on irregular plurals. Read it together in class, and/or ask students to read it at home. Ask students to find an irregular plural in the text about Annie on p24 (children).
You can also try a quiz based on famous people. Prepare questions based on relationships that your students will know. You can include film stars, pop stars, politicians, and sportspeople, e.g.

Who’s Victoria Beckham? (She’s David Beckham’s wife.)
Who’s Stella McCartney? (She’s Paul McCartney’s daughter.)

Be prepared to modify the questions to suit the age and experience of individual groups.

5 Write the following on the board to reinforce the use of possessive’s.

Who’s Vince?  
He’s Emma’s brother.  

Drill the question and answers in open pairs. Then drill a plural example, e.g. Who are Jim and Annie? They’re Vince’s parents. Get students to continue asking and answering about Annie’s family in open pairs. Make sure that they give all possible answers about the different relationships and that they include plural examples, too. Students continue asking and answering in closed pairs. Monitor and check for correct use of possessive’s and is/are.

SUGGESTION

You can give students further practice on families and possessive’s by referring to famous people. Draw the family tree of a famous family, e.g. the British or Spanish royal family and get students to ask and answer questions with Who? Alternatively, you can prepare true/false statements about the family relationships.

ADDITIONAL MATERIAL

Teacher’s Resource Disc

Communicative activity  Unit 4  The Adams family
**STARTER** (SB p24)

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 and briefly review *I, you, etc.* by pointing to yourself and students and eliciting the correct pronoun. Focus attention on the examples in the chart. Get students to continue completing the chart, working in pairs. Then check the answers and students' pronunciation. Make sure they can distinguish *you/your, they/their*, and that they can pronounce *our* correctly.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
</tr>
<tr>
<td>my</td>
</tr>
</tbody>
</table>

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 and objects in the classroom. 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.

**MY FAMILY** (SB p24)

**Possessive 's**

1. **[CD 1: Track 42]** Focus attention on the photographs and the heading *Annie Taylor*. Play the recording and ask students to follow the text in their books. Check comprehension of *husband, bank manager, children, and university*.

   Point to one member of the family and ask *Who's this*? to elicit the person's name. Take the opportunity to further practise *How old is ... ? and (I think) She's ... by asking How old is (Annie)?, etc. to elicit possible ages.
**GRAMMAR SPOT**

1. Focus attention on the examples. Make sure that students understand that 's is the contracted form of is.

2. Review the use of her and then focus attention on the use of possessive 's. Make sure that students understand that we use this form to express possession.

3. 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 Annie'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 p124 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

Grammar Reference 4.3 on p124 focuses on irregular plurals. Read it together in class, and/or ask students to read it at home. Ask students to find an irregular plural in the text about Annie on p24 (children).

4. **[CD 1: Track 45]** Focus attention on the family tree. Ask Who's Annie? and get students to point to the correct person in the photo on p24. Now focus attention on the example and play sentence 1 in the recording. Continue playing the sentences, pausing at the end of each one and getting students to write the correct words. Play the recording again and get students to check their answers.

   **Answers and tapescript**
   1. Annie is Jim's wife.
   2. Jim is Annie's husband.
   3. Emma is Annie and Jim's daughter.
   4. Vince is their son.
   5. Annie is Vince's mother.
   6. Jim is Emma's father.
   7. Emma is Vince's sister.
   8. Vince is Emma's brother.
   9. Annie and Jim are Emma and Vince's parents.
   10. Emma and Vince are Jim and Annie'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.

   **SUGGESTION**

   With a weaker group, use the family tree in a teacher-lead presentation, e.g. point to Annie and then to Jim and say wife. Annie is Jim's wife. Have students repeat the word in isolation first, then the whole sentence chorally and individually. Make sure that they pronounce the possessive 's. Students can then listen to the recording and write the words down as reinforcement.

5. Write the following on the board to reinforce the use of possessive 's.

   - Who's Vince? 
   - He's Emma's brother.

   Drill the question and answers in open pairs. Then drill a plural example, e.g. Who are Jim and Annie? They're Vince's parents. Get students to continue asking and answering about Annie's family in open pairs. Make sure that they give all possible answers about the different relationships and that they include plural examples, too. Students continue asking and answering in closed pairs. Monitor and check for correct use of possessive 's and is/are.

**Who are they?**

3. **[CD 1: Track 44]** Focus attention on the words in the table. Play the recording and get students to repeat as a class. Check students can reproduce the correct word stress.
SUGGESTION
You can give students further practice on families and possessive’s by referring to famous people. Draw the family tree of a famous family, e.g. the British or Spanish royal family and get students to ask and answer questions with Who? Alternatively, you can prepare true/false statements about the family relationships.

You can also try a quiz based on famous people. Prepare questions based on relationships that your students will know. You can include film stars, pop stars, politicians, and sportspeople, e.g.
Who’s Victoria Beckham? (She’s David Beckham’s wife.)
Who’s Stella McCartney? (She’s Paul McCartney’s daughter.)

Be prepared to modify the questions to suit the age and experience of individual groups.

6 T4.5 [CD 1: Track 46] This listening task focuses on short expressions used by member’s of Annie’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.

Answers
1 Annie
2 Emma
3 Jim
4 Vince
5 Annie

ADDITIONAL MATERIAL

Teacher’s Resource Disc
Communicative activity  Unit 4  The Adams family
**Practice (SB p26)**

**An American family**

1. Read out the rubric for exercise 1 and focus attention on the photos of Elena’s family and on the names of her brother and her parents. Ask some general questions about the family: *Where are they from? What are their names?* 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 – *Oscar*, age – 16, job – *student*.

   **T4.6** [CD 1: Track 47] Tell students they are going to hear Elena talking about her family. The script is quite short and students have met all the vocabulary in it, but remind them to listen for just the information they need. Play the first part of the recording as far as *He’s a student in college*. Elicit the answers about Elena’s brother (*Oscar, 19, student*). Play the rest of the recording and get students to complete the chart.

   Check the answers with the whole class.

<table>
<thead>
<tr>
<th>Answers</th>
<th>Name</th>
<th>Age</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elena’s brother</td>
<td>Oscar</td>
<td>19</td>
<td>student</td>
</tr>
<tr>
<td>Elena’s mother</td>
<td>Maria</td>
<td>47</td>
<td>Spanish teacher</td>
</tr>
<tr>
<td>Elena’s father</td>
<td>Alfredo</td>
<td>52</td>
<td>businessman</td>
</tr>
</tbody>
</table>

As a follow-up, point to each of Elena’s relations and get students to give a brief description, e.g. *This is Oscar. He’s Elena’s brother. He’s 19 and he’s a student*.

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**
   2. Her *mother’s name* is Maria.
   3. ‘What’s *Alfredo’s* job?’ ‘He’s a businessman.’
   4. ‘Where’s *their* house?’ ‘It’s in Chicago.’

3. Demonstrate the activity by writing the names of your own family on the board and talking about them. 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.*

**Suggestion**

If possible, it’s a nice idea to base family descriptions on real photos. Bring in photos of your family and ask students to do the same. If you have a small enough class, sit them around you and talk about the pictures slowly but naturally and pass them around. Encourage students to ask questions, following the models in exercise 3 on p26.

Get students to draw their own family tree (and have their family photos ready if relevant). Divide the class into pairs and get students to ask about each other’s family. Monitor and check for correct use of *he/she, his/her, and a* + job.

Ask a few students to choose someone in a family tree or in a photo and give a brief description of him/her. The person can be from their own or their partner’s family.

**my/our/your …**

4. This section consolidates the possessive adjectives covered in the Starter section. Focus attention on the example and then get students to complete the sentences.

   **T4.7** [CD 1: Track 48] Play the recording and get students to check their answers.

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

**Additional Material**

**Workbook Unit 4**

**Exercise 1** Possessive’s

**Exercise 2** **my/our/her...**

**Exercise 3** Vocabulary – The family
ANNIE’S BROTHER (SB p27)

has/have

1 This section recycles the family vocabulary, possessive ’s, and possessive adjectives, and also presents has/have. The text is based on the family of some of the characters students have already met. Point to the picture of Annie on p24 and ask Who’s this? Elicit the answer It’s Annie Taylor. Tell students they are going to read about Annie’s brother. Students should be able to recognize/work out the new vocabulary items (hotel, apartment, and big) but be prepared to explain if necessary with simple board drawings.

T4.8 [CD 1: Track 49] Focus attention on the photograph of Paddy and his family and read out the heading. Play the first line of the recording as an introduction and point to the photo of Galway. If possible, indicate where Galway is on a map. Play the rest of the recording through to the end. Ask students Who are Paul and Donny? (They’re Paddy’s sons.) What’s their band’s name? (Metro 5.) Where are they now? (In Las Vegas.) Also ask students to look back and find the pictures of Paul and Donny on SB pp20 and 22.

2 Read the examples with the class. Then get students to complete the exercise working individually. Get students to check their answers in pairs before checking with the whole class.

Answers
1 ✗ 2 ✓ 3 ✗ 4 ✓ 5 ✓ 6 ✗ 7 ✓

GRAMMAR SPOT

Focus attention on the table and the examples. Students complete the table with the other forms of have.

Answers
I have
You have
He has
She has
We have
They have

Ask students to circle the examples of has and have in the reading text. Refer students to Grammar Reference 4.4 on p124.

3 T4.9 [CD 1: Track 50] This is a dictation activity with five short sentences, each recorded once. Demonstrate the activity by playing the first sentence and focusing attention on the example. Play the rest of the recording to the end and ask students to just listen and not write anything.

Play the recording a second time and ask students to write the missing words in each sentence. Ask students to write the complete sentences on the board to check the answers. If they have made mistakes or missed words, play the relevant sentences again and elicit the correct wording.

Answers and transcript
1 I have a small hotel in the city of Galway.
2 My wife has a job in town.
3 We have three sons.
4 The boys have a band called Metro 5.
5 My sister has a big house in London.

4 In this exercise students write about themselves. Focus attention on the examples in the speech bubbles. Write a few more examples about yourself on the board and list the categories students can write about: brothers/sisters, children, home, job, animals. Go round helping and checking.

Then ask a few students to tell the rest of the class about themselves and their family. Correct any common errors in the use of has/have and possessive ’s, but do not over-correct students as this may affect their levels of confidence.
PRACTICE (SB p28)

has/have

1 Focus attention on the example. Students then complete the exercise, working individually.
   Get students to check their answers in pairs before checking with the whole class.

   **Answers**
   2 My parents have a house in the country.
   3 My wife has a Japanese car.
   4 My sister and I have a dog.
   5 You have a very nice family.
   6 Our school has fifteen classrooms.
   7 We have English classes in the evening.

2 This exercise provides some freer practice and extends the context to talking about the students’ school. It also provide practice in the it form of have. Focus attention on the examples in the speech bubbles. Drill the sentences chorally and individually. List the categories students can talk about on the board: number of teachers/students/classrooms; size of school; equipment at your school (e.g. TV, DVD player, CD player, computers). You will need to modify the examples to include equipment that students know you have at your school so that they generate only affirmative sentences.

   Divide the class into pairs and get students to talk about their school. Monitor and check for correct use of has/have.

ADDITIONAL MATERIAL

Workbook Unit 4

**Exercise 4** has/have – Alfie and his family

**Questions and answers**

3 This exercise reviews the question words students have covered to date. Focus attention on the example and then get students to match the other questions and answers.

   **T4.10 [CD 1: Track 51]** Play the recording and get students to check their answers. Then let them practise the questions and answers in pairs.

   **Answers and tapescript**
   1 d How is your mother? She’s very well, thank you.
   2 f What’s your sister’s job? She’s a nurse.
   3 e How old are you daughters? They’re ten and thirteen.

   4 b Who is Pedro? He’s a student from Madrid.
   5 c Where’s your ofﬁce? It’s in the centre of town.
   6 a What’s your surname? Smith.

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.

   **Answers**
   1 Mary’s children are married.
   2 What’s your daughter’s name?
   3 What’s his job?
   4 They’re from Germany.
   5 Their parents have a house in Bonn.
   6 My brother has a good job.
   7 We have a lovely teacher.

ADDITIONAL MATERIAL

Workbook Unit 4

**Exercises 5–7** Listening – Alfie

READING AND WRITING (SB p28)

**My best friend**

**NOTE**

Students need access to dictionaries to check new lexis in the reading text. This is an important step to get them used to using dictionaries on a regular basis in their learning. If students don’t usually bring dictionaries to class or if there isn’t a class set of dictionaries available, ask students to check the new words (in red) in the text for homework before the reading lesson.

The text introduces like + noun and like + -ing (paragraph d) and students practise it briefly in exercises 3, 5, and 6. At this stage, it’s best to treat this mainly as a phrase for recognition, as students go on to cover I/you/we/they like and question forms as part of the first presentation of the Present Simple in Unit 5.
1 Explain that the text is about a girl called Antonia and her boyfriend is Vince. Ask Who's Vince? Ask students to look back earlier in the unit and find the answer. (He's Annie's son.) Refer students back to SB p24 and the information about Annie's family if necessary. Working alone or in pairs, students read the text and check the new words (in red in the text). (If students have done the dictionary work for homework before the lesson, ask them to do the reading and matching in exercise 2 straight away.) If students query the use of have in have a really good time, explain that we often use have with a range of expressions as well as have + object.

2 Demonstrate the activity by eliciting the photo that goes with paragraph a (photo 1). 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.

Answers
Photo 1 – paragraph a (Antonia and Vince)
Photo 2 – paragraph c (Toni's brother Mark and sister Alison)
Photo 3 – paragraph b (Toni's parents)
Photo 4 – paragraph d (music, dance, and football magazines)
ADDITIONAL MATERIAL

Workbook Unit 4
Exercise 8  Reading – Who’s happy?
Exercise 9  Vocabulary – Revision
Exercise 10  Pronunciation – they're or their?
My best friend

NOTE
Students need access to dictionaries to check new lexis in the reading text. This is an important step to get them used to using dictionaries on a regular basis in their learning. If students don’t usually bring dictionaries to class or if there isn’t a class set of dictionaries available, ask students to check the new words (in red) in the text for homework before the reading lesson.

The text introduces like + noun and like + -ing (paragraph d) and students practise it briefly in exercises 3, 5, and 6. At this stage, it’s best to treat this mainly as a phrase for recognition, as students go on to cover I/you/we/they like and question forms as part of the first presentation of the Present Simple in Unit 5.

1 Explain that the text is about a girl called Antonia and her boyfriend is Vince. Ask Who’s Vince? Ask students to look back earlier in the unit and find the answer. (He’s Annie’s son.) Refer students back to SB p24 and the information about Annie’s family if necessary. Working alone or in pairs, students read the text and check the new words (in red in the text). (If students have done the dictionary work for homework before the lesson, ask them to do the reading and matching in exercise 2 straight away.) If students query the use of have in have a really good time, explain that we often use have with a range of expressions as well as have + object.

2 Demonstrate the activity by eliciting the photo that goes with paragraph a (photo 1). 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.

3 Focus attention on the example sentence. Students complete the activity, working individually, and then check their answers in pairs. Check the answers with the whole class.

Answers
1 a student, funny, beautiful
2 a brother, a boyfriend, a lot of music
3 Toni’s boyfriend, great
4 Toni’s brother, a Manchester United fan, at school
5 a house, three children
6 Metro 5, dancing, football, Vince

4 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 in the recording on the board before students listen.

T4.11 [CD 1: Track 52] Focus attention on the example and play number 1 on the recording. 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/completes their answers. Then check the answers with the class.

Answers
1 Toni
2 Vince
3 Toni
4 Mark and Alison
5 Alison
6 Toni’s parents
7 Toni’s mother
8 Mark and Toni

5 Focus attention on the example and then get students to give more information about Toni. Divide the class into pairs and get students to take it in turns to talk about Toni, using the information they underlined in exercise 3. Monitor and check for correct use of he/she/they/their, his/her/their, is/are, has/have, and possessive ’s.

Writing
6 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 students try to ask questions with like, explain that they will cover this point in the next unit.

**SUGGESTION**

It’s a good idea to let students look at each other’s written work to help correct it. When you correct the work, make a note of the most common mistakes in recent target language and get students to correct them as a class activity before you hand back individual work.

If possible, display some of the students’ writing on the classroom wall. Remember to change the displays fairly frequently and, if appropriate, to ask students to vote for the description/story, etc. they liked best.

**ADDITIONAL MATERIAL**

**Workbook Unit 4**

**Exercise 8**  Reading – Who’s happy?

**Exercise 9**  Vocabulary – Revision

**Exercise 10**  Pronunciation – they’re or their?
3 Focus attention on the example sentence. Students complete the activity, working individually, and then check their answers in pairs. Check the answers with the whole class.

**Answers**
1. a student, funny, beautiful
2. a brother, a boyfriend, a lot of music
3. Toni's boyfriend, great
4. Toni's brother, a Manchester United fan, at school
5. a house, three children
6. Metro 5, dancing, football, Vince

4 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 in the recording on the board before students listen.

**T 4.11 [CD 1: Track 52]** Focus attention on the example and play number 1 on the recording. 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/complement their answers. Then check the answers with the class.

**Answers**
1. Toni
2. Vince
3. Toni
4. Mark and Alison
5. Alison
6. Toni's parents
7. Toni's mother
8. Mark and Toni

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 students try to ask questions with *like*, explain that they will cover this point in the next unit.

**SUGGESTION**
It's a good idea to let students look at each other's written work to help correct it. When you correct the work, make a note of the most common mistakes in recent target language and get students to correct them as a class activity before you hand back individual work.

If possible, display some of the students' writing on the classroom wall. Remember to change the displays fairly frequently and, if appropriate, to ask students to vote for the description/story, etc. they liked best.

**ADDITIONAL MATERIAL**

**Workbook Unit 4**

- **Exercise 8** Reading – Who's happy?
- **Exercise 9** Vocabulary – Revision
- **Exercise 10** Pronunciation – *they're* or *their*?
EVERYDAY ENGLISH  (SB p30)

The alphabet

This section covers the alphabet and spelling and so is an important step in helping students to find out about and check vocabulary for themselves. Once students have learned the alphabet, take the opportunity whenever possible to spell new words to the students and to get them to spell words in class. Be prepared to review the pronunciation of letters students have problems with at regular intervals.

1  T4.12  [CD 1: Track 53] Focus attention on the letters on p30 and tell the students they are going to practise the alphabet in English. 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. Review the letters that students often find confusing and drill these thoroughly:
a, r
e, i, y
g, j
u, w

2  T4.13  [CD 1: Track 54] The letters in this exercise are arranged according to sound. Demonstrate this by playing the recording of the first group of letters /ei/. 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.

Write different letters on the board at random and elicit them from the students. Pay special attention to the vowels as these often give problems. Then put some known words on the board and elicit the spelling. (You could feed in How do you spell …? at this point.)

How do you spell …?

3  T4.14  [CD 1: Track 55] Check comprehension of first name and surname and tell students they are going to hear five people spelling their names. Play the recording of the first name as an example. Then play the other names, pausing at the end of each surname. Students write the names and then check their answers in pairs. Then check the answers with the whole class by writing the names on the board and getting students to spell them aloud.

Answers and tapescript

1  What's your name? Annie Taylor.
   How do you spell your first name? A-N-N-I-E.

2  What's your name? Quentin Wrexham.
   How do you spell your first name? Q-U-E-N-T-I-N.
   How do you spell your surname? W-E-X-H-A-M.

3  What's your name? Takako Matsuda.

4  What's your name? Fabien Leclerc.
   How do you spell your first name? F-A-B-I-E-N.
   How do you spell your surname? L-E-C-L-E-R-C.

5  What's your name? Idola Ruiz Martinez.
   How do you spell your first name? I-D-O-L-A.

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 surname?

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

5  Focus attention on the examples in the speech bubbles in exercise 5. Drill the exchange chorally and individually. Students practise the exchange with different words from the text, working in open pairs. Students continue 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 they practised in Unit 2. Focus attention on the example. Students continue with the other countries. Get them to check their answers in pairs before checking with the whole class. Get the students to give the spelling of each country, rather than just the name.

Answers

France, Spain, Brazil, Japan, Australia, Italy, England

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: 'dablju:/ and What is it? (a Volkswagen car). Students work in pairs or small groups to continue the activity.

T4.15  [CD 1: Track 56] Play the recording to let students check their answers. Drill the pronunciation of the letters again if students have problems.
As an extension, get students to brainstorm other common abbreviations in small groups and then to exchange with other groups and test each other. Other possible examples include: BP (British Petroleum), EU (European Union), UN (United Nations), NASA (National Aeronautics and Space Administration), FA (Football Association), CD (compact disc), DVD (digital video disc), CNN (Cable News Network), IT (information technology), etc.

**PHOTOCOPIABLE ACTIVITY**

**UNIT 4  My name's Magda**  TB p41

**Materials:** one copy of the worksheet cut in half per pair of students

**Procedure:** Briefly review the alphabet by asking students to spell some of the words in the worksheet, e.g. *How do you spell 'university'?* Write the words on the board as students spell them out. Repeat for other key words, e.g. *boyfriend, married, country*, etc.

* Explain that students are going to complete a gapped text by dictating the missing sections to each other.
* Divide students into pairs and assign the roles A or B to each student. Hand out the relevant half of the worksheet. Tell students not to show each other their half of the activity. Give students a few moments to read their text and check any items of vocabulary.

**SUGGESTIONS**

1. You can use anagrams such as the ones in exercise 6 on SB p30 to review vocabulary at any stage. Write the jumbled letters on the board and ask students to work out the word in pairs or teams. Always get the class to give the spelling letter by letter to review the alphabet as often as possible.

2. This is a spelling game called *Hangman*. You can use it at the beginning of lessons as a ‘warmer’ or as a ‘filler’ to revise vocabulary. You can divide students into two or three teams for this, or play as a class.
Choose a word and indicate on the board the number of letters it has, using a dash for each letter (i.e. if your word is doctor, write _ _ _ _ _ _).

One team/The class suggests a letter. If the letter appears in your word, write it in the correct place on the dashes, as many times as it appears (i.e. if the letter suggested is o, you should write _ o _ o _ for the word doctor). If the letter doesn’t appear in your word, write the letter in that team’s column at the side of the board with a line through it, and draw one line of the gallows. Then the second team suggests a letter, and so on.

If you are playing in teams, the winning team is the one that guesses the final letter to complete the word or that guesses the whole word at an earlier point. If you complete the drawing of the gallows before the teams/class guess the word, then you win and the teams/class lose.

ADDITIONAL MATERIAL

Workbook Unit 4
Exercise 11  The alphabet
On the phone

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

NOTE
The phone conversations include examples of functional language like (Sam Benting) speaking, *Can you give me…?*, I’ll… (email you some information). Students should be able to use the overall context to understand these phrases, so you can deal with them as lexical items. It’s better not to go into a detailed explanation of the grammar behind them at this stage. Exercise 1 introduces What does he/she want? but, again, just deal with this for recognition.

1 Focus attention on the first business card and ask What’s his name? (José Gonzalez), Where’s his company? (Barcelona), What’s his job? (Export Manager), and What’s his phone number? (93-306 785 04).

2 [CD 1: Track 57] Check students understand they are going to hear two conversations over the phone. Play the recording through once and get students to follow in their books. Make sure students understand that And your name is? is a polite way of asking What’s your name? over the phone. If necessary, explain I’m connecting you with a simple board drawing or mime.

3 [CD 1: Track 57] Play the first line of conversation 1 and elicit the answer to question 1 (Laxon International). Then play the rest of the recording and let students continue answering the questions about both conversations in pairs. If students query the meaning of want in question 2, write a series of options on the board for conversation 1 and get students to choose the correct one:

- ask for information
- speak to the manager
- ask a question
- speak to a friend

Check the answers with the class. Refer students to exercise 3 if necessary when checking question 4.

Check they understand the country codes at the end of each address: es = Spain, jp = Japan.

---

**Answers**

**Conversation 1**

1 Laxon International
2 to speak to the manager
4 gonzalez.jose@soac.co.es

**Conversation 2**

1 The King School of English
2 some information about the school
3 M – O – R – I – O – K – A
4 morioka@mmdesign.co.jp

Play the recording again line by line, getting students to repeat chorally and individually. If possible, get students to sit back to back to practise the conversation in closed pairs. Not looking at each other makes the situation more like a real phone conversation. Monitor and check for accurate pronunciation. Drill difficult lines again with the whole class if necessary.

**Email addresses**

3 Read the notes with the class, eliciting the correct pronunciation for each part of the 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.

4 Focus attention on the names of service providers and country codes in the Student’s Book. Ask students to say them aloud, check the pronunciation, and elicit which countries the codes refer to: *es* = Spain, *fr* = France, *cz* = Czech Republic, *it* = Italy, *au* = Australia. Point out to students that some of these items will be in the email addresses they hear.

5 [CD 1: Track 58] Play the recording through once and get students to complete as much of the task as they can. Play the recording again if necessary. Get students to write the missing information on the board to check the answers. Give students the opportunity to correct each other if they make a mistake in reading the information.
Elicit one or two email addresses from the class. Students then exchange addresses with a partner. You could do this activity as a mingle to increase the amount of practice.

**SUGGESTION**
If your students agree, you could draw up and circulate a list of their email addresses so that they can contact each other outside class and get some real practice in writing basic emails.

**Roleplay**
5 This is another in a series of simple roleplay activities that allow students to personalize the key language. Ask students to write their own business card like the ones in the Student’s Book, or invent one for themselves.
STARTER (SB p32)

1 Focus attention on the pictures and the headings Sports, Food, and Drinks. Focus attention on the example tennis and then elicit the correct word for numbers 2 and 3. Students match as many words as possible, working individually or in pairs. Encourage them to guess if they are not sure.

Ask them to compare their answers before checking answers with the whole class.

<table>
<thead>
<tr>
<th>Sports</th>
<th>Food</th>
<th>Drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>tennis</td>
<td>5 Italian food</td>
<td>11 tea</td>
</tr>
<tr>
<td>football</td>
<td>6 Chinese food</td>
<td>12 coffee</td>
</tr>
<tr>
<td>swimming</td>
<td>7 pizza</td>
<td>13 Coke</td>
</tr>
<tr>
<td>skiing</td>
<td>8 hamburger</td>
<td>14 beer</td>
</tr>
<tr>
<td></td>
<td>9 oranges</td>
<td>15 wine</td>
</tr>
<tr>
<td></td>
<td>10 ice-cream</td>
<td></td>
</tr>
</tbody>
</table>

T 5.1 [CD 1: Track 59] Play the recording and get students to repeat chorally and individually. Make sure they can reproduce the correct word stress on each item. 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.

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, crossing the things you don’t like and giving a clear expression and gesture of dislike. Then get students to cross the things they don’t like in exercise 1.

THINGS I LIKE (SB p32)

Present Simple

1 T 5.2 [CD 1: Track 60] Focus attention on the photos, the smiley face icons, and the sentences with 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.

Negatives

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.

T 5.3 [CD 1: Track 61] Focus attention on the photos, the negative face icons, and the sentences with I don’t like. Say the sentences yourself, using mime, gestures, and facial expressions 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. Make sure students get the correct sentence stress:

I don’t like tennis.

4 Refer students back to p32. Give three examples of things you don’t like and get students to point to the correct item 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 oranges, coffee, or tea.

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 using I … Avoid transferring to he/she until Unit 6.

GRAMMAR SPOT

Focus attention on the examples. Make sure students understand that don’t is the contraction of do not.

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 T 5.4 [CD 1: Track 62] Focus attention on the photo of Harvey. Ask Where’s he from? and elicit the United States. Give students time to read the gapped sentences. Ask them to guess what Harvey likes from the lists in Starter exercise 1. Play the recording once and get students to check their predictions. Focus on the example and play the first line of the recording again. Play the rest of the recording and get students to write their answers. Students check in pairs. Then check the answers with the whole class.
Answers and tapescript
What do I like? Well, I like sports a lot, but not all sports. I like football – American football, of course – and I like skiing! But I don't like tennis and ... ern, I don't like swimming very much. And food and drink? What do I like? Well, I like hamburgers, and pizza. I like Italian food a lot. But not Chinese food, I don't like Chinese food, and I don't like tea. Tea is for the English. I'm American so I like coffee sometimes, and Coke, of course. I love Coke.

ADDITIONAL MATERIAL

Workbook Unit 5
Exercise 1  Sports, food, drink
Exercise 2  Things I like – I like coffee

Questions I, you, we, they

6  [CD 1: Track 63] 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 do you /dju:/ 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 open pairs. Get them to work with a new partner and continue asking about the other things in Starter exercise 1. Monitor and check for accurate formation of the questions and short answers, and for pronunciation.

8  This listening task introduces the we and they forms in the context of an interview with Harvey and his sister. Briefly review the adjectives in the box by saying a range of food, places, singers, actors, etc. and getting students to respond with an adjective, e.g. New York – It's exciting.

Focus attention on the photos. Ask Who's Eva? and elicit She's Harvey's sister. Point to the photos and say Harvey is 12 and Eva is 12, too to explain twins. Explain that students are going to hear an interview with the twins about what they like and don't like. Briefly review the use of ticks and crosses to indicate like (✓) and don't like (✗).

T5.6 [CD 1: Track 64] Focus attention on line 1 in the task. Play the recording as far as the end of Eva's first speech and get students to look at the examples. Elicit that Eva likes pizza, too. Point out that in number 5 Harvey and Eva disagree about football and so students need to write two adjectives. 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/comple...
STARTER (SB p32)

1 Focus attention on the pictures and the headings Sports, Food, and Drinks. Focus attention on the example tennis and then elicit the correct word for numbers 2 and 3. Students match as many words as possible, working individually or in pairs. Encourage them to guess if they are not sure.

Ask them to compare their answers before checking answers with the whole class.

<table>
<thead>
<tr>
<th>Answers and tapescript</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sports</strong></td>
</tr>
<tr>
<td>1 tennis</td>
</tr>
<tr>
<td>2 football</td>
</tr>
<tr>
<td>3 swimming</td>
</tr>
<tr>
<td>4 skiing</td>
</tr>
<tr>
<td>9 oranges</td>
</tr>
</tbody>
</table>

2 |CD 1: Track 59| Play the recording and get students to repeat chorally and individually. Make sure they can reproduce the correct word stress on each item. 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.

THINGS I LIKE (SB p32)

Present Simple

1 |CD 1: Track 60| Focus attention on the photos, the smily face icons, and the sentences with 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.
Negatives

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.

[CD 1: Track 61] Focus attention on the photos, the negative face icons, and the sentences with I don’t like. Say the sentences yourself, using mime, gestures, and facial expressions 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. Make sure students get the correct sentence stress:

I don’t like tennis.

Refer students back to p32. Give three examples of things you don’t like and get students to point to the correct item 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 oranges, coffee, or tea.

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 using I … Avoid transferring to he/she until Unit 6.

**GRAMMAR SPOT**

Focus attention on the examples. Make sure students understand that don’t is the contraction of do not.

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.

[CD 1: Track 62] Focus attention on the photo of Harvey. Ask Where’s he from? and elicit the United States. Give students time to read the gapped sentences. Ask them to guess what Harvey likes from the lists in Starter exercise 1. Play the recording once and get students to check their predictions. Focus on the example and play the first line of the recording again. Play the rest of the recording and get students to write their answers. Students check in pairs. Then check the answers with the whole class.

**Answers and transcript**

What do I like? Well, I like sports a lot, but not all sports. I like football – American football, of course – and I like skiing! But I don’t like tennis and … erm, I don’t like swimming very much. And food and drink? What do I like? Well, I like hamburgers, and pizza. I like Italian food a lot. But not Chinese food, I don’t like Chinese food, and I don’t like tea. Tea is for the English. I’m American so I like coffee sometimes, and Coke, of course. I love Coke.

**ADDITIONAL MATERIAL**

**Workbook Unit 5**

Exercise 1  Sports, food, drink

Exercise 2  Things I like – I like coffee

Questions I, you, we, they

[CD 1: Track 63] 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 do you /dju:/ 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.

Focus attention on the examples in the speech bubbles. Students practise asking and answering in open pairs. Get them to work with a new partner and continue asking about the other things in Starter exercise 1. Monitor and check for accurate formation of the questions and short answers, and for pronunciation.

This listening task introduces the we and they forms in the context of an interview with Harvey and his sister. Briefly review the adjectives in the box by saying a range of food, places, singers, actors, etc. and getting students to respond with an adjective, e.g. New York – It’s exciting.

Focus attention on the photos. Ask Who's Eva? and elicit She's Harvey's sister. Point to the photos and say Harvey is 12 and Eva is 12, too to explain twins. Explain that students are going to hear an interview with the twins about what they like and don’t like. Briefly review the use of ticks and crosses to indicate like (√) and don’t like (×).
Focus attention on line 1 in the task. Play the recording as far as the end of Eva’s first speech and get students to look at the examples. Elicit that Eva likes pizza, too. Point out that in number 5 Harvey and Eva disagree about football and so students need to write two adjectives. 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

<table>
<thead>
<tr>
<th></th>
<th>Harvey</th>
<th>Eva</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>pizza</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>ice-cream</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>tea</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>skiing</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>football</td>
<td>✓</td>
<td>X</td>
</tr>
</tbody>
</table>

This exercise practises the *they* form, talking about Harvey and Eva. Focus attention on the example and elicit a full sentence *They like pizza and ice-cream.* Students continue talking about Harvey and Eva, 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 9.

### Grammar Spot

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, Italian food,* 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.

Refer students to Grammar Reference 5.1 on p125.

As an extension, get students to practise the *we* and *they* forms by talking about themselves and another student, or people in their family, e.g. *Jan and I like swimming. My children don’t like coffee.*
**PRACTICE (SB p34)**

**Reading and speaking**

1. In this skills section, students are introduced to more Present Simple verbs in context: **come from**, **live**, **work**, **eat**, **drink**, **speak**, **play**, and **want**. **Have** is also recycled from Unit 4. Other new words are **waiter**, **drama**, **part-time**, **restaurant**, **language**, and **actor**. The languages/nationalities **Italian**, **Spanish**, and **French** are also introduced. Students should be able to work out the most of the vocabulary from context, but use the photos in the Student's Book to pre-teach/check the meaning if students have any problems.

Point to the photos and say **This is Colin Brodie. Ask What's his job?** Give students time to scan the text to find the answer **He's a waiter and he's also a drama student**. Check comprehension by asking students to point to the relevant picture for **waiter** and **drama student**.

**T 5.7** [CD 1: Track 65] Students read the text and listen to the recording 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** and **work** by making sentences about yourself, e.g. **I live in** (town, country), **I work in** (this school), etc. **Eat**, **drink**, **play**, and **speak** should be understandable from the context, but if students need further help, mime the actions. (There's no need to point out that **drink** is a verb here but a noun on p32.) 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. If students query the pronoun **it** in **I don't like it**, check they understand what noun **it** refers back to (beer). (Object pronouns **it** and **them** are presented in full in Unit 7.)

2. **T 5.8** [CD 1: Track 66] This interview with Colin presents **Wh-** and **Yes/No** questions with a range of verbs. Give students time to read through the questions and gapped answers. Play the recording for 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 Colin's answers. Play the recording again to let students complete/check their answers. Check the answers with the whole class.

**Answers and transcript**

1. **Hello, Colin, nice to meet you. Where do you come from?**
   - **C I come from Scotland, from Dundee.**

2. **Do you live in Dundee?**
   - **C No, I don't. I live and work in London.**

3. **Do you live with friends?**
   - **C Yes, I do. I live with two friends.**

4. **Where do you work?**
   - **C I work in an Italian restaurant.**

5. **Do you like Italian food?**
   - **C Yes, I do. I like it a lot.**

6. **Do you drink Italian wine?**
   - **C Yes, I do. I drink wine, but I don't drink beer. I don't like it.**

7. **Do you like your job?**
   - **C No, I don't. I want to be an actor.**

8. **Do you speak Italian?**
   - **C No, I don't. I speak Spanish and French, but I don't speak Italian.**

Ask students to read out the questions. Make sure students can reproduce the falling intonation on the **Wh-** questions. Be prepared to model the pronunciation and intonation, and drill the questions chorally and individually.

3. Before putting students into pairs, demonstrate by asking individual students the questions from exercise 2. Make sure they answer with information about themselves. Get individual students to ask you the questions and answer with true information. Students continue asking and answering in open pairs. If necessary, drill the pronunciation and intonation of the questions again before getting students to continue in closed pairs. Monitor and check for correct use of the Present Simple.

As an extension, you could get students to think about someone they know or imagine a different character, and repeat the question and answer exchanges using different information.
**GRAMMAR SPOT**

Focus attention on the examples. Make sure students understand that we use *an* before a vowel – *a*, *e*, *i*, *o*, and *u*. Point out that this can be a noun, e.g. *an actor*, or an adjective, *an Italian restaurant*.

Give students time to write *a* or *an*. Check the answers, making sure students make the pronunciation link between *an* + vowel:

- *an actor*  
- *an Italian restaurant*

**Answers**

- *an ice-cream*  
- *an orange*
- *a student*  
- *an American car*
- *a computer*

Refer students to Grammar Reference 5.2 on p125.

**Vocabulary**

4 This exercise highlights common collocations for everyday actions. Pre-teach/Check *millionaire* if you think students won’t recognize it. Focus attention on the example and then get students to continue matching, working individually. Give students time to check in pairs before checking with the whole class.

**Answers**

- have two brothers
- live in a flat
- work in a bank
- come from Japan
- eat Italian food
- drink beer
- play sports
- speak Spanish
- want to be a millionaire


Listening and speaking

5 This task helps students get used to using the context to help them work out what is happening and who is talking in a range of situations. Explain that there are four conversations all involving Colin. 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.

Briefly review what students know about Colin by eliciting a range of statements. Write cues on the board to help with this if necessary, e.g. Job? Colin works in a restaurant. Flat? He lives with two friends, etc.

**T5.9 (CD 1: Track 67)** Focus attention on numbers 1 and 2 as examples and play conversation 1. Elicit the answers (see 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/complate their answers. Check the answers with the class.

Refer students to **T5.9** on SB p14. Divide students into groups of three. Ask a confident group to read out conversation 1. Remind students that conversation 4 is over the phone and so the student who plays Colin needs to sit away from the other two. If possible, arrange the furniture in the room to allow students to roleplay the different situations, especially waiting on the tables in conversation 2. If students have fixed desks, encourage them to stand up to do the roleplay as this often helps them interact with each other better.

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.

**SUGGESTION**
You can make use of the tapescripts 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. You can adapt the Word version of the tapescripts on the Teacher’s Resource Disc by gapping target words, then print out copies for students to work on.

Talking about you

6 This exercise consolidates Wh- and Yes/No questions in the Present Simple. Briefly review/check the question words where, what, and how many by giving short answers and eliciting the appropriate question word, e.g.

*a dictionary / an actor – What?*  
*australia / in a hospital – Where?*  
*a three sisters / ten books – How many?*

Elicit the missing word in number 1. Put students in pairs to complete the rest of the questions. Check the answers.

<table>
<thead>
<tr>
<th>Answers</th>
<th>1 do</th>
<th>2 live</th>
<th>3 do</th>
<th>4 Do</th>
<th>5 do ... speak</th>
<th>6 like</th>
<th>7 sports</th>
<th>8 Do ... want</th>
</tr>
</thead>
<tbody>
<tr>
<td>at home: Colin’s friends/flatmates</td>
<td>at home: Colin</td>
<td>in the restaurant: Colin</td>
<td>in the restaurant: customers</td>
<td>at drama school: Colin’s teacher</td>
<td>at drama school: Colin’s teacher</td>
<td>on the phone: Colin</td>
<td>on the phone: Colin’s mums</td>
<td></td>
</tr>
</tbody>
</table>

Give students a short time to think about their own answers. If students need extra vocabulary, e.g. languages, be prepared to feed these in. Demonstrate by asking and answering the first two questions with a confident student. 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.
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.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Do you live in Berlin?</td>
</tr>
<tr>
<td>2 Where do you come from?</td>
</tr>
<tr>
<td>3 Do you speak Portuguese?</td>
</tr>
<tr>
<td>4 I don’t speak Chinese.</td>
</tr>
<tr>
<td>5 ‘Do you like football?’</td>
</tr>
<tr>
<td>6 ‘Yes, I do.’</td>
</tr>
</tbody>
</table>

ADDITIONAL MATERIAL

Teacher’s Resource Disc
Communicative activity Unit 5 Is this true?

Workbook Unit 5

Exercise 4 Present Simple – The swimmer Michael Phelps
Exercises 5 and 6 Present Simple – Questions
Exercise 7 Present Simple – Negatives
Exercises 8–10 Listening – Gracie and her parents
VOCABULARY AND PRONUNCIATION (SB p36)

Languages and nationalities

1. Check comprehension of Germany and Portugal by referring students back to the map on p13. Focus attention on the example. Students continue the matching activity, working individually.

   **T5.10 [CD 1: Track 68]** Play the recording through once and let students check their answers.

   **Answers and script**

<table>
<thead>
<tr>
<th>Country</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>English</td>
</tr>
<tr>
<td>Germany</td>
<td>German</td>
</tr>
<tr>
<td>Italy</td>
<td>Italian</td>
</tr>
<tr>
<td>Mexico</td>
<td>Mexican</td>
</tr>
<tr>
<td>Brazil</td>
<td>Brazilian</td>
</tr>
<tr>
<td>Japan</td>
<td>Japanese</td>
</tr>
<tr>
<td>Portugal</td>
<td>Portuguese</td>
</tr>
<tr>
<td>China</td>
<td>Chinese</td>
</tr>
<tr>
<td>France</td>
<td>French</td>
</tr>
<tr>
<td>the United States</td>
<td>American</td>
</tr>
<tr>
<td>Spain</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

Remind students of the system used in *New Headway Beginner, Fourth 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:

- **Italy**
- **Japan**
- **Portugal**
- **China**

   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 people sitting in the town square and drill the examples chorally and individually. Elicit another pair of examples about different people in the photos. Students continue talking about the people in pairs.

3. This exercise reviews the *they* form of the Present Simple with the verb *speak*. Students shouldn't have any difficulty with this form, as it's the same as the *I* form they have already practised.

   Check comprehension of Switzerland. Focus attention on the example. Students continue making sentences working individually.

   **T5.11 [CD 1: Track 69]** Play the recording and get students to check their answers.

4. Drill the question form in the speech bubbles. Then get students to practise a few examples in open pairs. Students continue in closed pairs, 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 pronunciation of the countries and languages.
Adjective + noun

5 This exercise consolidates the nationalities and also highlights adjective + noun word order. Students of different nationalities often have problems with this, as in their own language the order is noun + adjective. Be prepared to review the correct order, using examples on the board, and gesturing to indicate a switch of word order if students get the order wrong.

Focus attention on the photos and the example. Students complete the exercise by writing the correct nationalities.

T5.12 [CD 1: Track 70] Play the recording and get students to check their answers.

Answers and tapescript
1 It's an American car.
2 It's German beer.
3 They're Spanish oranges.
4 It's a Japanese camera.
5 It's Mexican food.
6 It's an English dictionary.
7 It's an Italian bag.
8 It's Brazilian coffee.
9 It's French wine.

Students work in pairs and take it in turns to point to the photos and practise the sentences. Monitor and check for correct pronunciation of It's a/an ... and drill the sentences if students produce *Is a/an ... Remind students of the plural form by contrasting It's an American car and They're Spanish oranges on the board. Ask How many? to establish It's a/an for singular and They're for plural. Don't go into the use of zero article (no article) with the plural sentence at this stage.

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 camera
- an English dictionary

**eat**
- Chinese/Italian/Japanese/French/Mexican food
- Spanish oranges
- American/Italian ice-cream

**drink**
- French/Italian/German/Portuguese/Spanish wine
- French/German/English/American beer
- Brazilian coffee
- Chinese 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. Then get students to write their own examples. Monitor and help. Check for accurate use of a/an and correct adjective + noun word order.

7 Focus attention on the example questions in the speech bubbles. Remind students of the use of it in I don't like it. If necessary, 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. Monitor and help.

Drill the questions and answers in the speech bubbles. Get students to practise in open pairs across the class and then in closed pairs. Monitor and check for correct use of the Present Simple, a/an and adjective + noun word order.

GRAMMAR SPOT

1 Read the notes as a class. Elicit further examples of adjective + noun from the class. Ask students if the word order is the same in their language.

2 Read the notes as a class. Elicit further plural examples from the class. Ask students how they make adjectives plural in their language.

Refer students to Grammar Reference 5.3 on p125.

SUGGESTION

You can bring in adverts from magazines to give students further practice with nationality adjectives and nouns. Select pictures of cars, cameras, computers, TVs, food, and drinks. Elicit simple adjective + noun phrases, e.g. an American computer, Spanish wine, etc. and then get students to use the pictures to practise Do you have/eat/drink/like ... ? and short answers Yes, I do./No, I don't. If pairs of students interview other pairs, you can also practise the they form. (If students try to generate he/she forms, tell them these are different and that they will practise them in Unit 6.)

ADDITIONAL MATERIAL

Workbook Unit 5
Exercises 11 and 12 Languages and nationalities
LISTENING AND SPEAKING  (SB p38)

At a party

1 This is a fairly long, though fairly simple, unseen listening. Set the scene by pointing to Flavia and Terry in the illustration and introducing the word party. Get students to say what nationality they think they are (I think he’s/she’s …).

T 5.13  [CD 1: Track 71] Play the recording through once and let students check their predictions (Flavia is Italian and Terry is English).

Give students time to read the pairs of sentences 1–8. Check comprehension of love in number 5 and very much in number 7. Play the first part of the recording again, and focus on number 1 as an example. Make sure students understand they have to focus on what Terry says. Elicit the answer to number 1.

Play the rest of the recording and get students to select the correct sentence from each pair.

Get students to check their answers in pairs before checking with the whole class. Go over the answers by playing the conversation again and pausing the recording after each correct answer.

Answers

1 I work in London.
2 I don’t live in London.
3 I’m an actor.
4 You speak English very well.
5 I love Italy.
6 I don’t know Naples.
7 I like Rome very much.
8 I don’t speak Italian.

2 Check pronunciation of Brighton, Naples, and Rome from the recording. Turn to the tapescript on p115 and get students to practise the conversation in pairs. If students have problems with the pronunciation, drill difficult lines as a class.

Roleplay

If possible, rearrange the furniture, play some mood music, and bring in simple props like glasses of water to help add authenticity to the roleplay.

3 Tell students they are going to roleplay being at a party and meeting new people. This 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.

4 Explain that students have to invent a new identity. Focus on the cartoon of James Bond and point out that his notes are answers to the questions in exercise 3. Ask students to make notes with their new details. Monitor and help with ideas and vocabulary.

5 Tell students to imagine they are at a party with people of different nationalities who all speak some English. Remind students of the expressions they can use when meeting someone for the first time: (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 feed back on later, but try not to spoil students’ enjoyment of the roleplay. If some pairs do well, you could ask them to act it out in front of the class.
EVERYDAY ENGLISH  (SB p39)

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.

2  T 5.14 [CD 1: Track 72] Focus attention on numbers 10–100. Play the recording and get students to repeat chorally and individually. Get students to count to one hundred in tens round the class. Check for accurate word stress.

3  This is a pairs number dictation. See Unit 1 Suggestion on TB p13 for instructions for this task.

4  T 5.15 [CD 1: Track 73] This exercise presents prices under and over one pound in English. Play the recording and let students read and listen. Focus attention on the use of *pounds and 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  Demonstrate the activity by getting students to say the first two prices aloud. Students then continue saying the prices in closed pairs. Monitor and check students can distinguish the stress on:

   seventeen pounds and seventy pounds

   T 5.16 [CD 1: Track 74] 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.)

6  This is a discrimination exercise, which gets students to distinguish between prices that sound similar. Focus attention on the photos and check/elicit 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.)

   T 5.17 [CD 1: Track 75] 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 tapescript
1  The cheese sandwich is £2.90.
2  The football is £14.
3  The iPhone is £90.95.
4  The beer is £3.50.
5  The dictionary is £7.50.
6  The pair of jeans is £50.
7  The chocolate is 60p.
8  The bag is £44.99.

7  Focus attention on the speech bubbles. Drill the question and answer chorally and individually. (If students query the use of How much ... ?, explain that this is the question we use to ask about prices. Don't go into an explanation of the difference between How much/How many at this stage.)

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.
PHOTOCOPIABLE ACTIVITY

UNIT 5  How much is it?  TB p142

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.

Procedure: Hold up your watch or similar everyday object and ask How much is this (watch) in Great Britain? Elicit a range of prices, making sure that students include pounds and pence, e.g. £59.99. 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? etc. and get students to guess the price.

- Divide students into 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).

- Put the pairs of students into groups of four. 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. The group who matched the most prices correctly is the winner.

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

Workbook Unit 5
Exercises 13–16  How much is it?

Don’t forget!

Workbook Unit 5
Exercises 17–22  Revision

Word list
Ask the students to turn to p132 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

Teacher’s Resource Disc
Unit 5  Test
Unit 5  Skills test
Progress test 1 (Units 1–5)

Video/DVD
Unit 5  International food on iTools and iTutor

Answers
- bag – £29.99
- watch – £45.99
- trainers – £80
- mobile phone – £65
- water – 99p
- magazine – £2.75
- chocolate – 38p
- camera – £125
- television – £500
- CD – £12.99
- computer – £800
- pizza – £8.99
NOTE

It is useful to have a cardboard clock with movable hands for this lesson and for subsequent revision of telling the time. If you don't already have one in your school, then it is quite easy to make one.

The Student's Book presents times with the numbers students already know, without having to deal with quarter past/to and half past. Exercise 1 in the section includes times on the hour, half hour, and quarter hour. Other times, e.g. 8.40 and 11.10 provide a manageable extension for students in exercise 2. These are practised further in a photocopiable task on TB p143. See the Photocopyable activity notes opposite.

1 **T 6.1** [CD 1: Track 76] Focus attention on the clocks. Play the recording of the first five 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, following 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 tapescript**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It's nine o'clock.</td>
</tr>
<tr>
<td>2</td>
<td>It's nine thirty.</td>
</tr>
<tr>
<td>3</td>
<td>It's nine forty-five.</td>
</tr>
<tr>
<td>4</td>
<td>It's ten o'clock.</td>
</tr>
<tr>
<td>5</td>
<td>It's ten fifteen.</td>
</tr>
<tr>
<td>6</td>
<td>It's two o'clock.</td>
</tr>
<tr>
<td>7</td>
<td>It's two thirty.</td>
</tr>
<tr>
<td>8</td>
<td>It's two forty-five.</td>
</tr>
<tr>
<td>9</td>
<td>It's three o'clock.</td>
</tr>
<tr>
<td>10</td>
<td>It's three fifteen.</td>
</tr>
</tbody>
</table>

2 **T 6.2** [CD 1: Track 77] 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 and individually. Point to one of the clocks/watches and demonstrate the pairwork with one student. Ask students to give two or three more examples in open pairs before continuing in closed pairs.

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>nine o'clock</td>
</tr>
<tr>
<td>2</td>
<td>seven fifteen</td>
</tr>
<tr>
<td>3</td>
<td>one forty-five</td>
</tr>
<tr>
<td>4</td>
<td>eight forty</td>
</tr>
<tr>
<td>5</td>
<td>eleven ten</td>
</tr>
</tbody>
</table>
WHAT TIME DO YOU GET UP? (SB p41)

Present Simple – I/you

1 This section presents daily routine verbs in context via a series of pictures of a girl’s typical schoolday. Focus attention on the pictures. Elicit some basic information about the character: What’s her name? (Kim). How old is she, do you think? (She’s about 18.) Explain that students are going to hear Kim talking about her schoolday. Review telling the time by getting students to read the pairs of times aloud.

**T6.3 [CD 1: Track 78]** Focus on the example and play the first line of the recording. 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.

<table>
<thead>
<tr>
<th>Answers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 7.45</td>
<td>2 8.00</td>
</tr>
<tr>
<td>3 8.30</td>
<td>4 12.35</td>
</tr>
<tr>
<td>5 3.30</td>
<td>6 4.30</td>
</tr>
<tr>
<td>7 11.00</td>
<td></td>
</tr>
</tbody>
</table>

**T6.3 [CD 1: Track 78]** Say the sentences aloud or play the recording again and get students to repeat chorally and individually. Make sure students aren’t confused by the spelling of breakfast and pronounce it correctly /ˈbrekfəst/. Students practise the sentences in closed pairs.

2 Demonstrate the activity by telling students about your day, giving the same information as in the pictures. Do this in a natural way, but don’t add in any new language. Focus attention on the examples and elicit a few single sentences from students about their day with the verbs from exercise 1. Students continue talking about their day working in pairs. Monitor and check for correct use of the Present Simple and the times.

**T6.4 [CD 1: Track 79]** This exercise practises the question *What time …?* with the Present Simple. Focus attention on the questions and get students to listen and repeat chorally and individually. Make sure they can reproduce the pronunciation of *do you* and the falling intonation on the *Wh*- questions. Focus on the words in bold showing the form of Present Simple questions, and point out the word order *do you get/ have*.

3 Drill the question and answer in the speech bubbles and elicit other questions students can ask. If students need help, write the verbs on the board: get *up, have breakfast, go to school/work, have lunch, leave school/work, get home, go to bed.*

ADDITIONAL MATERIAL

Workbook Unit 6

Exercises 1–3 The time

Exercise 4 Present Simple *he/she* – Cathy and George
ELLIO'TS DAY  (58 p42)

Present Simple – he/she, always/sometimes/never

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 Elliot. Say This is Elliot. He's in a magazine. Ask What's his job? and elicit He's a businessman. Get students to read the description of Elliot. Check comprehension of director, 24-hour, shopping site, Internet, and typical day. Ask Are his days busy? and elicit Yes, they are.

2 Focus attention on the pictures of Elliot’s day and check comprehension of have a shower, work late, buy, and go out. Focus attention on the example sentence. Get students to continue writing the times, working individually.

T 6.5  [CD 1: Track 80] Ask students to check their answers in pairs before playing the recording for a final check.

Answers
1 six o'clock
2 six forty-five
3 seven fifteen
4 one o'clock
5 eight o'clock
6 nine fifteen
7 eleven thirty
8 eleven forty-five

GRAMMAR SPOT

1 Focus attention on the examples of third person singular forms gets up and has. Students underline the verbs in sentences 2–8. Check the answers with the class.

Answers
2 has 6 buys, eats, gets
3 leaves, goes 7 goes out, works
4 has 8 goes, watches
5 works, leaves

Elicit the key last letter in each of the verbs (s).

T 6.6  [CD 1: Track 81] Play the recording and get students to repeat chorally and individually. Make sure students can distinguish the /s/ endings, e.g. gets /gets/ from the /z/ endings, e.g. has /hæz/. (The recording gives just the verb forms, not the complete sentences from exercise 2.)

2 Focus attention on the adverbs of frequency and their meaning. 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 Elliot.

T 6.7  [CD 1: Track 82] Play the recording and get students to repeat chorally and individually. Make sure students reproduce the third person singular ending and encourage them to reproduce the linking in the following sentences:

He sometimes buys a pizza.
He never goes out in the evening.
He always goes to bed at 11.45.

Read Grammar Reference 6.1–6.3 on p125 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it. Highlight the use of the -es ending, e.g. go – goes. If appropriate, point out that the frequency adverbs can be used with to be, but that they usually come after the verb, e.g. I am never at home in the morning.

Pronunciation

3 T 6.8  [CD 1: Track 83] 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 so 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. Students very often forget to add the -s ending anyway and so will need reminding at regular intervals. Take the opportunity to check students’ pronunciation of the endings and highlight the features of pronunciation to help students get used to the different sounds.

ADDITIONAL MATERIAL

Workbook Unit 6

Exercises 5 and 6  Present Simple he/she – Cathy and George

Exercise 11  Pronunciation – -s at the end of a word
Questions and negatives

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.

T 6.9 [CD 1: Track 84] Refer students back to the pictures of Elliot. Read question 1 aloud and elicit the answer (gets). Students continue completing the answers, working individually. Get them to check in pairs before playing the recording of the questions and answers. 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 tapescript

1 A What time does he get up?  
   B He gets up at six.
2 A When does he go to bed?  
   B He goes to bed at eleven forty-five.
3 A Does he go to work by taxi?  
   B Yes, he does.
4 A Does he have lunch in a restaurant?  
   B No, he doesn’t.
5 A Does he go out in the evening?  
   B No, he doesn’t.

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 write sentences 2–5 in the negative. Allow them to check their answers in pairs before checking with the class. Ask students to write the answers on the board to check they are forming the negatives correctly, including the inclusion of the apostrophe in doesn’t.

Answers

2 He doesn’t drive to work.
3 He doesn’t work in a bank.
4 He doesn’t have a lot of friends.
5 He doesn’t go to bed late.

7 Focus attention on the chart. Elicit the missing 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

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Negative</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>work</td>
<td>don’t work</td>
<td>Do I work?</td>
</tr>
<tr>
<td>You</td>
<td>work</td>
<td>don’t work</td>
<td>Do you work?</td>
</tr>
<tr>
<td>He/She</td>
<td>works</td>
<td>doesn’t work</td>
<td>Does she work?</td>
</tr>
<tr>
<td>We</td>
<td>work</td>
<td>don’t work</td>
<td>Do we work?</td>
</tr>
<tr>
<td>They</td>
<td>work</td>
<td>don’t work</td>
<td>Do they work?</td>
</tr>
</tbody>
</table>

5 Focus attention on the language in the speech bubbles. Drill the question and answer about Elliot. Elicit two or three more examples with students working in open pairs. Students continue asking and answering in closed pairs. Monitor and check for correct use of third person -s and of does/doesn’t in the questions and negatives.

ADDITIONAL MATERIAL

Teacher’s Resource Disc

Communicative activity  Unit 6  A day in the life

Workbook Unit 6

Exercise 7  Present Simple he/she – Questions
Lois's day

1 Remind students of Elliot from the previous section. Point to the pictures of Lois and to rubric 1 and ask *Who is she?* (She's Elliot's sister.) Check pronunciation of *Lois* /ˈloʊɪs/. Pre-teach/check the following using the introduction to the text, the pictures in the Student's Book, and simple board drawings: *seaside*, *artist*, *fill your day*, *walk (n)*, *by the sea*, *eggs*, *toast*, *go to the beach*, *dog*, *studio*, *cook*, *often*, *invite friends*, and *play the piano*. It's also useful to have a map to show the location of Cape Cod, where Lois lives.

Read the first line of the text aloud. Ask *How old is Lois?* and *What's her job?* (She's 25. She's an artist.) Focus attention on the pictures and ask *What does Lois do?* Elicit a range of examples from the class. Students are likely to make mistakes with the third-person forms of the Present Simple, so don't insist on total accuracy with students' first attempts. Encourage students to self-correct by highlighting mistakes rather than correcting them yourself. Also encourage students to help and correct each other.

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. 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.

T6.19 [CD 1: Track 86] Get students to check their answers in pairs before playing the recording for a final check.

Focus on the adverb *usually* in the text. Teach the meaning by writing *always sometimes never* on the board and eliciting that *usually* goes between *sometimes* and *always*.

<table>
<thead>
<tr>
<th>Answers</th>
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</thead>
<tbody>
<tr>
<td>2 gets up</td>
<td>6</td>
<td>works</td>
<td>10</td>
</tr>
<tr>
<td>3 has</td>
<td>7</td>
<td>eats</td>
<td>11</td>
</tr>
<tr>
<td>4 goes</td>
<td>8</td>
<td>cooks</td>
<td>12</td>
</tr>
<tr>
<td>5 gets</td>
<td>9</td>
<td>invites</td>
<td>13</td>
</tr>
</tbody>
</table>
3 Focus attention on the example. Make sure students realize that He refers to Elliot and She to Lois. Get students to complete the answers and then check in pairs. Check the answers with the whole class.

**Answers**
2. She 3. She 4. He 5. She 6. He 7. She 8. He

Ask a few students to read the sentences aloud. Then get students to practise the sentences in pairs. If they have serious problems with pronunciation, drill the sentences with the whole class and get them to repeat.

4 Ask students Who does Lois phone sometimes? and elicit Elliot, in New York. Focus attention on the conversation and explain that Elliot and Lois are on the phone. Most of the gapped words are ones that students have already met 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. Encourage students to use the context to help them but be prepared to explain as usual, too, relax, paint, that's not true, at the weekend, and Sunday.

**T 6.12 [CD 1: Track 87]** Play the first two lines, including 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 phone conversation. If possible, get them to sit back-to-back so that they can’t see each other. If students have problems with pronunciation/intonation, play selected lines from the recording again and drill chorally and individually.

**Answers and transcript**
E 1. Hello.
L 2. Hi, Elliot, how are you?
E 3. I’m fine, thanks. Busy as usual.
L 4. Oh, you’re always busy. You and your computers!
E 5. I know, but I love my work.
L 6. I love my work, too, but I relax sometimes.
E 7. Huh! I don’t know about that. You paint all day!
L 8. Yes, but I stop in the evening. You never stop!
E 9. That’s not true. Hey, Lois, how’s your friend Nancy?
L 10. Nancy? She’s OK. You know, Elliot, Nancy likes you. She often asks about you.
E 11. Mm, I like Nancy, too.
L 12. Well, come and visit me soon. I want to cook for you and Nancy.
L 14. Yes, great! I often invite Nancy at the weekend.
E 15. Great. See you on Sunday. Have a good week!

**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 (He doesn’t get up at ten o’clock! He gets up at six o’clock!). Tell students to continue correcting the sentences, referring back to the information about Elliot and Lois on pp42 and 44. (With a weaker group, you could do this as a class activity on the board and then play the recording for reinforcement.)

**T 6.13 [CD 1: Track 88]** 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 and elicit where the main stress falls with the whole class. 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.

**Answers and tape script**
1. She doesn’t live in a flat! She lives in a house!
2. He doesn’t get up at ten o’clock! He gets up at six o’clock!
3. She isn’t a businesswoman! She’s an artist!
4. He doesn’t go to work by bus! He goes to work by taxi!
5. She doesn’t watch television in the evening! She listens to music or plays the piano!
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 name 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 bring in family photos for the above activity.

Check it

7 This exercise consolidates the auxiliary forms *do/don’t* and *does/doesn’t* in Present Simple questions and short answers. Focus attention on 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.

**Answers**
1 ‘Do you like ice-cream?’ ‘Yes, I do.’
2 ‘Does she work in London?’ ‘Yes, she does.’
3 ‘Where does he work?’ ‘In a bank.’
4 ‘Do you go to work by bus?’ ‘No, I don’t.’
5 ‘Does she go to bed early?’ ‘No, she doesn’t.’
6 ‘Do they have a dog?’ ‘Yes, they do.’
7 ‘Does he speak German?’ ‘No, he doesn’t.’
8 ‘Do they live in the US?’ ‘No, they don’t.’

**ADDITIONAL MATERIAL**

Workbook Unit 6

Exercises 8 and 9 Cathy’s bedroom

Exercise 10 *do/does/am/is/are*
VOCABULARY AND SPEAKING  (SB p46)

Words that go together

This section reviews and extends some of the collocations for everyday activities that students met in Unit 5.

1 Make sure students understand that TV stands for television and check comprehension of shopping. Focus attention on the examples. Students work in pairs to continue matching the verbs and nouns/phrases.

   T 6.14  [CD 1: Track 89] Play the recording and get students to check their answers. If necessary, check the meaning of stay at home.

   Answers and taperscript
   get up early
   go to bed late
   listen to music
   watch TV
   cook dinner
   work in an office
   go shopping
   drink coffee
   eat in restaurants
   have a shower
   play the piano
   stay at home

2 This is a questionnaire activity to practise Yes/No questions. As a variation, students use Yes, always, Yes, usually; Yes, sometimes; or No, never in their answers, rather than Yes, I do./No, I don't. This allows them to practise the frequency adverbs in a simple but meaningful way.

   T 6.15  [CD 1: Track 90] Focus attention on the questionnaire. Play the recording and get students to repeat chorally and individually. Drill the intonation if necessary.

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 four 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 themselves and their partner and so get practice in switching from first to third person. Focus attention on the example and then elicit more information from individual students about themselves and their partner.

Don't over-correct students during the feedback stage, just allow them to say what they want to say and then correct any common mistakes at a later stage.

ADDITIONAL MATERIAL

Workbook Unit 6
Exercise 13  Words that go together
EVERYDAY ENGLISH  (SB p47)

Days of the week

1. [CD 1: Track 91] Explain that students are going to learn the days of the week in English. Play the recording and get students to write the days in the correct order on the calender. 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 and Thursday and that they only produce two syllables in Wednesday /'wenzdə/.

Answers and transcript
Monday Tuesday Wednesday Thursday Friday
Saturday Sunday

Students practise the days again with each student saying one day of the week in the correct order.

2. Elicit the answer to question 1 as an example. Students do the exercise in pairs. Have a brief feedback session by getting students to give their answers to individual questions.

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. Highlight the difference between in the afternoon but on Friday afternoon, in the evening but on Saturday evening, etc.

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

4. Focus attention on the example and then get students to complete the other sentences with either in, on, or at. Check the answers.

Answers
2 on  3 in  4 on  5 at

Focus attention on the example 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. Get them to complete the sentences in writing about when they do 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).

Talking about you

5. Students complete the questions with the correct preposition, then ask and answer the questions in closed pairs. Monitor and check for correct question formation, use of short answers, and prepositions of time. If you have time, conduct a brief feedback session to allow students to talk about their partner and so practise the third person singular.

Answers
Do you... have a shower in the morning/evening?  get up early on Sunday morning? go to work/school on Saturday? eat in restaurants at the weekend? watch TV in the afternoon? stay at home on Friday evening?

ADDITIONAL MATERIAL

Workbook Unit 6
Exercise 12  Prepositions – in/at/on
Exercises 14–17  Reading – Barack Obama
Exercise 18  Days of the week

Don't forget!

Workbook Unit 6
Exercises 19–23  Revision

Word list
Ask the students to turn to pp132–3 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

Teacher's Resource Disc
Unit 6  Test
Unit 6  Skills test
Stop and check 2 (Units 4–6)

Video/DVD
Unit 6  Sara's day on iTools and iTutor
**STARTER** (SB p48)

This section sets the theme of the unit – favourites – 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. Elicit possible answers for each category to check students understand what they refer to. Then give students a short time to think of their own favourites.

2. Focus attention on the speech bubbles to demonstrate the activity. Students met the pronoun *it* for recognition in Unit 5. Ask them what *it* refers to here (*pizza*) but don't go into a presentation of object pronouns at this stage.

   Students ask and answer about some of the things in exercise 1 in open and then closed pairs.

   Elicit a few more examples of students’ favourites in a short feedback session.

---

**I LOVE IT!** (SB p48)

**Question words – *me/him/us/them***

This section reviews questions and answers, and presents *Why* and *because*. At this stage there's no 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 items: *fashion model, divorced, fashion show, choose, clothes, designer, kids, adore, Swedish, sad, work hard, free time*.

1. Focus attention on the photos and the text. Ask *Where is the text from: a magazine, a book, or a website?* Check students understand that it's from a website and it shows a webpage with questions and answers. Ask *Who is Gina Macy?* and elicit *She’s a fashion model*.

2. [CD 1: Track 92] Focus attention on the questions in exercise 2. Ask students to read the text and listen to the recording, and note down the relevant information about Gina’s favourites. Play the recording and check the answers.

   **Answers**
   
   Gina’s favourite ...
   
   - city is Paris.
   - day is Friday.
   - designer is Chanel.
   - food is pizza.

   Elicit any further information students can remember about Gina, e.g. *She's married. She has three children. She loves her job, etc.*

3. Tell students they are going to review the questions that Gina’s fans asked her on her website. Focus attention on the example and then give students time to find the missing question words. Check the answers. Highlight the use of *Why* and *because* to ask for and give reasons. Check the pronunciation: *why /waɪ/ and because /bɪˈkɒz/.*

   **Answers**
   
   2 Who 5 Who 8 How many
   3 What 6 How 9 Why
   4 When 7 Why 10 What

4. Focus attention on the speech bubbles. Drill the examples chorally and individually. Make sure students understand that they need to answer as Gina, and remind them to take it in turns to ask the questions so that both students get practice in giving the answers. Get students to practise the questions and answers in closed pairs while you monitor. If students have problems with pronunciation, drill key sentences and highlight the falling intonation. Then get students to continue practising in closed pairs.

5. This exercise highlights the use of 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 and only to refer back to the text if they need to.

   **Answers**
   
   2 him, me 5 Their, them
   3 our, them, us 6 our
   4 my, our, them

6. Focus attention on the example and then set a time limit of 2–3 minutes to encourage students to work quickly to complete the task. Put students in pairs to compare the details.

   **T73** [CD 1: Track 94] 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 and get students to repeat the task.

   **Answers and transcript**
   
   Gina is a fashion model. Paris is her favourite city. She loves it there. Next October she’s in Sydney for a fashion show. She’s now married to a Frenchman. They have a baby son. Friday is their favourite day.
In a brief follow-up, 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.

**GRAMMAR SPOT**

1. Give students time to complete the matching task. Then check the answers.

   **Answers**
   - Where? In America.
   - When? On Sunday.
   - Who? Peter.
   - Why? Because ...

2. Check comprehension of the terms *subject* and *object pronouns* by writing this simple table on the board.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>like</td>
<td>you</td>
</tr>
<tr>
<td>You</td>
<td>like</td>
<td>it</td>
</tr>
<tr>
<td>She</td>
<td>likes</td>
<td>them</td>
</tr>
<tr>
<td>We</td>
<td>like</td>
<td>him</td>
</tr>
</tbody>
</table>

   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**
   - Subject: I you he she it we they
   - Object: me you him her it us them
   - Possessive: my your his her its our their

   Ask students to underline the object pronouns in the webpage.

   Read Grammar Reference 7.1–7.2 on p126 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

**SUGGESTION**

To give more practice with question words, you can have a quiz in which the students generate the questions. You can give different groups sets of answers and get them to write the questions. You will need to choose answers that can only generate one question and only focus on the present tense at this stage. Check the questions with each group, and then divide the students into pairs so that each student in the pair has a different set of questions. Students ask and answer in pairs, scoring a point for each correct answer.
STARTER (SB p48)

This section sets the theme of the unit – favourites – 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. Elicit possible answers for each category to check students understand what they refer to. Then give students a short time to think of their own favourites.

2. Focus attention on the speech bubbles to demonstrate the activity. Students met the pronoun it for recognition in Unit 5. Ask them what it refers to here (pizza) but don’t go into a presentation of object pronouns at this stage.

Students ask and answer about some of the things in exercise 1 in open and then closed pairs.

Elicit a few more examples of students’ favourites in a short feedback session.

I LOVE IT! (SB p48)

Question words – me/him/us/them

This section reviews questions and answers, and presents Why and because. At this stage there’s no 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 items: fashion model, divorced, fashion show, choose, clothes, designer, kids, adore, Swedish, sad, work hard, free time.

1. Focus attention on the photos and the text. Ask Where is the text from: a magazine, a book, or a website? Check students understand that it’s from a website and it shows a webpage with questions and answers. Ask Who is Gina Macy and elicit She’s a fashion model.

2. Focus attention on the questions in exercise 2. Ask students to read the text and listen to the recording, and note down the relevant information about Gina’s favourites. Play the recording and check the answers.

<table>
<thead>
<tr>
<th>Answers</th>
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<tbody>
<tr>
<td>Gina’s favourite ...</td>
</tr>
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<td>city is Paris.</td>
</tr>
<tr>
<td>day is Friday.</td>
</tr>
<tr>
<td>designer is Chanel.</td>
</tr>
<tr>
<td>food is pizza.</td>
</tr>
</tbody>
</table>

Elicit any further information students can remember about Gina, e.g. She’s married. She has three children. She loves her job, etc.

3. Tell students they are going to review the questions that Gina’s fans asked her on her website. Focus attention on the example and then give students time to find the missing question words. Check the answers. Highlight the use of Why and because to ask for and give reasons. Check the pronunciation: why /wai/ and because /bəˈkɒz/.

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<thead>
<tr>
<th>Answers</th>
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<tbody>
<tr>
<td>2 Who</td>
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<tr>
<td>5 Who</td>
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<tr>
<td>8 How many</td>
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<tr>
<td>3 What</td>
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<td>6 How</td>
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<td>9 Why</td>
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<td>4 When</td>
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<tr>
<td>7 Why</td>
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<tr>
<td>10 What</td>
</tr>
</tbody>
</table>

4. Focus attention on the speech bubbles. Drill the examples chorally and individually. Make sure students understand that they need to answer as Gina, and remind them to take it in turns to ask the questions so that both students get practice in giving the answers. Get students to practise the questions and answers in closed pairs while you monitor. If students have problems with pronunciation, drill key sentences and highlight the falling intonation. Then get students to continue practising in closed pairs.

T7.2 [CD 1: Track 93] Play the recording and let students compare their answers.
Question words – me/him/us/them

This section reviews questions and answers, and presents Why and because. At this stage there's no 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 items: fashion model, divorced, fashion show, choose, clothes, designer, kids, adore, Swedish, sad, work hard, free time.

1 Focus attention on the photos and the text. Ask Where is the text from: a magazine, a book, or a website? Check students understand that it's from a website and it shows a webpage with questions and answers. Ask Who is Gina Macy? and elicit She's a fashion model.

2 Focus attention on the questions in exercise 2. Ask students to read the text and listen to the recording, and note down the relevant information about Gina's favourites. Play the recording and check the answers.

**Answers**
Gina’s favourite...
- city is Paris.
- day is Friday.
- designer is Chanel.
- food is pizza.

Elicit any further information students can remember about Gina, e.g. She's married. She has three children. She loves her job, etc.

3 Tell students they are going to review the questions that Gina's fans asked her on her website. Focus attention on the example and then give students time to find the missing question words. Check the answers. Highlight the use of Why and because to ask for and give reasons. Check the pronunciation: why /wai/ and because /bi:kvox/.

**Answers**
2 Who
3 What
4 When
5 Who
6 How
7 Why
8 How many
9 Why
10 What

4 Focus attention on the speech bubbles. Drill the examples chorally and individually. Make sure students understand that they need to answer as Gina, and remind them to take it in turns to ask the questions so that both students get practice in giving the answers. Get students to practise the questions and answers in closed pairs while you monitor. If students have problems with pronunciation, drill key sentences and highlight the falling intonation. Then get students to continue practising in closed pairs.

5 This exercise highlights the use of 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 and only to refer back to the text if they need to.

**Answers**
1 him, me
2 our, them, us
3 my, our, them
4 their, them
5 our

6 Focus attention on the example and then set a time limit of 2–3 minutes to encourage students to work quickly to complete the task. Put students in pairs to compare the details.

**T3.7.2 [CD 1: Track 93]** Play the recording and let students compare their answers.

**T3.7.3 [CD 1: Track 94]** 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 and get students to repeat the task.

**Answers and transcript**
Gina is a fashion model. Paris is her favourite city. She loves it there. Next October she's in Sydney for a fashion show. She's now married to a Frenchman. They have a baby son. Friday is their favourite day.

In a brief follow-up, 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.
**GRAMMAR SPOT**

1. Give students time to complete the matching task. Then check the answers.

   **Answers**
   - Where? In America.
   - When? On Sunday.
   - Who? Peter.
   - Why? Because ...

2. Check comprehension of the terms *subject* and *object pronouns* by writing this simple table on the board.

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

   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**
   - Subject: I, you, he, she, it, we, they
   - Object: me, you, him, her, it, us, them
   - Possessive: my, your, his, her, its, our, their

   Ask students to underline the object pronouns in the webpage.

   Read Grammar Reference 7.1–7.2 on p126 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

**SUGGESTION**

To give more practice with question words, you can have a quiz in which the students generate the questions. You can give different groups sets of answers and get them to write the questions. You will need to choose answers that can only generate one question and only focus on the present tense at this stage. Check the questions with each group, and then divide the students into pairs so that each student in the pair has a different set of questions. Students ask and answer in pairs, scoring a point for each correct answer.

**ADDITIONAL MATERIAL**

**Workbook Unit 7**

**Exercise 1** Questions – An interview with Johnny Depp

**Exercises 6–8** Pronouns and possessives – *me/him; my/his*
5 This exercise highlights the use of 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 and only to refer back to the text if they need to.

<table>
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<tr>
<td></td>
<td>3 our, them, us</td>
<td>6 our</td>
</tr>
<tr>
<td></td>
<td>4 my, our, them</td>
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</tbody>
</table>

Focus attention on the example and then set a time limit of 2–3 minutes to encourage students to work quickly to complete the task. Put students in pairs to compare the details. [CD 1: Track 94] 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 and get students to repeat the task.

**Answers and transcript**
Gina is a fashion model. Paris is her favourite city. She loves it there. Next October she’s in Sydney for a fashion show. She’s now married to a Frenchman. They have a baby son. Friday is their favourite day.

In a brief follow-up, 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.

**GRAMMAR SPOT**

1 Give students time to complete the matching task. Then check the answers.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where? In America.</td>
</tr>
<tr>
<td>When? On Sunday.</td>
</tr>
<tr>
<td>Who? Peter.</td>
</tr>
<tr>
<td>Why? Because …</td>
</tr>
<tr>
<td>How many? Ten.</td>
</tr>
</tbody>
</table>

2 Check comprehension of the terms subject and object pronouns by writing this simple table on the board.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>like</td>
<td>you.</td>
</tr>
<tr>
<td>You</td>
<td>like</td>
<td>it.</td>
</tr>
<tr>
<td>She</td>
<td>likes</td>
<td>them.</td>
</tr>
<tr>
<td>We</td>
<td>like</td>
<td>him.</td>
</tr>
</tbody>
</table>

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.

**SUGGESTION**
To give more practice with question words, you can have a quiz in which the students generate the questions. You can give different groups sets of answers and get them to write the questions. You will need to choose answers that can only generate one question and only focus on the present tense at this stage. Check the questions with each group, and then divide the students into pairs so that each student in the pair has a different set of questions. Students ask and answer in pairs, scoring a point for each correct answer.

**ADDITIONAL MATERIAL**

**Workbook Unit 7**
**Exercise 1** Questions – An interview with Johnny Depp
**Exercises 6–8** Pronouns and possessives – me/him; my/his
**THIS IS MY FAVOURITE ...**  (SB p50)

**this and that**

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. 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* not to repeat *coat,* but don't go on to a grammatical presentation of *one/ones* at this stage.

   **T74**  [CD 1: Track 95] Focus attention on the examples in numbers 1 and 2. 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.

---

If you have time, get students to practise the conversations in pairs before referring to them to Grammar Reference 7.3 on p126.

2. Review the names and pronunciation of some of the objects in the classroom by asking *What's this/that in English?* Make sure you 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 and encourage students to use the possessive *'s* where appropriate, e.g. *It's* (*Konrad)*'s *coat.* Then get students to ask and answer about other classroom objects in closed pairs. 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.

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**ADDITIONAL MATERIAL**

*Workbook Unit 7*

**Exercise 9  this/that**

---

**Answers and tapescript**

1. A *This is* my favourite family photo.
   B Ah, yes. You all look very happy!

2. C *Who's that?*
   D The guy in the hat? That's the boss!

3. E *What's that?*
   F It's my new MP3 player.
   G Wow! It's great!

4. G *How much is this?*
   H £9.50.
   G I'll have it, please.

5. I *How much is that?*
   J It's £500.
   I I love it. It's fantastic!

6. K *Is this* your phone?
   L Yes, it is. Thanks.

7. M I like *that* coat.
   N The blue one?
   M No, the red one!
I like them!

1. This section practises object pronouns and allows students to personalize the language by talking about people and things. Pre-teach/check hate and of course. Focus attention on the example and make sure students understand what the answer it refers back to (ice-cream). Students complete the other sentences, working individually.

   T7.5 [CD 1: Track 96] Get students to check their answers in pairs before letting them check against the recording. Ask students what the pronoun refers back to each time (given in brackets in the key below).

   Sentence 5 assumes the teacher is a woman. Check what pronoun would be used if the teacher were a man (him).

   **Answers and transcript**
   1. Do you like ice-cream?
      Yes, I love it. (ice-cream)
   2. Do you like dogs?
      No, I hate them. (dogs)
   3. Do you like me?
      Of course I like you! (me)
   4. Does your teacher teach you French?
      No, she teaches us English. (you)
   5. Do you like your teacher?
      We like her very much. (your teacher)

What do you like?

2. Check comprehension of the items in the box.

   Focus attention on the speech bubbles and check comprehension of love, hate, and adore. This can be done with simple board drawings of faces – a smiling face 🧡 for love/adore and a frowning face 😞 for hate.

   If appropriate, also teach It's/They're all right. if students want to give a more neutral answer.

   Drill the language in the speech bubbles chorally and individually. Check for correct sentence stress in the answers:

   Yes, I love it!
   No, I hate it!
   Oh yes! I adore them.

   Get students to give two or three more examples in open pairs across the class. Then get students to continue in closed pairs. Monitor and check for the correct use of object pronouns.

Questions and answers

3. Pre-teach/check marry, chocolate, sit next to, and carrots. Focus attention on the question in the example and review the formation of Present Simple questions with do and does. Focus attention on the answer and review the use of the object pronoun it. Check students know what the pronoun refers back to (London).

   Review the use of -s in third-person Present Simple verbs. Point out that sentences 5 and 6 are negative questions.

   Give students time to write the questions and answers individually. Monitor and check for grammatical accuracy. Check the answers and then get students to ask and answer the questions in pairs.

   **Answers**
   2. Why does Annie want to marry Peter?
      Because she loves him.
   3. Why do you eat so much chocolate?
      Because I adore it.
   4. Why does Dan always sit next to Maria?
      Because he likes her.
   5. Why don't you watch football?
      Because I hate it.
   6. Why don't you eat carrots?
      Because I hate them.

If students had a lot of problems with the question formation or the object pronouns, go over the key grammar in each question and answer, model each exchange, and get students to repeat it.

4. Pre-teach/check learn, on you (referring to money you have with you), start (verb), a lot (of bands).

   Check comprehension of How? to ask about manner by eliciting the answer to question 1 (By bus.). Then get students to continue matching the questions and answers, working individually.

   T7.6 [CD 1: Track 97] Play the recording and get students to check their answers.
### Answers and Transcript

1. **How do you come to school?**
   - By bus.

2. **What do you have for breakfast?**
   - Toast and coffee.

3. **Who's your favourite band?**
   - I don't have a favourite. I like a lot.

4. **Where does your father work?**
   - In an office in the centre of town.

5. **Why do you want to learn English?**
   - Because it's an international language.

6. **How much money do you have on you?**
   - Not a lot. About £2.

7. **What time do lessons start at your school?**
   - They start at nine o'clock.

8. **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 the questions. Students then continue in closed pairs, talking about themselves.

### Check it

5. Focus attention on the first pair of sentences as an example. Students continue working individually to choose the correct sentences.

Get students to check their answers in pairs before checking with the whole class.

### Answers

1. **What do you do at the weekend?**
2. **Who is your boyfriend?**
3. **How much money do you have?**
4. **I don’t drink beer. I don’t like it.**
5. **Our teacher gives us a lot of homework.**
6. **She loves me and I love her.**

---

### ADDITIONAL MATERIAL

**Teacher’s Resource Disc**

Communicative activity  Unit 7  Q and A

**Workbook Unit 7**

**Exercises 2–4** Question words

**Exercise 5** Why? Because ...
VOCABULARY (SB p52)

Adjectives

1 This exercise reviews and extends common adjectives in context. Focus attention on the example and explain that each missing word is an adjective. The word is given in jumbled order in brackets and sentences 1–6 contain positive adjectives, and 7 and 8 negative adjectives. Give students time to unscramble the 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. Drill the pronunciation if necessary.

Answers
2 nice 6 beautiful
3 lovely 7 terrible
4 happy 8 awful
5 interesting

2 This exercise introduces some key adjectives and their opposites. It also reviews It’s. Focus attention on the picture and the example. Get students to tell you any other of the adjectives they recognize or let them guess. Pre-teach the remaining adjectives, using mime. Make sure students understand they only have to write It’s and the appropriate adjective, not the name of the objects.

Answers
2 It’s expensive. / It’s cheap.
3 It’s new. / It’s old.
4 It’s hot. / It’s cold.
5 It’s black. / It’s white.
6 It’s right. / It’s wrong.

Drill the pronunciation of the sentences chorally and individually.

3 T77 [CD 1: Track 98] Focus attention on the example. Give students a few moments to read through the gapped conversations before they listen. Play the recording and get students to fill in the gaps. Play the recording a second time if necessary.

Check the answers with the class and then get them to practise the conversations in pairs. If students have problems with the pronunciation, especially the voice range, drill the conversations from the recording and then get students to practise again in their pairs.
A postcard from San Francisco

1 This section extends the focus on adjectives in the context of a description of a place. Focus attention on the photos and elicit information about the place that is shown, e.g. Is it a big city? Is it in the United States? Where do you think it is? Tell students they are going to read and listen to the postcard. Encourage them to guess the meaning of new words.

   [CD 1: Track 99] Play the recording and get students to follow in their books. Check comprehension of the following, using the context and photos to help where possible: on holiday, comfortable, friendly, easy to understand, speak fast, seafood, wonderful, amazing, rain, fog, wet, see you next week.

2 Elicit the answer to question 1 as an example (It’s from Ruben and Pasha). Get students to answer the other questions, working individually. Check the answers with the whole class.

   **Answers**
   1 It’s from Ruben and Pasha.
   2 They’re in San Francisco.
   3 They’re on holiday.
   4 Yes, it is.
   5 The weather.

3 Focus attention on the adjectives Pasha and Ruben use to describe their hotel. Get students to continue finding the appropriate adjectives. Point out that for one of the adjectives for San Francisco they will need to use a negative formed with not.

   Get students to check their answers in pairs before checking with the whole class.

   **Answers**
   the people: friendly
   the food: delicious
   the cafés and restaurants: wonderful
   San Francisco: beautiful, big, not expensive
   the shops: great
   the Golden Gate Bridge: amazing
   the weather: awful, cold, wet

Writing

4 Focus attention on the skeleton of the postcard. You can get students to write their postcard in full in class, feeding in vocabulary where relevant, or give it for homework. With a weaker class, you could draft the postcard as a class activity on the board, and then get students to write a different postcard for homework, based very closely on the draft.
EVERYDAY ENGLISH  (SB p54)

Can I ...?

1 This section focuses on requests in everyday situations. Students are introduced to Can I ...?, but don’t give a detailed explanation of the grammar of can at this stage.

Focus attention on the main photo of the young woman. Explain that her name is Iveta and she’s Czech. Tell students that they are going to see and hear her in different places and situations.

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 picture. Repeat this procedure for the places vocabulary. Focus attention on the example. Students then write the correct numbers and letters for the rest of the pictures. Check the answers.

Answers (down)
2 d 5 a 1 b 4 e 3 c

Iveta in town

2 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 from exercise 1. Play the conversations through again if necessary. Check the answers with the whole class.

Answers
2 in a clothes shop: to try on a jumper
3 in a post office: to post some letters
4 in a café: a coffee
5 in a chemist’s: some aspirin

Answers and tapescript
1 In a railway station
  I Can I have a return ticket to Oxford, please?
  A Sure.
  I How much is that?
  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 these letters to the Czech Republic, please?
  C Sure. Put them on the scales. That’s £1.68.
  I Thank you. How much is a stamp for a postcard to the United States?
  C Sixty-two p.
  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 aspirin or twenty-four?
  I Oh, twelve’s fine, thanks.

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.

Roleplay

4 Check comprehension of single ticket, jacket, T-shirt, parcel, letter, cheese and salad sandwich, shampoo, and toothpaste. Elicit likely prices for the train tickets and posting the parcel/letter. Choose a pair of students to demonstrate the conversation in a railway station. Get students to continue practising the conversations, working in closed pairs and taking it in turns to be the assistant and the customer. Monitor and check for correct pronunciation and intonation. If students have problems, drill key sections of the conversations and get them to practise again in pairs.

Ask students to act out their roleplay to the class in a feedback session.
ADDITIONAL MATERIAL

Workbook Unit 7
Exercise 11  Can I ...?

Don’t forget!

Workbook Unit 7
Exercises 12–14  Revision

Word list
Ask the students to turn to pp133–4 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

Video/DVD
Unit 7  Alfie’s Antique Market on iTools and iTutor
EVERYDAY ENGLISH  (SB p54)

Can I…?

1 This section focuses on requests in everyday situations. Students are introduced to Can I…?, but don’t give a detailed explanation of the grammar of can at this stage.

Focus attention on the main photo of the young woman. Explain that her name is Iveta and she’s Czech. Tell students that they are going to see and hear her in different places and situations.

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 picture. Repeat this procedure for the places vocabulary. Focus attention on the example. Students then write the correct numbers and letters for the rest of the pictures. Check the answers.

Answers (down)

2 d 5 a 1 b 4 e 3 c
Iveta in town

2 **T 7.9** [CD 2: Track 1] 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 from exercise 1. Play the conversations through again if necessary. Check the answers with the whole class.

**Answers**
2 in a clothes shop; to try on a jumper
3 in a post office; to post some letters
4 in a café; a coffee
5 in a chemist’s; some aspirin

**T 7.9**
1 Can I have a return ticket to Oxford, please?
2 I like this jumper. Can I try it on?
3 I want to post these letters to the Czech Republic, please.
4 Can I have a coffee, please?
5 Some aspirin, please.

3 **T 7.10** [CD 2: Track 2] Focus attention on the gapped conversations. Pre-teach/check a return ticket, pay by credit card, machine, enter your PIN number, changing rooms, scales, stamp, latte (a type of white coffee), take away, Pardon?, and packet. Elicit as many answers for conversation 1 as the students can remember. Play the recording and get students to check. Students continue completing the other conversations, working in pairs.

Play the recording of all five conversations and get students to check/complete their answers.

**Answers and transcript**
1 In a railway station
   I Can I have a return ticket to Oxford, please?
   A Sure.
   I How much is that?
   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 these letters to the Czech Republic, please?
   C Sure. Put them on the scales. That’s £1.68.
   I Thank you. How much is a stamp for a postcard to the United States?
   C Sixty-two p.
   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 aspirin or twenty-four?
   I Oh, twelve’s fine, thanks.

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.

**Roleplay**

4 Check comprehension of single ticket, jacket, T-shirt, parcel, letter, cheese and salad sandwich, shampoo, and toothpaste. Elicit likely prices for the train tickets and posting the parcel/letter. Choose a pair of students to demonstrate the conversation in a railway station. Get students to continue practising the conversations, working in closed pairs and taking it in turns to be the assistant and the customer. Monitor and check for correct pronunciation and intonation. If students have problems, drill key sections of the conversations and get them to practise again in pairs.

Ask students to act out their roleplay to the class in a feedback session.

**ADDITIONAL MATERIAL**

Workbook Unit 7
Exercise 11 Can I ...?

**Don’t forget!**

Workbook Unit 7
Exercises 12–14 Revision

**Word list**
Ask the students to turn to pp133–4 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

**Video/DVD**
Unit 7 Alfie’s Antique Market on iTools and iTutor
STARTER (SB p56)

1 Focus attention on the questions in exercise 1. Pre-teach/check *garden* and *balcony*, and the difference between *house* and *flat*. You can draw these on the board to highlight the difference. Demonstrate the activity by talking briefly about your own home. Only include language that students have already met, e.g. adjectives *big, small*, etc. As a class, students talk briefly about where they live. Let students exchange information freely and don't interrupt or over-correct at this stage.

2 **T 8.1** [CD 2: Track 3] Focus attention on the picture of the house. Play the recording and get students to point to the correct room and repeat the words chorally and individually. Check for accurate pronunciation of *kitchen* /ˈkitʃi:n/.

3 Focus attention on the example. Then get students to find the rest of the things in the house and write the correct number, working in pairs. Check the answers with the class.

### Answers and tapescript

<table>
<thead>
<tr>
<th>4</th>
<th>a bed</th>
<th>9</th>
<th>a laptop</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>a cooker</td>
<td>8</td>
<td>a picture</td>
</tr>
<tr>
<td>12</td>
<td>a TV</td>
<td>14</td>
<td>a magazine</td>
</tr>
<tr>
<td>11</td>
<td>an armchair</td>
<td>15</td>
<td>a DVD player</td>
</tr>
<tr>
<td>3</td>
<td>a lamp</td>
<td>5</td>
<td>a fridge</td>
</tr>
<tr>
<td>10</td>
<td>a desk</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**T 8.2** [CD 2: Track 4] Students listen and repeat the words chorally and individually. (See above for tapescript.) Check for accurate pronunciation and word stress of the following words, getting students to repeat several times if necessary:

- a cooker /ˈkʊkə/
- a sofa /ˈsəʊfa/
- a TV /tiˈvi:/
- a shower /ʃaʊə/
- a toilet /ˈtɔɪlət/
- a fridge /frɪdʒ/
- a picture /ˈpiktʃər/
- a magazine /mæɡəˈziːn/
- a DVD player /diˈviːdʒiə/
ROBERT'S LIVING ROOM  (SB p57)

There is/are...

1 Focus attention on the photograph and the rubric for exercise 1. Ask What's his name? (Robert) and Where is he? (in his living room.) Pre-teach/check PlayStation®, games, posters, walls, and tidy.

T8.3  [CD 2: Track 5] Play the recording through once and get students to read and listen to the text, not writing anything at this stage. Write the sentence There's an old sofa, and there are two armchairs. on the board. Underline There's and there are. Focus attention on the first gap in Robert's text and elicit the answer (There). Play the recording again and get students to complete the text. Check the answers with the whole class.

Answers and tapescript
My living room isn’t very big, but I think it’s great. There’s an old sofa, and there are two armchairs. There’s a table with a TV and a DVD player on it. There’s also a PlayStation®. I love all the games. There are some books, and there are a lot of pictures and posters on the walls. There are two lamps. My room’s not very tidy, but it’s really comfortable.

If students query the use of some, ask How many books? and elicit We don’t know to get over the idea of indefinite quantity.

2 Focus attention on the speech bubbles. Write the sentences on the board and ask Singular or plural? (There’s an old sofa. – singular and There are two armchairs. – plural). If you know the students’ mother tongue, you can translate There is/are. If you don’t, they should be able to pick up the meaning from the context.

Drill the language in the speech bubbles chorally and individually. Check students can accurately reproduce the linking in both forms:

There’s an old sofa.

There are two armchairs.

Elicit more singular and plural examples from the class, using the other nouns in the exercise. Students then repeat the sentences working in closed pairs. Monitor and check for correct use of there is and there are.

Get students to practise there is and there are with the 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 make sentences about objects in the classroom. Monitor and check for correct use of there is and there are.

3  T8.4  [CD 2: Track 6] In this exercise, students practise the question form and short answers. Focus attention on the questions and answers. Play the recording and get students to listen to the questions and repeat chorally and individually. Check students can accurately reproduce the intonation in the questions, and the linking in the short answers:

Are there any photographs?
Yes, there is.
No, there isn’t.
Yes, there are.
No, there aren’t.

Highlight the singular and plural forms and point out that we use any in questions in the plural. Get students to practise the questions and answers in closed pairs. Monitor and check for correct formation of the questions and short answers, and the correct use of any.

GRAMMAR SPOT

Focus attention on the completed examples. Check students know that There’s is singular and is the contracted form of there is, and that Are there is plural.

Focus attention on the gapped sentences. Check students notice that the first and third sentences require plural forms and the second sentence singular, by focusing on the nouns. Students then complete the sentences.

| Answers | Positive | There’s a sofa. |
| Question | Question | There are two armchairs. |
| Negative | Are there any pictures? | There isn’t a computer. |
| Single | There aren’t any photographs. |

Give students the opportunity to practise the negative statements by referring to the classroom, e.g. There isn’t a DVD player. There aren’t any magazines. Write a list of nouns on the board and get students to make negative sentences.

Read Grammar Reference 8.1 and 8.2 on p126 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.
4 Tell students they are going to ask and answer questions about Robert's living room. Check comprehension of the items in the list. Focus attention on the speech bubbles and get students to ask and answer the questions in open pairs. Elicit one or two more exchanges using different nouns and then get students to continue in closed pairs. 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.

<table>
<thead>
<tr>
<th>Answers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a TV?</td>
<td>Yes, there is.</td>
</tr>
<tr>
<td>Are there any photographs?</td>
<td>No, there aren't.</td>
</tr>
<tr>
<td>Is there a desk?</td>
<td>No, there isn't.</td>
</tr>
<tr>
<td>Is there a telephone?</td>
<td>No, there isn't.</td>
</tr>
<tr>
<td>Are there any lamps?</td>
<td>Yes, there are.</td>
</tr>
<tr>
<td>Is there a DVD player?</td>
<td>Yes, there is.</td>
</tr>
<tr>
<td>Is there a PlayStation?</td>
<td>Yes, there is.</td>
</tr>
<tr>
<td>Are there any magazines?</td>
<td>Yes, there are.</td>
</tr>
</tbody>
</table>

5 Focus attention on the photo of Robert's mother. Say He's on the phone to his mother. Focus on the picture of Robert's living room again and ask Is it tidy? (No.) Give students time to read the questions. Students should be familiar with all the main structures and vocabulary in the recording but it is slightly longer than the conversations in earlier units. Remind students that they don't need to understand every word to be able to answer the questions.

T 8.5 [CD 2: Track 7] Explain that students need to listen for the objects in question 1 and the actual questions in 2. Play the recording through once without stopping and let students discuss their answers in pairs. Play the recording again and let students check or complete their answers. With weaker students, for their first listening you can put a list of nouns on the board in random order, e.g. desk, sofa, photographs, etc. and get students to number them in the order they are mentioned in the recording. For their second listening, get them to focus on the actual questions Robert's mother asks.

Check the answers and elicit any other information from the conversation that the students can remember, e.g. Robert's mother wants to visit with his father.

Refer the students to the tapescript on SB p117. Get students to practise the conversation 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. If you have time, students can perform the conversation as a roleplay for the rest of the class.

6 Demonstrate the activity by describing your own living room. Include positive and negative sentences. Get students to work in closed pairs. Encourage students to ask questions if their partner runs out of things to say. Monitor and check for correct use of there is/are in all forms, any, and pronunciation and intonation. Feed back on any common errors with the whole class.

ADDITIONAL MATERIAL

Workbook Unit 8
Exercises 1–3  Rooms and furniture
Exercises 4–7  There is/There are – In the garden
ROBERT'S BEDROOM  (SB p58)

Prepositions

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.

2 Ask students What can you remember about Robert? and elicit any information about him, e.g. He likes computer games, or his home, e.g. There's a TV and a DVD player in his living room.

Focus attention on the photograph of Robert. Ask What room is this? (Robert'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 gap-fill: floor, car keys, drawer, and trainers.

Focus attention on the example. Students then complete the sentences, working individually.

**T 8.6** [CD 2: Track 8] Get students to check in pairs before checking with the whole class.

**Answers and tapescript**

1 His laptop is on the desk.
2 The CD player is next to the laptop.
3 There are three books 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 desk.
6 His trainers are next to his bag under his bed.

Students practise the sentences. Monitor and check for accurate pronunciation. If students have problems, drill the sentences and get students to practise them again.

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 can reproduce the falling intonation on the questions. Check comprehension of the items in the lists. 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 his sports bag? It's under his bed.
Where are his pens? They're in the drawer.
Where are his magazines? They're on the floor next to the bed.
Where are his credit cards? They're in the drawer.
Where's his jumper? It's on the bed.
Where's his lamp? It's next to the bed.
Where's his alarm clock? It's next to the bed.
Where are his trainers? They're under the bed next to his sports bag.
Where are his photos? They're on the wall.
Where's his mug? It's on the books, next to his bed.

4 Give students time to write about six questions each. Demonstrate the activity by closing your eyes and getting students to ask you one or two questions. Then get them to continue in closed pairs. Monitor and check for correct use of is/are, It's/They're, and the prepositions.

**SUGGESTION**

You can use the picture of Robert's bedroom on p58 to review there is/are in the positive, negative, and in questions. This can be done as a warm-up activity at the beginning of a lesson or as a ‘filler’. 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.

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**ADDITIONAL MATERIAL**

**Workbook Unit 8**

**Exercise 8** Prepositions – on/under/next to ...
PRACTICE (SB p59)

Questions and answers

1 Focus attention on the example. Then get students to write the words in the correct order to form questions. Remind them to cross out the words in each set as they use them.

   T 8.7 [CD 2: Track 9] Play the recording and get students to check their answers.

   Answers and transcript
   1 Do you live in a house or a flat?
   2 How many bedrooms are there?
   3 Is there a phone in the kitchen?
   4 Is there a television in the living room?
   5 Is there a DVD player under the television?
   6 Are there a lot of books in your bedroom?
   7 Are there any pictures on the wall?

2 Demonstrate the activity by asking a few students the questions in exercise 1. Students continue asking and answering in closed pairs. Encourage them to also ask different questions from those in exercise 1. Monitor and check.

Two different rooms

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 a room. Pre-teach/check the names of all the parts of the room and the furniture, including window and curtains. Divide the class into pairs. Refer the Student As to p59 and Student Bs to p141. Tell them they shouldn’t look at each other’s picture. Focus attention on the examples in the speech bubbles and drill the language. Tell students to circle the differences they find in their pictures. Students work in pairs to find all the differences. Monitor and check.

   Students compare their pictures to check they have found the differences.

   Answers
   Student A’s picture
   There’s a cat on the floor.
   There are two pictures on the wall.
   There are some books on the small table.
   There’s a telephone on the sofa.
   There’s a TV and a DVD player.
   Under the DVD player there are some DVDs.

   Student B’s picture
   There’s a cat on the sofa.
   There aren’t any pictures on the wall.
   There are some books under the table.
   There’s a telephone on the small table.
   There’s a CD player.
   Under the CD player there are some CDs.

4 T 8.8 [CD 2: Track 10] Tell students they are going to hear a description of one of the rooms and that they have to decide which one it is. Play the recording through once and get students to vote for either picture A or B. If there is disagreement, play the recording again. Check the answer with the whole class.

   Answer and transcript
   Which room is it? (Answer: picture B)
   There’s a cat on the sofa, and there’s a phone on a small table next to the sofa. There’s a CD player with some CDs under it. Not a lot of CDs. There isn’t a TV, and there aren’t any pictures or photographs on the walls. There’s one lamp. It’s next to the table with the phone. There are two tables and two armchairs. There are some books under one of the tables.

Check it

5 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.

   Answers
   1 Is there a sofa in the living room?
   2 There’s a DVD player on the floor.
   3 Are there any posters on the wall?
   4 My keys are in the drawer.
   5 The lamp is next to the bed.
PHOTOCOPIABLE ACTIVITY
UNIT 8 Is there ...? Are there ...? TB pl45

Materials: one copy of the worksheet cut in half per pair of students

Procedure: 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 and assign the role of A or B to each student. Hand out the relevant half of the worksheet. Give students a few moments to look at the picture and deal with any vocabulary queries they may have.

- 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 in 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?, etc. Explain that students have only three 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 three minutes shout Stop!

- Students change roles and Student B asks A questions to find the gold in A's house. Monitor and help as necessary. After three minutes shout Stop!

- Ask which students managed to find all the coins in a brief feedback session.
Vancouver – the best city in the world

This skills section continues the theme of describing 'Where I live' with a text on visitor information for the city of Vancouver. The text is slightly longer than in previous units and there is an increase in the amount of new vocabulary, but the tasks are carefully staged to help students, and there is a lot of visual support. (With weaker classes, you could get students to check new words for homework before the lesson – see the list of new vocabulary in the notes for exercise 4 below.) The vocabulary exploitation of the text covers a wide range of adjectives and the nouns that they go with.

There are examples of superlative forms in the text (best and biggest) and too + adjective. Students have already met best in the context of my best friend in Unit 4, and they should be able to work out the meaning of biggest and too from context. There's no need to do a full presentation of comparatives and superlatives or too/enough at this stage.

1. Ask students What do you know about Vancouver? Let students give any information that they know. Focus attention on the text on pp60–61. Ask Where is the text from? and Who is it for? Check students understand that it is a webpage for people who want to visit Vancouver.

Focus attention on the map and ask students to point to Canada and the US. Say Where is Vancouver? Is it near the US? (Yes, it is.) If appropriate, ask students to guess how far Vancouver is from the US border and then check when they read the text.

2. Focus attention on the pictures. Ask students to find a trolley bus as an example and then get students to find the other things in the lists, working in pairs. Monitor and help as necessary. Check the answers by saying the things in the list and getting students to point to the correct picture.

3. Read the introduction as a class and ask students to point to the relevant pictures. Focus attention on the headings and elicit the words that might appear in each paragraph, e.g. Where is it? In Canada, near the US; Where to stay: hotels, city centre, etc.

Focus attention on the example and read the first main paragraph as a class. Tell students not to worry if they don't understand every word in the text and just to focus on the matching task. Get students to read the text as far as rains a lot in autumn and winter. Elicit what heading goes in the first space (When to go). Students continue reading and putting in the headings.

4. The vocabulary listed below is new. Encourage students to use the context to help them understand, but be prepared to explain some of these words and expressions as necessary: spectacular, excellent, all of this and more, south-west, border, warm, sunny, autumn, winter, spring, sunbath, summer, go walking, north (America), theatre, opera, of every sort, festivals, cosmopolitan, Indian, Thai, fresh, seafood, slow, modern.

Elicit the answer to the first question as an example. Students ask and answer in closed pairs. Monitor and help where necessary. Check the answers.

Answers
1. Vancouver is in Canada, near the US border.
2. It is always a good time to visit Vancouver.
3. Yes. It rains a lot in autumn and winter.
4. People go skiing in the mountains. They sunbathe on the beach. They go walking in Stanley Park.
5. There is swimming and sailing.
6. Because Vancouver is a cosmopolitan city.
7. No. There are a lot of cheap hotels next to the sea. Expensive hotels are $400 a night, and cheap hotels are $59 a night.
8. The ferry is a good way to see the city.
5 Focus attention on the examples in the chart. Students continue finding the adjectives, working in pairs. Check the answers with the whole class, correcting students’ pronunciation as necessary.

<table>
<thead>
<tr>
<th>Answers</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives</td>
<td></td>
</tr>
<tr>
<td>busy, cosmopolitan</td>
<td>city</td>
</tr>
<tr>
<td>spectacular</td>
<td>mountains</td>
</tr>
<tr>
<td>beautiful</td>
<td>beaches</td>
</tr>
<tr>
<td>excellent</td>
<td>shops and restaurants</td>
</tr>
<tr>
<td>cold, hot, warm, sunny</td>
<td>the weather</td>
</tr>
<tr>
<td>delicious, fresh</td>
<td>seafood</td>
</tr>
<tr>
<td>excellent, expensive, cheap,</td>
<td></td>
</tr>
<tr>
<td>comfortable</td>
<td></td>
</tr>
<tr>
<td>slow, old</td>
<td>hotels</td>
</tr>
<tr>
<td>fast, modern</td>
<td>trolley buses</td>
</tr>
<tr>
<td></td>
<td>Sky Train</td>
</tr>
</tbody>
</table>

ADDITIONAL MATERIAL

Workbook Unit 8
Exercise 9 Vocabulary – Revision
Exercise 13 Reading – Berkhamsted
LISTENING AND WRITING  (SB p62)

My home town

This section continues the theme of talking about cities with a listening task based on a character who lives in Vancouver. Students go on to talk about their own home town and then do a guided writing task.

1 Ask students What can you remember about Vancouver? Put them in pairs to exchange ideas and then elicit any details in a short feedback session.

Focus attention on the photo. Ask What's his name? (Steve), Where does he live? (Vancouver), Who is he with, do you think? (His wife or girlfriend.) Where are they? (At the beach.) Give students time to read the list of topics and check the vocabulary.

T 8.10  [CD 2: Track 12] Ask What does Steve talk about? Play the recording as far as have a small apartment there. Elicit the first two topics (his job and his apartment). 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 Steve says. Make sure students understand they have to write ✓ for the things Steve 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
(Answers given in same order as the tapecript.)
Steve talks about his job, his apartment, his girlfriend, Chinatown, the weather, skiing, golf, cycling, Stanley Park.

2 T 8.10  [CD 2: Track 12] Give students time to read through the questions. Introduce the two place names English Bay and Vancouver Seawall and pre-teach/check snowboarding. Play the recording again as far as near the beach and elicit the answers to questions 1 and 2. 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.

Answers
1 He works at an international bank in the centre of the city.
2 He lives in English Bay, near the beach.
3 No. His apartment is small.
4 His favourite food is Chinese food.
5 No. He doesn't like the weather when it rains.
6 He goes to Chinatown.
7 He likes skiing, snowboarding, swimming, cycling, and golf.
8 He cycles along the Vancouver Seawall to Stanley Park.

3 T 8.11  [CD 2: Track 13] This is another in a series of short listening tasks that get students to focus on the key points of a situation. 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 to allow students to complete the chart.

Check the answers, playing the recording again if students had any problems with individual sections.

Answers

<table>
<thead>
<tr>
<th>What is the conversation about?</th>
<th>Who is Steve talking to?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Monday mornings and meetings</td>
<td>a colleague</td>
</tr>
<tr>
<td>2 going to a Chinese restaurant</td>
<td>his girlfriend</td>
</tr>
<tr>
<td>3 the weather and golf</td>
<td>a friend</td>
</tr>
<tr>
<td>4 cycling to Stanley Park</td>
<td>his girlfriend</td>
</tr>
</tbody>
</table>

Refer the students to the tapescript on SB p117. 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. If you have time, students can perform the conversations as a roleplay for the rest of the class.

4 Get students to ask you the questions in the Student’s Book and give true answers. Write up relevant vocabulary on the board in the categories given below and get students to add to each list, 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/department store/clothes shop/market

How/travel?  by car/bus/train/trolley bus/bike, on foot

good place?  Yes – exciting/amazing/interesting; no – a bit boring/dull/quiet.
Put the students into groups 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. 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. Feed back on any common errors, but only focus on things which are potential blocks to communication. Correcting every small mistake will only discourage the class.

**Writing**

5 This writing task can be done in class or for homework. Tell students they are going to write about a town they know. Focus attention on the paragraph headings and the ideas. 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. If you check the writing, feed back on any general errors, but again do not pick up on every small mistake.

**SUGGESTION**

If you have access to computers, you could ask students to do the writing task as part of a mini-project to be uploaded onto the school's network, or onto the Internet. Students can research maps and photographs to produce a webpage similar to the one on Vancouver on pp60–61.
EVERYDAY ENGLISH  (SB p63)

Directions

NOTE
This section uses 's with the names of individual shops like 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.

2 Focus attention on the signs. Copy them onto the board and drill the pronunciation of turn left, turn right, and go straight on.

Answers
a turn left
b turn right
c go straight on

3 T 8.12  [CD 2: Track 14] Tell students they are going to listen to some directions which they have to follow 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.

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/completing their answers.

Check the answers with the whole class. If students had problems, go over the exercise again, holding up your book and following the route as you read the script aloud.

Answers
2 at the cinema
3 at the railway station
4 at the Grand Hotel
5 at the park

Refer the students to the tapescript on SB p118. 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. If you have time, students can perform the conversation as a roleplay for the rest of the class.

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! and the fall then rise on Is there a ... near here?

Excuse me!

Is there a ... near here?

Elicit the directions to the cinema and the post office as examples. Students continue in closed pairs. Monitor and check.

5 Focus attention on the speech bubbles. Check comprehension of get to, bus station, go out, and far. Drill the language chorally and individually. Briefly review the numbers 1–50 by getting students to count round the class in fives. This will help students with the numbers of minutes. Get one pair of students to practise the conversation in front of the class. Students then continue in closed pairs. Monitor and check.

SUGGESTION
If you have access to online maps of the local area, students can get more practice in asking for and giving directions, using local services and landmarks as the content for each exchange.

ADDITIONAL MATERIAL

Teacher’s Resource Disc

Communicative activity  Unit 8  Find your way

Workbook Unit 8
Exercises 10–12  Directions

Don’t forget!

Workbook Unit 8
Exercises 14–18  Revision

Word list
Ask the students to turn to pp134–5 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

Teacher’s Resource Disc
Unit 8  Test
Unit 8  Skills test

Video/DVD
Unit 8  Amsterdam on iTools and iTutor
**STARTER** (SB p64)

1. 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.

   **T 9.1** [CD 2: Track 15] Write the two years from number 1 on the board. Play the recording for number 1 and ask a student to underline the correct answer. 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.

   **Answers and tapescript**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>nineteen ninety-six</td>
</tr>
<tr>
<td>2</td>
<td>nineteen sixteen</td>
</tr>
<tr>
<td>3</td>
<td>two thousand and two</td>
</tr>
<tr>
<td>4</td>
<td>seventeen ninety-nine</td>
</tr>
<tr>
<td>5</td>
<td>eighteen forty</td>
</tr>
<tr>
<td>6</td>
<td>two thousand and five</td>
</tr>
</tbody>
</table>

2. Focus attention on the dates. Read the first two dates aloud and write them on the board. Highlight that we divide dates in English like this:

   18 – 40 19 – 96

   Focus attention on the last two dates. Read them aloud and highlight the use of and in dates after 2000, and the two forms for 2010. Write 2011, 2012, etc. on the board and elicit the two possible forms: two thousand and eleven/twenty eleven; two thousand and twelve/twenty twelve.

   **T 9.2** [CD 2: Track 16] Play the recording and get students to repeat chorally and individually. Elicit how we read each of the dates in exercise 1. Then get students to practise saying the dates in closed pairs. Monitor and check.

3. Elicit the answers to the questions. 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.

**WHEN WAS SHE BORN?** (SB p64)

**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? Focus attention on the information about the people. Check comprehension of writer, south, and north. Tell students that they will hear a short description of each person and that they have to write the year they were born.

   **T 9.3** [CD 2: Track 17] Play the recording and get students to write the years. Check the answers with the class.
3 Focus attention on the speech bubbles. Get students to ask you the questions and give the answers. Drill the language chorally and elicit a few exchanges in open pairs. Students continue in closed pairs. Monitor and check for correct use of am and was, and correct pronunciation.

4 **CD 2: Track 19** This exercise presents the you and they forms with were, the Wh-question form, and also reviews dates. Play the recording and get students just to listen. Play the recording again and get students to repeat chorally and individually. Encourage students to reproduce the weak form /ə/ in was and were, and the correct intonation and sentence stress:

   **When were you born? I was born in 1994.**

   Get students to practice the questions and answers in open pairs and then in closed pairs. Monitor and check for correct reading of dates, pronunciation, and intonation.

<table>
<thead>
<tr>
<th>GRAMMAR SPOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answers</th>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>was</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>He/She/It</td>
<td>is</td>
<td>was</td>
</tr>
<tr>
<td>We</td>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>They</td>
<td>are</td>
<td>were</td>
</tr>
</tbody>
</table>

Read Grammar Reference 9.1 on p127 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

5 Focus attention on the photo. Ask **What's her name? (Magalie Dromard.) How old do you think she is?** (Students guess her age.) Draw a family tree on the board and review/check the following vocabulary: brother, sister, father, mother, grandmother. Focus attention on the names of Magalie's family. Read the names aloud so that students can recognize the pronunciation. Ask **When was Magalie born?** and elicit 1994.

6 **CD 2: Track 20** Tell the students they are going to hear Magalie describing her family. Ask **When was Tristan born?** Play the recording as far as **His name's Tristan, and he was born in 1985.** and elicit the answer. Play the rest of the recording and get students to complete their answers.

   Get 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.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tristan 1985</td>
</tr>
<tr>
<td>Cecilia 1988</td>
</tr>
<tr>
<td>Matt 1996</td>
</tr>
<tr>
<td>André 1958</td>
</tr>
<tr>
<td>Ella 1961</td>
</tr>
<tr>
<td>Edith 1935</td>
</tr>
</tbody>
</table>

Focus attention on the speech bubbles. Highlight the uses of the present and past forms. Ask the first two questions and get students to answer. Elicit the complete questions and answers for the remaining questions (**They're her parents. When were they born? André was born in 1958. Ella was born in 1961.**)

Drill the questions and answers chorally. Elicit some questions and answers about the other people in Magalie's family with students working in open pairs. Students continue in closed pairs. Monitor and check for correct use of is/are, was/were born, dates, pronunciation, and intonation.

6 Pre-teach/check grandfather, aunt, and uncle, drilling the pronunciation. Demonstrate the activity by writing the names of some of your family on the board. Focus attention on the example conversation. Elicit similar questions about your family from the class. Briefly review he/she if students have problems with this and make sure they use is and was correctly. Students work in closed pairs and ask and answer about their respective families. Tell them to make brief notes of the dates when people in their partner's family were born in preparation for the next exercise. Monitor and check for correct use of is/are, was/were born, dates, pronunciation, and intonation.

7 This is a transfer activity to consolidate the third person singular form. Elicit information from several students about their partner's family.

**ADDITIONAL MATERIAL**

_Workbook Unit 9_

_Exercises 1–4  Saying years_
Focus attention on the speech bubbles. Ask the question about Andy Warhol and elicit the answer (He was an artist.). Elicit the other questions with Where and When and get students to practise in open pairs. Students continue asking and answering in closed pairs. Monitor and check for correct question formation and intonation, and for correct reading of the dates.

**PHOTOCOPYABLE ACTIVITY**
**UNIT 9 Who were they?** TB p46

**Materials:** one copy of the worksheet cut up per pair of students

**Procedure:** Explain that students are going to exchange information about famous people from the past.

- Pre-teach/check scientist, dancer, and Jamaica.
- Divide the class into pairs. Assign the role of A or B to each student and hand out the relevant half of the worksheet.
- Elicit the questions 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 proper nouns.
- Students then complete the task, working in closed pairs. Monitor and check for correct use of was, reading of the dates, and use of the alphabet.
- Get students to compare their sheets to check they have exchanged the information correctly.

**Answers and tapescript**

2. Mozart was born in Salzburg, Austria, in 1756.
4. Andy Warhol was born in 1928 in Pittsburgh, in the United States.
5. Michael Jackson was born in 1958 in Indiana, in the United States.
6. Benazir Bhutto was born in Karachi, Pakistan, in 1953.
7. Marilyn Monroe was born in 1926 in Los Angeles, in the United States.
8. Ayrton Senna was born in 1960 in São Paulo, Brazil.

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**PRACTICE (SB p66)**

**Who were they?**

1. Pre-teach/check the words in the box, and the countries Pakistan and Austria. Drill the pronunciation chorally and individually. Focus attention on the box. Say Who was a singer? and elicit Michael Jackson. Students write number 5 in the singer box. Get students to continue matching the people to the jobs.

**Answers**

5. singer
6. musician
7. actor
8. writer
9. artist
10. princess
11. politician
12. racing driver

2. **[CD 2: Track 21]** Tell the students they are going to hear when each of the people in exercise 1 was born. Play the first sentence and focus on the example about Shakespeare. Play the rest of the recording and get students to write the other years.

Get 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.

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3. **[CD 2: Track 22]** This exercise extends Wh-question forms with was. Play the recording and get students just to listen. Play the recording and get students to repeat chorally and individually. Encourage students to reproduce the weak form /ɒ/ in was and the correct intonation and sentence stress.

Get students to practise the questions and answers in open pairs and then in closed pairs. Monitor and check for correct pronunciation and intonation.
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. It also highlights the need for contrastive stress when students correct information.

T 9.9 [CD 2: Track 23] Focus attention on the examples. Remind students that the shading indicates the main stress of each sentence. Play the recording and get students to repeat chorally and individually. Encourage them to produce quite a wide voice range, the correct sentence stress, and strong vowel forms in wasn’t and weren’t.

Focus attention on the Caution Box.

1/2 Focus attention on the examples and read the full sentences aloud. Then read the positive and negative verb forms in isolation, emphasizing the change from the weak form /a/ in was and were to the strong forms /ɜː/ in wasn’t and /əː/ in weren’t. Drill the sentences and individual verb forms chorally and individually.

Make sure students understand that wasn’t and weren’t are contracted forms and what the corresponding full forms are (was not and were not).

5 Focus attention on the example and ask a student to read it aloud. Students continue correcting the information, working individually. Remind students they will need a plural verb form in numbers 3 and 5.

T 9.10 [CD 2: Track 24] Play the recording and get students to check their answers.

Answers and tapescript

1 A Ayrton Senna was an actor.
   B No, he wasn’t! He was a racing driver!
2 A Jane Austen was a princess.
   B No, she wasn’t! She was a writer!
3 A Marilyn Monroe and Michael Jackson were Italian.
   B No, they weren’t! They were American!
4 A Mozart was a scientist.
   B No, he wasn’t! He was a musician!
5 A Luciano Pavarotti and Michael Jackson were politicians.
   B No, they weren’t! They were singers!
6 A Benazir Bhutto was a writer.
   B No, she wasn’t! She was a politician!
7 Play the recording again and get students to repeat.
   If students have problems, highlight the weak and strong verb forms in the Caution Box again and elicit where the main stress goes on each sentence. Then get students to repeat again. Get students to practise the sentences in pairs, Student A reading the first sentence and Student B the correction. Monitor and check for correct sentence stress and correct pronunciation of the past verb forms.

Today and yesterday

6 Pre-teach/check yesterday and briefly review the days of the week round the class. Briefly elicit other items that can complete the sentences, e.g.

Today/Yesterday …
I’m/I was in town/at the shops/at the cinema/in the country/in the park
the weather is/was good/all right/bad
my parents are/were (see above examples)
Demonstrate the activity by saying where you and your parents are today and were yesterday. Elicit an example of the days of the week and the weather and then get students to continue in closed pairs. This exercise can be extended also to practise the negative. Monitor and check for correct present and past verbs forms, and for correct pronunciation.

Check it

7 Focus attention on the example. Students complete the other sentences, working individually.

Get students to check their answers in pairs before checking with the whole class. Get students to read the complete sentences out in order to get more pronunciation practice.

Answers

2 When were your parents born?
3 No, my parents weren’t both born in 1951. My father was born in 1951, and my mother was born in 1953.
4 I was on holiday in New York in 2008.
5 ‘Was he at home yesterday?’ ‘No, he wasn’t.’
6 ‘Were you at work yesterday?’ ‘Yes, we were.’
7 ‘Were they at school yesterday morning?’ ‘No, they weren’t.’

ADDITIONAL MATERIAL

Workbook Unit 9
Exercises 5–8 was/were – was born
Exercise 9 Reading – Andy Warhol and Princess Diana
READING AND SPEAKING (SB p68)

Past Simple – irregular verbs

ABOUT THE TEXT
A small set of irregular past forms is presented in the context of a simple, true story about a painting. Students access the verbs through their knowledge of the Present Simple and the main focus is a lexical rather than grammatical one. It is therefore not advisable to go into a detailed presentation of the Past Simple at this stage. This is covered in Unit 10.

The painting in the story is by the abstract artist Jackson Pollock (1912–1956). Born in Wyoming and brought up in California, he studied at the Los Angeles Manual Arts High School. In 1930, he moved to New York, where he continued his art studies. In the 1940s, he developed his characteristic technique of dripping liquid paint directly onto a canvas on the floor, rather than using a canvas on an easel and conventional paints and brushes. In October 1945, he married another American painter, Lee Krasner. By the late 1940s, Pollock had become well known both inside and outside the art world, appearing in Life magazine in 1949. In the 1950s, he underwent changes in style in his work and he didn’t paint at all in the last year of his life. He had suffered from alcoholism for many years and his career was cut short when he died in a car crash when driving under the influence of alcohol. People continued to be fascinated by Pollock’s life and work. A biographical film was made in 2000 and the chance purchase of a Jackson Pollock in a charity shop in 1992 for $5 caused huge interest. This is the true story that appears in exercises 2 and 3 of this section.

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). Refer students to the Irregular verbs list on p142. Get students to match the verbs forms, working in pairs.

2 Focus attention on the photo and ask When was Jackson Pollock born? (1912). Use the dates to teach When did he die? (1956). Ask What do you know about Jackson Pollock? Elicit any information students know, in L1 if appropriate.

Pre-teach/check the following vocabulary, using the pictures where appropriate: painting, charity shop, art expert, fingerprint, rich, film company, for sale, art gallery.

Focus on the example to demonstrate the activity. Students continue matching the pictures and sentences, working in pairs. Check the answers with the whole class.

Answers 2 f 3 d 4 c 5 e 6 a

Answers and tapescript

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3 Tell students they are going to read a newspaper article of the story about the painting. Focus attention on the examples to demonstrate the activity. Tell students to complete the rest of the story, working individually. Encourage them not to worry if they come across new words and to try to understand them from the context.

Put students in pairs. Ask them to take it in turns to read sections of the article aloud and so compare their answers.

**Answers and transcript**

‘Who is Jackson Pollock?’

Teri Horton, a 60-year-old lady from Los Angeles, (1) went shopping in San Bernardino, a town in California, USA. She (2) was in a charity shop when she (3) saw a colourful, modern painting. She (4) bought it for $5.

An art teacher saw the painting and (5) said it was by the American artist, Jackson Pollock. ‘Who is Jackson Pollock?’ said Teri. She (6) had no idea that he was a very famous modern painter. Many art experts (7) came to her house to see the painting. Some said that it wasn’t a ‘Pollock’, but one expert, Peter Paul Biro, (8) found Pollock’s fingerprint on the back. Biro said, ‘This is a real Pollock painting.’

A rich businessman was happy to pay $9 million for it, but Teri said, ‘No! I want $50 million.’

In 2007, a Canadian TV company (9) made a film about Teri and the painting. It is now for sale in an art gallery in Toronto. Price: $50 million!

**ADDITIONAL MATERIAL**

**Workbook Unit 9**

**Exercises 10 and 11** Past Simple – Irregular verbs
**VOCABULARY** (SB p70)

**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 by creating collocations with nouns, noun phrases, or adverbs. Students have already met some of the collocations as lexical items in earlier units, e.g. have a shower, have lunch, go shopping, so this section provides revision and extension.

1. Focus attention on the pictures and the examples with have, do, and go. Get students to read the sentences aloud.

2. Focus attention on the examples with each verb. Elicit another example for each one. 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.

3. Give students time to write the past forms. Then check the answers.

4. Pre-teach/check a mess, go to the gym, and early. Focus attention on the example and then get students to complete the sentences, working individually.

5. This gives students the opportunity to personalize some of the collocations. With weaker students, go through the sentences and elicit what type of information students need to provide in the second gap. Elicit a possible answer for number 1. Students then complete the task, working individually. Be prepared to feed in a range of vocabulary for numbers 2 and 3. Elicit a range of possible answers when checking the task.

6. Elicit one or two examples of what students did. Encourage them to describe the activities in a connected way rather than just read out their completed sentences. Put students in pairs to exchange information. Monitor and check for correct use of past tenses and the collocations. Highlight common errors, but don't correct every mistake students make.

**Answers and transcript**

1. Yesterday I met my mother 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. Usually I walk, but yesterday I went to work by bus.
5. On Saturday night I went to a great party. I had a really good time.
6. I did a lot of exercise yesterday. I went to the gym.
7. The party wasn’t very good so we went home early.

**Talking about you**

**Answers**

Possible answers given in brackets.

1. Yesterday I had a shower at (seven) o'clock.
2. This morning I had breakfast at (eight) o'clock. I had coffee and croissants.
3. Last Saturday I went shopping and I bought (a pair of trainers and a CD).
4. Last weekend I did my homework at (five) o'clock on (Sunday).
5. Last year I went on holiday to (Morocco).

**ADDITIONAL MATERIAL**

**Teacher's Resource Disc**

**Communicative activity** Unit 9 Yesterday

**Workbook Unit 9**

**Exercise 12 Vocabulary – have/do/go**
EVERYDAY ENGLISH  (S8 p71)

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.

T914  [CD 2: Track 28] Play the recording and get students to check their answers.

Answers and transcript
January, February, March, April, May, June, July, August, September, October, November, December

Focus attention on the stress shading on each word. Play the recording again and get students to repeat chorally and individually. Get students to say the months in order round the class. Check for accurate pronunciation and drill the months again if necessary.

2  Focus attention on the examples in the speech bubbles. Check comprehension of So is my birthday! Drill the language chorally and then get students to stand up and say the language in a mingle activity. Get them to note down the months of other students’ birthdays as they ask. Elicit the answers to the follow-up questions and 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 and there are twelve months in a year. The first day is Monday and the seventh day is Sunday. The first month is January and the twelfth month is December. Get students to tell you the ordinal numbers (first, seventh, and twelfth).

T915  [CD 2: Track 29] Focus attention on the numbers and on how we form the abbreviations with the numeral and the last two letters of the ordinal number. Play the recording and get students to repeat chorally and individually. Write the abbreviated numbers on the board in random order and elicit the ordinal from individual students.

4  Elicit the first ordinal as an example (sixteenth). Get students to say the other ordinal numbers, working in pairs. Monitor and check, noting down any common errors.

T916  [CD 2: Track 30] Play the recording and let students check their answers. If necessary, drill any ordinals students had problems with.

5  T917  [CD 2: Track 31] This exercise presents how we read dates in English. Tell students they are going to hear eight 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.

Get students to check their answers in pairs before checking with the whole class.

Answers and transcript
the first of January
the third of March
the seventh of April
the twentieth of May
the second of June
the twelfth of August
the fifteenth of November
the thirty-first of December

Focus attention on the Caution Box and highlight the use of the and the ordinal in spoken dates and the use of the numerals, but not the in writing. If appropriate, point out that students may also see dates written as 3rd January, 10th March, etc. Ask students to focus on the date in the American format. Ask 4: day or month? (month – April) and 10: day or month? (day). Remind students that in American English you put the month first.

Elicit the dates in exercise 5 orally and then get students to continue practising in closed pairs. Monitor and check for correct use of the, correct ordinals, and pronunciation of the months.

6  Focus attention on the speech bubbles. Get students to ask you the questions, and give answers. Drill the language chorally and then get students to practise in open pairs. Students continue in groups. Monitor and check for correct 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 birthday, following the example in the last speech bubble. 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, explain that we usually sing Happy Birthday! when the 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.
T 9.18  [CD 2: Track 32] Ask some simple questions about the photograph: Why is there a party? (It's Sarah's birthday). How old is she? (About seven). Who is at the party? (Sarah's friends). What is on the table in front of Sarah? (her birthday cake). Play the recording through once and let students just listen. Play the recording again and get students to join in the song.

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. January 3rd 2013, rather than 3/1/13.

When one of the students has a birthday, get students to sing the song to him/her and ask them about their day.

ADDITIONAL MATERIAL

Workbook Unit 9
Exercises 13–15  Months and dates

Don't forget!

Workbook Unit 9
Exercises 16–20  Revision

Word list
Ask the students to turn to p135–6 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

Teacher's Resource Disc
Unit 9  Test
Unit 9  Skills test

Video/DVD
Unit 9  Steve Jobs: a life on iTools and iTutor
**STARTER** (SB p72)

1. This section reviews days, present and past forms, and key time expressions. Focus attention on the questions and elicit the answers. Make sure students use *is/was* and pronounce the days correctly.

2. Focus attention on the sentences. Go through and ask *Past or present?* about each one, and also elicit which verb is used in each sentence. Demonstrate the activity by eliciting the time expression for the first line (*now*). Elicit from students the fact that the other time expressions are not possible and establish that this is because they refer to the past. Students then match the remaining lines and time expressions. Check the answers.

**Answers**

We’re at school now.
I went to the US in 2002.
I did my homework yesterday.

3. Elicit the past of *have* and then get students to write the remaining Past Simple forms. If necessary, refer them back to the Irregular verbs list on p142. Check the answers, drilling the pronunciation as necessary.

**Answers**

get – got
have – had
go – went

**GRAMMAR SPOT**

1. Focus attention on the list of verbs and on the example *cooked*. Ask students to write the other past forms. Check the answers with the whole class. Elicit the last two letters in each of the verb forms: *-ed*.

**Answers**

/cook/ cooked
/play/ played
/start/ started

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.

2. [CD 2: Track 34] Pronounce the sounds */t/, */d/, and */kd/*. Then play the recording. Get students to repeat chorally and individually. Make sure students don’t divide out the *-ed* ending in past forms with just one syllable, e.g. */kokd/*. Point out that the ending is pronounced */d/* when the final sound of the base verb is */t/*. Encourage students to reproduce the endings accurately, but do not overdo this if students find it difficult. It is enough at this stage for them to perceive the difference.

T 10.2  [CD 2: Track 33] Play the first line of the recording as far as eleven thirty and focus attention on the example. 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 Angie did yesterday and ask *What day was it?* (Sunday).

**T 10.1** [CD 2: Track 33] Read Grammar Reference 10.1 on p127 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

2. Focus on the speech bubble and highlight the use of *Then* to link a series of actions. Elicit from the class what Angie did yesterday. Students then take it in turns to say what Angie did, working in closed pairs. Monitor and check for pronunciation of the *-ed* regular endings but do not overcorrect if students have problems during this initial production stage.
3 Refer students back to the list in exercise 1. Get students to underline the things that they did last Sunday. Demonstrate the activity by telling the class things that you did on that day. If appropriate, write the sentences on the board and underline the verbs, e.g. *I had a big breakfast*. Elicit a few more short examples from the class and then get students to continue in closed pairs. Monitor and check for correct use of regular and irregular past forms.

**ADDITIONAL MATERIAL**

**Workbook Unit 10**

**Exercises 1–4** Past Simple – Regular and irregular verbs
Questions and negatives

1 This section presents the Past Simple question and negative forms. Focus attention on the photo. Ask What’s her name? (Angie.) and What’s his name? (Rick.) Where are they? (At work.) Tell students they are going to hear Angie and Rick talking about the weekend. Pre-teach/check get up early, cook a meal, and roast beef.

T 10.3 [CD 2: Track 35] 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 and tapescript
A = Angie, R = Rick
A Hi, Rick. Did you have a good weekend?
R Yes, I did, thanks.
A What did you do yesterday?
R Well, I got up early and played tennis with some friends.
A You got up early on Sunday!
R Well, yes, it was such a lovely day.
A Where did you play tennis?
R In the park. We had lunch in the café there.
A Oh, great! Did you go out in the evening?
R No, I didn’t. I cooked a meal for my sister.
A Mmm! What did you have?
R Roast beef. It was delicious! What about you, Angie? Did you have a good weekend?

2 T 10.4 [CD 2: Track 36] Give students time to read through the questions. Play the recording and get them to repeat chorally and individually. Encourage falling intonation on the Wh- questions. Get students to listen and repeat again if necessary. Focus on the use of bold to highlight the form of Wh- and yes/no questions in the Past Simple.

Students practise the conversation in pairs. Monitor and check for pronunciation and the correct intonation in the questions. If students have problems, play the recording again and drill the questions, then get students to repeat the task.

3 Explain that students are now going to hear Rick asking Angie about her weekend. Ask What did Angie do on Sunday? and elicit any examples students can remember from exercise 1 on p72. Pre-teach/check go to a party, old friends (= friends for a long time), and too tired. Focus attention on the example and Rick’s first question.

T 10.5 [CD 2: Track 37] Play the recording and get students to complete the rest of Rick’s questions, using the cues to help them.

Play the recording again and let students check or complete their answers. Elicit what Angie did at the weekend.

Answers
2 Who did you see at the party?
3 Did you go out on Sunday?
4 Did you do anything on Sunday evening?

Angie went shopping on Saturday morning. Then she went to a party on Saturday evening. She met one or two old friends. She stayed at home on Sunday. She watched a film on TV on Sunday evening.

4 T 10.6 [CD 2: Track 38] This exercise highlights the negative form. Give students time to read through the sentences. Play the recording and get them to repeat chorally and individually. Encourage accurate pronunciation of didn’t. Ask What didn’t Angie do? Elicit answers using the she form.

Answers
She didn’t go out because she was too tired.
She didn’t do much on Sunday.
She didn’t go to bed late.

5 Focus attention on the examples. Highlight the pronunciation of didn’t. Give students time to say the other things Angie and Rick didn’t do. Monitor and check for correct formation of the negatives. A common error is the repetition of the positive past form after the auxiliary didn’t – *He didn’t watched TV. If students have this problem, highlight the errors in a general feedback session, then refer students to the Grammar Spot.

GRAMMAR SPOT

1/2 Working individually, students complete the questions with did and the negatives with didn’t. Make sure students understand that didn’t is the contracted form of did not. Remind students that did is used for all persons in Past Simple questions. Refer students to Grammar Reference 10.2 on p127.

6 Focus attention on the speech bubbles. 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. Drill the questions and answers chorally and individually. 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.
PHOTOCOPiable activity

UNIT 10  What did she do yesterday?  TB p47

Materials: one copy of the worksheet cut up per pair of students

Procedure: 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 and irregular past wrote, read a book/newspaper and irregular past read /red/, have a bath, have a shower, and play the guitar /gi’ta:/.

- Divide the class into pairs. Assign the role of A or B to each student and hand out the relevant half of the worksheet.

- Demonstrate the activity with two confident students. Get 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.

- Get 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 forms. (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. Then divide the class into A and B pairs and continue as above.)

Additional material

Workbook Unit 10
Exercises 5–8  Past Simple – Questions and negatives
PRACTICE (SB p74)

Grammar

1 This exercise consolidates positive and negative Past Simple forms. Focus attention on the example. Give students time to complete the sentences, working individually.
Let students check their answers in pairs before checking with the class.

**Answers**

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<td>did... do, didn't go, went</td>
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**Did you have a good weekend?**

2 Read out the list of activities in the questionnaire and get students to point to the relevant pictures.

**Answers**
The pictures show: go to the cinema, play football, have a meal in a restaurant, do a lot of housework, do a lot of homework, go shopping.

3 Tell students they are going to use the questionnaire to ask and answer questions about what they did last weekend. Explain that there are three columns in the questionnaire – one for you, one for the teacher, and one for your partner. Get students to tick the activities they did last weekend in the You column.

4 Exercises 4 and 5 consolidate Yes/No questions in the Past Simple. Focus attention on the speech bubbles. Drill the question chorally and individually and then give your answer. Get students to ask you the rest of the questions and record the answers in the Teacher column.

5 Demonstrate the activity in open pairs and then get students to continue in closed pairs, recording their partners answers in the Partner column. Monitor and check for correct Past Simple question formation and short answers.
Focus attention on the example in the speech bubble. Highlight the contrastive stress:

*Maria* went to the cinema, but *I* didn't. *I* went shopping.

Elicit two or three other examples from individual students. Then get students to tell the class about what they and their partner did last weekend.
Making conversation

6 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!, etc.

Read the rubric and example as a class. Make sure students understand that B’s response shows a range of possible follow-up questions.

Focus attention on the example and ask two students to read it aloud. Put students in pairs to complete the responses in numbers 2–5, using the cues.

T107 [CD 2: Track 39] Play the recording and let students check their answers.

Answers and tapescript
1 A I went shopping yesterday.
   B Really? What did you buy?
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 bar.
   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 and get students to repeat the exchanges. 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.

7 This task gives students freer practice by extending the conversations in exercise 6 with their own ideas. Ask two confident students to read out the model conversation. Remind them of the need to sound interested. Check what one refers back to in lines 6 and 7 (coat).

Put students in pairs and let them choose the conversation from exercise 6 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!

Give students time to write their conversations. Monitor and help with vocabulary as necessary.

T108 [CD 2: Track 40] Play the recording and get students to compare their conversations.

Answers and tapescript
1 A I went shopping yesterday.
   B Really? Where did you go?
   A Oxford Street.
   B Oh! What did you buy?
   A Well, I wanted a new coat and I went into Selfridges.
   B Did you find one?
   A Yes, I did. I found a beautiful black one. It was only £50!
2 A Tom and I 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 Very much. And it wasn’t expensive.
3 A We saw a lot of our friends in the coffee bar.
   B Oh! Who did you see?
   A Angie and Rick and some other friends from work.
   B I don’t think I know them.
   A They’re very nice.
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. 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.

ADDITIONAL MATERIAL

Workbook Unit 10
Exercise 9 Making conversation – Was it a good match?

Time expressions

8 This task reviews and extends time expressions often used with the Past Simple. It includes the prepositions at, in, and on, and last + time period.

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.
Answers
on/last Monday
at/last night
at 8 o'clock
last week
in 2007
last year
on/last Sunday morning

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.

ADDITIONAL MATERIAL

Teacher's Resource Disc
Communicative activity  Unit 10  A love story

Workbook Unit 10
Exercises 10  Time expressions – in/at/on

Check it
9 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 before checking with the whole class.

Answers
1 She bought an expensive car.
2 I played tennis on Sunday.
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 a useful review and also highlights the value of what students are learning in a realistic situation. Also encourage students to use the response expressions Really?, etc. when they are making conversation in later lessons, e.g. when talking about the weekend/a trip/a holiday/a party, etc.
VOCABULARY AND SPEAKING  (SB p76)

Sport and leisure

1 Focus attention on the photographs and the example. Students continue matching the photos and activities. Check the answers with the whole class, drilling the pronunciation as necessary.

### Answers

- 2 tennis
- 1 football
- 4 skiing
- 6 golf
- 8 sailing
- 7 windsurfing
- 3 rugby
- 5 ice-skating
- 11 cards
- 13 walking
- 10 swimming
- 14 dancing
- 15 cycling
- 9 fishing
- 12 horse-riding

2 This exercise focuses on collocations with *play* and *go + -ing*. 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**
  - tennis
  - football
  - golf
  - rugby
  - cards

- **go + -ing**
  - skiing
  - sailing
  - windsurfing
  - ice-skating
  - walking
  - swimming
  - dancing
  - cycling
  - fishing
  - horse-riding

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?* in the past. Drill the language 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 pronunciation.

4 This exercise practises the third person forms. Focus attention on the examples. Elicit more examples from students about their partner. Check for accurate use of the third person forms in the Present Simple. Highlight common errors and get students to correct them.

ADDITIONAL MATERIAL

Workbook Unit 10
Exercises 11 and 12  Sports and leisure activities
LISTENING AND SPEAKING  (SB p77)

Jack and Millie's holiday

1  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 section.

Revise the months of the year by getting students to say them round the class. Check for accurate pronunciation.

Then get students to say the months that correspond to each season in their country, e.g. In England, spring is March, April, and May.

2  Focus attention on the speech bubble and give an example about yourself. Elicit more examples from the class, and then get students to continue in pairs.

3  Focus attention on the photos. Ask Who are they? (Jack and Millie.) What places are in the photos, do you think? (possible answers: Switzerland or Germany; Italy or France). Focus attention on the lists of information for usually and last year.

Check comprehension of villa and diners (small restaurants that sell simple, good-value food). Check students recognize that the first list is in the Present Simple and the second is in the Past Simple.

T 10.9  [CD 2: Track 41] Focus attention on the example. Explain that students need to listen and underline the correct information about Jack and Millie'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**

<table>
<thead>
<tr>
<th>They usually ...</th>
<th>But last year they ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>go in summer</td>
<td>went in winter</td>
</tr>
<tr>
<td>go to Italy</td>
<td>went to Colorado</td>
</tr>
<tr>
<td>stay in a villa</td>
<td>stayed in a hotel</td>
</tr>
<tr>
<td>eat at home</td>
<td>went out to restaurants</td>
</tr>
<tr>
<td>go swimming</td>
<td>went skiing/ice-skating</td>
</tr>
<tr>
<td>play cards</td>
<td>went out every night</td>
</tr>
<tr>
<td>have a good time</td>
<td>had a good time</td>
</tr>
</tbody>
</table>

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 stress:

When do they usually go on holiday?

When did they go last year?

Elicit the questions and answers for the second prompt in open pairs. (Where do they usually go on holiday? (To Italy). Where did they go last year? (They went to Colorado.) 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, for correct sentence stress, and for correct use of prepositions to and in. Check the answers by getting students to ask and answer in open pairs across the class. Feed back on any common errors if necessary.

**Answers**

- Where do they usually go on holiday? To Italy.
  - Where did they go last year? They went to Colorado.
  - Where do they usually stay? In a villa.
  - Where did they stay last year? They stayed in a hotel.
  - Where do they usually eat? At home.
  - Where did they eat last year? They went out to restaurants.
  - What do they usually do? They usually go swimming and play tennis.
  - What did they do last year? They went skiing and ice-skating.
  - 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 Jack and Millie's holiday last year and so students will need to use the Past Simple tense. Focus attention on the example and then point out that students sometimes need a positive verb in the first gap. 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.

T 10.10  [CD 2: Track 42] Give students time to complete the sentences. Then play the recording and get students to check their answers.

**Answers and transcript**

1  Last year Jack and Millie didn’t go on holiday in summer. They went in winter.

2  They didn’t go to Italy. They went to Colorado.

3  They stayed in a hotel. They didn’t stay in a villa.

4  They didn’t eat at home. They ate in restaurants.

5  They went skiing. They didn’t go swimming.
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 photos and pre-teach/check the activities shown (sitting on the beach, going sightseeing, walking in the mountains, going camping). Check comprehension and pronunciation of the activities in the list. The spelling of mountains /ˈmaʊntənz/ and sightseeing /ˈsaɪtˌsiːɪŋ/ may create problems for students so be prepared to drill these chorally and individually.

Give an example of your own favourite type 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 comparing activity by asking a student to read out his/her choices as full sentences using I like and I don’t like. Respond to the student with expressions like Me too. Oh, yes? Really? Get another pairs of students to compare in open pairs. Students then take it in turns to read out their choices in closed pairs. Remind students to show they are listening by using the above response expressions.

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 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. Also focus on the use of ago in the Grammar Spot (see notes on next page). Questions and possible answers:

Where did you go?
I went to Spain/Cuba/the south of France/Riga, in Latvia.

When did you go?
Last month/last year/eighteen months ago/two years ago.

Where did you stay?
In a villa/with friends/in a hotel/on a campsite.

What did you do every day?
We went swimming/sightseeing/walking in the mountains/sat on the beach and relaxed.

Did you have good weather?
Yes, we did. It was warm and sunny/lovely/very hot. / No, we didn’t. It rained a lot./It was cold and wet./It was horrible.

What did you do in the evening?

We saw our friends./We ate in restaurants./We went to a club./We stayed in the hotel and relaxed.

What did you eat?
We ate traditional local food/steaks and hamburgers/chicken and rice/seafood and salads.

Did you meet nice people?
Yes, we did. They were very friendly./No, we didn’t. They weren’t very friendly.

Get students to ask you the questions. Students then ask and answer in closed pairs. Remind students 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.

3 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.

GRAMMAR SPOT

Read the notes on ago with the class. Check the pronunciation of ago /əˈɡəʊ/ and point out that it comes after the time expression.

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 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 horse-riding.

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.

Get students to read their description to the class. If time is short, or if you have a very large class, get students to read their descriptions in groups of four or see the suggestion below.
**SUGGESTION**
If appropriate, 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.

**ADDITIONAL MATERIAL**

*Workbook Unit 10*

*Exercises 13 and 14*  Reading – A holiday in Disneyland
EVERYDAY ENGLISH  (SB p79)

Going sightseeing

Focus on the map to introduce the topic of sightseeing. Ask Where is it? (London). Where do people visit in London? (museums, art galleries, Buckingham Palace, the London Eye, shops like Harrods, etc.).

1 Focus attention on the names of the cities and the dates. Elicit sentences by asking Where and when? (I went to London in July 2005. I went to Paris in April 2009.) 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.

Review the question Did you have a good time? Get students to write down two cities and dates when they were a tourist. Students talk about the cities in the closed pairs, using the ideas in the Student’s Book. 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 key vocabulary: maps, bus tours, information about buses/train/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).

3 Check pronunciation of the proper nouns: Regent Street /'ri:dʒənt stri:t/, Trafalgar Square /tra'fælɡə skwɔːr/, and British Museum /'britʃ muζəm/. 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. Focus attention on the examples in the speech bubbles. Check comprehension of 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, palace

Verbs: go on a tour, see, visit, buy, go to, take a photo of

Roleplay

4 Divide the class into pairs and get them to make up conversations, 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.)

Answers and tapescript

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 10 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.
ADDITIONAL MATERIAL

Workbook Unit 10
Exercise 15  Going sightseeing

Don't forget!

Workbook Unit 10
Exercises 16–18  Revision

Word list
Ask the students to turn to p136 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

Teacher's Resource Disc
Unit 10  Test
Unit 10  Skills test
Stop and check 3 (Units 7–10)
Progress test 2 (Units 6–10)

Video/DVD
Unit 10  What did you do last weekend? on iTools and iTutor
STASTER (SB p80)

NOTE
In New Headway Beginner, Fourth edition, we have chosen to spell email without a hyphen. Students may have seen the hyphenated form e-mail and both are acceptable in current usage.

This Starter section focuses on possible uses of a computer and provides a useful introduction to the overall topic of computing and the Internet. Pre-teach/check the language in the list of questions. Drill the pronunciation as necessary.

Give an example of how you use computers, e.g. I have a computer at home and at work. I use my work computer to prepare lessons and my home computer for shopping and emails.

Elicit one or two more examples from the students and then get them to continue in closed pairs. Monitor and check.

Elicit a few more examples in a short class feedback session.

WHAT CAN THEY DO? (SB p80)

**can/can’t**

1 This section presents different people and their skills, and so highlights the use of the positive form can. It also reviews the use of a/an with jobs/roles.

Focus attention on the photos and on the example. Students continue matching the words and photos, working in pairs. Check the answers with the whole class, drilling the pronunciation as necessary.

**Answers**

1 Marcus is an interpreter. He can speak French and German fluently.
2 Laura is an architect. She can draw well.
3 Justin is a pilot. He can fly 747 jumbo jets.
4 George is a farmer. He can drive a tractor.
5 Lola is an athlete. She can run very fast.
6 Oliver is a schoolboy. He can use a computer really well.
7 Margaret is Oliver’s grandmother. She can make fantastic cakes.

Play the recording again line by line and get students to repeat. Encourage them to reproduce the weak form in the positive form of *can* /kan/. If students find this hard, get them to highlight the main stresses in each sentence and then practise the sentences again. Students practise in closed pairs. Monitor and check for correct pronunciation of *can*.

3 Focus attention on the language in the speech bubble. Drill the example chorally and individually. Give another example about yourself and elicit one or two more examples from the class. Students then continue in closed pairs. Monitor and check for correct use and pronunciation of *can*. Don’t overdo the practise of the weak form /kan/, as students will have the opportunity to review this in contrast with the other forms at various points in the unit.

ADDITIONAL MATERIAL

Workbook Unit 11

Exercises 1 and 2 *can/can’t – cook/run fast*

2 Pre-teach/check *speak* (French) fluently, *draw* well, *run fast*, *drive* a tractor, *fly* 747 jumbo jets, and *make* cakes, using the information in the photos. Focus attention on the example, highlighting the use of *an*. Students complete the rest of the sentences with *a* or *an*.

**T11.1 [CD 2: Track 44]** Play the recording and let students check their answers.
Questions and negatives

1 **T 11.2** [CD 2: Track 45] This section presents the question and negative forms. Play the recording through once and get students to just listen. Play the recording again and get students to repeat the questions and answers. Encourage them to reproduce the weak form /kæn/ in the question, the strong form /kæn/ in the positive short answer, and the negative form /kæ:n/. If students query the use of *at all*, give them a scale of examples from *‘good’* to *‘bad’,* e.g. (Andrea Bocelli) *can* sing really well. (Kylie Minogue) *can* sing. (My brother) *can’t* sing. *(I)* *can’t* sing *at all*. If appropriate, use board drawings or mime to demonstrate the meaning depending on the verb you choose.

Get students to ask and answer the questions in open pairs across the class. Students then continue in closed pairs. Monitor and check for correct pronunciation of the different forms of *can*.

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GRAMMAR AND PRONUNCIATION

1 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 *can not*. Highlight the use of *can* in the positive and question forms.

2 **T 11.3** [CD 2: Track 46] Tell students they are going to hear the three ways of pronouncing *can*. Play the recording and get students to just listen. Play the recording again and get students to repeat chorally and individually.

If students have severe problems with the pronunciation, drill the sentences again, but don’t make students self-conscious about using the new language.

Point out that we don’t use *do/does* in question forms with *can*.

Read Grammar Reference 11.1–11.2 on p128 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

2 Focus attention on the examples in the speech bubbles. Highlight the use of *can* for both the *she* and the *I* forms. Drill the examples in open pairs. Elicit some more examples about the people in exercise 1, and also some student–student examples. Students then continue in closed pairs. Monitor and check for correct use and pronunciation of *can* and *can’t*.

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Of course I can!

3 **T 11.4** [CD 2: Track 47] Focus attention on the photo. Ask *What’s his name? Does he have a job?* (Oliver. No, he’s a schoolboy.) Ask *What’s her name?* (Dominique.) Pre-teach/check (draw) a bit, planes, and grandma. Play the recording through once and get students to fill in the gaps. Ask them to check their answers in pairs. Play the recording again and get students to check/completing their answers. Check the answers with the whole class.

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Answers and transcript

D = Dominique, O = Oliver

D Can you use a computer, Oliver?
O Yes, of course I can! All my friends can. I use a computer at home in my bedroom and we use computers at school all the time.

D That’s great. What other things can you do?
O Well, I can run fast, very fast, and I can draw a bit. I can draw really good cars, but I can’t drive them of course! I can draw good planes, too. When I’m big I want to be a pilot and fly 747s.

D Excellent. Now, I know you can speak French.
O Yes, I can. I can speak French fluently because my dad’s French. We sometimes speak French at home.

D Can you speak any other languages?
O No, I can’t. I can’t speak German or Spanish, just French — and English of course! And I can cook! I can make cakes. My grandma makes fantastic cakes and I sometimes help her. Yesterday we made a big chocolate cake!

---

Get students to practise the conversation in closed pairs. Monitor and check. If students have problems with pronunciation, drill key sections of the conversation and get students to practise again in closed pairs.

4 Elicit the answer to question 1 as an example (*He can use a computer, run fast, draw planes and cars, speak French and English, cook, and make cakes.*) Students continue asking and answering in closed pairs.

Check the answers by getting students to read the questions and answers across the class.

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Answers

1 He can use a computer, run fast, draw planes and cars, speak French and English, cook, and make cakes. He can’t drive, or speak German or Spanish.
2 Yes, he does.
3 He wants to be a pilot.
4 He can speak French well because his dad is French.
5 He made a chocolate cake with his grandma.
SUGGESTION
You could ask students to practise similar conversations to the one in exercise 3 by getting them to roleplay the other people in the photos on p80. Students can imagine the skills for their character and then ask and answer, using the conversation in exercise 3 as a model.

ADDITIONAL MATERIAL

Workbook Unit 11
Exercise 3  can/can't – Questions and short answers
Exercise 4  can/can't – Negatives
PRACTICE (SB p82)

Pronunciation

1 This is a discrimination exercise to practise recognizing and producing *can* and *can't*. It includes both *can* for ability and *can* used in requests. Pre-teach/check *quite* well and *read* music.

T11.5 [CD 2: Track 48] Play sentence 1 as an example and elicit the answer (*can*). Play the rest of the sentences, pausing at the end of each one, and get students to underline the correct word.

Get students to check their answers in pairs before checking with the whole class.

**Answers and scripts**
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 understand our teacher.
6 They can read music.
7 Can I have an ice-cream, please?
8 Can cats swim?

Play the recording again line by line and get students to repeat chorally and individually. Students then practice 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.

ADDITIONAL MATERIAL

Workbook Unit 11
Exercise 5 Pronunciation - /kæn/ and /kɑːnt/

She can speak Spanish very well!

2 This section gives students the opportunity to listen to a person talking about their skills in a more extended context. Focus attention on the photos and the rubric. Ask What's her name? (Jenni Spitzer). Where is she from? (the United States). Where does she live? (Argentina).

Focus attention on the chart. Check comprehension of the verbs in the list, using the photos as appropriate. Tell students that they will get the answers for Jenni from the recording, they will complete the You column, you will give answers for the *T* column, and another student for the *S* column.

T11.6 [CD 2: Track 49] Tell students they are going to hear Jenni in the recording and that they should tick the things she can do in her column of the table. Pre-teach/check *barbecues*. Play the recording as far as *German a little bit*. Elicit the boxes that require a tick (speak Spanish and speak German). Play the rest of the recording and get students to complete their answers.

Play the recording again and get students to check their answers before checking with the whole class.

**Answers**
speak Spanish
speak German
dance
ride a horse

T11.6 I live in the city of Tucumán. I teach English. I can speak Spanish fluently and German a little bit.

I love it here. Saturday night is dancing night and I go dancing with friends. A lot of my friends can play the guitar really well. I can't play a musical instrument but I can dance very well. I love the music. On Sundays I often go riding here. I can ride quite well now. Or sometimes I watch friends playing golf. I can't play golf, but I like watching it. Sunday is also the day for 'asado' or barbecues. We always cook beef. I can't cook at all, but I want to learn. It's a great life here, everyone is really friendly.

3 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. very well / really well / fluently (languages) quite well a little bit (not) at all

Elicit the missing word for number 1 as an example (*fluently*). Students complete the exercise, working in pairs.

T11.6 [CD 2: Track 49] Play the recording again and get students to check/completes their answers. Get students to practice the sentences in open and then closed pairs. If students have problems with pronunciation, drill the examples, highlighting the sentence stress.

**Answers**
1 I can speak Spanish fluently.
2 I can speak German a little bit.
3 My friends can play the guitar really well.
4 I can dance very well.
5 I can ride quite well.
6 I can't cook at all.
**GRAMMAR SPOT**

1. Explain that an adverb describes a verb, e.g. run – run fast, draw – draw well. Copy the examples onto the board and highlight the word order with the adverbs coming after the verbs.

2. Focus attention on the examples. Elicit the adjective in each one (fluent and slow). Copy them onto the board and highlight the formation of the adverb by adding -ly.

   Refer students back to the examples in exercise 1. Explain that fast and well are special examples that don't take -ly. Elicit the adjectives and adverbs for each one (fast – fast; good – well).

   Read Grammar Reference 11.3 on p128 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

**PHOTOCOPIABLE ACTIVITY**

**UNIT II I can't ... at all** TB p48

**Materials:** one copy of the worksheet cut up per group of three students

**Procedure:** Explain that students are going to play a miming game and practise can/can't and adverbs.

- Pre-teach/check say the alphabet and type. Mime a few actions done well and badly, e.g. play tennis well, singing badly and elicit sentences with You ..., e.g. You can play tennis well. You can't sing very well.

- Divide the students into groups of three. Hand out sets of cards to each group and put them face down on the desk. Demonstrate the activity by picking up a card from one set, miming the activity shown, and getting students to say what you can/can't do. If they don't include an adverb, e.g. they say You can't sing, gesture that they need to add more information, e.g. You can't sing at all.

- Students take it in turns to choose a card and mime the activity. The others in the group guess and say a sentence. The student that 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. If necessary, remind students that they need to say how well the action is done to win the card.

- The student with the most cards in each group wins.

**TALKING ABOUT YOU**

4. Refer students back to the chart in exercise 2 and elicit a few examples about what Jenni can and can't do.

   Students complete the You column in the chart.

   Drill the pronunciation of the verbs in the list. Then elicit the question forms from a range of students and give true answers for yourself. Get students to complete the T column.

   Focus attention on the language in the speech bubbles. Drill the language chorally and individually. Elicit two or three more examples in open pairs. Then get students to continue asking and answering in closed pairs, noting their partner's answer to each question in the S column. Monitor and check for the correct use and pronunciation of can/can't.

5. Focus attention on the example in the speech bubble. Drill the language and highlight the different pronunciation of can and can't and the contrastive stress in the second sentence:

   /ə/  
   Isabel and I can dance very well.

   /s/  /s/  
   She can cook, too, but I can't cook at all.

   Elicit two or three more examples from the class and then get students to continue in closed pairs. Monitor and check for the correct use and pronunciation of can/can't. Feed back on any major common errors, but do not expect students to produce perfect pronunciation of can/can't as this may prove demoralizing.

**ADDITIONAL MATERIAL**

**Workbook Unit II**

**Exercise 6 Adverbs – very well/ not at all**
REQUESTS AND OFFERS

Can I help you?
This section introduces other uses of can and helps to consolidate the question forms.

1. Focus attention on the pictures. Elicit where the people are in each one (picture 1 a shop, 2 by a bus stop, 3 someone's house, 4 a restaurant, 5 London, 6 a car).
   Focus attention on the example. Remind students to cross out the words in each set as they use them, starting each sentence with Can. Students write the other questions, working individually. Get students to check their answers in pairs but don't check with the whole class until after exercise 2.

**Answers**
1. Can I help you?
2. Can you tell me the time, please?
3. Can you come to my party?
4. Can I have a glass of water, please?
5. Can you speak more slowly, please?
6. Can I give you a lift?

2. Elicit the question to item a (3 Can you come to my party?). Students continue matching, working individually.

**T 11.7** [CD 2: Track 50] Play the recording and let students check their answers to the question formation and the matching phase.

**Answers**
a 3  b 2  c 4  d 1  e 6  f 5

3. Deal with any vocabulary queries from exercises 1 and 2. Focus attention on the examples in the speech bubbles. Highlight how the conversation can be continued. Get students to practise the conversation in open pairs. Get students to continue with the other conversations in closed pairs. Remind them to continue the conversations in an appropriate way. With a weaker class, you could get students to repeat after the recording, and also elicit ways of continuing the conversations before students start the pairwork. Possible ways of continuing the conversations:

1. That's 90p, please.
   Thank you.
2. (See example in Student's Book.)
3. Say 'Happy Birthday' from me.
   OK. Thanks.
4. Thanks very much.
   That's OK.
5. Yes, I can. Thanks.
6. That's no problem.

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 a tractor.
3. Can you swim fast?
4. We can play tennis quite well.
5. You speak Italian very well.
6. He plays the piano very well.

ADDITIONAL MATERIAL

Workbook Unit 11

Exercises 7 and 8  Requests and offers – Can I ... ?/Can you ... ?
3 Read the questions through as a class and elicit possible answers. Divide the class into pairs or groups of three and get students to discuss the questions. Allow them to use whatever language they can to express their ideas, but be prepared to feed in language if students request it. Do not feed back on the questions at this stage, as students will find answers to the questions in the reading text.

4 **T 11.8 [CD 2: Track 51]** If you haven’t set the vocabulary checking as homework, pre-teach/check the items listed in the Note at the start of the section, especially with weaker groups. Ask students to read and listen to the text and to find the answers to the questions in exercise 3. Get students to compare their predictions in exercise 3 with the information in the text. Check the answers with the whole class.

**Answers**
1 The Internet started in the 1960s.
2 It started because the US Department of Defense wanted a computer network to help the American military.
3 People can ‘google’ for information, buy and sell clothes and cars, book a hotel, a holiday or tickets for the cinema, pay their bills; watch their favourite TV programme, play chess with a partner in Moscow; ‘chat’ to their friends and share photographs on Facebook, write a blog.

5 Get students to read the text again and find and correct the false sentences. Ask students to check their answers in pairs before checking with the whole class.

**Answers**
1 False. The Internet started in the 1960s.
2 False. The US Department of Defense started it.
3 True.
4 True.
5 True.

This section gives practice in vocabulary, reading, and listening based on a subject of interest to many students – the Internet. Lead into the topic with the following questions: Do you use ‘Google’ or another search engine? What for? Are you on Facebook or another social networking site? Do you write a blog? What’s it about?

1 Focus attention on the web addresses. Elicit what ‘www’ means (world wide web) and check students can pronounce the abbreviation: /dʌbljuː/. Give students time to discuss what each website is for before discussing as a class.

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. Get students to check in pairs before checking with the whole class. Check comprehension of play chess, pay bills, and chat to friends.

Ask students which activities you can do on the Internet and check students understand you can do all of them.

**Answers**
- listen to the radio
- watch TV
- play chess
- pay a bill
- read a newspaper
- chat to friends
- send an email
- book a hotel
What do you do on the Internet?

6 Tell students they are going to hear different people talking about when and why they use the Internet. Focus attention on the photos and the age of each person. Give students a few moments to discuss how each one might use the net.

Pre-teach/check: Wikipedia (an online encyclopaedia), geography, science, post photos (on Facebook), songs.

[CD 2: Track 52] Play the first extract and focus attention on the example. Remind students that they don't have to understand every word to be able to complete the exercise. Play the rest of the recording and get students to note down their answers for each person.

Get students to check their answers in pairs. Play the recording again and get students to check/complement their answers. Check the answers with the whole class.

Elicit any other information students understood about each Internet user.

<table>
<thead>
<tr>
<th>Answers</th>
<th>When?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte</td>
<td>every day</td>
<td>help with homework</td>
</tr>
<tr>
<td>Lauren</td>
<td>3 or 4 times a day</td>
<td>hear friends' news</td>
</tr>
<tr>
<td>Santiago</td>
<td>in the evenings</td>
<td>find songs</td>
</tr>
<tr>
<td>Alan Krum</td>
<td>on Sundays</td>
<td>get information about his family history</td>
</tr>
<tr>
<td>Max</td>
<td>after school</td>
<td>play games</td>
</tr>
<tr>
<td>Edna</td>
<td>every Friday</td>
<td>shopping</td>
</tr>
</tbody>
</table>

7 Elicit examples of other uses of the Internet that don't appear in the text, e.g. read the weather forecast, get help with your English, get maps and directions, get names and addresses of businesses, etc.

Give the names of a few good websites that you know and describe what you can do on these sites. Feed in useful language for talking about websites:

(Name of site) is good for (shopping).

I visit (name of site) for (information on travel).

You can (read the news) at (name of site).

A good site for (games) is (name of site).

Divide the class into groups and get them to talk about how they use the Internet and about good websites that they know. Monitor and help as necessary.

Get students to tell the whole class of any interesting sites in a brief feedback session. Highlight any common errors to the class, but do not over-correct as this may prove demoralizing.
VOCABULARY AND SPEAKING  (SB p86)

Adjective + noun

This section consolidates and extends the adjective + noun collocations students have met to date in the course.

1 Focus attention on the illustration and elicit a few examples of what is shown.

Focus on the example match of old/young/tall to people. Put students in pairs to continue the matching task. Check the answers, drilling the pronunciation as necessary.

Answers
old/young/tall people
fast/expensive car
delicious/fresh food
big/busy/cosmopolitan city
dangerous/exciting sport
funny/interesting/boring films
warm and sunny/cold and wet weather

2 Elicit a possible ending for number 1 (a fast car/an expensive car). If necessary, remind students of the use of a/an with a singular noun.

Explain that students sometimes need an adjective + noun combination and sometimes just an adjective on its own. Give students time to complete the sentences and then compare with a partner.

SUGGESTION
Students can play ‘10 questions’ with the examples in exercise 3. One student thinks of a category, e.g. an old city, without telling the others in the group. They have a maximum of 10 questions to find out what it is.

ADDITIONAL MATERIAL

Teacher’s Resource Disc
Communicative activity Unit 11 Ready, steady, go!

Workbook Unit 11
Exercise 11 Adjective + noun

Students then work with people from another group to compare their lists. Elicit the most common example for some of the categories in a short feedback session.

T 11.10 [CD 2: Track 53] Tell students they are going to hear short conversations that talk about the people and things in sentences 1–7. Sometimes the wording is quite similar to the sentences and sometimes it is a bit different. Play number 1 as an example and get students to compare their version.

Play the rest of the recording and get students to compare the adjectives used.

Refer students to T 11.10 on SB p120. 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.

3 Check comprehension of film star. Elicit a few possible examples for each category and write them on the board. Put students in groups of three or four to draft their lists. Feed in useful language for this stage, e.g.

What’s an example of an expensive car? A Mazda? I don’t really agree with that. How about a Porsche?

Students continue in their groups. Make sure one student writes down the examples.
**EVERYDAY ENGLISH** (SB p87)

**Everyday problems**

1. Focus attention on the photos and ask students where the people are in each one (1 in the city, 2 at work, 3 in a car park, 4 at home, 5 in the street, 6 in town).

Get students to match the problems to the photos.

Check the answers.

**Answers**

1. directions 2. computers 3. a ticket machine
   4. a lost passport 5. an accident 6. arriving late

2. Focus attention on the example. Students match the lines to the pictures, working individually. Get students to check their answers in pairs before checking with the class.

**Answers**

1. I can't find it anywhere!
2. This machine doesn’t work.
3. I'm lost.
4. I'm so sorry I'm late!
5. I can't get on the Internet.
6. Are you all right?

This stage allows students to use their imagination and create a conversation around one of the situations in the photos. Ask a confident student to choose a photo and improvise a short conversation around the situation he/she selected.

Students continue in pairs. Monitor and help as necessary, but don’t try to control the wording too much. It’s best just to let students do what they can with the language they already know. If appropriate, you can pair more confident students with weaker ones.

If you have time, allow a few pairs to act out their conversations to the class.

3. Briefly review the language of giving directions from Unit 8: turn left/right, go straight on. Also pre-teach/check the following words from the conversations: you can’t miss it (= it’s easy to find), What’s the matter?, push (a button), airport, miss the bus, it doesn’t matter.

T.11.11 [CD 2: Track 54] Play the first line of conversation 1 and elicit the missing word (lost). Play the rest of the recording and get students to complete the rest of the task.

Play the recording again and let students complete/check their answers. Check the answers with the class.

4. 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.

Get students to choose two conversations to learn and act out for the rest of the class. Encourage them to stand up and roleplay the situation, rather than just say the conversations face to face. This helps students with the acting out and with the overall delivery. Encourage the other students to listen carefully to the students who are acting and give feedback on pronunciation.

**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

Workbook Unit 11
Exercise 12  Everyday problems

Don't forget!

Workbook Unit 11
Exercises 13–16  Revision

Word list
Ask the students to turn to p136–7 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

Teacher's Resource Disc
Unit 11  Test
Unit 11  Skills test

Video/DVD
Unit 11  The Living Craft Show on iTools and iTutor
STARTER  (SB p88)

This Starter section reviews and extends the lexical set of shops and amenities and also reviews can.

1 Focus attention on the chart and give students time to read the Activities column. Check bread, milk, fruit, meat, and conditioner. Deal with any vocabulary queries and focus attention on the example. Then get students to continue matching in pairs. Check the answers.

Answers
2  e  3  c  4  a  5  b  6  f  7  d

2 Focus attention on the example. Then get students to make sentences with the phrases in exercise 1 using You can . . .

T12.1  (CD 2: Track 55) Play the recording and get students to check their answers. Explain any individual words that students query. (If you think students need further practice in the pronunciation of can, you could get students to listen again and repeat the sentences.)

Answers and tapscrip
1 You can buy a magazine in a newsagent's.
2 You can buy bread, milk, fruit, and meat in a supermarket.
3 You can get US dollars from a bank.
4 You can buy stamps and send a parcel in a post office.
5 You can buy a dictionary in a bookshop.
6 You can get a medium latte in a coffee shop.
7 You can buy shampoo and conditioner in a chemist's.

SAYING WHAT YOU WANT  (SB p88)

I'd like . . ., some and any

1 Focus attention on the photos and get students to point to Adam in each one. Pre-teach/check slices, anything else, Emmental, Gruyère (types of Swiss cheese), and dry/norm hair.

T12.2  (CD 2: Track 56) Play the first line of conversation 1 and elicit the missing word (morning). Play the rest of the recording through once without stopping and elicit where Adam is in each conversation (1 in a supermarket, 2 in a chemist's). Allow students to check their answers in pairs. Play the recording again to let students check/complete their answers.

Check the answers with the whole class. (If students query the use of one in try this one in conversation 2, check they understand it means try this type of shampoo.)

Drill the pronunciation of the lines containing wouldn't like from conversation 1: I'd like some ham, please.

How much would you like? Would you like anything else?

Check students can reproduce the contracted form I'd /aid/ and the pronunciation of wouldn't /wud/.

Put students in pairs to practise the conversations. Monitor and check for correct pronunciation. Be prepared to drill key lines again if necessary.

Answers and tapscrip

Conversation 1
A  Good morning. I'd like some ham, please.
B  How much would you like?
A  Four slices.
B  Would you like anything else?
A  Yes, I'd like some cheese. Do you have any Emmental?
B  I'm afraid we don't have any Emmental. What about Gruyère?
A  No, thank you. Just the ham, then. How much is that?

Conversation 2
C  Can I help you?
A  Yes, please, I'd like some shampoo.
C  We have lots. Would you like it for dry or normal hair?
A  Dry, I think.
C  OK. Try this one. Anything else?
A  Er—oh yeah. I don't have any conditioner. I'd like some conditioner for dry hair, please.
C  Yes, of course. That's £6.90, please.
GRAMMAR SPOT

would like

1 Read the notes as a class. Make sure students understand the difference in register between want and the more polite would like, and that ’d like is the contracted form.

2 Read the notes as a class. Make sure students understand that Would you like ... ? is used when we offer things.
   Ask students to find more examples of would like in the conversations in exercise 1.

some and any

1/2 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.
   Read Grammar Reference 12.1–12.2 on p128 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

2 Explain that students are going to hear Adam from exercise 1 shopping in town. Pre-teach/check The Times (newspaper), first/second class, and Drink here or take away? Focus attention on the chart and read the questions out so that students know what to listen for. Explain that for What does he want? students can just write words and for What are his words? students write the sentences Adam uses.

T12.3 [CD 2: Track 57] Play the recording of conversations 1 and 2 through once. Play it again, pausing at the end of key lines if necessary to allow students to write Adam’s words. Check the answers with the class.

Answers

<table>
<thead>
<tr>
<th></th>
<th>Conversation 1</th>
<th>Conversation 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is he?</td>
<td>in a newsagent’s</td>
<td>in a coffee shop</td>
</tr>
<tr>
<td>What does he want?</td>
<td>The Times and two magazines; some stamps</td>
<td>a medium latte; some chocolate cake</td>
</tr>
<tr>
<td>What are his words?</td>
<td>I’d like some stamps too. Two books of first-class stamps, please.</td>
<td>I’d like a latte, please. I’d like some chocolate cake.</td>
</tr>
</tbody>
</table>

If students ask why stamps can be first or second class, explain that in Britain 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 in the conversations in this exercise Adam is talking to a visitor at his home. Pre-teach/check orange/apple juice. 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.

T12.4 [CD 2: Track 58] Play the recording and get students to check their answers.

Answers and transcript

A= Adam, V= Visitor

Conversation 1

A What would you like to drink?
V A juice. I’d like an apple juice, please.
A Er... I have some orange juice, but I don’t have any apple juice.
V Don’t worry. Orange juice is fine. Thanks.

Conversation 2

A Would you like something to eat?
V Yeah, OK. A sandwich. A cheese sandwich?
A Er... I don’t have any cheese. Sorry. I have some ham. Would you like a ham sandwich?
V I don’t like ham.
A Would you like some cake, then?
V Yes, please. I’d love some.

Check pronunciation of apple juice /’æpl dʒuːs/,
orange juice /’ɔrindʒ dʒuːs/,
and sandwich /’sænwið/.

Put students in pairs to practise the conversations. Monitor and check for accurate pronunciation and intonation. Check students reproduce I’d like correctly and make sure students don’t say I like. If students have problems with pronunciation, drill key sections of the conversations and get students to practise again in closed pairs.
Roleplay

4 This exercise practises question forms with *would like*. Focus attention on the pictures and get students to imagine they are at home with a friend. Check comprehension of *feel at home*. Focus attention on the examples in the speech bubbles. Remind students of the use of *would like* + noun and *would like* + to-infinitive. Drill the examples chorally and individually. Encourage students to reproduce correct intonation, using a wide voice range on the answers, starting ‘high’.

Check comprehension of the food, drinks, and activities on offer. Elicit two different exchanges from each of the boxes from the students in open pairs. Then get them to continue in closed pairs. Monitor and check for correct use of *would you like* + noun and to-infinitive, and pronunciation. If you have time, get students to act out their roleplay for the rest of the class.

**ADDITIONAL MATERIAL**

**Workbook Unit 12**

*Exercise 1* What’s in the basket?

*Exercises 2 and 3* *some/any*

*Exercise 4* I’d like – I’d like a … / I’d like to …

*Exercise 5* Offering things – What would you like?
PRACTICE (SB p90)

It's my birthday!

Exercises 1–4 of Practice focus on would like in the context of birthdays. It consolidates the use of would like + noun and would like + to-infinitive.

1 Introduce the topic by asking 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 man's birthday soon and the woman is asking what he would like. Pre-teach/check forget, presents, take you out for a meal, and silly. Ask students to cover the text of the conversation in exercise 2. Ask the questions in exercise 1.

T12.5 [CD 2: Track 59] Play the recording through once and elicit the answers.

Answers
She wants to take him for a meal.
He wants to forget his birthday.

T12.5 – see below

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.

T12.5 [CD 2: Track 59] Play the recording again and let students check their answers.

Answers and tapescript
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 Thirty 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!

Put students in pairs to practise the conversation. Monitor and check for accurate pronunciation and intonation. Check students reproduce I'd like correctly and make sure students don't say I like. If students have problems with pronunciation, drill key sections of the conversations and get students to practise again in closed pairs.

Birthday wishes

3 Tell students they are going to hear three people talking about their birthday. Focus attention on the chart and elicit possible answers to the two questions, e.g.

What would they like? A book, a CD, a picture, a jumper, a camera, etc.

What would they like to do in the evening? Go to the theatre, have a party, go to a restaurant, go shopping, etc.

T12.6 [CD 2: Track 60] Play the recording of Kelly and elicit the answers (breakfast in bed and to go to the theatre). Play the rest of the recording and get students to complete the chart.

Get students to check their answers in pairs before checking with the whole class.

Answers
Kelly: breakfast in bed with the newspapers; go to the theatre
Mike: a new computer; go to a good restaurant
Jade: a new mobile phone; go out with all her friends

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. 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.
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 Read the 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 T12.7 [CD 2: Track 61] Pre-teach/check tonight and What about you? Play the recording and get students to read the conversations. Point out the use of I'd love to in reply to Would you like to ...? Explain that we don't usually repeat the verb from the question.

Ask the concept questions in the Student's Book and check the answers.

Answers
Conversation 1 is about what you like day after day.
Conversation 2 is about what you want to do today.

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.

Listening and pronunciation

4 T12.8 [CD 2: Track 62] This is a discrimination exercise to help students distinguish like and would like. Play the first sentence as an example and elicit the sentence that is recorded (Would you like a Coke?) Play the rest of the recording and get students to choose the correct sentences. 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.

Answers
1 Would you like a Coke?
2 I like watching films.
3 We'd like a flat with two bedrooms.
4 What would you like to do?
5 I like new clothes.

Refer students to T12.8 on SB p121. Give students time to read the conversations and deal with any vocabulary queries they may have. 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.

Talking about you

3 Focus attention on the examples in the speech bubbles. With weaker classes, review the difference between like and would like by asking General or specific? about each sentence (like = general meaning; would like = a specific wish). Also highlight the use of like + -ing and would like + to-infinitive.
Check it

5 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'd like to leave early today.
2 Do you like your job?
3 Would you like tea or coffee?
4 I'd like some tea, please.
5 They'd like something to eat.
6 I don't have any money.

ADDITIONAL MATERIAL

Teacher's Resource Disc
Communicative activity Unit 12 In your dreams

Workbook Unit 12
Exercises 6 and 7 like and would like \(-\) like dancing/would like to dance
You are what you eat

NOTES
This is the first 'jigsaw' reading in the course and so will need careful setting up. The 'jigsaw' technique integrates reading and speaking skills by getting students to read one of three texts and then work in groups to exchange information in a speaking phase. It's important to remind students to read only their text and to get information about the other texts via speaking.

The theme of the section is eating well and the texts describe the eating habits of three people in different parts of the world.

Lead into the topic of food by asking students to brainstorm examples of food and drink. Get them to work in groups and then elicit examples, asking a student from each group to write them on the board. Take the 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. Say You are what you eat. What does it mean? (it is important to eat well).

1 This exercise includes some of the key vocabulary in the jigsaw reading task. Ask What's in picture 1? and elicit salad. Students continue asking and answering, working in pairs.

Check the answers with the class. Drill the pronunciation of the words as necessary.

<table>
<thead>
<tr>
<th>Answers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 salad</td>
<td>6 seafood</td>
</tr>
<tr>
<td>2 breakfast cereal</td>
<td>7 fish</td>
</tr>
<tr>
<td>3 chicken</td>
<td>8 rice</td>
</tr>
<tr>
<td>4 bread and jam</td>
<td>9 eggs</td>
</tr>
<tr>
<td>5 pasta</td>
<td></td>
</tr>
</tbody>
</table>

2 The words listed below are new. With stronger students, allow them to work together in their groups (see notes below) to deal with the new vocabulary, using dictionaries as appropriate. With weaker students, you could pre-teach/check the following items first: meal, soup /su:p/, lunch box, dish, vegetables /'vedʒtablz/, beans, plate, have a snack, ride a bike, run a marathon, snack (verb), dessert, have a siesta, do some exercise, go to the gym.

Focus attention on the article. Ask What food can you see in the photos? Elicit some words for the food in the photos, e.g. sushi, salad, chicken, rice, and seafood. Focus attention on the photos of the people and check pronunciation of the names:

Masumi /meɪ'suːmiː/, Caroline /'kærəlain/, Adella /ə'dɛlə/

Put students into three groups, A, B, and C. (With larger classes, you may need to have multiple sets of the three groups.) Assign a text to each group and remind students to read only their text:

Group A - Masumi
Group B - Caroline
Group C - Adella

Get students to read their text quickly, asking others in their group for help with vocabulary if you didn't pre-teach the items listed above. 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 help as necessary.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masumi:</td>
</tr>
<tr>
<td>1 rice, fish, eggs.</td>
</tr>
<tr>
<td>2 For breakfast he has rice, fish, and soup. For lunch he has bento, with rice, fish, vegetables and eggs, and sometimes meat. For dinner he has fish with beans.</td>
</tr>
<tr>
<td>3 He has lunch at 12 o'clock. In the evening he eats at/after nine o'clock.</td>
</tr>
<tr>
<td>4 At the weekend, he likes going for walks and having dinner with his family.</td>
</tr>
<tr>
<td>5 He would like to eat with his children.</td>
</tr>
<tr>
<td>6 Yes, he goes for walks.</td>
</tr>
</tbody>
</table>

| Caroline: |
| 1 breakfast cereal, salad, chicken, fish. |
| 2 For breakfast she has toast and cereal. For lunch she has salad. For dinner she has chicken or fish. |
| 3 She has breakfast early. She has lunch at 11.30. |
| 4 She likes cooking for friends at home. |
| 5 She would like to run the New York Marathon. |
| 6 Yes, she rides her bike to work and runs 10 kilometres a day. |

| Adella: |
| 1 bread and jam, pasta, salad, fish, seafood, rice. |
| 2 For breakfast she has bread and jam. For lunch she has pasta, salad, fish or meat, and a dessert. For dinner she has seafood and rice. |
| 3 She has lunch at two o'clock. She has dinner at about ten o'clock. |
| 4 She likes going to bars with her friends in the evening. |
| 5 She would like to do some exercise/go to the gym. |
| 6 No, she doesn't. |
**SUGGESTION**

You might want to feed in the language students can use for the information exchange, 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 an 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. Students continue talking about the answers to the questions in exercise 2 and exchanging the information about their person. Monitor and help. Also, check for correct use of the Present Simple, *like* and *would like*. Note down any common errors, but feed back on them at a later stage.

**What do you think?**

Read through the questions as a class and elicit a few responses from a range of students. Briefly review the use of imperatives, e.g. *Eat ..., Don't have ...* for the suggestions about diet. Give students time to discuss the questions in their groups, noting down suggestions for a good diet.

Elicit a range of 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. If possible, get students to produce their project on a computer, adding images and references they have researched on the Internet.

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**ADDITIONAL MATERIAL**

*Workbook Unit 12*
*Exercise 11  Reading – English food*
**VOCABULARY AND SPEAKING (SB p94)**

In a restaurant

This section reviews and extends the lexical set of food and drink, and recycles *would like* in the context of ordering in a restaurant.

1. Write the following words from a menu on the board: *Starters, Mains, Sandwiches, Side orders, Desserts, Drinks*. Elicit examples of things for each category, e.g. *soup, pasta, cheese sandwich, chips, chocolate cake, orange juice.*

Focus attention on the 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 the *g* in *Bolognese*. Drill the word stress as necessary.

- tomato /ˈtəʊmətəʊ/
- mozzarella /ˈmoʊzərələ/
- salmon /ˈsæmən/
- spaghetti Bolognese /ˈspætəˌbi lə ˈbɒlə nɛls/  
- mayonnaise /ˈmeɪə neɪz/  
- mixed salad /ˈmɪks tˈsæləd/  
- apple pie /ˈæpl ˈpiː/  
- mineral water /ˈmɪnərəl ,ˈmaɪə(r)/  
- sparkling /ˈspæk lɪŋ/

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/don’t like*.

2. Tell students they are going to hear Liam and Maddy ordering a meal at the Café Fresco. Check they understand that Liam is a man’s name and Maddy is a woman’s name. Also check what the letters *L, M,* and *W* stand for. Give students time to read through the sentences.

T12.9 [CD 2: Track 63] Focus attention on the example and play the first line of the recording. 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.

3. Divide the class into groups of three. Get students to practise the conversation in their groups. If students have problems with pronunciation, drill key sections of the conversations and get students to practise again.

**Roleplay**

4. Give students time to prepare their roles and what they want to order. 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. (With a weaker group, you could write simple sentence cues on the board to help with the roleplay.) Monitor and help as necessary. Get students to act out their conversations for the rest of the class.

**SUGGESTION**

If you have access to other real menus from British or American 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.

**ADDITIONAL MATERIAL**

Workbook Unit 12

Exercises 8 and 9  Pronunciation – /e/ /i/ /u:/ /æ/

Exercise 10  Food
EVERYDAY ENGLISH  (SB p95)

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 in to the topic by drawing some of the signs in and around your school on the board. Elicit where you can see them.

1 Focus attention on the signs in exercise 1. Elicit where you can see them.

**Answers**
You can see the signs in a variety of places, including shops, offices, restaurants, libraries, hospitals, etc.

2 Pre-teach/check smoke, push/pull, up/down, floor (= storey), stand (verb). Focus attention on the example. Put students in pairs to continue matching the signs to the meanings. Check the answers.

**Answers**
2 a 3 e 4 j 5 o 6 m 7 k 8 i 9 l 10 n 11 b 12 h 13 g 14 c/d

3 **T12.10  [CD 2: Track 64]** Explain that students are going to hear eight single lines of conversation. Pre-teach/check gate. Play number 1 and elicit the correct sign (SALE).

Play the rest of the recording and get students to find the remaining seven signs. Allow students to check in pairs. If there is any disagreement, play the recording again and get students to check/amend their answers.

**Answers**
1 b 2 o 3 i 4 e 5 h 6 l 7 g 8 c/d

4 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.

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.

Students take it in turns to act out their conversations and get the rest of the class to guess the correct sign.

PHOTOCOPIABLE ACTIVITY
UNIT 12 Signs all around TB p149

**Materials:** one copy of the worksheet cut up per group of three students

**Procedure:** Explain that students are going to play a game to help them recognize and remember different signs.

- Divide the class into groups of three. Hand out a set of cards to each group. Ask students to spread them across the desk, face down. Demonstrate that students must take it in turns to turn two cards over. If they match (i.e. the sentence matches the picture), the student keeps the pair and has another go. If they are wrong, they must return the cards face down in the same place and the next student can have a go.
  - Feed in useful language for playing the game, e.g. It’s your turn. Is that right? That isn’t right. That isn’t a pair, etc.
  - Students play the game in their groups. Monitor and help.
  - The student with the most cards in each group is the winner.

**SUGGESTION**
Ask students to research other signs in English and bring them into class. Encourage them to note down the signs they see when visiting an English-speaking country or to ask people they know to do so. Students can create a display of the different signs along with their meaning.

**ADDITIONAL MATERIAL**

**Workbook Unit 12**
Exercises 12–15 Revision

**Word list**
Ask the students to turn to pp137–8 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

**Teacher’s Resource Disc**
Unit 12 Test
Unit 12 Skills test

**Video/DVD**
Unit 12 *The Los Angeles food trucks* on iTools and iTutor
STARTER  (SB p96)

1  This Starter section reviews and extends the lexical set of colours and clothes. Focus attention on the colours and the example. Students continue labelling the colours, working in pairs. Check the answers, drilling the pronunciation as necessary.

<table>
<thead>
<tr>
<th>Answers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 green</td>
<td>6 grey</td>
</tr>
<tr>
<td>3 white</td>
<td>7 brown</td>
</tr>
<tr>
<td>4 black</td>
<td>8 yellow</td>
</tr>
<tr>
<td>5 blue</td>
<td></td>
</tr>
</tbody>
</table>

Give an example of your own favourite colour(s) and then elicit examples from the class. If necessary, consolidate the vocabulary by pointing to different objects in the class and eliciting the correct colour.

2  Focus attention on the clothes and the example. Students continue labelling the clothes, working in pairs. Check the answers.

<table>
<thead>
<tr>
<th>Answers and tapescript</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a jumper</td>
</tr>
<tr>
<td>2 a shirt and tie</td>
</tr>
<tr>
<td>3 a T-shirt and shorts</td>
</tr>
<tr>
<td>4 a skirt</td>
</tr>
<tr>
<td>5 a dress</td>
</tr>
<tr>
<td>6 shoes and socks</td>
</tr>
<tr>
<td>7 trainers</td>
</tr>
<tr>
<td>8 a jacket</td>
</tr>
<tr>
<td>9 a scarf</td>
</tr>
<tr>
<td>10 boots</td>
</tr>
<tr>
<td>11 a suit</td>
</tr>
<tr>
<td>12 trousers</td>
</tr>
</tbody>
</table>

3  Demonstrate the activity by talking about the colours of your clothes, e.g. *My shirt is blue. My trainers are black and white*, etc. Don't use *I'm wearing* at this stage. Elicit examples from one or two students. If necessary, remind them of the *'s to talk about possessions. Then get students to continue in closed pairs. Monitor and check for correct pronunciation of the colours and clothes.

ADDITIONAL MATERIAL

Workbook Unit 13
Exercises 1 & 2  Colours and clothes

[CD 2: Track 65] Play the recording, getting the students to repeat chorally and individually. Check students can pronounce the vowels sounds in the following words correctly:

- skirt / shirt  /skɜːt/ /ʃɜːt/
- trousers  /ˈtraʊzərz/  
- boots  /buːts/  
- suit  /ʃuːt/  
- tie  /taɪ/  

Check students can distinguish *shirt* and *skirt*. Elicit which items in exercise 2 are for women (*a skirt* and *a dress*). Highlight the use of *a* with the singular items, e.g. *a jumper*, and that the plural items do not need *a*, e.g. *boots*. Highlight that the word *trousers* is plural in English, because this may be different in the students’ own language.
**WHAT ARE THEY WEARING? (SB p97)**

**Present Continuous**

1. This section introduces 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.

Focus attention on the pictures of the people. Point to Nigel and elicit the missing words (suit and shirt). Give students time to complete the other descriptions, working individually. If they query the use of is/are wearing or the other verb forms, tell them they are in the Present Continuous, but do not go into a full explanation at this stage.

**T 13.2 [CD 2: Track 66]** Play the recording and get students to check their answers. Play the recording again and get students to repeat chorally and individually. Encourage students to reproduce the contracted forms and the linking between -ing and a vowel:

*He's wearing a grey suit.*

If students have problems, drill just the first part of each sentence with wearing, e.g. *Nigel's wearing a grey suit. Lily's wearing a yellow T-shirt, etc.* Then drill the sentences with the other verbs: *He's reading his emails. She's running, etc.*

**Answers and tapescript**

1. Nigel's wearing a grey suit and a white shirt. He's reading his emails.
2. Lily's wearing a yellow T-shirt and white trainers. She's running.
3. Rick's wearing blue jeans and a red jumper. He's playing the guitar.
4. Eva's wearing a green jacket and brown boots. She's carrying a black bag.
5. Polly and Penny are wearing yellow dresses and blue shoes. They're eating ice-cream.

**GRAMMAR SPOT**

1. Focus attention on the examples and read the notes with the whole class. Ask students to underline the Present Continuous forms in the sentences about Nigel, etc. in exercise 1.

2. Read the notes with the whole class. Remind students of the -ing form by giving students the infinitive and eliciting the -ing form, e.g. wear – wearing, run – running, play – playing, etc. Check students understand that ' is the contracted form of is, and 're the contracted form of are.

Focus attention on the sentences and the example. Students complete the other sentences, using contracted forms.

**Answers**

You/We/They're wearing jeans.
He/She's playing in the garden.

Highlight that the Present Continuous can be used for actions happening now, e.g. You're wearing jeans, and around now, e.g. I'm studying English. Read Grammar Reference 13.1 on p129 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

2. Say wear – wearing, read – reading, sit and elicit sitting. Focus attention on the example and drill the pronunciation. Describe another student without saying their name and get students to guess who it is. Students continue in closed pairs. Monitor and check for correct formation of the Present Continuous. Highlight any errors after the task and encourage students to self-correct as far as possible.

3. Focus attention on the example and then talk about your own clothes. Students take it in turns to stand up and describe their clothes. In larger classes, students can do this in groups.

**SUGGESTION**

You can provide further practice of Present Continuous positive forms by getting students to think about what their family and friends are doing. Write the following questions on the board:

- What are you doing now?
- What are your parents/friends/brothers and sisters/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.*

Divide the class into pairs and get students 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.
ADDITIONAL MATERIAL

Workbook Unit 13

Exercise 3 Present Continuous – She's wearing/talking

Exercise 5 Present Continuous – Negatives

4 T 13.3 [CD 2: Track 67] 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 and 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?

What's he doing? /wats hə 'duːŋ/
What are they doing? /wət ə ðei 'duːŋ/

Check the pronunciation of the names in exercise 1. 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 exercise 1, working in closed pairs. Monitor and check for correct formation of Present Continuous questions and statements. If students have problems, highlight the changes from statement to question form on the board:

He is wearing a white shirt.

What is he wearing?
PRACTICE (SB p98)

Asking questions

1 This exercise gives practice in the he/she and they forms of Present Continuous questions and statements. Focus attention on the pictures and briefly review the verbs students will need to use (cook, drive, have a shower, write, ski, eat an ice-cream, run, dance, and play golf). With a weaker group, you could write the verbs on the board.

Focus attention on the examples in the speech bubbles and highlight the use of the contracted forms. Elicit one or two more examples and then get students to continue asking and answering in pairs. Monitor and check for correct formation of Present Continuous questions and statements.

T13.4 [CD 2: Track 68] Play the recording and get students to check their answers. If students had problems during the task, play the recording again and get students to repeat. Elicit the extra information provided in each answer.

Answers and tapescript
1 A What's he doing?
   B He's cooking dinner for friends.
2 B What's he doing?
   A He's driving to London.
3 A What's he doing?
   B He's having a shower after work.
4 B What's she doing?
   A She's writing an email to her mother.
5 A What's she doing?
   B She's skiing in France.
6 B What's she doing?
   A She's eating a strawberry ice-cream.
7 A What are they doing?
   B They're running fast.
8 B What are they doing?
   A They're dancing at a party.
9 A What are they doing?
   B They're playing golf 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 rather than just call out the infinitive verb forms. Divide the students into pairs and get them to continue miming and guessing. Get them to change roles after each mime. Monitor and check for correct formation of the Present Continuous.

PHOTOCOPIABLE ACTIVITY

UNIT 13 What are they doing? TB p150

Materials: one copy of the worksheet cut up per pair of students

Procedure: This is an information gap using different pictures. Tell students that they are going to work with a partner and ask questions to find six differences between two similar pictures of a family.

- Divide the class into pairs. Assign the role of A or B to each student and hand out the relevant half of the worksheet. Remind students they shouldn't look at each other's picture.
- Drill the type of questions students can ask, e.g. What is (the father) wearing? Is (the mother) listening to music?, etc.
- 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.

ADDITIONAL MATERIAL

Workbook Unit 13
Exercise 4 Present Continuous - Questions

HE'S ON HOLIDAY AT THE MOMENT (SB p98)

Present Simple and Present Continuous

This section reviews the Present Simple and contrasts it with the Present Continuous. Exercise 1 highlights the use of Present Simple for facts and repeated actions.

1 Refer students back to the picture of Nigel on SB p97. Tell students they are going to read about his job. Review/check feel tired and enjoy and then focus attention on the example. Ask students to complete the rest of the text with the verbs.

T13.5 [CD 2: Track 69] Ask students to check their answers in pairs before playing the recording for a final check.

Answers and tapescript
Nigel 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 1.00. He arrives home at about 7.00 every evening and he reads to his children before they go to bed. He often feels very tired at the end of the day.
This exercise consolidates the use of the Present Continuous for actions happening now and around now. Focus attention on the picture of Nigel and his family. Read the rubric and ask Where is Nigel? (on holiday in Spain). Who is phoning Nigel? (his boss). Where is his boss, Bill? (in England/in his office).

**GRAMMAR SPOT**

Read the examples with the class. Ask Which verb is the Present Simple? (he wears), Which is the Present Continuous? (he’s wearing).

Ask students to discuss the concept questions in pairs. Then check the answers.

**Answers**

He’s wearing a T-shirt. (= now)
He wears a suit for work. (= true day after day, but not now)

Read Grammar Reference 13.2 on p129 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.


Briefly highlight the use of is/Isn’t and are/aren’t by getting students to say which subject can go with which verb (Nigel, Karen, Bill, It + is/Isn’t; The children, They + are/aren’t). If necessary, briefly review the pronunciation of aren’t /aːn’t/.

Demonstrate the activity by eliciting a range of true sentences about Nigel (Nigel is enjoying the holiday/talking to Bill/relaxing). Students continue making sentences, working individually. Get students to compare their sentences in pairs before checking with the whole class.

If students query the use of No, we’re not in line 6 of the dialogue, explain that this is an alternative for No, we aren’t.

**Answers**

Nigel is enjoying the holiday. 
Nigel is talking to Bill. 
Nigel is relaxing. 
Nigel isn’t staying in a hotel. 
Karen is enjoying the holiday. 
Karen is relaxing. 
Karen isn’t swimming in the pool. 
Bill is calling Nigel. 
Bill isn’t relaxing. 
The children are enjoying the holiday. 
The children are swimming in the pool. 
It isn’t raining in Spain. 
They are enjoying the holiday. 
They aren’t staying in a hotel.

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, do – doing, swim – swimming, wear – wearing.

Focus attention on the examples in the speech bubbles. 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.

**Answers and tapescript**

1. Are they having a good time?
   Yes, they are.
2. Where are they staying?
   They’re staying in a house with a swimming pool near the beach.
3. What are the children doing?
   They’re swimming in the pool.
4. What’s Karen doing?
   She’s sunbathing.
5. What’s Nigel doing?
   He’s talking on the phone.
6. Is he wearing a suit?
   No, he isn’t.
7. Why is Bill calling?
   Because he has a problem.

This exercise consolidates the contrast between the two present tenses. Focus attention on the examples in number 1. Ask Which verb means true day after day, but not now? (lives); Which verb means now? (‘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 check their answers in pairs before checking with the whole class. If there are sentences that students disagree on, deal with them as a whole class, referring students back to the Grammar Spot on SB p99.

**Answers**

2. He usually wears a suit, but today he’s wearing shorts.
3. He never relaxes at work, but now he’s relaxing by the pool.
4. Karen works in a shop, but today she’s enjoying her holiday.
5. The children work hard at school, but today they’re swimming in the pool.
6. It often rains in England and it’s raining there now.
ADDITIONAL MATERIAL

Workbook Unit 13

Exercise 6  Present Simple or Continuous? – wear/are
wearing
PRACTICE (SB p98)

Asking questions

1 This exercise gives practice in the he/she and they forms of Present Continuous questions and statements. Focus attention on the pictures and briefly review the verbs students will need to use (cook, drive, have a shower, write, ski, eat an ice-cream, run, dance, and play golf). With a weaker group, you could write the verbs on the board.

Focus attention on the examples in the speech bubbles and highlight the use of the contracted forms. Elicit one or two more examples and then get students to continue asking and answering in pairs. Monitor and check for correct formation of Present Continuous questions and statements.

T13.4 [CD 2: Track 68] Play the recording and get students to check their answers. If students had problems during the task, play the recording again and get students to repeat. Elicit the extra information provided in each answer.

Answers and transcripts

1 A What's he doing?
   B He's cooking dinner for friends.

2 B What's she doing?
   A She's writing an email to her mother.

5 A What's she doing?
   B She's skiing in France.

6 B What's she doing?
   A She's eating a strawberry ice-cream.

7 A What are they doing?
   B They're running fast.

8 B What are they doing?
   A They're dancing at a party.

9 A What are they doing?
   B They're playing golf 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 rather than just call out the infinitive verb forms. Divide the students into pairs and get them to continue miming and guessing. Get them to change roles after each mime. Monitor and check for correct formation of the Present Continuous.

PHOTOCOPIABLE ACTIVITY

UNIT 13 What are they doing? TB p150

Materials: one copy of the worksheet cut up per pair of students

Procedure: This is an information gap using different pictures. Tell students that they are going to work with a partner and ask questions to find six differences between two similar pictures of a family.

- Divide the class into pairs. Assign the role of A or B to each student and hand out the relevant half of the worksheet. Remind students they shouldn't look at each other's picture.
- Drill the type of questions students can ask, e.g. What is (the father) wearing? Is (the mother) listening to music?, etc.
- 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.

ADDITIONAL MATERIAL

Workbook Unit 13
Exercise 4 Present Continuous - Questions

HE'S ON HOLIDAY AT THE MOMENT (SB p98)

Present Simple and Present Continuous

This section reviews the Present Simple and contrasts it with the Present Continuous. Exercise 1 highlights the use of Present Simple for facts and repeated actions.

1 Refer students back to the picture of Nigel on SB p97. Tell students they are going to read about his job. Review/check feel tired and enjoy and then focus attention on the example. Ask students to complete the rest of the text with the verbs.

T13.5 [CD 2: Track 69] Ask students to check their answers in pairs before playing the recording for a final check.

Answers and transcripts

Nigel 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 1.00. He arrives home at about 7.00 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 Nigel and his family. Read the rubric and ask Where is Nigel? (on holiday in Spain). Who is phoning Nigel? (his boss). Where is his boss, Bill? (in England/in his office).

T 13.6 [CD 2: Track 70] Play the recording and get students to read the text.

**GRAMMAR SPOT**

Read the examples with the class. Ask Which verb is the Present Simple? (he wears), Which is the Present Continuous? (he’s wearing).

Ask students to discuss the concept questions in pairs. Then check the answers.

**Answers**

He’s wearing a T-shirt. (= now)
He wears a suit for work. (= true day after day, but not now)

Read Grammar Reference 13.2 on p.129 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.


Briefly highlight the use of is/aren’t and are/aren’t by getting students to say which subject can go with which verb (Nigel, Karen, Bill, It + is/aren’t; The children, *They + are/aren’t*). If necessary, briefly review the pronunciation of aren’t /a:nt/.

Demonstrate the activity by eliciting a range of true sentences about Nigel (*Nigel is enjoying the holiday/talking to Bill/relaxing*). Students continue making sentences, working individually. Get students to compare their sentences in pairs before checking with the whole class.

If students query the use of *No, we’re not* in line 6 of the dialogue, explain that this is an alternative for *No, we aren’t*.

**Answers**

Nigel is enjoying the holiday.
Nigel is talking to Bill.
Nigel is relaxing.
Nigel isn’t staying in a hotel.
Karen is enjoying the holiday.
Karen is relaxing.
Karen isn’t swimming in the pool.
Bill is calling Nigel.
Bill isn’t relaxing.
The children are enjoying the holiday.
The children are swimming in the pool.
It isn’t raining in Spain.
They are enjoying the holiday.
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, do – doing, swim – swimming, wear – wearing.

Focus attention on the examples in the speech bubbles. 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.

T 13.7 [CD 2: Track 71] Play the recording and get students to check the questions and answers.

**Answers and tape script**

1 Are they having a good time?
   Yes, they are.
2 Where are they staying?
   They’re staying in a house with a swimming pool near the beach.
3 What are the children doing?
   They’re swimming in the pool.
4 What’s Karen doing?
   She’s sunbathing.
5 What’s Nigel doing?
   He’s talking on the phone.
6 Is he wearing a suit?
   No, he isn’t.
7 Why is Bill calling?
   Because he has a problem.

5 This exercise consolidates the contrast between the two present tenses. Focus attention on the examples in number 1. Ask Which verb means true day after day, but not now? (lives); Which verb means now? (is 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 check their answers in pairs before checking with the whole class. If there are sentences that students disagree on, deal with them as a whole class, referring students back to the Grammar Spot on SB p.99.

**Answers**

2 He usually wears a suit, but today he’s wearing shorts.
3 He never relaxes at work, but now he’s relaxing by the pool.
4 Karen works in a shop, but today she’s enjoying her holiday.
5 The children work hard at school, but today they’re swimming in the pool.
6 It often rains in England and it’s raining there now.
ADDITIONAL MATERIAL

Workbook Unit 13

Exercise 6  Present Simple or Continuous? – wear/are
wearing
Check it

3 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 choose the correct sentences.

Get students to check their answers in pairs before checking with the whole class.

Answers
1 I'm wearing a blue shirt today.
2 Where are you going?
3 Peter isn't working this week.
4 That's Peter over there. He's talking to the teacher.
5 Heidi is German. She comes from Berlin.
6 Why aren't you having a coffee?

SUGGESTION

You can also do a 'describe and guess' activity based on pictures from magazines or students' own photographs. Student A describes a person in the picture or photo and Student B guesses who it is. Students then change roles.

ADDITIONAL MATERIAL

Teacher's Resource Disc
Communicative activity Unit 13 What's she wearing?

READING AND LISTENING (SB p100)

This week is different

This section provides skills practice in reading, listening, and speaking, and also consolidates the difference between the Present Simple and Present Continuous. Students also review the Past Simple in the reading text and in the tasks.

1 Exercise 1 is a warm-up activity for the reading stage. It reviews the use of the Present Simple for routines. Pre-teach/check rich and millionaire. Read the examples with the class. Then elicit two or three more examples from the class. Students then continue comparing ideas in closed pairs. Monitor and check, but do not focus too heavily on errors as this activity is to raise interest in the topic, rather than to test accuracy.
Focus attention on the photos. Ask *Which person is the millionaire?* Get students to point to the correct picture. Give students time to read the introduction. If students query *Channel 4*, elicit other examples of international channels, e.g. *BBC, CNN, Discovery Channel, Disney Channel*, etc.

Check the answers to the questions.

**Answers**

They leave their home, and live and work with people who need help.
The other people don't know they are rich.
SUGGESTION
The reading text contains a series of numbers in different formats. You could list these on the board and get students to check what they refer to:
4 – the number of the TV channel
ten – the number of days the millionaire works with people
19 – the age when Colin started his business
£60 million – what Colin is worth
two – the number of sons Colin has
8th – the floor Margaret and Roger live on
one – the number of bedrooms Margaret and Roger have
£100,000 – the money Colin wants to give Margaret and Roger

ADDITIONAL MATERIAL
Workbook Unit 13
Exercise 7 Reading – Today’s different
This week is different

This section provides skills practice in reading, listening, and speaking, and also consolidates the difference between the Present Simple and Present Continuous. Students also review the Past Simple in the reading text and in the tasks.

1 Exercise 1 is a warm-up activity for the reading stage. It reviews the use of the Present Simple for routines. Pre-teach/check rich and millionaire. Read the examples with the class. Then elicit two or three more examples from the class. Students then continue comparing ideas in closed pairs. Monitor and check, but do not focus too heavily on errors as this activity is to raise interest in the topic, rather than to test accuracy.

2 Focus attention on the photos. Ask Which person is the millionaire? Get students to point to the correct picture. Give students time to read the introduction. If students query Channel 4, elicit other examples of international channels, e.g. BBC, CNN, Discovery Channel, Disney Channel, etc.

Check the answers to the questions.

**Answers**

They leave their home, and live and work with people who need help.
The other people don’t know they are rich.

3 The main part of the text contains some new vocabulary. Encourage students to use the context as much as possible to help them understand the new words. Students can also ask a partner or use a dictionary if appropriate. With weaker students, you could pre-teach some or all of the new vocabulary, or ask students to check it before the lesson. The following items are new: be worth (£60 million), teenage, country house, private plane, especially, married couple, apartment block, run a hostel, homeless, miss (your family), build, bring (someone to a place).

Give students time to read the paragraph about Colin. Deal with any vocabulary queries they may have. Focus attention on the questions. Elicit the missing word in number 1 (did). Get students to complete the questions, working individually. Check students’ questions. Don’t give the answers in brackets at this stage.

**Answers**

1 False. Colin went to Manchester by train.
2 False. He’s staying in a flat in a poor area of the city.
3 True.
4 False. The hostel is for homeless boys.
5 True.
6 False. They think that he is a good teacher.
7 False. He’s enjoying his time with Roger and Margaret.
8 True.

**Listening**

5 Tell students they are going to hear Colin talking in four different situations. Ask students to guess from the information in the reading text who he might be talking to, e.g. his family, Margaret and Roger, etc.

[CD 2: Track 72] Focus attention on the questions and on the chart. Play the first conversation and elicit the answers to the two questions (see Answers below). Play the rest of the recording without stopping. Allow students to compare their answers in pairs, and play the recording again if necessary.

Check the answers with the class.
### Answers and transcript

<table>
<thead>
<tr>
<th>Who's he talking to?</th>
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</tr>
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<td>Colin is helping the boy to read.</td>
</tr>
<tr>
<td>3 His wife.</td>
<td>They are talking about Colin's time with Roger and Margaret.</td>
</tr>
<tr>
<td>4 His sons.</td>
<td>They are talking about working hard and meeting the people in Manchester.</td>
</tr>
</tbody>
</table>

### What do you think?

Read through the questions as a class and elicit a few responses from a range of students. Give students time to discuss the questions in groups. Elicit a range of ideas from the class in a short feedback section. Ask students if they know any other examples of rich people who want to help others.

#### SUGGESTION

The reading text contains a series of numbers in different formats. You could list these on the board and get students to check what they refer to:

- **4** – the number of the TV channel
- **ten** – the number of days the millionaire works with people
- **19** – the age when Colin started his business
- **£60 million** – what Colin is worth
- **two** – the number of sons Colin has
- **8th** – the floor Margaret and Roger live on
- **one** – the number of bedrooms Margaret and Roger have
- **£100,000** – the money Colin wants to give Margaret and Roger

### ADDITIONAL MATERIAL

**Workbook Unit 13**

**Exercise 7**  Reading – Today's different
3 The main part of the text contains some new vocabulary. Encourage students to use the context as much as possible to help them understand the new words. Students can also ask a partner or use a dictionary if appropriate. With weaker students, you could pre-teach some or all of the new vocabulary, or ask students to check it before the lesson. The following items are new: be worth (£60 million), teenage, country house, private plane, especially, married couple, apartment block, run a hostel, homeless, miss (your family), build, bring (someone to a place).

Give students time to read the paragraph about Colin. Deal with any vocabulary queries they may have. Focus attention on the questions. Elicit the missing word in number 1 (did). Get students to complete the questions, working individually. Check students’ questions. Don't give the answers in brackets at this stage.

**Answers**
1 When did he start his business? (He started in business 25 years ago when he was 19.)
2 Where does he live? (He lives in a beautiful big country house.)
3 Does he have any children? (Yes, he has two teenage sons.)
4 Why is he a lucky man? (He also has a house in Majorca, and apartments in London and New York. He drives a yellow Lamborghini and has a private plane.)
5 Who does he want to help? (He wants to help people who aren’t as lucky as him, especially young people.)

Elicit the answer to question 1 and then put students in pairs to continue asking and answering. Check the answers by getting students to ask and answer again across the class (see Answers in brackets above).

4 Give students time to read the rest of the text. Deal with any vocabulary queries they may have. Check pronunciation of the names in the text: Colin /kəʊln/, Roger /‘rɔdʒə/, and Margaret /ˈmeərjət/. Read sentence 1 and ask True or false? Elicit false and the correction He went to Manchester by train.

Put students in pairs to complete the true/false task. Remind students to provide the corrections where necessary. Check the answers with the class.

**Answers**
1 False. Colin went to Manchester by train.
2 False. He’s staying in a flat in a poor area of the city.
3 True.
4 False. The hostel is for homeless boys.
5 True.
6 False. They think that he is a good teacher.
7 False. He’s enjoying his time with Roger and Margaret.
8 True.

**Listening**
5 Tell students they are going to hear Colin talking in four different situations. Ask students to guess from the information in the reading text who he might be talking to, e.g. his family, Margaret and Roger, etc.

**T 13.8 [CD 2: Track 72]** Focus attention on the questions and on the chart. Play the first conversation and elicit the answers to the two questions (see Answers below). Play the rest of the recording without stopping. Allow students to compare their answers in pairs, and play the recording again if necessary.

Check the answers with the class.

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</tbody>
</table>

**What do you think?**
Read through the questions as a class and elicit a few responses from a range of students. Give students time to discuss the questions in groups. Elicit a range of ideas from the class in a short feedback section. Ask students if they know any other examples of rich people who want to help others.

**SUGGESTION**
The reading text contains a series of numbers in different formats. You could list these on the board and get students to check what they refer to:
4 – the number of the TV channel
ten – the number of days the millionaire works with people
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8th – the floor Margaret and Roger live on
one – the number of bedrooms Margaret and Roger have
£100,000 – the money Colin wants to give Margaret and Roger

**ADDITIONAL MATERIAL**

*Workbook Unit 13*

*Exercise 7 Reading – Today’s different*
**VOCABULARY AND LISTENING** (SB p102)

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.

1. Introduce the concept of opposites by saying a number of adjectives and eliciting the opposite, e.g. hot – cold, expensive – cheap, etc.

Read the sentences with the class. Ask students to underline the verbs's asking and 're answering. Explain that these are verbs with opposite meaning.

2. Focus attention on the example. Pre-teach What's the opposite of (leave)? to allow students to help each other with the task. Then put students in pairs to continue matching. If appropriate, allow students to use dictionaries. Monitor and help.

Check the answers, drilling the pronunciation as necessary.

<table>
<thead>
<tr>
<th>Answers</th>
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</thead>
<tbody>
<tr>
<td>2 work</td>
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<tr>
<td>3 buy</td>
</tr>
<tr>
<td>4 walk</td>
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<tr>
<td>5 love</td>
</tr>
<tr>
<td>6 open</td>
</tr>
<tr>
<td>7 turn on</td>
</tr>
<tr>
<td>8 start</td>
</tr>
<tr>
<td>9 get up</td>
</tr>
<tr>
<td>10 remember</td>
</tr>
<tr>
<td>11 put on</td>
</tr>
<tr>
<td>12 win</td>
</tr>
</tbody>
</table>

3. 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; imperative 7). Remind students that never in sentence 6 is followed by a positive verb. Also refer students to the Irregular verbs list on p142 to check the Past Simple answers.

Students complete the sentences, working individually. Monitor and help. Let students check their answers in pairs. Deal with any disagreement on the tense or choice of verb together on the board.

**T 13.9** [CD 2: Track 73] Play the recording for a final check. As a follow-up, check what one refers to in sentence 2 (car) and it in sentence 7 (the TV).

**Answers and tapescript**

1. Please don't ask me any more questions. I can't answer them.
2. I'm selling my old car, and I'm buying a new one.
3. We always get up at seven in the morning and go to bed at eleven at night.
4. It was cold, so Tom took off his T-shirt and put on a warm jumper.
5. I usually walk to school, but yesterday I was late so I ran all the way.
6. John's playing tennis with Peter today. He always loses. He never wins.
7. Don't turn off the TV, I'm watching it! Please turn it on again!

4. 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 to 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.

**T 13.10** [CD 2: Track 74] Focus attention on the examples and play conversation 1. 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 and tapescript**

1. start, finish
2. play, work
3. leave, arrive
4. go to bed
5. remember, forget
6. open, close

**T 13.10**

1. A: Would you like an espresso?
   B: No, thank you. I hate black coffee.
   A: Do you? I love it.

2. A: What time does the film start?
   B: 6:45.
   A: And do you know when it finishes?
   B: About 8:30, I think.

3. A: Would you like to play tennis after work?
   B: Sorry. I can't. I'm working late again.

   B: And what time does it arrive in Paris?
   A: 16.05.
   B: Wow! That's fast.

5. A: Did you remember to bring your dictionary?
   B: Oh, sorry. I forgot it.
   A: Not again!

6. A: Can I open the window? I'm hot.
   B: Of course. Just remember to close it when you leave the room.
Refer students to **T13.10** on SB p122. 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.

**ADDITIONAL MATERIAL**

Workbook Unit 13

**Exercise 8**  Opposite verbs
EVERYDAY ENGLISH  (SB p103)

What's the matter?

This section presents the language of talking about feelings, minor medical problems, and offering suggestions.

1 Focus attention on the pictures and the question
   *What's the matter?* Establish that *What's the matter?* is a common way of asking ‘What’s the problem?’
   Focus attention on the example for picture 1. Students continue completing the sentences, working in pairs.
   **T13.11  [CD 2: Track 75]** Play the recording through once and get students to check their answers.

   **Answers and transcripts**
   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 pronounce
   *tired* and *bored* as one syllable – /ˈtaɪərd/, /ˈbɔːrd/ rather than */ˈtaɪəd/, */ˈbɔːd/. Ask students to mime be
cold and have a cold to check they have understood the difference.

   Get students to work in pairs. Student A points to a
cartoon and Student B says the corresponding sentence.

2 Focus attention on the photos and two gapped conversations. Give students time to complete the task
with words from exercise 1.
   **T13.12  [CD 2: Track 76]** 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 and transcripts**

   **Conversation 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.

   **Conversation 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.
ADDITIONAL MATERIAL

Workbook Unit 13
Exercises 9 and 10  What’s the matter?

Don’t forget!

Workbook Unit 13
Exercises 11–16  Revision

Word list
Ask the students to turn to p138–9 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

Teacher’s Resource Disc
Unit 13  Test
Unit 13  Skills test

Video/DVD
Unit 13  Clothes on iTools and iTutor
**STARTER** *(SB p04)*

1. This *Starter* section reviews and extends the lexical set of transport, and also reviews the Present Simple and Past Simple. Focus attention on the pictures and elicit the correct word for number 1 (*car*). Give students time to complete the task, working in pairs. Check the answers with the whole class, making sure students can spell and pronounce the words correctly.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1 car</td>
</tr>
<tr>
<td>2 train</td>
</tr>
<tr>
<td>3 bus</td>
</tr>
<tr>
<td>4 coach</td>
</tr>
<tr>
<td>5 plane</td>
</tr>
<tr>
<td>6 boat</td>
</tr>
<tr>
<td>7 bicycle</td>
</tr>
<tr>
<td>8 motorbike</td>
</tr>
</tbody>
</table>

2. Write the example from the Student’s Book on the board and underline *come* and *came*. Ask *Why ‘come’?* (Present Simple to talk about what usually happens) and *Why ‘came’?* (Past Simple for a single action in the past). Elicit other examples from the class. If necessary, briefly explain the uses of *come* and *go*. We usually use *come* to describe movement to where the speaker is now and *go* to describe movement away from where the speaker is now. Compare: *I usually come to school by bus.* (The students are at school now.) *I usually go to work by train.*

Elicit a range of further examples from the class.

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**SEVEN COUNTRIES IN SEVEN DAYS!** *(SB p04)*

**Future plans**

This section introduces *going to* and the Present Continuous for future in the context of plans for a trip. This is a very natural context for carrying the target language and one that is easily personalized by the class. Students get initial exposure to the future forms in context in the questions in exercise 1. Don’t insist that they use these forms in their answers, but allow them to have a go if they want to.

Lead in to the topic of a sightseeing trip around Europe by giving the names of the cities on the itinerary on SB pp104–105 and eliciting some of the most famous places to visit, e.g. London – Buckingham Palace. Try to include as many of the sights listed in the itinerary as possible.

1. Focus attention on the photo and on rubric 1. *What are their names?* (*Bill* and *Gloria Bigelow* /ˈbɪɡələʊ/) *What nationality are they?* (*American*) *Where are they from?* (*Columbus, Ohio*). Focus attention on the map. Explain that it shows Bill and Gloria’s route across Europe. Elicit one or two countries that they are going to visit, e.g. *Germany, Italy*, etc. Then get students to continue naming the countries in pairs. Monitor and help as necessary.
1. 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.

2. Read the notes as a class. Focus attention on the examples and ask *Now or future?* about each one (*future*). Check students understand that *they’re* and *we’re* are the contracted forms of *they are* and *we are*.

Read Grammar Reference 14.1 on p.129 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

3. This exercise includes both Present Continuous and *going to* for future plans. It has been set up to let students get used to seeing the structures in context in sentences 1–4 before they need to produce the new forms in sentences 5–8. Encourage students to use the context to help them understand any new vocabulary. The following words are new and may need explaining, especially with weaker classes: *overnight, check into, cruise, boat ride, canal, tunnel, autoroute (= motorway), flight*.

Elicit the answer to number 1 as an example (*London*). Also explain that students will sometimes need to write a verb. Elicit the answer to number 5 (*drive*) as an example. Get students to complete the sentences, working individually. Monitor and help as necessary.

**T14.1 [CD 2: Track 77]** Get students to check in pairs before playing the recording as a final check.

Play the recording of sentences 1–4 again and get students to repeat chorally and individually. Students then take it in turns to practise the sentences in closed pairs. Monitor and check. If students have problems with the pronunciation of *going to*, drill key examples and get students to practise the sentences again.

Answers and transcript

1. On Sunday they’re flying to *London*.
2. On Monday they’re going to have a *bus* tour of London.
3. On Tuesday they’re travelling through *Belgium* and into *Germany*.
4. On Wednesday they’re going to drive down the *Romantic Road* to the Alps and *Austria*.
5. On Thursday they’re going to *drive* over the Europa Bridge.
6. On Friday they’re going to *stop* in Verona. They’re going to see Juliet’s balcony.
7. On Saturday evening they’re *having* dinner in a bistro in Paris.
8. On Sunday morning they’re going to the Louvre to see the Mona Lisa. In the evening, they’re *flying* back to the US.

4. **T14.2 [CD 2: Track 78]** 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.

**What are they doing on Sunday?**

**What are they going to do on Monday?**

5. Elicit the complete question about Tuesday (*What are they doing on Tuesday?*). Give students time to write the rest of the questions, working individually. Monitor and check. If students mix the two future forms, remind them to look carefully at the cues and use *going to* only where specified.

**T14.3 [CD 2: Track 79]** Playing the recording and get students to check their answers. With weaker students, write the questions on the board to allow students to check the verb forms.

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 below). 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 transcript

1. *What are they doing on Tuesday?* (They’re travelling through *Belgium* into *Germany*.)
2. *What are they going to do on Wednesday?* (They’re going to drive down the *Romantic Road* to the Alps and *Austria*.)
3. *When are they going to drive over the Europa Bridge?* (They’re going to drive over the Europa Bridge on Thursday.)
4. *What are they going to do in Verona?* (They’re going to see Juliet’s balcony.)
5. *Where are they having dinner on Saturday?* (They’re having dinner in a bistro in Paris.)
6. *When are they going to the Louvre?* (They’re going to the Louvre on Sunday morning.)
7. *When are they flying back to the US?* (They’re flying back to the US on Sunday evening.)
Eddie's plans

1 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.

Focus attention on the photo and on rubric 1. Ask What's his name? (Eddie). What's he doing? (He's looking at a map and talking to a friend about his holiday plans.)

Pre-teach/check rucksack, go on safari, sleep in a tent, by jeep, and cost (verb).

T14.4 [CD 2: Track 80] 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 and tapescript
F = Friend, E = Eddie
F What are you doing?
E I'm planning my holiday.
F Oh, where are you going?
E I'm going to South Africa. It's my first time.
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 going to stay?
E Well, I'm staying with friends in Cape Town. Then I'm going on safari. I'm going to sleep in a tent.
F Fantastic! And how are you going to travel?
E By plane to Cape Town, of course, and then by jeep when I'm 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 £2,000.
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.

Talking about you

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 question and the examples in the speech bubbles. Elicit the full answer for the second question (Because he wants to see his friends and he wants to go on safari.). Drill the language, highlighting the falling intonation on the Wh-questions. Then elicit one or two more exchanges in open pairs. With weaker classes, elicit the full question forms with the whole class first. If necessary, point out that we use the Present Continuous, not going to, with to go.

I'm going on holiday next week.
NOT I'm going to go on holiday next week.

Students continue asking and answering in closed pairs. Monitor and check for correct use of the future forms, and for intonation in the questions.

Answers
A Where's he going?
B He's going to South Africa.
A Why is he going there?
B Because he wants to see his friends and he wants to go on safari.
A Who is he going with?
B He isn't going with anyone.

A When is he leaving?
B He's leaving next Monday morning.
A How is he going to travel?
B He's going to travel by plane and by jeep.
A Where is he going to stay?
B He's going to stay with friends in Cape Town. Then he's going on safari and he's going to sleep in a tent.
A How long is he going to stay?
B He's going to stay two weeks.

Get students to practice the conversation in closed pairs. Monitor and check. If students have problems with pronunciation, drill key sections of the conversations and get students to practice again in closed pairs.

France (where?)
In August (when?)
For three weeks (how long?)
In a hotel (where?)
By plane (how?)
Because I want to relax on the beach (why?)
Briefly revise tomorrow and on with days of the week. 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.

Check it

4 Focus attention on the example. Students continue working individually to write in the missing words. Remind them to add just one word each time.

Get students to check their answers in pairs before checking with the whole class. If there is any disagreement, ask students to write the relevant sentences on the board and then correct any mistakes as a class.

Answers
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.

- Give students time to plan their trip, referring to any maps or travel information you may have. In a monolingual class, encourage students to use English as much as possible, but don't be surprised if students revert to their own language at times. 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 ..., etc. Students take it in 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 feed back on any common errors after the task.
- If appropriate, ask students to vote for the most exciting trip.

ADDITIONAL MATERIAL

Workbook Unit 14
Exercise 3 Future plans – Questions and answers

PHOTOCOPIABLE ACTIVITY
UNIT 14 Planning a trip  TB p151

Materials: one copy of the worksheet per group of three students

Procedure: Tell students that they are going to work in groups to plan the trip of a lifetime.
• Ask Where would you love to go in the world? Elicit a range of ideas from the class.
• 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 they can go wherever they like, in the country where students are studying, or somewhere else.
• Focus attention on the day sections of the itinerary. Explain that students need to add the 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?
VOCABULARY REVISION (SB p107)

Words that go together

This section contains a range of activities that review some of the key vocabulary from across 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. Students work in groups and do each exercise under 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. Pre-teach/check carefully. Students continue matching, working in pairs. If necessary, get them to refer back to earlier vocabulary sections in the Student’s Book to help them. Check the answers with the class.

Answers
ride a bike
drive carefully
go sightseeing
work hard
have dinner with friends
take a photograph
do your homework
pay bills on the Internet
wear a suit

Focus attention on the example in the speech bubble. Give one or two more examples of your own, including one with go sightseeing, e.g. I’m going sightseeing on the coast next month. If necessary, remind students that we 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. Students then continue in closed pairs. Monitor and check for common errors in the vocabulary and use of going to/Present Continuous, but don’t interrupt to correct. Highlight the errors after the pairwork in a brief feedback session.

2 This activity reviews places, jobs, and objects and the connections between them. Focus attention on the examples. Elicit other possible sentences People catch a train at the station./You can travel by train from stations. Point out that the sentences should talk in general about People/You/A ..., rather than be personal statements with I.

Students continue making the connections in pairs. Check the answers.

Answers
station-train: Trains travel between stations./People catch trains from stations./You can travel by train from stations.
beach-swimming: People go swimming at the beach./You can go swimming at the beach.
journalist-newspaper: Journalists write for newspapers./A journalist writes for a newspaper.
airport-planes: Planes fly between airports./People catch planes from airports.
shampoo-chemist’s: People buy shampoo from a chemist’s./You can buy shampoo from a chemist’s.
fridge-kitchen: People usually put their fridge in the kitchen.
nurse-hospital: Nurses work in hospitals/A nurse works in a hospital.
waiter-menu: Waiters bring menus./A waiter brings you the menu.

3 Read the rubric with the class and focus attention on the example. Elicit why bridge is different (A ‘bridge’ is part of a city but the others are all forms of transport.) Students then continue the task, working in pairs. Check the answers.

Answers
2 waiter – A waiter is a job, but the others are people in a family.
3 awful – Awful is a negative adjective, but the others are positive.
4 trousers – You wear trousers on your legs, but you wear the others on your feet.
5 laptop – A laptop is a piece of equipment, but the others are furniture.
6 cooker – A cooker is a piece of equipment, but the others are jobs.

ADDITIONAL MATERIAL

Workbook Unit 14
Exercise 7  Lists – Monday/Tuesday
Exercise 8  Words that go together – tired/work hard

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-syllables words divide: wai/ter, hos/pi/tal.

Demonstrate the two stress patterns in the chart. Write the words on the board and ask Where’s the stress? pilot (stress on first syllable) and hotel (stress on second syllable). Point out that the bigger circle in the pattern indicates the stressed syllable. Students complete the chart, working in pairs.

T14.5 [CD 2: Track 81] Play the recording and let students check their answers. Play the recording again and get students to listen and repeat.
Focus attention on the words with three syllables and the example. Elicit a word for the other two stress patterns: stress on the second syllable (banana) and stress on the third syllable (souvenir).

**T 14.6** [CD 2: Track 82] Students complete the chart, working in pairs. Then play the recording and let students check their answers. Play the recording again and get students to listen and repeat.

Focus attention on the example and play the first three words of the recording. Explain that words that have the same spelling sometimes have different pronunciation. Remind students to focus on the sounds in each set of words rather than the spelling.

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.

If appropriate, refer students to the Phonetic symbols chart on SB p143 and get them to match the sounds to the words in exercise 5.
**READING AND SPEAKING** *(SB p.108)*

**Life's big events**

The final skills section in the Beginner Student's Book gives students an opportunity to pull 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. Students may need help with the following words in terms of meaning and/or pronunciation. You may want to pre-teach/check (some of) the items before students do the reading task.

**Nationalities:** Scottish, Czech /ˈtʃɛk/;

**Place names:**
- Prague /ˈpraːɡ/,
- Munich /ˈmjuːnɪk/,
- Glasgow /ˈɡlasɡəʊ/,
- Edinburgh /ˈedɪnbɜːr/;

**Jobs/Work:**
- journalist /dʒəˈnalɪst/,
- chef /ʃɛf/,
- housewife /ˈhəʊswif/;

**Subjects:**
- psychology /saɪˈkɒlədʒi/,
- economics /ˌiːkəˈnɒmɪks/,
- modern languages /ˌmɒdnˈleɪndʒəri/;

**Verbs:**
- hope, move (to another country), look forward to something, go out (with someone), work in developing countries /ˈdɪvəloʊpɪŋ kəˈntrɹi/,
- 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. having a baby, going to university, etc. Pre-teach/check get married (irregular past got), grow up (irregular past grew), and study.

2. Focus attention on the photos of the people and check pronunciation of the names: Milena /ˈmilən/, Georg /ˈɡeɔːɡ/, Archie /ˈɑːtʃi/.

3. [CD 2: Track 84] Read the questions as a class. Play the recording through once and get students to answer the questions in pairs. Play the recording again to let students complete/check their answers about who talks about what. Elicit any other details that the students understood from the recording, but don't focus too much on details about jobs and studies, as students will exchange this information in exercises 3 and 4.

**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.

3. Students did a jigsaw reading in Unit 12, but each stage of this task needs careful setting up. 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 USA). Ask Past, present or future? and get students to say the correct sentence for each time period.

See above **Note** about new vocabulary. You may want to pre-teach/check some of the items, especially with weaker groups. 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. Monitor and help as necessary.

**Answers**

1. was born
2. grew up
3. went to school
4. met a boyfriend/girlfriend/studied at university
5. studied at university/met a boyfriend/girlfriend
6. got married
Give students time to read the questions and deal with any queries. 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 one. Monitor and help as necessary.

**Answers**

**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. 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 teaches architecture.
7. Next year.
8. He's going to teach at the University of California.
9. He's 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 there.
9. He's excited, but a bit nervous.

Re-group the students, making sure there is an A, B, and C student in each one. 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 feed back on them at a later stage.
Talking about you

5 Read the introduction with the class. Elicit some example endings for the sentence starters in the speech bubble.

Focus attention on the first expression in the box and elicit possible endings about Milena, Georg, and Archie, e.g. *I was born in Prague./I was born in Frankfurt./I was born in Glasgow.*

Put students in pairs. Get them to continue underlining expressions in the texts. Then check the answers.

**Answers**
She was born in Prague./I was born in Frankfurt, where I grew up./He was born in Glasgow, where he grew up.
She lives with her mother and two sisters./He lives with his wife and three children.
She's going to study business./She's going to London to study at a language school./She's going to stay with an English family./They're going to live on the university campus./His wife is going to teach German./They're going to Zambia./They're going to train doctors and nurses.
I hope the family are nice./I hope I like English food./I hope we can help them.
My father's a journalist and works for a newspaper./My mother works as a chef./His mother works for the research company, Bayer.
She's studying English, psychology, and economics./I studied architecture at the University of Munich./I studied biology, chemistry, and physics./We studied medicine together at the University of Edinburgh.
She's excited about going to London./They're all very excited about the trip./We're very excited, but a bit nervous.

6 Students write sentences about themselves, drawing from the expressions in exercise 5 and facts about their own past, present, and future.

7 Review key question words by giving a short answer and eliciting the question word, e.g. *in 1981 (when?), from Germany (where?), for two weeks (how long?), etc.* Also review the expressions *Nice to meet you. And you.*

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 question words on the board along with topics that students can refer to, e.g. *year/place born, family, education, work, marriage, plans/ambitions.*

If possible, pair students with someone they don't usually work with so that the roleplay feels authentic. 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. Monitor and check, helping as necessary. Note any common errors in the use of tenses and question formation, but don't feed back on them until after the roleplay.

**SUGGESTION**
Try to review tenses by talking about what students did/are going to do at different times, e.g. last/next weekend, during the last/next holidays, on their last/next birthday, etc. You can set up short pair or group work activities as ‘warm-up’ stages at the start of a class, or as ‘fillers’ for students who finish a task quickly.
GRAMMAR REVISION (SB p110)

Tenses
This section includes a review of tenses including negatives and question formation, along with revision of prepositions, some/any, there is, this/these, a/an, possessive 3, adverbs, adjective + noun word order, like/I'd like.
Encourage students to use the resources in the SB by referring them back to the Grammar Reference on SB pp123–9 and the Irregular verbs list on p142.

1 Point to the photo on SB p108 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).
Students complete the sentences, working individually. Allow them to check in pairs before checking with the whole class. If there is any disagreement, ask students to write the relevant sentences on the board and then correct any mistakes as a class. Ask Past, present, or future? about each sentence and also check the spelling of the verb forms.

Answers
2 Archie has a brother and a sister.
3 His mother works for the research company, Bayer.
4 Archie grew up in Glasgow.
5 He studied medicine at university.
6 He and Fiona are going to work in Zambia soon.

Questions
2 Focus attention on the example. Ask Why 'do' and not 'did'? (because the question is about the present). Tell students they are going to need a range of tenses to complete the rest of the questions.
Students complete the questions, working individually. Allow them to check in pairs before checking with the whole class. If there is any disagreement, ask students to write the relevant questions on the board and then correct any mistakes as a class. Ask Past, present, or future? about each question and also remember to check the word order in the questions.

Answers
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 she 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 are a range of mistakes in the rest of the exercise. Also explain that sometimes a word is wrong and sometimes there is a word missing.
Students correct the mistakes, working in pairs. Check the answers with the class. If there is any disagreement, ask students to write the relevant questions on the board and then correct any mistakes as a class.

Answers
2 I don't want to go out.
3 She is 18 years old.
4 Where do you live?
5 I went to Italy last year.
6 He has/I/you/we/they have a dog and a cat.
7 I don't/can't understand you.
8 What did you do last night?
9 I'm going to see a film tonight.
10 What are you going to do/What are you doing this weekend?

Sentence completion
4 Explain that in this exercise students need to choose the correct word to complete each sentence/question. Focus attention on the example. Ask Why 'some'? (because it's a positive sentence).
Give students time to complete the exercise, working in pairs. Check the answers with the class. If there is any disagreement, write the relevant sentences/questions on the board and then correct any mistakes as a class.

Answers
2 a 3 b 4 a 5 a 6 b 7 b 8 a 9 b 10 a

ADDITIONAL MATERIAL

Workbook Unit 14
Exercise 4 Future plans – What are you doing tomorrow?
Exercise 5 All tenses
Exercise 6 Irregular verbs
EVERYDAY ENGLISH (SB p11)

Social expressions (2)

This section focuses on a range of different situations and includes expressions for wishing people good luck, apologizing, saying thank you, etc.

1 Focus attention on the photos. Ask Where are they? about each one (1 in a school/university, 2 at home, 3 in the street, 4 in a car/in the street, 5 in the street, 6 on a train/at the station).

T14.9 [CD 2: Track 85] Play the recording through once and get students to read and listen to the conversations. (See T14.9 below.)

Focus attention on conversation 1 and elicit A’s first missing word (luck.). Students continue completing the conversations in pairs.

T14.9 [CD 2: Track 85] Play the recording again and get 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). Also check the pronunciation of special /’speʃl/, journey /’dʒɔːni/, and pleasure /’pleʒə/. 

Answers and transcript

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.
   (F Oh, lovely!)

4 G Goodbye! Drive carefully!
   H Thanks! I’ll phone you when I arrive.
   G See you again 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 pairs to rehearse the conversations. If they sound a little flat, play the recording again, drilling the intonation chorally and individually. Encourage students to start high to achieve a good voice range.

Get students to choose two or three conversations to learn. 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

Teacher’s Resource Disc
Communicative activity Unit 14 The category game

Workbook Unit 14
Exercise 9 Form filling – Questions and answers
Exercise 10 Social expressions (2)

Don’t forget!

Workbook Unit 14
Exercises 11 and 12 Revision

Word list
Ask the students to turn to p139 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

Teacher’s Resource Disc
Unit 14 Test
Unit 14 Skills test
Stop and check 4 (Units 11–14)
Progress test 3 (Units 11–14)

Video/DVD
Unit 14 What are you doing for your next holiday? on iTools and iTutor