

Fourth edition

New  
**Headway**

**Beginner Teacher's Book**

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with

**Teacher's  
Resource Disc**

CD-ROM

OXFORD

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## TEACHER'S RESOURCE DISC (inside back cover)

Communicative activities

Tests with test audio

Grammar Reference with practice

Student's Book word lists

Class tapescripts

Workbook tapescripts



# Introduction

## New Headway Beginner

*New Headway Beginner, Fourth edition* is a foundation course for adult and young adult true beginners. It is also suitable for students who have already learned a little English, perhaps some years ago, but who don't yet feel confident enough to move on. They want to go back before they move forward.

New language is introduced gradually and methodically, in measured amounts, and in a logical order. Listening material is provided across two class CDs. Vocabulary has been selected carefully to avoid overloading. There are many controlled practice activities, which aim to give beginners the confidence to proceed, but there is also some simple skills work, which incorporates manageable communicative activities appropriate for low-level students. In the *Everyday English* sections, we deal with social and functional language, and survival skills.

## Organization of the course

Each unit of *New Headway Beginner, Fourth edition* has these components:

- Starter
- Presentation of new language
- Practice
- Vocabulary
- Skills work – always speaking, combined with reading and/or listening and/or writing
- Everyday English

### Starter

The *Starter* section is designed to be a warmer to the lesson and has a direct link with the unit to come. This link might be topical or grammatical, or it might revise input from a previous unit.

### Presentation of new language

New language items are presented through texts, often dialogues, which students can read and listen to at the same time. This enables students to relate the spelling to the sounds of English, and helps with pronunciation, as well as form and use. Sometimes there are two presentation sections. This is to break up what would otherwise be too large a 'chunk' of new language.

The main verb forms taught are:

- *to be*
- Present Simple
- *there is/are*
- Past Simple

- *can/can't*
- *I'd like*
- Present Continuous for now and future, *going to*

We have chosen not to teach *have got*, for two reasons. Firstly, its Present Perfect form (*have* + the past participle) is confusing as *have got* refers to the present, not the past; secondly, *have* with its *do/does/did* forms is perfectly acceptable. This pattern has the advantage of fitting in with all the other verbs that students are learning.

There are *Grammar Spots* in the presentation sections. The aim is to focus students' attention on the language of the unit. There are questions to answer, charts to complete, and short exercises. The *Grammar Spot* ends by cueing a section of the Grammar Reference at the back of the book.

### Practice

This section contains a variety of controlled and freer practice exercises. The primary skills used are speaking and listening, but there is also some reading and writing.

There are information gap exercises, mingle activities, information transfer listening exercises, questionnaires, and a lot of personalized activities. There are exercises where the aim is overt analysis of the grammar, such as *Check it*.

### Vocabulary

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

## Skills work

### Listening

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

## Reading

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

## Speaking

In the presentation sections, students have the opportunity to practise the pronunciation and intonation of new language. In the practice sections, less controlled exercises lead to freer speaking practice.

There are many speaking exercises based around the listening and reading activities, including regular roleplays. There are speaking opportunities before a text, to launch the topic and create interest; and there are speaking activities after a text, often in the form of discussion.

## Writing

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

## Everyday English

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

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

There is sometimes an element of 'phrasebook language' in these sections. We are not asking students to analyse too deeply how a piece of language operates. For example, in Unit 7 we introduce *Can I...?* in a variety of situations. We don't want teachers or students to worry too much about the grammar of *can* as a modal verb. We merely want students to see how this phrase can be used to get what you want in a polite manner.

## Grammar Reference

This is at the back of the Student's Book, and it is intended for use at home. It can be used for revision or for reference.

## Revision

The new *iTutor* disc that accompanies the Student's Book allows students to review the Student's Book content and revise what they know using interactive exercises. There is also a photocopiable activity for each of the 14 units at the back of this Teacher's Book, allowing students to review language in class. These photocopyables also feature on the Teacher's Resource Disc (TRD), along with an additional

14 photocopiable activities. There are also 14 *Unit tests*, 14 *Skills tests*, four *Stop and check tests*, three *Progress tests*, and an *Exit test* on the Disc.

## Workbook

All the language input – grammatical, lexical, and functional – is revisited and practised. The Workbook now comes with the *iChecker* disc, allowing students to test themselves throughout the course. The disc includes Writing Support activities and worksheets. There are also pronunciation and listening exercises on the *iChecker*. This includes listen and repeat exercises, and unseen listenings which are particularly beneficial to students who lack confidence in speaking and who have listening and/or pronunciation problems. Students can refer to the tapescripts on WB p88.

## Teacher's Book with Teacher's Resource Disc

The Teacher's Resource Disc can be found inside the back cover of the Teacher's Book. It contains additional printable material to support the teacher with course. The Disc also has customizable versions of all 28 photocopiable worksheets, along with tips on what to change, so that the activities can be adapted to be more applicable to your students. The Disc also includes all testing materials – *Unit tests*, *Stop and check tests*, *Progress tests*, an *Exit test*, and *Skills tests* with audio files. It also contains the Student's Book reference materials – Tapescripts, Word list, and Grammar Reference with related grammar exercises.

## Other materials for *New Headway Beginner*

### Video

Brand new video clips, along with classroom worksheets are available on the new *Headway Beginner Fourth edition iTools*. There are fourteen clips, one for each unit. The language and theme in each clip are linked to the relevant Student's Book unit. Students can also access the video on their *iTutor* disc that accompanies the Student's Book. The majority of the clips follow a documentary style, and include native speaker interviews.

### Teacher's Resource Book

This contains photocopiable games and activities to supplement the *New Headway Beginner* syllabus.

### Finally!

The basic criterion for selection of every activity in *New Headway Beginner, Fourth edition* is its usefulness for the survival of a low-level student in an English-speaking environment. We are trying to lay the foundations for what we hope will be a successful and enjoyable language-learning future.



# Teaching beginners – tips and techniques

## A step-by-step approach

Beginners require a very careful, staged approach with plenty of repetition, practice, and revision to help them internalize new language and to give them confidence. Suggested stages are as follows:

### Starter

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

### Presentation of language point

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

### Listening and repeating (drilling)

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

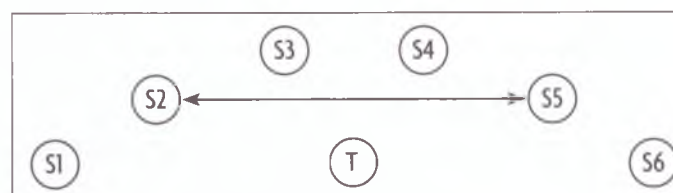
### Practice

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

### Pairwork

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

#### Open pairwork



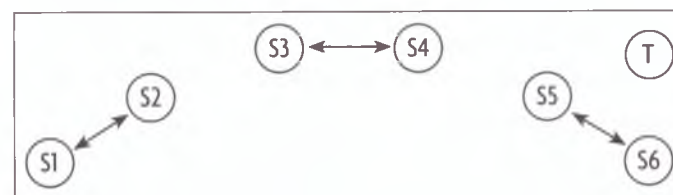
As a stage after drilling and before closed pairwork, you can call on two students at a time to practise the lines of a dialogue, ask and answer a question, etc. across the room, with the rest of the class listening.

Do open pairwork:

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

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

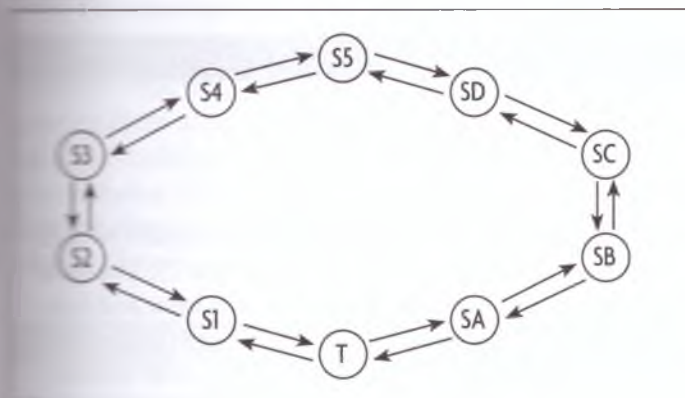
#### Closed pairwork



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

### Chain practice

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



- 1 Stand in a circle with the students, with the cards in your hand.
- 2 Turn to S1 on your left, show the first card, and ask a question, e.g. *What's his/her name?* S1 answers, and receives the card from you.
- 3 S1 then turns to S2 and asks the same question. S2 answers, and receives the card.
- 4 While S1 is asking S2, turn to S6 on your right, show the second card, and ask the question *What's his/her name?* S6 answers, receives the card, and turns to ask S7.
- 5 While S6 is asking S7, turn back to S1 with the third card, and ask the same question.
- 6 Continue the process until all the cards are in circulation and the students are asking and answering. There will be a bottleneck when the student opposite you starts getting questions from both sides at once, but it's part of the fun. Eventually the cards should all come back to you. This practice game can get faster and faster!

### Classroom practices

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

### Classroom language

Numbers 1–30 and the alphabet will have been introduced by Unit 4 so that you can refer students to page and exercise numbers in English, and spell words for them. You could also spend a little time at the beginning pre-teaching some

useful classroom language, e.g. *Sorry, I don't understand. Can you spell it, please?* and instructions, e.g. *Work with a partner, Read, Listen, Repeat, All together, Again, Homework*, etc. All of this will enable you to keep an 'English' atmosphere.

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

### Explaining new vocabulary

Explanation of new vocabulary to beginners can be problematic, particularly in multilingual classes, and/or where you have no knowledge of the students' mother tongue. Make sure that students have a simple bilingual dictionary. Use pictures and/or draw on the board whenever possible. Do not worry if you are not a brilliant artist – simple line drawings are very quick and effective. Start collecting picture cards, posters, photos, etc. to help you.

Example sentences with the new word in context are often better than explanations. Giving a similar word or the opposite can also be useful, e.g. *finish = stop, get up ≠ go to bed*.

### Pronunciation of new vocabulary

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

### Use of mother tongue

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

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

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





*am/are/is, my/your* • This is... • How are you?  
Good morning! • What's this in English?  
Numbers 1–10 • Plurals

## Hello!

### Introduction to the unit

If you are about to start Unit 1 of *New Headway Beginner, Fourth edition*, you are probably beginning a new course with a new group of students. This is an exciting time for both teacher and students alike, with a very important initial stage of getting to know each other. The title of Unit 1 is 'Hello!' with the aim of students getting to know each other and you, and for you to get to know them of course! A range of settings allows students to practise greetings and introductions in different contexts and so shows them how they can communicate in English in a meaningful way with even quite basic language.

Some essential building blocks of learning English are also introduced in manageable chunks and meaningful contexts. These include parts of *to be*, *my/your*, the introduction of some basic vocabulary (including some international words), numbers 1–10, and *-s/-es* plural endings.

### Language aims

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

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

**Vocabulary and speaking** A set of key everyday words is introduced, some of which are international words, e.g. *camera*. There is an opportunity to extend this basic set via the classroom context. Numbers 1–10 and *-s/-es* noun plurals are also introduced and practised. Students are introduced to the pronunciation of the *-s/-es* plural endings:

/s/	/z/	/ɪz/
books	cars	houses

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

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

**Photocopiable activity** There is a photocopiable activity to review *What's this?*, *It's a ...* and everyday objects on TB p138.

## Notes on the unit

### STARTER (SB p6)

**TU** [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*

**T12** [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.

## INTRODUCTIONS (SB p7)

This is...

**1 T13** [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:

/ðɪs 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.



**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.

- 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.

**T17** [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 tapescript

- A Hello, My name's Ana. What's your name?  
B My name's Mario.
- A Max, this is Carla.  
B Hi, Carla.  
C Hello, Max. Nice to meet you.
- 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.

- 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.

**T18** [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 tapescript

- A Good morning!  
B Good morning! What a lovely day!
- A Good afternoon!  
B Hello. A cup of tea, please.
- A Goodbye!  
B Bye! See you later!
- 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.

**T19** [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.

#### Answers and tapescript

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

#### SUGGESTION

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

#### ADDITIONAL MATERIAL

##### Teacher's Resource Disc

**Communicative activity** Unit 1 Nice to meet you

##### Workbook Unit 1

**Exercises 11 and 12** Good morning!

## 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.

#### Answers

- |                |                 |
|----------------|-----------------|
| 1 a book       | 7 a hamburger   |
| 2 a computer   | 8 a sandwich    |
| 3 a television | 9 a camera      |
| 4 a phone      | 10 a photograph |
| 5 a bus        | 11 a bag        |
| 6 a car        | 12 a house      |

- 2 **T110** [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 **T111** [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.

• 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 **T1.12** [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.



**T 1.13** [CD 1: Track 14] Play the recording and get students to check their answers. Get students to write the words on the board as a final check.

**Answers and tapescript**

- a **five** books
- b **three** cars
- c **eight** houses
- d **seven** cameras
- e **nine** photographs
- f **two** sandwiches
- g **four** computers
- h **six** buses
- i **ten** students

- 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 throat 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

# 2

## Countries

*he/she/they, his/her*

Where's he from? • *fantastic/awful/beautiful*

Numbers 11–30

## Your world

### Introduction to the unit

The title of Unit 2 is 'Your world' and it focuses on countries and cities, and talking about where people are from. The characters introduced in Unit 1 are shown again in a different context. The syllabus of *Wh-* question words is reviewed and extended, students continue with numbers 11–30, and there is an introduction to the adjectives *fantastic*, *awful*, and *beautiful*. In terms of skills, students meet their first unseen listening task and also a short reading text. These are important first steps in developing listening and reading skills and help to prepare students for handling progressively longer listening and reading texts across the course.

### Language aims

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

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

**Vocabulary** A set of cities and countries are introduced. The adjectives *fantastic*, *awful*, and *beautiful* are introduced in the context of talking about New York in the *Reading and speaking* section.

**Everyday English** The numbers syllabus is extended to cover 11–30.

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

**Photocopiable activity** There is a photocopiable activity to review *I/you, my/your, he/she, and his/her*, on TB p139.

### POSSIBLE PROBLEMS

- Beginners often make mistakes with *he/she* and *his/her* (especially if subject pronouns are not used and/or if the possessives are expressed differently in their own language). The course provides a lot of practice on this possible area of confusion, but be prepared to monitor and check the use of *he/she* and *his/her* and go over these points whenever problems occur. Further confusion is possible with the contracted form *he's*. It's worth taking the time to drill the pronunciation of *his* /hɪz/ and *he's* /hi:z/ to help students perceive and produce the difference.
- Students often have problems distinguishing 'teen' numbers (13–19) from 'ten' numbers (30, 40, 50, etc.). Highlight the different word stress:  
*thirteen*    *thirty*                      *fourteen*    *forty*
- Note that in the presentation on SB p17 the students will be *counting* numbers 11–20, and so the stress on the 'teen' numbers is on the first syllable.



## Notes on the unit

### SUGGESTION

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

### STARTER (SB p12)

Focus attention on the map on p13 to introduce the context of talking about where you are from. Point to the country that you are from on the map and invite students to do the same. Remind them of the question *What's ... in English?* from Unit 1 so that they can ask you for the name of their country, e.g. *What's (Belgique) in English?* (If you do not recognize the name of the country in the students' mother tongue, then ask them to point it out on the map.) Write up the names of the countries on the board and drill the pronunciation as necessary.

Focus attention on the countries in the box. Demonstrate the activity by getting students to locate Australia on the map. Students continue locating the countries in exercise 1 on the map, working in pairs. If there is any disagreement, check the answers with the whole class.

#### Answers



**T2.1** [CD 1: Track 16] Play the recording and get the students to repeat chorally and individually. Pay particular attention to stress. If you have a lot of students from other countries, get them to say the name of their country and check their pronunciation.

## 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*:

/hɪz/

/hi:z/

*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 ...*

## QUESTIONS (SB p13)

### Where's he from?

- 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.

**T24** [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

- His name's Kevin. He's from the United States.
- His name's László. He's from Hungary.
- Her name's Karima. She's from Egypt.
- Her name's Tatiana. She's from Russia.
- Her name's Rosely. She's from Brazil.
- His name's Simon. He's from England.
- His name's Yong. He's from China.
- Her name's Hayley. She's from Australia.

- T25** [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

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

- 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 p139

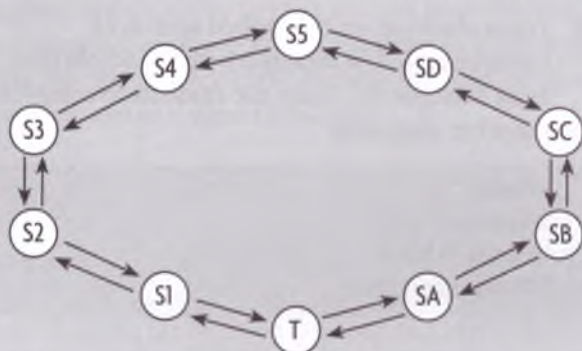
**Materials:** one copy of the worksheet cut up per group of 12 students

**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:



- Stand in a circle with the students, with the pictures in your hand.
- 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.
- S1 then turns to S2 and asks the same question. S2 answers, and receives the picture.
- 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.
- While SA is asking SB, turn back to S1 again with the third picture, and ask the question.
- 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 ...*

## PRACTICE (SB p14)

### Cities and countries

- 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.

**T 2.6** [CD 1: Track 21] Play the recording and let students check their answers.

### Answers and tapescript

Where's Barcelona?	It's in Spain.
Where's Beijing?	It's in China.
Where's Moscow?	It's in Russia.
Where's Cairo?	It's in Egypt.
Where's Los Angeles?	It's in the United States.
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.
Where's London?	It's in England.

- 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.

### Answers

Tell students to look at each other's pages.

## Talking about you

Ask 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.

## Questions and answers

**T2.7** [CD 1: Track 22] Focus attention on the photo of Rosely and Bruno on p15. 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

- 1 Hello, I'm Rosely. What's your name?
- 2 My name's Bruno.
- 3 Hello, Bruno. Where are you from?
- 4 I'm from Brazil. Where are you from?
- 5 Oh, I'm from Brazil, too. I'm from São Paulo.
- 6 Really? I'm from São Paulo, too!
- 7 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.

**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

### T2.8

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

### 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)?*

- 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.

**T2.9** [CD 1: Track 24] Play the recording and let students check their answers.

### Answers and tapescript

- 1 d Where are you from? I'm from Brazil.
- 2 f What's her name? Her name's Tatiana.
- 3 a What's his name? His name's Bruno.
- 4 b Where's he from? He's from São Paulo.
- 5 g What's this in English? It's a computer.
- 6 e How are you? Fine, thanks.
- 7 c Where's Montreal? It's in Canada.

This is an extension to the matching activity to consolidate the question and answer forms.



Demonstrate the meaning of 'cover' and then ask a confident student to cover the answers in his/her book. Ask one or two of the questions and elicit the answers from the student. Students continue in their pairs. Students then change roles and cover the questions before practising the exchanges again.

### Check it

- 7 Focus attention on the first pair of sentences as an example. Check students understand that the convention of ticking (✓) indicates that something is correct. Students continue working individually to choose the correct sentence.

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 (SB 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.

**T 2.10** [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.

#### GRAMMAR SPOT

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

- She **is** a teacher.  
He **is** a doctor.  
They **are** from Canada.

If necessary, highlight the use of *he/she/they* by pointing to a male student and saying *he*, a female student and saying *she*, a pair of students and a group of students and saying *they*.

Refer students to Grammar Reference 2.4 on p123.

- 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.

**T 2.11** [CD 1: Track 26] Focus attention on the example in number 1. Play the recording through once and get students to complete the rest of the conversations. Play it again so that students can check their answers. If necessary, play it a third time to let students listen and repeat. Encourage accurate pronunciation and a wide voice range on the sentences with the adjectives. Students practise the conversations in pairs. If possible, get students to stand up and roleplay the characters, as this often helps with pronunciation and overall delivery.

#### Answers and tapescript

- 1 C Oh, no! Look at the **weather**!
- B Ugh! It's **awful**!
- 2 A Wow! Look at my **hamburger**! It's fantastic!
- C My hamburger is **really good**, too!
- 3 C What's this **building**?
- B It's the Empire State Building! It's **fantastic**!
- A E Wow! Look at Central Park!
- B 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 **T 2.12** [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.

**T 2.13** [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 **T 2.14** [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.

**T 2.15** [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/complete 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**.

#### Video/DVD

Unit 2 *Where are you from?* on iTTools  
Unit 1 & 2 on iTutor

#### ADDITIONAL MATERIAL

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##### Teacher's Resource Disc

Communicative activity Unit 2 Lottery!

##### Workbook Unit 2

Exercises 15–17 Numbers 11–30

#### *Don't forget!*

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##### 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

# 3

## Jobs

*am/are/is* • Negatives and questions

Personal information • Social expressions (I)

### All about you

#### Introduction to the unit

The title of Unit 3 is 'All about you' and the main aim of the unit is to allow students to exchange more information about themselves. This includes job, age, address, phone number, and whether they are married or not. The grammar of the verb *to be* is recycled and extended to include the *we* form, negatives, *Wh-* and *Yes/No* questions and short answers. In terms of skills, students get practice in reading and listening, and roleplaying an interview.

The lexical set of jobs is presented, and the *Everyday English* syllabus is extended to include social expressions.

#### Language aims

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

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

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

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

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

**Photocopiable activity** There is a photocopiable activity to review the language of exchanging personal information on TB p140.



## Notes on the unit

### 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

**T 3.1** [CD 1: Track 31] Play the recording and get students to listen and repeat the words, first chorally and then individually. Concentrate on correct pronunciation and word stress. Make sure students don't get confused by the spelling of *nurse*, *bus driver*, *businessman*, and *builder*, and that they pronounce the vowel sounds correctly:

nurse /nɜːs/  
bus driver /'bʌs ,draɪvə/  
businessman /'bɪznɪsmən/  
builder /'bɪldə/

- 2 **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 practise talking about the people in the pictures in open and then in closed pairs. Monitor and check for correct intonation, and use of *his/her* and *a*.

- 3 Focus attention on the questions and answers in the speech bubbles. Write the sentences up on the board and circle the *a* in each answer to emphasize that we use an article before jobs. Drill the question and answers chorally and individually. Quickly check if students have jobs which are different from those in the Student's Book. If students want to use a job beginning with a vowel, e.g. *engineer*, point out they will have to use *an* – *I'm an engineer*.

#### 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 3.3** [CD 1: Track 33] Focus attention on the captions. Play the recording, pausing at the end of each line and getting the students to repeat chorally and individually. Make sure students can reproduce the negative form correctly and that they include the article *a* each time. Also check that they deliver the sentences fluently. If necessary, highlight the linking after the negative form:

*She isn't a student.*

- 2 Write the following cues on the board to demonstrate the activity:

Number 1 He / shop assistant ✗ / teacher ✓  
Number 2 She / teacher ✗ / 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

- 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.

- 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 met 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.)

**T34** [CD 1: Track 34] Play the recording, pausing after each question and answer and get students to check their answers.

#### Answers and tapescript

- What's her **surname**? Green.
- What's her **first name**? Ellie.
- Where's she **from**? England.
- What's her **address**? 29, Victoria Road, Birmingham.
- What's her **phone number**? 07700 955031.
- How old is she? She's **twenty**.
- What's her **job**? She's a **student**.
- 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*.

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

**T35** [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

- Her phone number **isn't** 07700 995031. It's 07700 955031.
- She **isn't** 18. She's 20.
- She **isn't** married.

### ADDITIONAL MATERIAL

#### Workbook Unit 3

Exercises 3–6 Questions and negatives – *is/isn't*

### METRO 5 – THE AUDITION (SB p20)

#### 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*.

- 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 Book p13 to check *Scotland* and *Ireland*.

- 2 **T3.6** [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** Hi! **Is this** your band, *Metro 5*?  
**P** Yes, it is.  
**I** Great! And **are you** Donny McNab?  
**P** No, I'm not. I'm Paul McNab. This is Donny. He's my brother.  
**I** Ah, yes, sorry. Hi, Donny. You're a builder from Scotland, right?  
**D** Well, yes, I am a builder, but I'm not from Scotland.  
**I** Oh, where **are you** from?  
**P&D** We're from Ireland.  
**I** Aah! **Are** the other boys from Ireland too?  
**D** No, they aren't. They're all from different countries.  
**I** Oh! Interesting! And **are they** all builders?  
**D** No, they aren't. Paul's a bus driver and ...  
**P** Yeah, I'm a bus driver and Ronan's a nurse and Bo and Edson are students.  
**I** Interesting! And Donny, **are you** the singer in the band?  
**D** Yes, I am. Well, we're all singers.  
**I** Oh, right! Nice to meet you. Good luck to you all!  
**All** Thank you very much.

- 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.

**T3.7** [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

- What's the band's name? **Metro 5**.
- Are Paul and Donny brothers? **Yes, they are**.
- Are they from Scotland? **No, they aren't**.
- Are the other boys from Ireland? **No, they aren't**.
- Are they all builders? **No, they aren't**.
- Are they all singers? **Yes, they are**.

## GRAMMAR SPOT

- 1 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.
- 2 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.

- 4 This gives students the opportunity to practise a longer conversation than in earlier units. Put students in groups of three to practise the interview. With a confident class, you can let them start straight away but with weaker classes, it would be helpful to play the recording again line by line, drilling any difficult sections to help build students' confidence. Encourage the appropriate intonation on the questions and voice range on replies like *Interesting, Oh right*, etc.

## Talking about you

- 5 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.

## 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*

## PRACTICE (SB p21)

### 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.

**T 3.8** [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

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

## T 3.8

- 1 I Good morning.  
D Hello.  
I What's your name, please?  
D My name's Diego Hernandez.  
I Thank you. And where are you from, Diego?  
D I'm from Mexico, from Mexico City.  
I Thank you. And your telephone number, please?  
D 5546-247312.  
I How old are you, Diego?  
D I'm forty-two.  
I And ... what's your job?  
D I'm a taxi driver.  
I And ... are you married?  
D No, I'm not.  
I Thank you very much.
- 2 I Good afternoon.  
G Good afternoon.  
I What's your name, please?  
G Grace, Grace Chou.  
I And where are you from?  
G From New York.  
I Ah! So you're from the United States.  
G Yes, I am.  
I What's your phone number?  
G 212 638-9475.



I Thank you. How old are you?  
 G I'm thirty-three.  
 I What's your job, Miss Chou?  
 G I'm a shop assistant.  
 I And are you married?  
 G Yes, I am.  
 I That's fine. Thank you very much.

- 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.

#### SUGGESTION

If students need further practice, get them to ask and answer more *Yes/No* questions with the information about Diego and Grace, e.g.  
*Is Diego from Italy?*  
*Is Grace from Chicago?*  
*Is he a teacher?*  
*Is he 23?*  
*Is her phone number 212 463-9145?*  
*Is she a shop assistant?*

- 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 p140

**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.

**T 3.9** [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 Brazil. 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 Brazil.  
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 Brazil!
- 5 They're very tired.  
They aren't tired! They're happy and excited to be here!

### Interview with the band

- 4 **T 3.10** [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.

### T 3.10

- I** Hi!
- All** Hi!
- I** Now, this is your first time in Las Vegas, yes?
- All** Yeah. That's right. It's fantastic here! It's great!
- I** Good! Now, one by one. Ronan, you're from Australia.
- R** Yes, I am.
- I** And how old are you, Ronan?
- R** I'm 24.
- I** OK. And Bo, you're from Brazil and Edson's from Sweden ...
- B** No, no, I'm not from Brazil, Edson's from Brazil. I'm from Sweden.
- I** Sorry, guys. So Bo and Edson, how old are you?
- E** We're both 21.
- B** Yeah, that's right.
- I** OK. Now, Donny and Paul. You're brothers.
- D&P** Yeah, we are.
- I** And you're from Scotland?
- D&P** No, no. We aren't from Scotland. We're from Ireland.
- I** Ireland. Oh, yes. Sorry. How old are you both?
- P** I'm 22.
- D** And I'm 19.
- I** Thanks. Now, who's married in *Metro 5*?
- B, E, D & P** We aren't married!
- R** I am!
- I** Ah, Ronan. You're married.
- R** Yeah, my wife's name's Lisa. She isn't here. She's in Australia.
- I** Aah! Well, thank you, *Metro 5*. Welcome to Las Vegas!
- All** It's great to be here. Thanks!

### Roleplay

- 5 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 (1)

#### 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 tapescript

- 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 p131 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

##### Swap and check 1 (Units 1–3)

#### Video/DVD

##### Unit 3 Profile: Paula Harrid on iTools

##### Units 3 & 4 on iTutor





# 4

*our/their* • Possessive 's  
The family • *has/have*  
The alphabet

## Family and friends

### Introduction to the unit

The title of this unit is 'Family and friends' and it aims to extend the range of personal information students can give. The unit introduces the possessive 's with family vocabulary, *has/have*, and some irregular plurals such as *children*. Students get practice in all four skills with listening and speaking tasks, reading texts on family and friends, and a guided writing task.

The lexical set of family is presented, and another important communicative tool – the alphabet – is introduced in *Everyday English*. This section also covers phone language and how to say email addresses.

### Language aims

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

**has/have** *Has/have* are introduced in the affirmative. We introduce *have* rather than *have got*, as *have* can generate a broader range of uses, e.g. *I have three children* (possession), and *I have lunch at 12* (*have* as main verb). *Have got* operates differently and may cause confusion when students meet the Present Simple and have to deal with *do/does* forms. This is avoided in *New Headway Beginner, Fourth edition* as the Present Simple is introduced in Unit 5 after students have practised *has/have* in the affirmative. Apart from in the third person singular affirmative, *have* will operate like all the other verbs presented in the Present Simple and so students won't be overloaded by new language. *Have got* is covered in *New Headway Elementary, Fourth edition*.

**Irregular plurals** These are introduced as part of the presentation on families and are covered in Grammar Reference 4.3 on SB p124.

**Possessive adjectives** *Our* and *their* are introduced in this unit, and there is a review of all possessive adjectives and subject pronouns.

**Vocabulary** The lexical set of the family is introduced and practised and there is also a focus on the language of describing a friend. Basic adjective + noun combinations are introduced via the reading texts, e.g. *a small hotel*.

**Everyday English** The alphabet is introduced and practised and valuable functional language is covered with a focus on phone language and saying email addresses.

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

**Photocopiable activity** There is a photocopiable dictation activity to review Present Simple sentences with *has/have* and the alphabet on TB p141.

## Notes on the unit

### STARTER (SB p24)

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 **T4.1** [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*).

- 2 Focus on the example and elicit the answer to question 2 (*It's in London.*). If necessary, briefly review the use of *it* to talk about things. Get students to continue answering the questions.

**T4.2** [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 tapescript

- 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.**

#### Who are they?

- 3 **T4.3** [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.
- 4 **T4.4** [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?                      *'s = is*  
He's Emma's brother.        *'s = possessive, not is*

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.

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

### T4.5

- 1 Come on, Emma! Time for school!
- 2 Mum! Where are my school books?
- 3 Bye, everybody! I'm off to work! Have a good day!
- 4 Bye, Dad! See you this evening.
- 5 Good morning, Mrs Clark. How are you today?

### 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.

#### Answers

	Name	Age	Job
Elena's brother	Oscar	19	student
Elena's mother	Maria	47	Spanish teacher
Elena's father	Alfredo	52	businessman

#### T 4.6

**H1** My name's Elena Díaz, and I'm from the United States. This is my family. Our house is in Chicago. This is my brother. His name is Oscar, and he's 19. He's a student in college. This is my mother. Her name's Maria. She's 47, and she's a Spanish teacher. And this is my father, Alfredo. He's 52, and he's a businessman.

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.

**T 4.7** [CD 1: Track 48] Play the recording and get students to check their answers.

#### Answers and tapescript

- 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.

**T 4.8** [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 X 2 ✓ 3 X 4 X 5 ✓ 6 X 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 tapescript

- 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 your 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

- 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)

- 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/complete 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

### T 4.11

- 1 Listen to this band! It's *Metro 5*! They're fantastic!
- 2 My girlfriend is from the north of England.
- 3 London's great! And my boyfriend's great, too!
- 4 Our sister's at university.  
Yeah, she's at university in London.
- 5 I like my sister's boyfriend, he's funny.
- 6 Our children's school is near our house.
- 7 My bank is in the centre of Manchester.
- 8 Come on, United! Come on! Yes! A goal! 4 – 1 to Man United!

- 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, 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*?

### 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 **T 4.12** [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 **T 4.13** [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 **T 4.14** [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.  
How do you spell your surname? T-A-Y-L-O-R.
- 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-R-E-X-H-A-M.
- 3 What's your name? Takako Matsuda.  
How do you spell your first name? T-A-K-A-K-O.  
How do you spell your surname? M-A-T-S-U-D-A.
- 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? Idoia Ruiz Martinez.  
How do you spell your first name? I-D-O-I-A.  
How do you spell your surnames? R-U-I-Z, then M-A-R-T-I-N-E-Z.

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

- T 4.15** [CD 1: Track 56] Play the recording to let students check their answers. Drill the pronunciation of the letters again if students have problems.

#### Answers and tapescript

VW /vi: 'dʌblju:/	a Volkswagen car
BBC /bi: bi: 'si:/	British Broadcasting Corporation
WWW /dʌblju: dʌblju: 'dʌblju:/	the world wide web
UK /ju: 'keɪ/	United Kingdom
US /ju: 'es/	United States
UAE /ju: eɪ 'i: /	United Arab Emirates
NYPD /en waɪ pi: 'di:/	New York Police Department
PC /pi: 'si:/	personal computer
TV /ti: 'vi:/	television

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 p141

**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.
- Students sit opposite each other. Demonstrate the activity with two students. Student A begins by dictating the start of the text and Student B fills in the gaps with the appropriate words. When Student A comes to a gap, he/she stops and Student B continues reading out the text. Remind students that they can ask *How do you spell ...?* if they are unsure of the spelling. Point out that contracted forms like *I'm* and *she's* correspond to one gap in the text. Feed in other useful language like *Can you repeat that, please? I'm sorry. I don't understand.* Students continue in their pairs. Monitor and help as necessary.
- When they have finished, students check their texts together, correcting any mistakes.

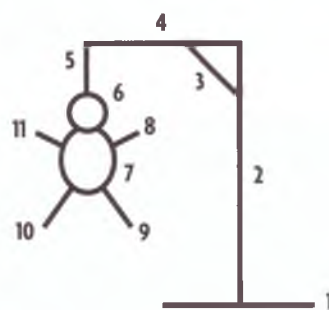
#### Complete text

Hello! My name's Magda and I'm from Madrid. I'm twenty and I'm a student. I have a sister and her name's Pilar. She's very beautiful, and she's very funny. She has a good job. She's a teacher. Her school is near my university. Pilar isn't married but she has a boyfriend. He's from the USA and he has a band.

My sister and I have a small flat in town. Our parents have a big house in the country. My father is a bank manager and my mother is a businesswoman. When we're together, we have a really good time.

## 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/the 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).

**T 4.16** [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.

- 2 **T 4.16** [CD 1: Track 57] Play the first line of conversation 1 and elicit the answer to question 1 (*Laxcon 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 Laxcon International
- 2 to speak to the manager
- 3 G - O - N - Z - A - L - E - Z
- 4 jgonzalez.josé@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.

**T 4.17** [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.

### Answers and tapescript

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



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

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.

Look at the possible ideas for the phone calls and elicit things the callers can ask, e.g. to speak to the manager/director/a member of staff, for information about a hotel/sports centre, etc. Elicit similar conversations to those in exercise 1 as a further model, using students' own information. Students continue working in closed pairs. Remind them to change roles so that each student has the opportunity to play the caller.

#### ADDITIONAL MATERIAL

##### Workbook Unit 4

Exercise 12 On the phone

### Don't forget!

#### Workbook Unit 4

Exercises 13–17 Revision

#### Word list

Ask the students to turn to pp131–2 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 4 Test

Unit 4 Skills test

#### Video/DVD

Unit 4 *Profile: Ethan Followwill* on iTools

Units 3 & 4 on iTutor

# 5

Sports/Food/Drinks

Present Simple – *I/you/we/they* • *a/an*

Languages and nationalities • Numbers and prices

## The way I live

### Introduction to the unit

This unit introduces the Present Simple with *I, you, we, and they* in positive and negative statement forms. *Wh-* questions, and *Yes/No* questions and short answers are also practised. At this point the Present Simple is used with a fairly limited range of verbs so that students can get used to the new tense. Students get skills practice with reading and speaking, and listening and speaking tasks.

Sports/food/drinks vocabulary is introduced in the context of likes and dislikes. The lexical sets of languages and nationalities are also presented and practised in adjective + noun combinations, e.g. *an American car*. Students are introduced to the idea of collocation with a verb + noun/noun phrase matching task. The *Everyday English* section extends numbers from 31–100 and also includes a functional focus on prices.

### Language aims

**Grammar – Present Simple** The Present Simple is the most used tense in the English language and it is therefore important to introduce it to beginners in an accessible way. In *New Headway Beginner, Fourth edition*, the tense is presented over two units, starting in this unit with the subjects *I, you, we, and they*. The affirmative and negative forms are covered along with *Wh-* and *Yes/No* questions. The third person singular forms *he/she/it* are covered in Unit 6.

***a/an*** Students met *a/an* + job in Unit 3 and this focus is extended to cover *a/an* + adjective and noun.

**Vocabulary** Students practise the lexical sets of sports, food, and drinks in the context of likes and dislikes. Countries are recycled, and languages and nationalities are introduced. Common verb + noun collocations, e.g. *speak Spanish, drink beer* are highlighted and practised.

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

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

**Photocopiable activity** There is a photocopiable activity to review the language of asking about prices on TB p142.



## Notes on the unit

### 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.

#### Answers and tapescript

Sports	Food	Drinks
1 tennis	5 Italian food	11 tea
2 football	6 Chinese food	12 coffee
3 swimming	7 pizza	13 Coke
4 skiing	8 hamburger	14 beer
	9 oranges	15 wine
	10 ice-cream	

**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 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 sentence. 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 ... 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*

- T5.5** [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 (X).

- 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/complete their answers before checking with the class.

### Answers

	HARVEY	EVA	
1 pizza	✓	✓	delicious
2 ice-cream	✓	✓	fantastic
3 tea	X	X	awful
4 skiing	✓	✓	exciting
5 football	✓	X	great, awful

### T 5.6

- I Harvey and Eva. You're twins. Do you like the same things?
- H Well, we really, really like pizza!
- E Oh, yes! It's delicious! We have pizza a lot at home and in restaurants.
- I So, do you like the same food?
- E Well, we both like ice-cream.
- H Mmm, it's fantastic!
- E But we really don't like tea! Do we, Harvey?
- H No, we don't. Ugh! It's awful!
- I And do you both like sports?
- H Yes, we do. We like skiing.
- E Yeah! We like skiing a lot. It's really exciting!
- H And I love football! It's great.
- E No, it isn't. It's awful!

- 9 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.*

## ADDITIONAL MATERIAL

### Workbook Unit 5

#### Exercise 3 Things I like – Questions and answers

### 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 tapescript

- 1 I Hello, Colin, nice to meet you. Where do you come from?  
C I **come** from Scotland, from Dundee.
- 2 I Do you live in Dundee?  
C No, I **don't**. I **live** and **work** in London.
- 3 I Do you live with friends?  
C Yes, I **do**. I **live** with two friends.
- 4 I Where do you work?  
C I **work** in an Italian restaurant.
- 5 I Do you like Italian food?  
C Yes, I **do**. I **like** it a lot.
- 6 I Do you drink Italian wine?  
C Yes, I **do**. I **drink** wine, but I **don't** drink beer. I **don't** like it.
- 7 I Do you like your job?  
C No, I **don't**. I want to be **an actor**.
- 8 I 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      a student      a computer  
an orange      an American car

Refer students to Grammar Reference 5.2 on p125.

## Vocabulary

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

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.*

**T 5.9** [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/complete their answers. Check the answers with the class.

Refer students to **T 5.9** on SB p114. 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.

### Answers

- 1 at home; Colin's friends/flatmates
- 2 at home; Colin
- 3 in the restaurant; Colin
- 4 in the restaurant; customers
- 5 at drama school; Colin's teacher
- 6 at drama school; Colin's teacher
- 7 on the phone; Colin
- 8 on the phone; Colin's mum

### T 5.9

- 1 **Colin** Goodbye, guys. Time for work.  
**A** Bye, Colin. See you later.  
**Colin** Yeah. Very late tonight.  
**A** Oh yes. It's Friday.  
**Colin** Yes, I work late on Fridays. Bye.
- 2 **Colin** Good evening. Do you want to order?  
**B** Ah yes. We both want pizzas.  
**C** Yes, two Pizza Margheritas, please.  
**Colin** Fine. And do you want wine?  
**B** Oh yes, we do. Do you have a wine list?  
**Colin** Yes, of course. Here it is.
- 3 **D** OK, Colin and Anna come here!  
**Colin** What do you want?  
**D** I want you to read it again with Anna. OK? You are Romeo, Anna is Juliet, of course.  
**Anna** Fine. 'Oh Romeo, Romeo, where ...'  
**D** No, no! Terrible. You love Romeo, really love him. Again.  
**Anna** 'Romeo, Romeo, wherefore art thou Romeo ...'
- 4 **Mum** Hello?  
**Colin** Hi, Mum!  
**Mum** Oh, hello, Colin. Donald, It's your big brother! ... Colin, how are you?  
**Colin** I'm fine Mum, really fine.



**Mum** Do you like your flat?  
**Colin** Yes, I do but it's a bit small for three people.  
**Mum** Ah, yes. It is small. But do you like your work?  
**Colin** No, I don't. Not really. But I like the food.  
**Mum** Oh, yes. Italian food is good.  
**Colin** Yeah, but I like your food the best, Mum! It's delicious!  
**Mum** Ooh, thank you, Colin. Now, do you want to speak to your brother?  
**Colin** Yes, of course. Hi, Donald. It's your brother ...

### 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?*  
*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.

#### Answers

1 do	4 Do	7 sports
2 live	5 do ... speak	8 Do ... want
3 do	6 like	

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.

#### Answers

1 Do you live in Berlin?	5 'Do you like football?'
2 Where do you come from?	'Yes, I do.'
3 Do you speak Portuguese?	6 He's an actor.
4 I don't speak Chinese.	

### ADDITIONAL MATERIAL

#### Teacher's Resource Disc

**Communicative activity** Unit 5 Is this true?

#### Workbook Unit 5

**Exercise 4** Present Simple – The swimmer Michael Phelp

**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.

**T 5.10** [CD 1: Track 68] Play the recording through once and let students check their answers.

#### Answers and tapescript

England	English
Germany	German
Italy	Italian
Mexico	Mexican
Brazil	Brazilian
Japan	Japanese
Portugal	Portuguese
China	Chinese
France	French
the United States	American
Spain	Spanish

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:

<b>Italy</b>	<i>Italian</i>
<b>japan</b>	<i>Japanese</i>
<b>Portugal</b>	<i>Portuguese</i>
<b>China</b>	<i>Chinese</i>

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

- 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.

- 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.

**T 5.11** [CD 1: Track 69] Play the recording and get students to check their answers.

#### Answers and tapescript

- In Brazil they speak Portuguese.
  - In Canada they speak English and French.
  - In France they speak French.
  - In Germany they speak German.
  - In Italy they speak Italian.
  - In Japan they speak Japanese.
  - In Mexico they speak Spanish.
  - In Egypt they speak Arabic.
  - In Spain they speak Spanish.
  - In Switzerland they speak German, French, and Italian.
- 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

- 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.

**T 5.12** [CD 1: Track 70] Play the recording and get students to check their answers.

#### Answers and tapescript

- It's an **American** car.
- It's **German** beer.
- They're **Spanish** oranges.
- It's a **Japanese** camera.
- It's **Mexican** food.
- It's an **English** dictionary.
- It's an **Italian** bag.
- It's **Brazilian** coffee.
- 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.

- 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:

<b>have</b>	a/an Japanese/American/German/French/ Spanish car an Italian/American bag a Japanese camera an English dictionary
<b>eat</b>	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.

- 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

- 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.
- 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

- 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

- I work in London.
- I don't live in London.
- I'm an actor.
- You speak English very well.
- I love Italy.
- I don't know Naples.
- I like Rome very much.
- I don't speak Italian.

##### T 5.10

- F Hello. I'm Flavia. Flavia Rossi. What's your name?  
 T Hi, Flavia. I'm Terry. Terry Adams.  
 F Do you work here in London, Terry?  
 T Well, I work in London, but I don't live in London. I live in Brighton.  
 F And what's your job?  
 T I'm an actor. What's your job, Flavia? Do you work in London?  
 F Yes, I do. I work in a hotel. A big hotel near here.  
 T Flavia, you aren't English, but you speak English very well. Where do you come from?  
 F I come from Italy, from Napoli. Or Naples I think you say.  
 T Ah, Italy. I love Italy.  
 F Do you know Naples?  
 T No, I don't. I don't know Naples, but I know Rome. I like Rome very much. It's very beautiful.  
 F Naples is beautiful, too. Do you speak Italian, Terry?  
 T No, I don't. I speak French, but I don't speak Italian.  
 F It's nice to meet you, Terry.  
 T You too.

- 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.
- 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.

### Answers

What's **your** name?  
Where **do you** live?  
**Do you** have a house or a flat?  
What's **your** job?  
Where **do you** work?  
How many languages **do you** speak?  
What sports **do you** like?

- 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.
- 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.

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

- 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.
- This is a pairs number dictation. See Unit 1 Suggestion on TB p13 for instructions for this task.
- 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 *p* /pi:/ for prices under a pound. Also point out the plural *pounds*, and that we do not say *pounds* and *p* in the same price, i.e. we do not say \*one pound sixty *p* but one pound sixty.
- Play the recording again and gets students to repeat chorally and individually.
- 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.)
- This is a discrimination exercise, which gets students to distinguish between prices that sound similar. Focus attention on the photos and check/elicite the name of each object. (With a weaker group, you could elicit the prices for each object orally first and then get students to listen and tick.)
- 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

- The cheese sandwich is **£2.90**.
- The football is **£14**.
- The iPhone is **£90.95**.
- The beer is **£3.50**.
- The dictionary is **£7.50**.
- The pair of jeans is **£50**.
- The chocolate is **60p**.
- 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.

#### 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

### 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

# 6

The time • Present Simple – *he/she*

*always/sometimes/never*

Words that go together • Days of the week

## Every day

### Introduction to the unit

The title of this unit is 'Every day' and it covers the language of daily routines. It presents the third person singular form of the Present Simple and so follows on from the language covered in Unit 5. Basic frequency adverbs, telling the time, and days of the week are also introduced.

The vocabulary syllabus is extended with a focus on an important aspect of English first introduced in Unit 5 – collocation. The lexical set is of daily routine verbs, allowing students to talk about their own routine and ask about other people's.

### Language aims

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

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

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

**Vocabulary** The vocabulary section focuses on words that go together and so reinforces an important aspect of English first introduced in Unit 5 – collocation. The section includes words that go with common verbs to produce a useful lexical set for talking about routines.

**Everyday English** Days of the week and prepositions of time are presented and practised.

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

**Photocopiable activity** There is a photocopiable activity to review the language of telling the time on TB p143.

### POSSIBLE PROBLEMS

- The Present Simple has very few inflections when compared with equivalent structures in other languages. The addition of the third person singular *-s* is the only change in the positive and so students often forget to include it. Be prepared to give lots of practice in the *he/she* forms!
- The use of *does/doesn't* is an added complication which students often confuse with *do/don't*. Again, regular review and practice will help students produce the forms accurately.
- The third person singular *-s* can be pronounced in three ways:  
/s/ works /wɜ:ks/  
/z/ lives /lɪvz/  
/ɪz/ watches /'wɒtʃɪz/

This is introduced on SB p42, but students will need regular help in distinguishing and producing these endings.



## Notes on the unit

### STARTER (SB p40)

#### 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 *Photocopiable 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

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

- 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

- nine o'clock
- seven fifteen
- one forty-five
- eight forty
- eleven ten

### PHOTOCOPIABLE ACTIVITY

#### UNIT 6 What time is it, please? TB p143

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

**Procedure:** Write the following times on the board:

11.05, 1.10, 7.20, 9.25, 8.40, 6.50, 12.55.

Remind students of the use of 'oh' /əʊ/, which they met in phone numbers, for 11.05. Get students to say the times aloud, reading them as digital times, e.g. *one ten*.

- Put students in pairs and assign the role of A or B to each student. Hand out the relevant half of the worksheet.
- Explain that each student has six times and six empty clocks and that they have to ask *What time is it, please?* and complete the clocks. Demonstrate the activity with one student before getting the class to complete the task in pairs. Monitor and check for the correct use of the times.
- Students check their answers by comparing their completed worksheets.

### 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.

- T 6.3** [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.

#### Answers

- |        |         |        |         |
|--------|---------|--------|---------|
| 1 7.45 | 3 8.30  | 5 3.30 | 7 11.00 |
| 2 8.00 | 4 12.15 | 6 4.30 |         |

#### T 6.3

Well, on schooldays I get up at seven forty-five. I have breakfast at eight and I go to school at eight thirty. I have lunch in school with my friends, that's at twelve fifteen – it's early in our school. I leave school at three thirty in the afternoon and I walk home with my friends. I get home at four thirty, have tea, and watch television. I go to bed at eleven o'clock on schooldays, but later at the weekend, of course!

**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 /'brekfəst/. 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.

- 3 **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*.

- 4 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*.

Get students to practise the questions in open pairs. Students continue in closed pairs, working with a different partner from exercise 2. Monitor and check for correct use of the Present Simple and the times.

#### ADDITIONAL MATERIAL

##### Workbook Unit 6

##### Exercises 1–3 The time

##### Exercise 4 Present Simple *he/she* – Cathy and George

#### ELLIOT'S DAY (SB 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.

**T6.5** [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

#### T6.5

He gets up at six o'clock and has a shower. He has breakfast at six forty-five. He leaves home at seven fifteen, and he goes to work by taxi. He has lunch, a Coca-Cola and a sandwich, in his office at one o'clock. He always works late. He leaves work at eight o'clock in the evening. He sometimes buys a pizza and eats it at home. He gets home at nine fifteen. He never goes out in the evening. He works at his computer until eleven thirty. He always goes to bed at eleven forty-five. He watches television in bed.

#### 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*).

**T6.6** [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.)

#### Tapescript

gets up	has	leaves	works
buys	goes	watches	



- 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.

**T 6.7**

He always works late.

He sometimes buys a pizza.

He never goes out in the evening.

He always goes to bed at eleven forty-five.

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**.

### GRAMMAR SPOT

Focus attention on the example sentences and questions. Make sure students understand that the *-s* is on the verb in the positive form and on *does* in the question and negative. Highlight *doesn't* as the contracted form of *does not*. Make sure students understand that we repeat *do/does* or *don't/doesn't* in the short answers rather than the main verb, i.e. we cannot say: *Do you have breakfast at 7.30?* \*Yes, I have breakfast.

Ask students to circle the *-s* ending and the use of *does/doesn't* in the questions and answers in exercise 1.

Refer students to Grammar Reference 6.4 on p125.

- 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.

**T 6.10** [CD 1: Track 85] Play the recording and get students to check their answers. If students had difficulties with questions and answers 1–6, drill the questions and answers and get students to practise them again, working with a new partner.

#### Answers and transcript

- 1 A When does he leave home?  
B He leaves home at 7.15.
- 2 A Does he go to work by bus?  
B No, he goes to work by taxi.
- 3 A Where does he have lunch?  
B He has lunch in his office.
- 4 A Does he usually work late?  
B Yes, he does, every day.
- 5 A Does he eat in a restaurant?  
B No, he doesn't. He eats at home.
- 6 A What does he do in the evening?  
B He works. He never goes out.

- 5 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

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

## 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

## PRACTICE (SB p44)

### 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 /'ləʊwɪs/. 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.

**T 6.11** [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*.

#### Answers

2 gets up	6 works	10 listens to
3 has	7 eats	11 plays
4 goes	8 cooks	12 phones
5 gets	9 invites	13 goes



**T 6.11**

Lois Maddox – The seaside artist fills her day with work, walks, music, and friends.

Lois Maddox is 25 and she's an artist. She lives in a small house by the sea in Cape Cod, Massachusetts. She always gets up late, at ten o'clock in the morning. She has a big breakfast – coffee, eggs and toast – and then she goes to the beach with her dog. When she gets home, she works in her studio until seven o'clock in the evening. She never eats lunch, but she always cooks a big dinner and she often invites friends.

After dinner, she usually listens to music or plays the piano. Sometimes she phones her brother, Elliot, in New York. She goes to bed very late, at one or two o'clock in the morning.

- 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 tapescript**

- E Hello.  
L Hi, Elliot, how are you?  
E I'm **fine**, thanks. Busy as usual.  
L Oh, you're **always** busy. You and your computers!  
E I know, but I **love** my work.  
L I love my work, **too**, but I relax **sometimes**.  
E Huh! I don't know about that. You paint all day!  
L Yes, but I stop in the **evening**. You **never** stop!  
E That's not true. Hey, Lois, how's your friend Nancy?  
L Nancy? She's OK. You know, Elliot, Nancy **likes** you. She often **asks** about you.  
E Mm, I like Nancy, too.  
L Well, come and **visit** me soon. I want to cook for you and Nancy.  
E Good idea! What about next **weekend**? Next Sunday?  
L Yes, great! I **often** invite Nancy at the weekend.  
E 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 tapescript

- 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 tapescript

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.



**T 6.15**

- 1 Do you get up early?
- 2 Do you have a big breakfast?
- 3 Do you walk to school or work?
- 4 Do you go to school or work by bus?
- 5 Do you watch TV in the evening?
- 6 Do you go shopping at the weekend?
- 7 Do you eat in restaurants?
- 8 Do you drink wine?
- 9 Do you go to bed late?

- 3 Focus attention on the language in the speech bubbles. Drill the question and three possible answers. Get students to ask you a few of the questions and give true answers. Demonstrate how to record the answers by putting the 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 **T 6.16** [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 calendar. Pause the recording if necessary to give students time to write. Play the recording again and get students to repeat chorally and individually. Make sure they can distinguish *Tuesday* and *Thursday* and that they only produce two syllables in *Wednesday* /'wenzdei/.

**Answers and tapescript**

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

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### Workbook Unit 6

Exercise 12 Prepositions – *in/at/on*

Exercises 14–17 Reading – Barack Obama

Exercise 18 Days of the week

### *Don't forget!*

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### 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





# 7

Question words • *me/him/us/them*  
*this/that* • Adjectives  
*Can I ... ?*

## My favourites

### Introduction to the unit

The title of this unit is 'My favourites' and it gives practice in describing lifestyles, preferences, and places. The grammar input includes revision and extension of question words, the introduction of object pronouns, and the demonstratives *this* and *that*. Students get skills practice with a reading and writing section linked to a focus on places.

Useful adjectives and their opposites are introduced and practised. The situational and functional syllabus continues with an *Everyday English* focus on making requests with *Can I ... ?*

### Language aims

**Question words** The question words introduced in previous units are reviewed, and *Why* is also introduced. Students met *How many?* in *How many languages do you speak?* and *How much is it?* used to ask about prices in Unit 5. Both questions are reviewed in context in this unit, but the grammar syllabus doesn't deal with the use of *much/many* with uncountable countable nouns. This is covered in *New Headway Elementary, Fourth edition* and so doesn't need to be handled in any depth at this relatively early stage.

**Object pronouns** Subject pronouns (*I, you, he*, etc.) are reviewed, and object pronouns (*me, you, him*, etc.) are introduced. The *Grammar Spot* on p49 also lists possessive adjectives so that students can see the full set of patterns with these words that are easily confused.

**this/that** *This* and *that* are introduced in the context of talking and asking about objects and people. *How much is this/that?* for asking about prices is also introduced.

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

**Everyday English** Requests with *Can I ... ?* are introduced and practised in a range of situations.

**Workbook** There are exercises to practise object pronouns and possessive adjectives. *This/that* is consolidated, and students practise question words in a variety of exercises. The adjectives from the unit are also consolidated. Requests with *Can I ... ?* from *Everyday English* are reviewed and consolidated.

**Photocopiable activity** There is a photocopiable activity to review adjective + noun collocations on TB p144.

### POSSIBLE PROBLEMS

The similarity between subject and object pronouns and possessive adjectives often presents problems for students. Choosing the correct question word can also be problematic. The Student's Book and Workbook give practice to help students with these areas, but be prepared to monitor them during pairwork and review as necessary.

## Notes on the unit

### 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, and, 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 **T 71** [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.
- designer is Chanel.
- day is Friday.
- 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* /brɪ'kɒz/.

#### 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.

**T 72** [CD 1: Track 93] Play the recording and let students compare their answers.

#### T 72

- 1 Where do you live?  
I live in France, in Paris.
- 2 Who are you married to?  
Julien Caribe. He's French.
- 3 What does your husband do?  
He's a photographer.
- 4 When are you in Sydney again?  
Next October.
- 5 Who are the kids in the photos?  
My daughters, Freya and Frida, and my son, Pierre-Louis.
- 6 How old are they?  
They're six, four, and ten months old.
- 7 Why do your daughters have Swedish names?  
Because their father is Swedish.
- 8 How many shows do you do every year?  
About eight.
- 9 Why do you work so hard?  
Because I love my work.
- 10 What do you do in your free time?  
I go out with my family.

- 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.

**T 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 tapescript

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 ...  
How many? Ten.

- 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*

#### 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 in to a grammatical presentation of *one/ones* at this stage.

**T7.4** [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.

#### 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.  
E 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!
- 8 O I like **this** wine.  
P Where's it from?  
O Chile. It's delicious.
- 9 Q **This** is for you.  
R A present? For me? Why?  
Q Because I love you!

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.

## ADDITIONAL MATERIAL

### Workbook Unit 7

#### Exercise 9 *this/that*

### PRACTICE (SB p51)

#### 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 tapescript

- 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.

**T 7.6** [CD 1: Track 97] Play the recording and get students to check their answers.

### Answers and tapescript

- 1 c How do you come to school?  
By bus.  
2 h What do you have for breakfast?  
Toast and coffee.  
3 e Who's your favourite band?  
I don't have a favourite. I like a lot.  
4 b Where does your father work?  
In an office in the centre of town.  
5 g Why do you want to learn English?  
Because it's an international language.  
6 d How much money do you have on you?  
Not a lot. About £2.

- 7 a What time do lessons start at your school?

They start at nine o'clock.

- 8 f How many languages does your teacher speak?

Three.

Get students to practise the questions and answers in closed pairs. Monitor and check for correct pronunciation and intonation. If students have problems, drill the questions and answers chorally.

Demonstrate the personalization phase by getting the students to ask you 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 word 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 pictures 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 **T7.7** [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.

#### Answers and tapescript

- 1 A It's so **hot** today, isn't it?  
B I know. It's **35** degrees!  
2 C Hey! I like your **new** shoes!  
D Thank you! They're really nice, aren't they?  
C They're **fantastic**!  
3 E I live in a very **small** flat.  
F How many bedrooms do you have?  
E Only **one**!  
4 G How **much** is that coat?  
H £150.  
G Wow! That's too **expensive** for me.  
5 I Your name's Peter, isn't it?  
J Yes, that's **right**.  
I **Nice** to meet you, Peter.

### PHOTOCOPIABLE ACTIVITY

#### UNIT 7 It's an old computer TB p144

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

**Procedure:** this activity practises adjective and noun combinations in a 'pictionary'-type activity.

- Divide students into pairs. Give each pair a set of adjective and a set of noun cards, kept in separate piles.
- Each student takes an adjective card and a noun card. If their noun card cannot be matched with their adjective card, then they replace it at the bottom of the pile and take another, until they find a combination which they are able to depict in a drawing. Each student then draws a picture of their combination.
- When they have finished drawing, students show their picture to their partner, asking *What's this?* Their partner has to guess which adjective/noun combination has been depicted, and reply using *It's a(n) ...*
- Students continue until all the adjective cards have been used.

### ADDITIONAL MATERIAL

#### Workbook Unit 7

#### Exercise 10 Adjectives – happy/miserable

### READING AND WRITING (SB p53)

#### 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.
- T7.8** [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. | 4 Yes, it is.  |
| 2 They're in San Francisco.  | 5 The weather. |
| 3 They're on holiday.        |                |

- 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 **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 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





# 8

## Rooms and furniture

*There is/are*

Prepositions • Directions

### Where I live

#### Introduction to the unit

The title of this unit is 'Where I live' and the theme is homes and cities. *There is/are* and *any* are introduced in the context of talking and asking about rooms and furniture. Prepositions of place are reviewed and extended. There is a range of skills practice, including a reading and vocabulary section on the city of Vancouver, and a listening and writing section on the students' own home town.

The lexical set is of rooms and furniture. The language of asking about local amenities and giving directions is introduced and practised in the *Everyday English* section.

#### Language aims

**There is/are** *There is/are* is introduced in the positive, question, and negative forms.

**any** *Any* is introduced for negatives and plural questions with the structure *there is/are*. It is not used with any other structures at this stage so that students have the opportunity to get used to using it. *Some* is included for recognition, but is not given a full presentation or contrasted with *any*, as this is covered in Unit 12.

#### POSSIBLE PROBLEMS

- *There is/are*

Students will be familiar with the forms *is/are* from their knowledge of the verb *to be*. However, students may find it confusing to have a singular and plural form to talk about what exists, especially if the equivalent structure has a single form in their own language.

Students can also confuse *there* and *their*, so they may need help in this area in written work. In terms of pronunciation, students need practice in the /ð/ sound in *there* and also need help with linking *There's a* and *There are*. The intonation of the question form may need careful drilling.

- *any*

Students often ask what *any* means, as there is usually no direct translation in their own language. There is of course no real answer to this, so simply tell students that they need to use *any* in negatives and plural questions with *there is/are*. Students also sometimes have a tendency to use *any* in the positive, so be prepared to monitor and check for this.

**Prepositions of place** *In, on, under, and next to* are introduced and practised in the context of talking about furniture in rooms.

**Vocabulary** The lexical set is of rooms and furniture. Students are given the opportunity to personalize the language by talking about their own home.

**Everyday English** This covers the language of asking about local amenities and giving simple directions.

**Workbook** The lexical set of rooms and furniture is consolidated, and there is also an exercise to practise the vocabulary introduced in the reading and vocabulary section. *There is/are* and *any* are practised in a range of exercises, and the prepositions of place from the unit are practised further. There is further practice in reading, and the language of local amenities and directions from *Everyday English* is consolidated in a range of exercises.

**Photocopiable activity** There is a photocopiable activity to review *there is/are*, rooms and furniture, and prepositions on TB p145.

## Notes on the unit

### STARTER (SB p56)

- 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.
- 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* /'kɪtʃɪn/.

#### Tapescript

bathroom, bedroom, kitchen, dining room, living room

- 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

- |            |                 |
|------------|-----------------|
| 4 a bed    | 11 an armchair  |
| 6 a cooker | 3 a lamp        |
| 15 a sofa  | 8 a picture     |
| 12 a TV    | 14 a magazine   |
| 1 a shower | 13 a DVD player |
| 2 a toilet | 9 a laptop      |
| 7 a table  | 10 a desk       |
| 5 a fridge |                 |

**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 /'kʊkə/  
 a sofa /'səʊfə/  
 a TV /ti:'vi:/  
 a shower /'ʃaʊə/  
 a toilet /'tɔɪlət/  
 a fridge /frɪdʒ/  
 a picture /'pɪktʃə/  
 a magazine /mægə'zi:n/  
 a DVD player /di: vi: 'di: .plɛə/

## ROBERT'S LIVING ROOM (SB p57)

### There is/are ...

- 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*.  
**T 8.3** [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.

- 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. <b>There are</b> two armchairs.
Question	<b>Is there</b> a TV? Are there any pictures?
Negative	There isn't a computer. <b>There aren't</b> 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.

##### Answers

Is there a TV?	Yes, there is.
Are there any photographs?	No, there aren't.
Is there a desk?	No, there isn't.
Is there a telephone?	No, there isn't.
Are there any lamps?	Yes, there are.
Is there a DVD player?	Yes, there is.
Is there a PlayStation®?	Yes, there is.
Are there any magazines?	Yes, there are.

- 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.

**T8.5** [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.

##### Answers and tapescript

- 1 She asks about a sofa, chairs, a TV, a PlayStation®, a desk, pictures and photographs.
- 2 Is there a nice sofa?  
Are there any chairs?  
Is there a TV?  
A PlayStation®? Why?  
Is there a desk?  
Are there any pictures on the walls?  
Any photographs of your family?
- 3 She wants to visit next weekend.

**T 8.5**

R = Robert, M = Mum

R Hi, Mum.

M Robert. How are you? How's the new flat?

R It's great, Mum. I love it. It's really comfortable.

M And tidy?

R Er, well ...

M So, tell me about it. Is there a nice sofa?

R Well, there's an old sofa, but it's OK.

M Mmm. And are there any chairs?

R Yes, of course, there are chairs. There are two big armchairs.

M Good. And a TV. Is there a TV?

R Oh, yes, there is. The TV's really big. And I have a DVD player and a PlayStation® and ...

M A PlayStation®? Why?

R Mum, I love playing games!

M OK, OK. So, is there a desk?

R There isn't a desk in the living room, but there's one in the bedroom.

M Good. Now, are there any pictures on the walls? Any photographs of your family?

R Well, in the living room there are my posters of New York and Sydney, but there aren't any photographs, they're all in my bedroom.

M OK. Now your father and I want to see this flat. Can we visit next ...?

R Visit? You want to visit?

M Yes. We're free next weekend. Can we come?

R Er, next weekend ... er, sorry Mum, ... er, I think, er ...

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.

- 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.

### 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 tapescript

- 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 tapescript

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 p145

**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.

## READING AND VOCABULARY (SB p60)

### 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.

**T 8.9** [CD 2: Track 11] Play the recording and get students to check their answers.



### Answers and tapescript

Vancouver is called the 'best city in the world'. Why? Is it the spectacular mountains? The beautiful beaches? The excellent shops and restaurants? It's all of this and more!

#### Where is it?

Vancouver is in south-west Canada, next to the Pacific Ocean, 24 miles from the US border.

#### When to go

It is always a good time to visit Vancouver. The weather is never too cold or too hot. It is warm and sunny in summer, but it rains a lot in autumn and winter.

#### What to do

In spring, go skiing in the mountains in the morning and sunbathe on the beach in the afternoon. In summer, go swimming, sailing or fishing, or go walking in North America's biggest park, Stanley Park. There are excellent shops in Yaletown, and there is also theatre, opera, and music of every sort. Vancouver is the 'City of Festivals'.

#### Where to eat

Vancouver is a cosmopolitan city, so there are French, Italian, Japanese, Indian, Thai, and Chinese restaurants. Vancouver's Chinatown is the second biggest in North America, after San Francisco. There is also a lot of delicious, fresh seafood.

#### Where to stay

In the busy city centre there are some excellent, expensive hotels. The beautiful Fairmont Hotel is \$400 a night, but next to the sea there are a lot of cheap, comfortable hotels from \$59 a night.

#### How to travel

You don't need a car in Vancouver. There are slow, old trolley buses and there is the fast, modern Sky Train. Take the ferry – it is a great way to see the city.

- 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, sunbathe, 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.

### Answers

#### Adjectives

busy, cosmopolitan  
spectacular  
beautiful  
excellent  
cold, hot, warm, sunny  
delicious, fresh  
excellent, expensive, cheap,  
comfortable  
slow, old  
fast, modern

#### Nouns

city  
mountains  
beaches  
shops and restaurants  
the weather  
seafood  
  
hotels  
trolley buses  
Sky Train

## 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 tapescript.)

Steve talks about his job, his apartment, his girlfriend, Chinatown, the weather, skiing, golf, cycling, Stanley Park.

### T 8.10

Hi! My name's Steve and I live in Vancouver. I work at an international bank in the centre of the city but I live in English Bay near the beach. I have a small apartment there. Vancouver's a great city. It's really cosmopolitan. People from all over the world live here. Every Friday after work my girlfriend and I go to Chinatown and have delicious Chinese food – it's my favourite.

I like the weather because it's never too hot or too cold, but it rains a lot and I don't like that.

I work hard and I play hard! I love sport and Vancouver's good for so many sports. In winter I go skiing every weekend, I like snowboarding, too. In summer I go swimming and I play golf. I often go cycling with my girlfriend. Sometimes we cycle along the Vancouver Seawall to the park – Stanley Park. The mountains look fantastic from there.

Why doesn't everyone want to live in Vancouver? It's the best place to live in the world!

- 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

	What is the conversation about?	Who is Steve talking to?
1	Monday mornings and meetings	a colleague
2	going to a Chinese restaurant	his girlfriend
3	the weather and golf	a friend
4	cycling to Stanley Park	his girlfriend

### T 8.11

- 1 **S** Morning. Monday again!  
**A** Yeah. I hate Mondays and it's another busy day.  
**S** I know. I have three meetings this morning.
- 2 **S** Hi, can I meet you after work?  
**B** Yeah, that's great.  
**S** Six o'clock OK? We can go to that restaurant next to the Chinese supermarket.  
**B** Fine. I want to go there again. The food's delicious.
- 3 **S** Oh no! Rain again!  
**C** It's not so bad.  
**S** Yes, it is. The sky's really black.  
**C** You're right. No golf today, then!
- 4 **S** It's a lovely afternoon. Do you want to go out?  
**D** Yeah, where do you want to go?  
**S** What about Stanley Park?  
**D** Great, I love that park! The mountains look fantastic from there.  
**S** Come on then! Let's get the bikes.

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

- 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)*.

- 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.

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

#### Answers

- turn left
- turn right
- go straight on

- 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/complete 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

- at the cinema
- at the railway station
- at the Grand Hotel
- at the park

#### T 8.12

- Go up North Road. Turn left at the bank into Charles Street. It's on the right next to the theatre.
- Go up North Road. Turn right at the school into Hillside Road, and it's on the left next to the chemist's.
- Go up North Road. Turn right at the church into Station Road. Go straight down, and it's on the right next to the car park.
- Go straight on up North Road for five minutes, and it's in Albert Square. It's a big building on the right.
- Go straight on up North Road. At the post office turn left into Park Lane. It's on the right, past the Chinese restaurant.

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.

- 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?*



# 9

Saying years • *was/were born*

Past Simple – irregular verbs

*have/do/go*

When's your birthday?

## Times past

### Introduction to the unit

The title of this unit is 'Times past' and it focuses on the birth dates and lives of famous people. This is the vehicle for the presentation of *was/were born*, which is extended to general uses of the past of *to be*. The positive forms of Past Simple irregular verbs are also presented in a story context. Students learn how to say dates in English with focuses on months, ordinal numbers, and years. The focus on collocation is extended with a vocabulary section on words and phrases that go with the verbs *have*, *do*, and *go*. Skills practice is provided in the Reading and speaking section.

### Language aims

**Saying years** The *Starter* section teaches students how to read dates in English. This highlights dates before 2000, e.g. 1986 – *nineteen eighty-six*, and the use of *and* in dates after 2001, e.g. 2005 – *two thousand and five*.

#### POSSIBLE PROBLEMS

How students say dates in their own language can often create problems with dates in English. Some languages divide the date differently, e.g. 1999 – *\*one thousand nine hundred and ninety-nine*, so students need help with dividing the century and years correctly. The use of *and* in dates after 2001 also needs highlighting. People also differ in how they say 2010 and the years that follow: *two thousand and ten* or *twenty ten*. Both forms are given in *Starter* exercise 2, and students will need regular practice to be able to say a range of dates fluently.

***was/were*** The past of *to be* is introduced in all forms. Students' first contact with the past forms is with *was/were born*, and then students move on to general uses of *was/were*.

#### POSSIBLE PROBLEMS

*was/were*

Students usually make the switch from present of *to be* to past relatively smoothly, although they need a lot of practice in which subjects take *was* and which take *were*. Pronunciation can present a problem in that the vowels in *was* and *were* both have weak and strong forms: *was* /wəz/ and /wɒz/; and *were* /wə/ and /wɜː/. The weak form /ə/ is in the positive and question forms, and strong forms /ɒ/ and /ɜː/ are in negatives and short answers:

She was at school.	/ʃiː wəz ət skuːl/
She wasn't at school.	/ʃiː wɒznt ət skuːl/
Was she at school?	/wəz ʃiː ət skuːl/
Yes, she was./No, she wasn't.	/jes ʃiː wɒz/ /nəʊ ʃiː wɒznt/
They were at school.	/ðeɪ wə(r) ət skuːl/
They weren't at school.	/ðeɪ wɜːnt ət skuːl/
Were they at school?	/wɜː ðeɪ (j)ət skuːl/
Yes, they were./No, they weren't.	/jes ðeɪ wɜː/ /nəʊ ðeɪ wɜːnt/

The pronunciation of the negative forms is highlighted and practised in the *Negatives and pronunciation* section on p67.



**was/were born** The equivalent structure in students' own language is often different, leading students to say *\*I am born* or *\*I born*. The unit provides a whole section on this structure to help students become familiar with the correct forms.

**Past Simple irregular verbs** The unit introduces the Past Simple in the positive. The focus is on a limited number of irregular verbs which are presented as a lexical set in a story context. This allows students to get initial familiarization with some of the highest frequency irregular past forms before they move on to the use of *ed* in questions and negatives in Unit 10.

#### POSSIBLE PROBLEMS

There are a lot of irregular verbs for students to learn in the course of their studies. The initial presentation is limited to a small number of verbs, and students access them by matching to their present forms. Students are referred to the irregular verb list on p142 to help them do this and they should be encouraged to refer to the list as they work through the remaining units in the book.

**have/do/go** This vocabulary section highlights common collocations with *have*, *do*, and *go* to form verbs for everyday activities, e.g. *have lunch*, *do my homework*, *go shopping*. Students match and practise the past forms of the verbs as well as the infinitives.

**Everyday English** This covers months of the year, ordinal numbers in dates, and personalizes the language by talking about students' birthdays.

**Workbook** Saying years is consolidated in writing and listening exercises. *Was/were* and *was/were born* are consolidated through a range of exercises, including a listening exercise, and a reading exercise about famous people from the past. Past Simple irregular verbs are further practised. There is further practice of collocations with *have*, *do*, and *go*, and of months, ordinal numbers, and dates.

**Photocopiable activity** There is a photocopiable activity to review the past of *be*, *was/were born*, and dates on TB p146.

## Notes on the unit

### STARTER (SB p64)

- 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*.

**T91** [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

- |                        |                         |
|------------------------|-------------------------|
| 1 nineteen ninety-six  | 4 seventeen ninety-nine |
| 2 nineteen sixteen     | 5 eighteen forty        |
| 3 two thousand and two | 6 two thousand and five |

- 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*.

**T92** [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.

- 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

- 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.

**T93** [CD 2: Track 17] Play the recording and get students to write the years. Check the answers with the class.

#### Answers and tapescript

Jane Austen, the English writer, was born in **1775** in Hampshire in the south of England.  
Luciano Pavarotti, the Italian opera singer, was born in **1935** in Modena in the north of Italy.

- 2 **T9.4** [CD 2: Track 18] Focus attention on the sentences. They present the *I* and *he/she/it* forms with *was*. Play the recording and get students to repeat chorally and individually. Encourage students to reproduce the weak form /ə/ in *was*.
- 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 **T9.5** [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 practise the questions and answers in open pairs and then in closed pairs. Monitor and check for correct reading of dates, pronunciation, and intonation.

#### GRAMMAR SPOT

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.

Answers	Present	Past
I	am	was
You	are	were
He/She/It	is	was
We	are	were
They	are	were

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*.

- T9.6** [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.

#### Answers

Tristan 1985  
Cecilia 1988  
Matt 1996  
André 1958  
Ella 1961  
Edith 1935

#### T9.6

My name's Magalie. It's a French name, but I'm not French. I'm English. I was born in 1994. I have two brothers and a sister. My eldest brother's a doctor. His name's Tristan, and he was born in 1985. My sister is also older than me. Her name's Cecilia and she's a teacher, and she was born in 1988. And my little brother is Matt, and he was born in 1996. He's still a student. My father is French. His name's André, he's from Marseilles, and he was born in, I think ... 1958. My mother is English, her name's Ella, she's from Manchester, and she was born in, er ... 1961. My grandmother, who is my mother's mother, is called Edith. Isn't that a lovely name? She was born in Bristol in ... I'm not sure, but I think about 1935.

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

### 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
- 2 musician
- 7 actor
- 1 writer
- 4 artist
- 3 princess
- 6 politician
- 8 racing driver

- 2 **T9.7** [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.

#### Answers and tapescript

- 1 Shakespeare was born in **1564** in Stratford-upon-Avon, England.
- 2 Mozart was born in Salzburg, Austria, in **1756**.
- 3 Diana Spencer was born in Sandringham, England, in **1961**.
- 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.

- 3 **T9.8** [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 /ə/ 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.

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.

## PHOTOCOPIABLE ACTIVITY

### UNIT 9 Who were they? TB p146

**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.

## 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 /ə/ in *was* and *were* to the strong forms /ɒ/ in *wasn't* and /ɜ:/ 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!

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.

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.

**T 9.11** [CD 2: Track 25] Play the recording through once and get students to check their answers.

#### Answers and tapescript

Present	Past
go	went
come	came
have	had
be	was
make	made
see	saw
buy	bought
say	said
find	found

Play the recording again and get students to repeat chorally and individually. Make sure students aren't confused by the silent *g* in *bought* – /bɔ:t/. Say the present forms and get students to say the past equivalent round the class. Refer students to Grammar Reference 9.2 on p127.

- 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, an 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

- 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 tapescript

'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 Biró, (8) **found** Pollock's fingerprint on the back. Biró 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!

**T 9.12** [CD 2: Track 26] Play the recording and get students to check their answers.

- Get students to cover the text in exercise 3. Focus attention back on the pictures. You could re-tell the story as a class activity first and then get students to repeat in pairs. Alternatively, set up the pairwork first and then re-tell as a class in a checking phase. Either

way, when you monitor, don't expect students to reproduce the story with complete accuracy. Do not over-correct in the feedback stage – just pick up on common errors in the irregular past forms.

### SUGGESTION

If appropriate, you can ask students to research someone famous from the past and find some basic biographical details, e.g. when born, where/ what studied, became famous for ..., married, died. Students then exchange information in pairs/small groups, or give simple presentations to the class.

## 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*.

### Answers

**have:** a shower / a good time / breakfast

**do:** the housework / some exercise

**go:** for a walk / on holiday / home / to work

- 3 Give students time to write the past forms. Then check the answers.

### Answers

Present	Past
have	had
do	did
go	went

- 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.

**T 913** [CD 2: Track 27] Play the recording and get students to check their answers. If students need more help with pronunciation, get them to read the sentence aloud, drilling any difficult lines with the whole class.

### Answers and tapescript

- 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

- 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.

### 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).
- 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.

## ADDITIONAL MATERIAL

### Teacher's Resource Disc

Communicative activity Unit 9 Yesterday

### Workbook Unit 9

Exercise 12 Vocabulary – *have/do/go*



## EVERYDAY ENGLISH (SB 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.

**T 9.14** [CD 2: Track 28] Play the recording and get students to check their answers.

#### Answers and tapescript

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 practise 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*).

**T 9.15** [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.

**T 9.16** [CD 2: Track 30] Play the recording and let students check their answers. If necessary, drill any ordinals students had problems with.

- 5 **T 9.17** [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 tapescript

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 falling intonation in the questions and for the correct use of prepositions – *on* + date and *at* + time. Tell the class the date and time of your birth, following the example in the last speech bubble. Elicit more examples from the class.
- 7 This unit ends of 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.

**T 9.18**

Happy Birthday to you!  
Happy Birthday to you!  
Happy Birthday, dear Sarah!  
Happy Birthday to you!  
  
Hip hip! Hooray!

**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



# 10

Past Simple – regular and irregular • Questions and negatives  
Sport and leisure • Going sightseeing

## We had a great time!

### Introduction to the unit

The title of this unit is 'We had a great time!' and the overall theme is leisure and holidays. The unit follows on from Unit 9 with the introduction of all forms of the Past Simple with both regular and irregular verbs. Skills practice is provided with speaking, listening, and writing tasks.

The lexical set of sport and leisure activities is reviewed and extended. The leisure and holiday theme is carried through in the *Everyday English* section with a focus on going sightseeing.

### Language aims

**Grammar – Past Simple regular and irregular** The set of irregular past forms from Unit 9 is extended, and the regular forms are also introduced. The unit covers positive, negative, and question forms. Students' knowledge of the Present Simple usually helps them with the Past Simple, in that students are already familiar with the uses of the auxiliary *do*, and so will understand how *did* functions. The past auxiliary is easier in that it is the same in all persons. It is important for students to see the contrast in the use of Present Simple and Past Simple, and the unit provides practice in using the two tenses in parallel.

### POSSIBLE PROBLEMS

- Although knowledge of the Present Simple helps students to access the Past Simple, students often make mistakes in the new tense. Common errors are:
  - \* *Did they watched TV?*
  - \* *They no played tennis.*
  - \* *When you lived in the US?*

- Irregular verbs need constant use and reviewing. Students often try to apply the regular *-ed* ending to irregular verbs, e.g.
  - \* *I goed to the cinema.*

Encourage students to refer to the Irregular verbs list on p142 and get students to review the verbs regularly for homework.

- There are different ways of pronouncing the *-ed* regular ending and students need help with this. There is a pronunciation focus on p72 highlighting the /t/, /d/, and /ɪd/ *-ed* endings, e.g.
  - worked* /wɜ:kt/
  - played* /pleɪd/
  - started* /stɑ:tɪd/

Students often try to divide out the *-ed* ending in the pronunciation inappropriately, e.g.

*watched\** /wɒtʃɪd/ rather than /wɒtʃt/

Monitor and check for this mistake, and also help students to perceive the different *-ed* endings, but do not insist that they produce the endings each time.

**Vocabulary** The lexical set of sport and leisure activities is reviewed and extended. Students focus on sports/activities collocations with *play* and *go + -ing*, e.g. *play tennis*, *go swimming*, etc.

**Everyday English** The situational syllabus continues with a section focusing on going sightseeing. The section includes key language for getting information in a Tourist Office and for talking about sightseeing in your home town.

**Workbook** Regular and irregular Past Simple verbs in the positive are reviewed and consolidated in a range of exercises. There is also further practice on the lexical set of sport and leisure. A short reading text gives further consolidation of Past Simple forms, and there is further practice of the functional language of going sightseeing.

**Photocopiable activity** There is a photocopiable activity to review Past Simple *Wh-* and *Yes/No* questions on TB p147.

## Notes on the unit

Introduce the theme of the unit and review the expression *have a good/great time* by writing the sentence starter on the board and eliciting possible endings, e.g. *I had a great time (last weekend/at my party/at the beach)*.

### 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	buy – bought
have – had	do – did
go – went	see – saw

### YESTERDAY WAS SUNDAY (SB p72)

#### Past Simple – regular and irregular

- 1 This section reviews and extends the irregular verbs students met in Unit 9 and also presents regular *-ed* forms. Focus attention on the photo and ask *What's her name? (Angie.) Where is she? (In the kitchen at home.)* Tell students they are going to hear Angie talking about what she did yesterday. Focus attention on the list of verbs and ask *Past or present?* Check comprehension of each verb and get students to tell you the infinitive of the irregular past forms. (If students query the regular *-ed* endings, tell them this is the ending for most verbs in the Past Simple, but do not go into a long explanation at this stage.)

**T 10.1** [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)*.

#### Answers

got up late  
had a big breakfast  
went shopping  
stayed at home  
cleaned her flat  
did some work  
watched TV  
went to bed early

#### T 10.1

Angie's weekend

Yesterday was Sunday, so I got up late, about 11.30. I had a big breakfast, orange juice, toast, eggs, and coffee. Then I went shopping, just to the supermarket, and I bought some tea, some milk, and the Sunday papers. Then I just stayed at home for the rest of the day. In the morning I cleaned my flat and in the afternoon I did some work on my computer for a bit, then in the evening I watched a film on TV. I went to bed early, about 11.00. I was tired. I had a late night on Saturday.

### 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

/t/	cook	<b>cooked</b>	watch	<b>watched</b>
/d/	play	<b>played</b>	listen	<b>listened</b>
/ɪd/	start	<b>started</b>	want	<b>wanted</b>

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.

**T 10.2** [CD 2: Track 34] Pronounce the sounds /t/, /d/, and /ɪd/. 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. \*/kʊked/. Point out that the ending is pronounced /ɪd/ 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**

/t/    cooked  
       watched  
 /d/    played  
       listened  
 /ɪd/   started  
       wanted

- 2 Read the Past Simple forms aloud. Check students understand there is no difference in the verb forms for different persons in the Past Simple. Contrast this with the third person -s in the Present Simple. 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 I **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.

**T 10.5****A = Angie, R = Rick****R** What about you, Angie? Did you have a good weekend?**A** Oh yes, I did, very good.**R** What did you do on Saturday?**A** Well, on Saturday morning I went shopping. Then on Saturday evening I went to a party. It was great!**R** Who did you see at the party?**A** Oh, one or two old friends.**R** Did you go out on Sunday?**A** Oh no, I didn't. I didn't go out because I was too tired. I stayed at home most of the day.**R** Did you do anything on Sunday evening?**A** No, I didn't do much. I just watched a film on TV. I didn't go to bed late. About 11.00.

- 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 p147**

**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 /gɪ'taː/*.
- 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

- |                |                               |
|----------------|-------------------------------|
| 2 had          | 5 did ... buy, bought         |
| 3 did          | 6 did ... do, didn't go, went |
| 4 didn't clean |                               |

### Did you have a good weekend?

- 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.

- 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.
- 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.
- 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

- 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.

**T 10.7** [CD 2: Track 39] Play the recording and let students check their answers.

#### Answers and tapescript

- A I went shopping yesterday.  
B Really? **What did you buy?**
- A We went to that new Italian restaurant last night.  
B Mmm! **What did you have?**
- A We saw a lot of our friends in the coffee bar.  
B Oh! **Who did you see?**
- A I played tennis at the weekend.  
B Oh, really? **Where did you play?**
- 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.

- 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.

**T 10.8** [CD 2: Track 40] Play the recording and get students to compare their conversations.

#### Answers and tapescript

- 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      | 11 cards        |
| 1 football    | 13 walking      |
| 4 skiing      | 10 swimming     |
| 6 golf        | 14 dancing      |
| 8 sailing     | 15 cycling      |
| 7 windsurfing | 9 fishing       |
| 3 rugby       | 12 horse-riding |
| 5 ice-skating |                 |



- 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	go + -ing
tennis	skiing
football	sailing
golf	windsurfing
rugby	ice-skating
cards	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

##### They usually ...

go in summer  
go to Italy  
stay in a villa  
eat at home  
go swimming  
play cards  
have a good time

##### But last year they ...

went in winter  
went to Colorado  
stayed in a hotel  
went out to restaurants  
went skiing/ice-skating  
went out every night  
had a good time

#### T 10.9

J = Jack, M = Millie

- J Well, we usually go on holiday in summer ...  
M Yes, usually we go to Italy for our holidays, don't we?  
J But last year we did something different. We had a holiday in winter, and we went to Colorado, in America.  
M Because we wanted to learn to ski, you see, and we wanted a change. In Italy we always stay in a villa ...  
J ... but in Aspen, Colorado, we stayed in a very nice hotel, and because we were in a hotel, we had all our meals in restaurants.  
M And that's very special for us. In Italy we cook at home in the villa. But in Colorado we went to a different restaurant every night!  
J In Italy, because it's summer and it's hot, we go swimming in the swimming pool, and sit in the sun, and I play tennis sometimes ...

- M** Jack loves his tennis, don't you, darling?  
**J** I do, but of course last year in Colorado we learned to ski, so we went skiing every day. And Millie, you went ice-skating, didn't you?  
**M** We both went ice-skating!  
**J** That's right! It was great fun! In Italy in the evening, we usually play cards or read ...  
**M** ... but last year in Colorado we went out every night, and we met lots of lovely people, didn't we?  
**J** We did. We had a really good time.  
**M** And we have a good time in Italy, too, don't we?  
**J** Mmm, we're very lucky.

- 4 This exercise practises questions in the Present Simple and Past Simple. Focus attention on the speech bubbles. Drill the questions and answers, encouraging students to reproduce the correct sentence 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 tapescript

- Last year Jack and Millie **didn't go** on holiday in summer. They **went** in winter.
- They **didn't go** to Italy. They **went** to Colorado.
- They **stayed** in a hotel. They **didn't stay** in a villa.
- They **didn't eat** at home. They **ate** in restaurants.
- They **went** skiing. They **didn't go** swimming.

## SPEAKING AND WRITING (SB p78)

### 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.

- 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* /'maʊntɪnz/ and *sightseeing* /'saɪtsi:ɪŋ/ 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 (X) 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.

- 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* /ə'ɡəʊ/ 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/trains/museums/shops/prices, etc.* Pre-teach/check *show* (verb), *leave, it takes two hours, get on and off* (a bus), *to open/close, and free* (= you don't have to pay).

**T 10.11** [CD 2: Track 43] Play the first line of the conversation and elicit the words for the first two gaps (*help you*). Play the rest of the recording and get students to complete the conversations. If necessary, play the recording again and allow students to complete any missing answers. Then check the answers with the whole class.

#### 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**.

Check pronunciation of the proper nouns: *Regent Street* /'ri:dʒənt stri:t/, *Trafalgar Square* /trə'fælgə skweə/, and *British Museum* /'brɪtɪʃ mju'ziəm/. 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 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.)

## 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



# 11

*can/can't* • Adverbs

Adjective + noun

Everyday problems

**I can do that!**

## Introduction to the unit

The title of this unit is 'I can do that!' and it introduces *can* for ability. The positive, negative, and question forms are introduced and practised, along with common verb + adverb combinations, e.g. *dance well*, *run fast*, *speak (French) fluently*, etc. The uses of *can* are also extended to cover requests and offers. There is a *Reading and listening* section with a text on the Internet, and a focus on verb and noun collocations. The *Vocabulary and speaking* syllabus continues with further work on collocations of adjectives + nouns. The *Everyday English* section focuses on common problems in everyday life.

## Language aims

**Grammar – *can/can't*** *Can* for ability is introduced in all forms. It is presented and practised with key verbs and adverbs including *well*, *slowly*, and *fluently*. There is also a pronunciation focus highlighting the different sounds in *can/can't*. Students get both receptive and productive practice with the features of pronunciation.

### POSSIBLE PROBLEMS

- After having practised the Present Simple, students can sometimes want to use the auxiliaries *do/does* and *don't/doesn't* to form negatives and questions with *can*:  
\* *We don't can run fast.*  
\* *Do you can swim?*

- The pronunciation of *can/can't* needs careful presentation and practice. Students often have problems with the different vowel sounds (weak form /ə/ and strong form /æ/ in *can* /kən/, kæn/, and /ɑ:/ in *can't* /kɑ:nt/). Students can also have problems distinguishing positive from negative forms, as the final *t* in *can't* is often not fully pronounced.

I can swim. /aɪ kən swɪm/

Can you swim? /kən ju: swɪm/

Yes, I can. /jes aɪ kæn/

I can't swim. /aɪ kɑ:nt swɪm/

The pronunciation is included as part of the *Grammar Spot*, but be prepared to repeat the key points whenever students have problems with pronunciation.

- Students last saw *fast* as an adjective in Unit 8, e.g. *a fast train*, and will see it again in the *Vocabulary and speaking* section of this unit, e.g. *a fast car*. The *Grammar Spot* on SB p82 covers *fast* as an adverb, but if students query the word order, e.g. *run fast*, before this point, just explain it's *fast* + *noun* and *verb* + *fast* without giving a detailed explanation of the grammar behind adverbs and adjectives.

**Requests and offers** Requests and offers with *can* are presented and practised.

**Vocabulary** The work on vocabulary patterns continues with common adjective + noun combinations. There is also a focus on key verb + noun collocations in the pre-reading exercises for a text about the Internet.

**Everyday English** The language associated with describing and solving basic problems is introduced and practised.

**Workbook** *Can/can't* is consolidated in a range of exercises, and requests and offers with *can* are further practised. There is also a reading exercise with a focus on *can*. There is further practice of adverbs, and adjective + noun collocations are consolidated. The *Everyday English* focus on everyday problems is also consolidated.

**Photocopiable activity** There is a photocopiable activity to review *can/can't* and adverbs on TB p148.

## Notes on the unit

### STARTER (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

- 2 Laura: architect
  - 3 Justin: pilot
  - 4 George: farmer
  - 5 Lola: athlete
  - 6 Oliver: schoolboy
  - 7 Margaret: grandmother
- 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*.

**T 11.1** [CD 2: Track 44] Play the recording and let students check their answers.

#### Answers and tapescript

- 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* /kən/. 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 /kən/, 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*

#### 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 /kən/ in the question, the strong form /kæn/ in the positive short answer, and the negative form /kɑ:nt/. 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*.



## 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*.

### 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/complete their answers. Check the answers with the whole class.

#### Answers and tapescript

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.

#### 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*.

**T 11.5** [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 tapescript

- 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 practise the sentences in closed pairs. Monitor and check for correct pronunciation of *can/can't*, but don't insist on perfect pronunciation from all students.

### ADDITIONAL MATERIAL

#### Workbook Unit 11

#### Exercise 5 Pronunciation – /kən/ and /kɑ:nt/

#### 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.

**T 11.6** [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

#### T 11.6

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.

**T 11.6** [CD 2: Track 49] Play the recording again and get students to check/complete their answers. Get students to practise 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.



## 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.

/ə/

/ɑ:/

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.

### PHOTOCOPIABLE ACTIVITY

#### UNIT 11 I can't ... at all TB p148

**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.

### ADDITIONAL MATERIAL

#### Workbook Unit 11

#### 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

#### T 11.7

- 1 Can I help you?  
Yes, please. I want to buy this postcard.
- 2 Can you tell me the time, please?  
It's about three thirty.
- 3 Can you come to my party?  
Sorry. I can't. It's my grandma's birthday on Saturday.

- 4 Can I have a glass of water, please?  
Yes, of course. Here you are.
- 5 Can you speak more slowly, please?  
I'm sorry. Is this better? Can you understand me now?
- 6 Can I give you a lift?  
Oh, yes please! That's so kind of you!

- 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 ... ?*

## READING AND LISTENING (SB p84)

### The Internet

#### NOTE

The reading text in this section contains a number of new lexical items and some topic-specific lexis, e.g. *computer network*, *the Net*, *go worldwide*. In order to save time in class, you might like to ask students to look up the following words in their dictionary for homework before the reading lesson: *history*, *Department of Defense* (US spelling), *computer network*, *military* (noun), *scientist*, *telephone company*, *communicate*, *the Net*, *go worldwide*, *million*, *partner* (in a game), *share*, *write a blog*, *endless*.

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: /dʌblju: dʌblju: 'dʌblju:. 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

- 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.

### 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*.
- T 11.9** [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/complete their answers. Check the answers with the whole class.
- Elicit any other information students understood about each Internet user.

#### Answers

	When?	Why?
Charlotte	every day	help with homework
Lauren	3 or 4 times a day	hear friends' news
Santiago	in the evenings	find songs
Alan Krum	on Sundays	get information about his family history
Max	after school	play games
Edna	every Friday	shopping

#### T 11.9

##### 1 Charlotte, age 14

I use the Internet a lot. Every day, I think. It helps me with my homework. I 'google' for information or I use *Wikipedia*. It helps me with everything – history, geography, science, English – er, everything. Yesterday I got a lot of information about Jane Austen.

##### 2 Lauren, age 20

I go on *Facebook* a lot, sometimes three or four times a day. It's a great way to hear all your friends' news and see all their photographs. Yesterday I posted all the photos from my party last weekend. You can see them if you want.

##### 3 Santiago, age 23

I play the guitar and I can find lots of songs on the Internet. Yesterday I got the words and music for *Can't buy me love*, you know, by the Beatles. I can play it now. I use the Internet in the evenings, when I have time.

##### 4 Alan Krum, age 47

Well, my surname, – er, my family name is Krum and I want to write about my family, so I use the Internet to find out about my family's history. There are special websites for this. Also, I can chat to people with the same name from all over the world – Canada, Germany, Argentina. It's really interesting. I usually use it on Sundays, because I have more time then.

##### 5 Max, age 10

I play games a lot. And I go on websites for my favourite pop groups and football players. I want to be on the computer all the time, but my mum says I can't. She says I can only use it after school for an hour, and then I stop.

##### 6 Edna, age 71

I go shopping on the Internet. Every Friday I go to my son's house and I use his computer. It's fantastic – the supermarket brings all my shopping to my home. I want a computer now. I want to send emails to my friends. Most of my friends have computers.

- 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.

### SUGGESTION

If your students are interested in the Internet, you can get them to work in groups and write a summary of how they use the Net, referring to script **T 11.9** as a model. They can also produce a mini-guide of their favourite websites divided into categories according to students' interests, e.g. sports, learning English, shopping, local information, news, etc.

## ADDITIONAL MATERIAL

### Workbook Unit 11

Exercises 9 and 10 Reading – Meet ASIMO

## 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.

**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.

### T 11.10

- 1 A A Ferrari is a fantastic car. It's so fast.  
B Yeah, I know, but it's also so expensive.
- 2 A How tall is your brother?  
B He's very tall, 1.9 metres. I'm only 1.7 metres.
- 3 A I think motor racing is a really dangerous sport.  
B I know it's dangerous, but it's exciting too. That's why I love it!
- 4 A Can I have a fresh orange juice, please?  
B I'm afraid we don't have fresh.  
A OK. Just a glass of water then.
- 5 A New York is a very cosmopolitan city. I love it.  
B Me too. I can't believe I'm here.
- 6 A Charlie Chaplin made some very funny films, don't you think?  
B No. I don't like his films. I think they're really boring.
- 7 A We can't go for a walk, it's too cold and wet.  
B Yes, we can. Look, it's sunny again! Come on!

- 3 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.

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.

### 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

## 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       | 4 a lost passport |
| 2 computers        | 5 an accident     |
| 3 a ticket machine | 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

- 4 I can't find it anywhere!  
3 This machine doesn't work.  
1 I'm lost.  
6 I'm so sorry I'm late!  
2 I can't get on the Internet.  
5 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*.

**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.

#### Answers and tapescript

- 1 A Excuse me! Can you help me? I'm **lost**.  
B Where do you **want** to go?  
A Grand Central Station.  
B Turn left onto Park Avenue. It's **straight on**. You **can't** miss it.
- 2 A Oh, no!  
B What's the **matter**?  
A There's something **wrong** with my computer. I can't **get on** the Internet, so I can't send my emails.  
B Turn everything off and **try again**. That sometimes **works**.
- 3 A Excuse me! This ticket machine **doesn't work**.  
B Did you **push** the green button?  
A Oh! No, I didn't.  
B Ah, well. Here's your **ticket**.  
A Thank you very much.
- 4 A Come on! It's time to go to the airport.  
B But I **can't find** my passport! I can't find it anywhere!  
A You **put** it in your bag.  
B Did I? Oh, yes. **Here** it is! Phew!
- 5 A Are you **all right**?  
B Yes, I think so.  
A Does your arm hurt?  
B It hurts **a bit**, but I think it's OK.
- 6 A I'm so sorry I'm **late**.  
B It's OK. The film **starts** in 15 minutes.  
A I missed the **bus**.  
B I told you, it doesn't **matter**. Come on! Let's go.

- 4 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**

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### **Workbook Unit 11**

**Exercise 12** Everyday problems

*Don't forget!*

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### **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



# 12

*I'd like – some/any*

In a restaurant

Signs all around

## Please and thank you

### Introduction to the unit

This unit is called 'Please and thank you' and it focuses on the function of asking for things in a range of contexts. The structure *would like* is introduced and practised, along with *some* and *any*. *Like* is also reviewed and contrasted with *would like*. The lexical set of shops and amenities is reviewed and extended, and there is a *Vocabulary and speaking* section on food and drink, and ordering in a restaurant. The *Reading and speaking* section also focuses on food, with a text about what people eat in different parts of the world. This is the first 'jigsaw' reading in the course and so fully integrates reading and speaking skills. There is further functional practice in the *Everyday English* section with the language used in a range of signs in public places.

### Language aims

**Grammar – I'd like** Students have already met *want* + noun and *want* + *to*-infinitive. In this unit *would like* + noun and *would like* + *to*-infinitive are introduced as polite ways of asking for things, or saying that you want to do something. The question form *Would you like ... ?* is also introduced for offering things. *Would like* (for requests made 'now') is also contrasted with *like* (for expressing likes/dislikes in general).

**some and any** Students also practise *some* and *any* with plural countable nouns and uncountable nouns.

#### POSSIBLE PROBLEMS

- Students have already seen *like* as a main verb in the presentation of the Present Simple in Unit 5. This is the first time students have seen *would like* and it is easy for them to confuse the two. Common mistakes are:
  - \* *Do you like a cup of tea?*
  - \* *I like to buy a dictionary.*
  - \* *You like a coffee?*
- Students can usually understand the difference between liking in general (expressed with *like*) and a specific request (expressed with *would like*), but the similarity in form can lead to confusion. Students are given both receptive and productive practice in both forms, but be prepared to monitor and check for mistakes and review as necessary. (There is no need to highlight at this stage that *would* is a modal verb, as students will meet *would* and its various uses in later levels of *New Headway, Fourth edition*.)
- Students first met *some* and *any* with *there is/are* in Unit 8, but may still query their meaning as individual words. At this early stage, it's best just to give practice in the use of *some* and *any* with a range of different examples, rather than get into complicated explanations. The *Grammar Spot* on SB p89 sets out the key uses that students need to be aware of at beginner level.

**Vocabulary** Shops and amenities are reviewed and extended. The theme and vocabulary of food and drink is presented in the *Reading and speaking* section, and carried through in *Vocabulary and speaking* in the context of ordering things in a restaurant.

**Everyday English** This highlights and practises the language used in signs in everyday situations.

**Workbook** *Would like* is reviewed and consolidated in a range of exercises, and there is practice in distinguishing between *like* and *would like*. There is further practice of the functional language of offering things, and there is a pronunciation exercise to practise discrimination in vowel sounds. The lexical set of food and drink is practised further, and further reading practice is given with a text on eating habits.

**Photocopiable activity** There is a photocopiable activity to review the language of signs on TB p149.

## Notes on the unit

### 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 ...*

**T 12.1** [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 tapescript

- 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/normal hair*.

**T 12.2** [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 *would 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* /aɪd/ and the pronunciation of *would* /wʊd/.

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 tapescript

##### 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.

**T 12.3** [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

	Conversation 1	Conversation 2
Where is he?	in a newsagent's	in a coffee shop
What does he want?	<i>The Times</i> and two magazines; some stamps	a medium latte; some chocolate cake
What are his words?	I'd like some stamps too. Two books of first-class stamps, please.	I'd like a latte, please. I'd like some chocolate cake.

#### T 12.3

##### Conversation 1

- C Is that all? *The Times* and the two magazines?  
 A Yes, that's all. Oh, I nearly forgot – I'd like some stamps too.  
 C First or second class?  
 A First. Two books of first-class stamps, please.  
 C OK. Would you like a bag?  
 A No, thanks. I don't need a bag.  
 C That's £9.65.

##### Conversation 2

- A I'd like a latte, please.  
 B Drink here or take away?  
 A To drink here, please.  
 B Small, medium or large?  
 A Medium, please.  
 B Would you like something to eat?  
 A Er – yes. I'd like some chocolate cake.  
 C Sure. Anything else?  
 A That's it, thanks.

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.

**T 12.4** [CD 2: Track 58] Play the recording and get students to check their answers.

#### Answers and tapescript

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 dʒu:s/, *orange juice* /'ɒrɪndʒ dʒu:s/, and *sandwich* /'sænwɪtʃ/. 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.

**T 12.5** [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.

**T 12.5** – 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.

**T 12.5** [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.*

**T 12.6** [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

#### T 12.6

##### Kelly

What would I like for my birthday? That's easy! I'd like to have breakfast in bed. With the newspapers. And in the evening I'd like to go to the theatre.

##### Mike

Well, I'd like a new computer, because my computer is so old that new programs don't work on it. And then in the evening I'd like to go to a good restaurant. I don't mind if it's Italian, French, Chinese, or English. Just good food.

##### Jade

I'd love a new mobile phone. My mobile is so old now. I'd like one that takes good photos – your phone has a really good camera and it wasn't that expensive. And in the evening I'd like to go out with all my friends and have a great time!

- 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 **T 12.7** [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.

### GRAMMAR SPOT

- 1 Read the notes as a class. Make sure students understand that *like* is used to talk about something which is always true. Focus attention on the example sentences and elicit other examples from the class.
- 2 Read the notes as a class. Make sure students understand that *'d like* is used to talk about something we wish to have or do now or soon. Focus attention on the examples and highlight the use of the noun and *to*-infinitive in questions with *would like*. Elicit other examples from the class.

Read Grammar Reference 12.3 on p128 together in class and/or ask students to read it at home. Encourage them to ask you questions about it.

## 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.

Elicit examples of complete conversations. Encourage students to ask *What about you?* and follow-up questions, e.g.

- A What do you like doing in your free time?  
B I like shopping and reading. What about you?  
A I like swimming and listening to music.  
B What music do you like?  
A Jazz and classical. What about you?  
B I like pop and rock.
- B What would you like to do this weekend?  
A I'd like to go out with my friends. What about you?  
B I'd like to go shopping.  
A What would you like to buy?  
B Some clothes and a CD.

Then get students to continue working in closed pairs. Monitor and check for correct use of *like* + *-ing* and *would like* + *to*-infinitive. Feed back on any common errors which might interfere with comprehension, e.g. *\*I like to visiting my parents.*

## Listening and pronunciation

- 4 **T 12.8** [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 and tapescript

- 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.

### T 12.8

- 1 A What would you like? Would you like a Coke?  
B Yes, please. I'm very thirsty.
- 2 A What sort of thing do you like doing at the weekend?  
B Well, I like watching films.
- 3 A What sort of flat do you want to move into?  
B Well ...  
C We'd like a flat with two bedrooms. Somewhere near the centre.
- 4 A We have this weekend free. What would you like to do?  
B I'd like to have the weekend with you, and only you!  
A Oooh!
- 5 A What do you spend all your money on?  
B Well, I like new clothes. I buy new clothes every week.

Refer students to **T 12.8** 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.

### 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*

### READING AND SPEAKING (SB p92)

#### 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.

#### Answers

- |                    |           |
|--------------------|-----------|
| 1 salad            | 6 seafood |
| 2 breakfast cereal | 7 fish    |
| 3 chicken          | 8 rice    |
| 4 bread and jam    | 9 eggs    |
| 5 pasta            |           |

- 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* /'vedʒtəblz/, *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 /mæ'su:mi:/, Caroline /'kærəlaɪn/, Adella /ə'delə/

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.



### Answers

#### Masumi:

- 1 rice, fish, eggs.
- 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.
- 3 He has lunch at 12 o'clock. In the evening he eats at/after nine o'clock.
- 4 At the weekend, he likes going for walks and having dinner with his family.
- 5 He would like to eat with his children.
- 6 Yes, he goes for walks.

#### 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.

### 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	/tə'mɑ:təʊ/
mozzarella	/ˌmɒtse'relə/
salmon	/'sæmən/
spaghetti Bolognese	/spə'geti bɒlə'neɪz/
mayonnaise	/ˌmeɪə'neɪz/
mixed salad	/ˌmɪkst 'sæləd/
apple pie	/ˌæpl 'paɪ/
mineral water	/'mɪnərəl ˌwɔ:tə(r)/
sparkling	/'spɑ:klɪŋ/

Give a few examples of things from the menu that you like and don't like. Put students in pairs to compare their likes and dislikes.

Ask students to report back about their partner's preferences. Use this as an opportunity to review the third person -s on *likes/doesn't like*.

- 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.

**T 12.9** [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.

#### Answers and tapescript

- W** Are you ready to order?  
**L** Well, I am. Are you ready, Maddy?  
**M** Yes, I am. What's the soup of the day?  
**W** French onion soup.  
**M** Lovely. I'd like the French onion soup to start, please.  
**W** And to follow?  
**M** I'd like the salmon salad with some chips on the side.  
**W** Thank you. And you sir? What would you like?  
**L** Er – I'd like the tomato and mozzarella salad, followed by the hamburger and chips.  
**W** Would you like any side orders?  
**L** No, thank you. Just the hamburger.  
**W** And to drink?  
**M** Sparkling water for me, please. What about you, Liam?  
**L** The same for me. We'd like a bottle of sparkling water, please.  
**W** Fine. I'll bring the drinks immediately.

- 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:/ /ɪ/

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 **T 12.10** [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

#### T 12.10

- 1 Hey, look! That lovely red jumper is only £19.99 now.
- 2 Oh, no. I put my money in before I saw the sign.
- 3 Can you tell me where the toilets are, please?
- 4 This is our table. It has our name on it.
- 5 I'm not waiting. There are so many people.
- 6 Which floor is our room on? Is it the 6th or 7th?
- 7 Oh, dear we're too late. It doesn't open again until Monday now.
- 8 I'm sorry, but you can't walk here. Didn't you see the sign on the gate?

- 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

#### *Don't forget!*

#### 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



# 13

Colours and clothes • Present Continuous  
Opposite verbs • What's the matter?

## Here and now

### Introduction to the unit

This unit is called 'Here and now' and the main new language focus is the Present Continuous. Students practise the tense in a range of contexts and it is contrasted with the Present Simple. The lexical set of clothes and colours is reviewed and extended, and this is a vehicle for further practice of the Present Continuous. Students also get personalized practice of the tense by describing photos. (You will need to warn students to bring in photos from home for this task – see notes on TB p123.) There is a *Reading and listening* skills section talking about a change in routine in the life of a millionaire who wants to help people. This consolidates the use of the two present tenses. The vocabulary syllabus continues with a focus on opposite verbs, e.g. *teach* and *learn*. The *Everyday English* section is called *What's the matter?* and it focuses on feelings such as *tired*, *worried*, minor problems like *have a headache*, and suggestions with *Why don't you ...?*

### Language aims

**Grammar – Present Continuous** In *New Headway Beginner, Fourth edition*, students meet and practise the Present Simple relatively early in the course and this tense is consolidated across the units. This unit introduces the Present Continuous after students have had the opportunity for thorough practice of the Present Simple. The unit contrasts the use of the two tenses and gives students the opportunity to practise them together. Despite presenting the Present Continuous later than the Present Simple, the two tenses can still cause confusion for some students.

#### POSSIBLE PROBLEMS

Many other languages do not have the equivalent of the Present Continuous, and they use a single present tense to express 'action which is true for a long time' and 'action happening now or around now'. This can lead students to use the Present Simple in English when they want to refer to action in progress:

\* *You wear a nice suit today.*

Students also confuse the form of the two tenses. They are already familiar with *am/is/are* as parts of *to be*, but they tend to start using them as the auxiliary with the Present Simple, and using *do/does* as the auxiliary with the Present Continuous. Common mistakes are:

\* *She's play tennis.*

\* *What do you doing?*

\* *I'm coming from Spain.*

\* *Do they working today?*

\* *You're go to work by bus.*

The Present Continuous can also be used to refer to the future and this is covered in Unit 14 of the course.

**Vocabulary** Clothes and colours are reviewed and extended and the focus on vocabulary patterns continues with a section on opposite verbs.

**Everyday English** This section is called *What's the matter?* and it focuses on feelings, e.g. *tired*, *hungry*, etc., minor problems like *have a cold/headache*, and suggestions to make people feel better.

#### POSSIBLE PROBLEMS

English uses *to be* with *hungry*, *thirsty*, *tired*, *cold*, and *hot*, whereas other languages express the same idea with the equivalent of *have*, e.g. Spanish: *Tengo sed*; French: *J'ai faim*. This can lead students to use *have* with the adjectives in English and make the following mistakes:

\* *I have hunger.*

\* *He has cold.*

Students may need help distinguishing *be cold* from *have a cold*, which is also introduced in *Everyday English*.

**Workbook** The vocabulary of colours and clothes is reviewed and consolidated. The Present Continuous is practised in all forms in a range of exercises, and the Present Simple and Present Continuous are reviewed in contrast. There is further reading practice, and opposite verbs are also reviewed and practised. The language of talking about feelings and making suggestions from the *Everyday English* section is also practised further.

**Photocopiable activity** There is a photocopiable activity to review the Present Continuous on TB p150.



## Notes on the unit

### 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.

#### Answers

2 green	6 grey
3 white	7 brown
4 black	8 yellow
5 blue	

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.

#### Answers and tapescript

1 a jumper	7 trainers
2 a shirt and tie	8 a jacket
3 a T-shirt and shorts	9 a scarf
4 a skirt	10 boots
5 a dress	11 a suit
6 shoes and socks	12 trousers

**T B.1** [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	/skɜ:t/ /ʃɜ:t/
trousers	/'traʊzəz/
boots	/bu:ts/
suit	/su:t/
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.

- 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

### 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 B.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 *'s* 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 **TB 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?* /'wɒts hɪ 'du:ɪŋ/

*What are they doing?* /'wɒt ə ðeɪ 'du:ɪŋ/

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* form 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.

**T 13.4** [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.

**T 13.5** [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.

- 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 p129 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

- 3 Focus attention on the list of names in the chart. Ask *Who's Karen? (Nigel's wife). Who's Bill? (Nigel's boss).*

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* /ɑ: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 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.

- 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? ('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 p100)

### NOTE

In the lesson before exercise 2, *A photo of you*, ask students to bring in a photograph of themselves to talk about in class. Tell them that the photo needs to be an 'action shot' and show:

- where you are
- who you're with
- what you're doing
- what you're wearing

Get students to look up any useful words they need to talk about the picture. Also, bring in a photo of yourself so that you can demonstrate the activity.

## Questions and answers

- 1 This exercise practises *Yes/No* question formation in the Present Continuous. Focus attention on the cues and the example question. If necessary, remind students that the question form is an inversion of the statement form. Get students to write the questions for the exercise, working individually.

Check the answers with the whole class.

### Answers

- 2 Are we learning Chinese?
- 3 Are we sitting in a classroom?
- 4 Are you listening to the teacher?
- 5 Is the teacher wearing blue trousers?
- 6 Are all the students speaking English?
- 7 Are you learning a lot of English?
- 8 Is it raining today?

Model and drill the examples in the speech bubbles. If necessary, review the formation of short answers. Tell students that they have to stand up and ask the questions in a 'mingle' activity and that they should give true short answers. Get students to do the activity and monitor and check for correct question formation, intonation, and short answers. Encourage students to give extra information wherever possible.

## A photo of you

- 2 Demonstrate the activity by talking about a photo of yourself. Then elicit one or two more examples from students in the class. Get students to continue working in pairs and talking about their photo. Monitor and check for correct use of *to be* and of the Present Continuous. Note down any common errors, but don't feed back on them until after the activity. Allow students to talk as freely as they can about their photo.

## 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.
- 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 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 /'kɒlɪn/, Roger /'rɒdʒə/, and Margaret /'mɑːɡrɪt/. 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 *Answer* 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 tapescript

	Who's he talking to?	What's he talking about?
1	Roger and Margaret	They are saying hello. Margaret is thanking Colin for helping them.
2	One of the boys from the hostel.	Colin is helping the boy to read.
3	His wife.	They are talking about Colin's time with Roger and Margaret.
4	His sons.	They are talking about working hard and meeting the people in Manchester.

### T 13.8

C = Colin R = Roger M = Margaret CW = Colin's wife  
CS = Colin's sons B = boy in the hostel

#### Conversation 1

C Hello, I'm Colin.

R Hi, Colin. Lovely to meet you. This is my wife, Margaret.

M It's very good of you to come and help us.

C I'm pleased to be here.

#### Conversation 2

C That's much better. Now, read it again.

B There was a man who work -ed, worked hard and his busi- busi ...

C Business.

B ... his business became very suc - suc - cess - ful, successful!

C Great. You're doing well.

#### Conversation 3

C Hello, darling.

CW Colin! How are you? We're all missing you.

C I'm missing you too, but I'm having a good time. It's very interesting here. Roger and Margaret are wonderful people.



#### Conversation 4

- C Hi, boys!  
CS Dad! Hi! We're doing our homework.  
C Hey, that's good. I'm working hard too.  
CS Are you having a good time?  
C I am. I'm with some really interesting people.  
CS Can we meet them?  
C Yes, you can. I'd like you to meet them.  
CS See you soon, Dad.  
C Yeah, can't wait! See you soon!

### 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

### 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.

#### Answers

2 work	play
3 buy	sell
4 walk	run
5 love	hate
6 open	close
7 turn on	turn off
8 start	finish
9 get up	go to bed
10 remember	forget
11 put on	take off
12 win	lose

- 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

- 2 start, finish
- 3 play, work
- 4 leave, arrive
- 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.
- 4 A Our train leaves London at 13.55.  
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 **T 13.10** 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 feeling 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. Student continue completing the sentences, working in pairs.

**T 13.11** [CD 2: Track 75] Play the recording through once and get students to check their answers.

### Answers and tapescript

- |                          |                              |
|--------------------------|------------------------------|
| 1 She's <b>cold</b> .    | 6 She's <b>bored</b> .       |
| 2 He's <b>hungry</b> .   | 7 He's <b>angry</b> .        |
| 3 They're <b>tired</b> . | 8 She's <b>worried</b> .     |
| 4 He's <b>thirsty</b> .  | 9 He has <b>a headache</b> . |
| 5 They're <b>hot</b> .   | 10 She has <b>a cold</b> .   |

Play the recording again and get students to repeat chorally and individually. Make sure they pronounce *tired* and *bored* as one syllable – /'taɪəd/, /bɔːd/ rather than \*/'taɪəd/, \*/bɔːred/. Ask students to make a list of other words like *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 conversations with words from exercise 1.

**T 13.12** [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 grammar behind it.

Play the recording again and get students to repeat. Students practise the conversations in pairs.



### Answers and tapescript

#### 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.

### Roleplay

- 3 Check comprehension of the ideas in the lists. Elicit one or two more conversations from the class and then get students to continue in closed pairs, using the words from exercise 1. Monitor and check for correct use of the adjectives and *Why don't you ... ?*

### SUGGESTION

Try to integrate language from the *Everyday English* sections in your lessons and encourage students to do the same. This language can be used quite naturally in the classroom context to reinforce the communicative value of what the students are learning.

*Good (morning).*  
*How are you?*  
*I'm sorry I'm late.*  
*Have a nice day.*  
*See you later.*  
*I don't know.*  
*I don't understand.*  
*Please./Thank you.*  
*How do you spell ... ?*  
*What's the date today?*  
*Is there a ... near here?*  
*Pardon?*  
*All right.*  
*Excuse me.*  
*(I'm) sorry.*  
*That's OK.*  
*Can I ... ?*  
*What's the matter? I'm ...*  
*Are you all right?*  
*I can't find my ...*  
*My ... doesn't work.*  
*I can't get on the Internet.*  
*Why don't you ... ?*  
*That's a good idea.*

### 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



# 14

## Introduction to the unit

This final unit of the course is called 'It's time to go!' and it has two main themes – travel and holidays, and life events. Students have already practised talking about the present and the past, and now this unit allows them to look forward by introducing the language of future plans – the Present Continuous with future meaning and *going to*. Students are given plenty of practice in talking about future plans in the context of planning a trip, and in talking about their own future. The theme of life events also provides a review of past, present, and future.

Students get the opportunity to review vocabulary and grammar in two full-page *Revision* sections that pull together the key language of the course. Integrated reading and speaking practice is provided in the form of a jigsaw reading on life events. This includes a speaking section in which students use the language of talking about the past, present, and future in a personalized way. The Beginner level rounds off with a second set of social expressions in the *Everyday English* section.

## Language aims

**Grammar – future plans** There are a range of ways of expressing the future in English and in this final unit we focus on just two – the Present Continuous for the future and *going to*. Our aim in the unit is *exposure* to the forms, and *not* mastery of them. Students will be familiar with the form of the Present Continuous from Unit 13 and the form of *going to* is quite similar. Both have the verb *to be* + an *-ing* form. In this unit they are presented as having pretty much the same meaning –

## Future plans

Grammar revision • Vocabulary revision

Social expressions (2)

### It's time to go!

a future intention. The key aspect of the Present Continuous for future is arrangement, but this is not focused on in this unit. Neither is there any discrimination practice where students have to choose one of the forms. In the work on future forms in this unit, both in the presentation and the practice sections, students are carefully guided to use one of the forms, not the other.

#### POSSIBLE PROBLEMS

Students might wonder why *going to* is sometimes used and sometimes not. The easiest answer is to say 'Both are possible to talk about the future.' This is not the right time or level to attempt to draw out the differences between the two uses.

Some students may confuse the form of the Present Continuous and *going to*. Again, at this stage in their learning, this is to be expected. Just let them have fun with talking about their own future plans. They will practise the Present Continuous and *going to*, and other ways of referring to the future, in later learning.

**Question words** The question words students have met in previous units are reviewed as part of the practice of talking about future plans.

**Grammar revision** A page of the unit is dedicated to revising the key tenses in the Beginner level, including question formation and negatives. This section also reviews other areas of grammar from across the course, including *some/any, there is, this/that*, etc.

**Vocabulary revision** There is also a page of vocabulary revision, which focuses on collocation, words that are linked, e.g. *airport and planes*, and words that don't belong in a set. A pronunciation section focuses on word stress and recognizing words that rhyme.

**Everyday English** This section includes a second set of social expressions, extending the language students practised in Unit 3. It focuses on a range of everyday situations including saying goodbye/seeing someone off at the station, saying sorry for breaking something, and talking about plans for the weekend.

**Workbook** The Present Continuous for future plans is consolidated in the positive and question forms. There are further grammar and vocabulary revision exercises, and there is an exercise on form filling. The social expressions from the *Everyday English* section are also practised further.

**Photocopiable activity** There is a photocopiable activity to review the language of future plans on TB p151. (This involves planning a trip, so you might want to bring in maps and tourist brochures or leaflets relating to different continents/countries to provide students with ideas.)



## Notes on the unit

### STARTER (SB p104)

- 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.

#### Answers

- |         |             |
|---------|-------------|
| 1 car   | 5 plane     |
| 2 train | 6 boat      |
| 3 bus   | 7 bicycle   |
| 4 coach | 8 motorbike |

- 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.

### SEVEN COUNTRIES IN SEVEN DAYS! (SB p104)

#### 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* /'bɪgələʊ/) *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.

- 2 Refer students to the itinerary on SB pp104–105. Set a time limit of about two minutes to encourage students to find just the information they need to check their answers. Tell them not to worry about new vocabulary at this stage.

Check the answers with the class. It's fine for students to give just the places and forms of transport in their answers. Don't insist that they use the future forms at this stage and leave the explanation of the structures until you focus on the *Grammar Spot* section.

#### Answers

- 1 England, Belgium, Germany, Austria, Italy, Switzerland, France, then back to the US.
- 2 It begins in London and ends in Paris.
- 3 Plane, bus, ferry, coach, boat.

### GRAMMAR SPOT

- 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 p129 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.

**T 14.1** [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 tapescript

- 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.

### ADDITIONAL MATERIAL

#### Workbook Unit 14

Exercises 1 and 2 Future plans – *going to study/work/travel*

#### Questions

- 4 **T 14.2** [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.

**T 14.3** [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 tapescript

- 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.)

### PRACTICE (SB p106)

#### 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).

**T 14.4** [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 Mmmm, 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.

Get students to practise the conversation in closed pairs. Monitor and check. If students have problems with pronunciation, drill key sections of the conversations and get students to practise again in closed pairs.

- 2 This exercise gives students the opportunity to practise *Wh*-questions using *he/she/it* forms with *going to* and the Present Continuous. Focus attention on the first 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.

### Talking about you

- 3 Students are given the opportunity to personalize the language by talking about their own short-term plans and also their holiday plans. Focus attention on the example in the speech bubbles. Get students to ask you the questions in the list, using either the Present Continuous or *going to*. Encourage students to ask you follow-up questions about your holiday. With weaker students, write a list of short answers on the board and elicit the correct question word, e.g.

*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.

## 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?*
- 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

## 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.

**T 14.5** [CD 2: Track 81] Play the recording and let students check their answers. Play the recording again and get students to listen and repeat.

#### Answers and tapescript

●●	●●
pilot women married chocolate	hotel arrive shampoo enjoy

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.

#### Answers and tapescript

●●●	●●●	●●●
photograph vegetable interesting	designer assistant banana	magazine understand souvenir

- 5 **T 14.7** [CD 2: Track 83] 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.

#### Answers and tapescript

1 <u>some</u>	home	<u>come</u>
2 <u>goes</u>	<u>knows</u>	does
3 <u>were</u>	here	<u>her</u>
4 <u>make</u>	<u>steak</u>	speak
5 near	<u>wear</u>	<u>there</u>
6 eat	<u>great</u>	<u>wait</u>

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 p108)

### 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* /tʃek/, **Place names:** *Prague* /pra:g/, *Munich* /'mju:nɪk/, *Glasgow* /'glæsgəʊ/, *Edinburgh* /'edɪnbərə/, **Jobs/Work:** *journalist* /'dʒɜ:nəlist/, *chef* /ʃef/, *housewife* /'haʊswaɪf/, *banking*, *research company* /rɪ'sɜ:tʃ kʌmpəni/, **Subjects:** *psychology* /saɪ'kɒlədʒi/, *economics* /i:kə'nɒmɪks/, *modern languages* /'mɒdn 'læŋgwɪdʒɪz/, *biology* /baɪ'ɒlədʒi/, *chemistry* /'kemɪstri/, *physics* /'fɪzɪks/, *medicine* /'medsn/, **Verbs:** *hope*, *move* (to another country), *look forward to something*, *go out* (with someone), *work in developing countries* /dɪ'veləpɪŋ 'kʌntrɪz/, *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*.

Focus attention on the example and then get students to order the events, working in pairs. Check the answers with the class.

#### 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

- 2 Focus attention on the photos of the people and check pronunciation of the names: Milena /'mɪlənə/, Georg /'geɔ:g/, Archie /'ɑ:tʃi:/.

**T 14.8** [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.

#### T 14.8

##### Milena Dušek

My parents are divorced. My father is a journalist, and works for a newspaper called Blesk. My mother works as a chef in a restaurant in the Old Town. I see my father quite often. He lives nearby.

##### Georg Reinhardt

I was born in Frankfurt, where I grew up and went to school. I studied architecture at the University of Munich. I met Karlotta at university, she was a student of modern languages. We moved to Berlin in 1995.

##### Archie McCrae

I went to Drumchapel High School. I studied biology, chemistry, and physics. At school I met Fiona, and we started going out when we were 16. We studied medicine together at the University of Edinburgh, and now we live in Edinburgh.

- 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.



- 4 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/that*, *a/an*, possessive *'s*, 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 he study at university?**
- 6 Where are **he and Fiona going to work soon?**

### Check it

- 3 Focus attention on the example. Ask *Why 'comes' and not 'come?' (because the sentence is about he).* Tell students there 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 p111)

### 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* /'dʒɜːni/, and *pleasure* /'pleʒə/.

#### Answers and tapescript

- 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 iTunes and iTutor



# Unit 1 What's this in English? TB p13


New  
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Beginner FOURTH EDITION










# Unit 2 Where's he from? TB p17


NAME  Yoshi  
 Kumico



COUNTRY  Japan


NAME  Fernando  
 Marta



COUNTRY  Spain


NAME  Mike  
 Carol



COUNTRY  England


NAME  Robert  
 Britney



COUNTRY  the United States


NAME  Adam  
 Eva



COUNTRY  Hungary


NAME  Bai  
 Jun



COUNTRY  China


NAME  Karim  
 Yasmine



COUNTRY  Egypt


NAME  Dimitri  
 Katerina



COUNTRY  Russia


NAME  Michel  
 Marie



COUNTRY  France


NAME  Marco  
 Sara

COUNTRY  Italy

NAME  Luis  
 Ana

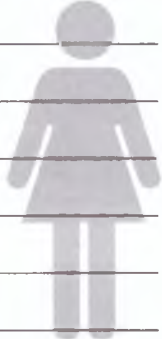
COUNTRY  Brazil

NAME  Paul  
 Kim


COUNTRY  Australia

# Unit 3 Is she a shop assistant? TB p28

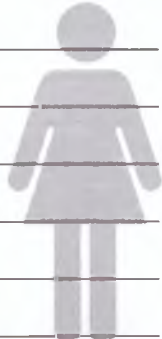
Name	Françoise Monet
Country	France
Phone number	33 57 45 89
Age	28
Job	shop assistant
Married?	Yes



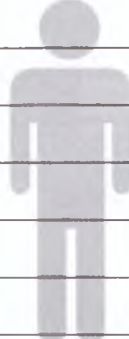
Name	Jim Scott
Country	Australia
Phone number	9422 0573
Age	30
Job	businessman
Married?	No




Name	Rosa Sánchez
Country	Spain
Phone number	386 91 45
Age	28
Job	doctor
Married?	Yes




Name	Fernando Ramos
Country	Brazil
Phone number	237 5441
Age	27
Job	police officer
Married?	No



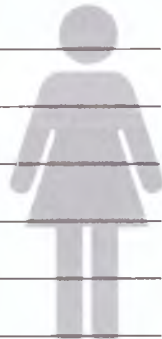
Name	Tanya Petrova
Country	Russia
Phone number	553 6316
Age	26
Job	teacher
Married?	Yes



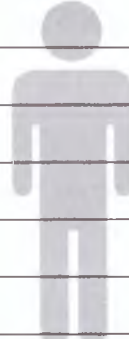
Name	David Evans
Country	England
Phone number	437791
Age	23
Job	nurse
Married?	Yes



Name	Sally Porter
Country	the USA
Phone number	514 499 6021
Age	25
Job	bus driver
Married?	No



Name	Yoshi Suzuki
Country	Japan
Phone number	5995 2702
Age	19
Job	student
Married?	Yes





## Unit 4 My name's Magda TB p40

**New Headway**  
Beginner FOURTH EDITION



**Student A**

Hello! My name's Magda \_\_\_\_\_  
 \_\_\_\_\_ . I'm twenty and \_\_\_\_\_  
 \_\_\_\_\_ . I have a sister \_\_\_\_\_  
 \_\_\_\_\_ . She's very beautiful,  
 \_\_\_\_\_ . She has a  
 good a job. \_\_\_\_\_ . Her school  
 is \_\_\_\_\_ . Pilar isn't married  
 but \_\_\_\_\_ .  
 He's from the USA \_\_\_\_\_  
 \_\_\_\_\_ .  
 My sister and I have \_\_\_\_\_  
 \_\_\_\_\_ . Our parents have a \_\_\_\_\_  
 \_\_\_\_\_ . My father is a bank manager  
 \_\_\_\_\_ . When we're  
 together, \_\_\_\_\_ .



**Student B**

\_\_\_\_\_ ! \_\_\_\_\_ and I'm  
 from Madrid. \_\_\_\_\_ I'm a  
 student. \_\_\_\_\_  
 and her name's Pilar. \_\_\_\_\_  
 and she's very funny. \_\_\_\_\_  
 \_\_\_\_\_ . She's a teacher. \_\_\_\_\_  
 \_\_\_\_\_ near my university. \_\_\_\_\_  
 \_\_\_\_\_ she has a boyfriend.  
 \_\_\_\_\_ and he  
 has a band. \_\_\_\_\_  
 \_\_\_\_\_ a small flat in town. \_\_\_\_\_  
 \_\_\_\_\_ big house in the country. \_\_\_\_\_  
 \_\_\_\_\_ and my mother is a businesswoman. \_\_\_\_\_  
 \_\_\_\_\_ , we have a really good time.

# Unit 5 How much is it? TB p52

~~bag~~  
water  
camera  
CD  
chocolate  
computer  
magazine  
mobile phone  
pizza  
trainers  
watch

£299.99

38p

99p

£1.20

£2.30

£2.75

£3.30

£4.99

£8.99

£12.99

£15.99

~~£29.99~~

£30

£45.99

£65

£80

£125

£195.95

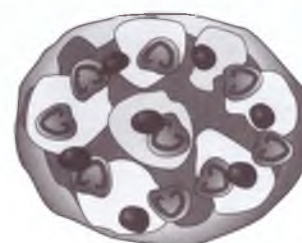
£500

£800



bag

£29.99





# Unit 6 What time is it, please? TB p54

New  
**Headway**  
Beginner FOURTH EDITION

## Student A



1



2



3



4



5



6



7



8



9



10



11



12

## Student B



1



2



3



4



5



6



7



8



9



10



11





12



## Unit 7 It's an old computer TB p67

New  
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### Adjectives



big	new	horrible	cold
lovely	small	hot	old

### Nouns

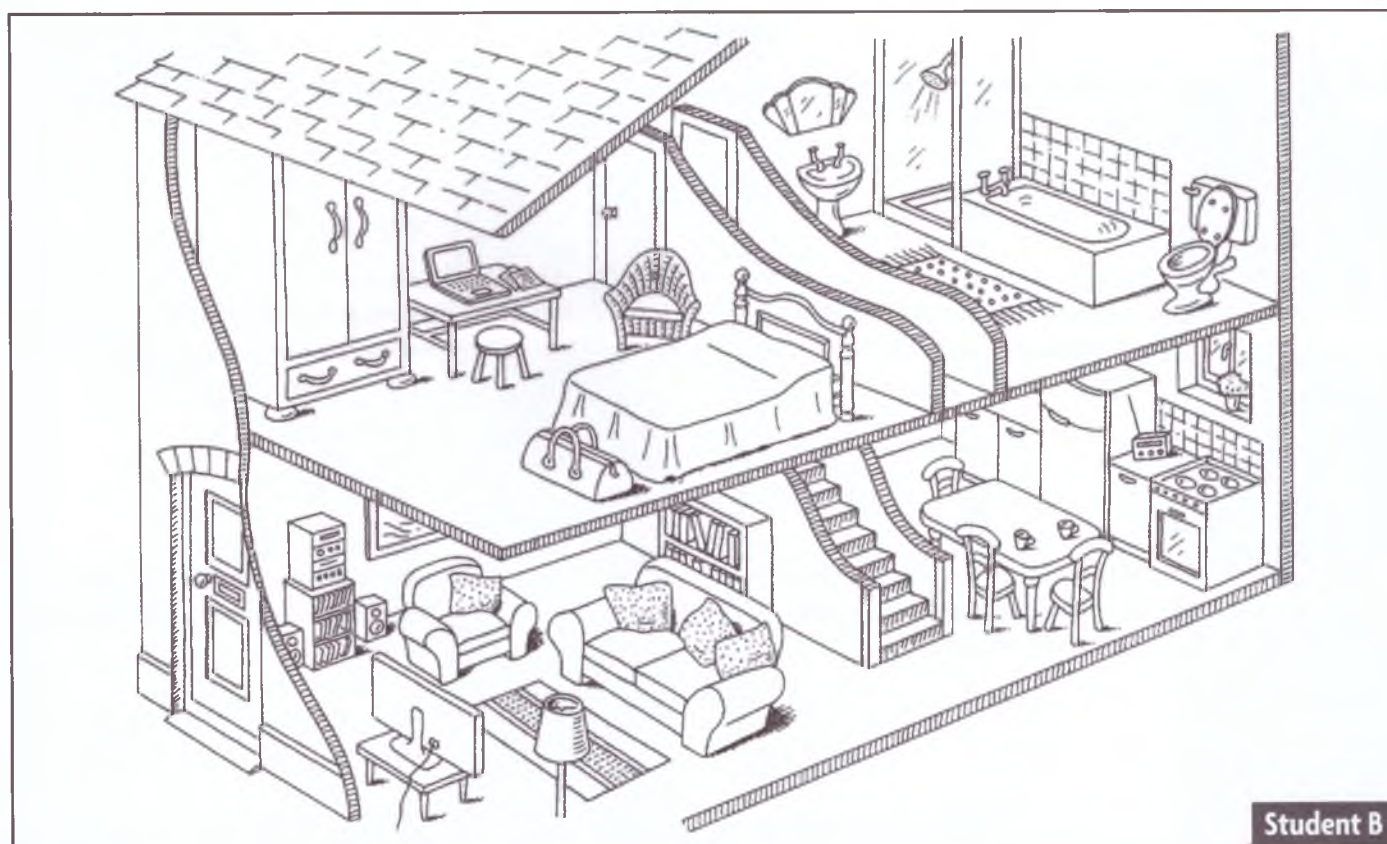
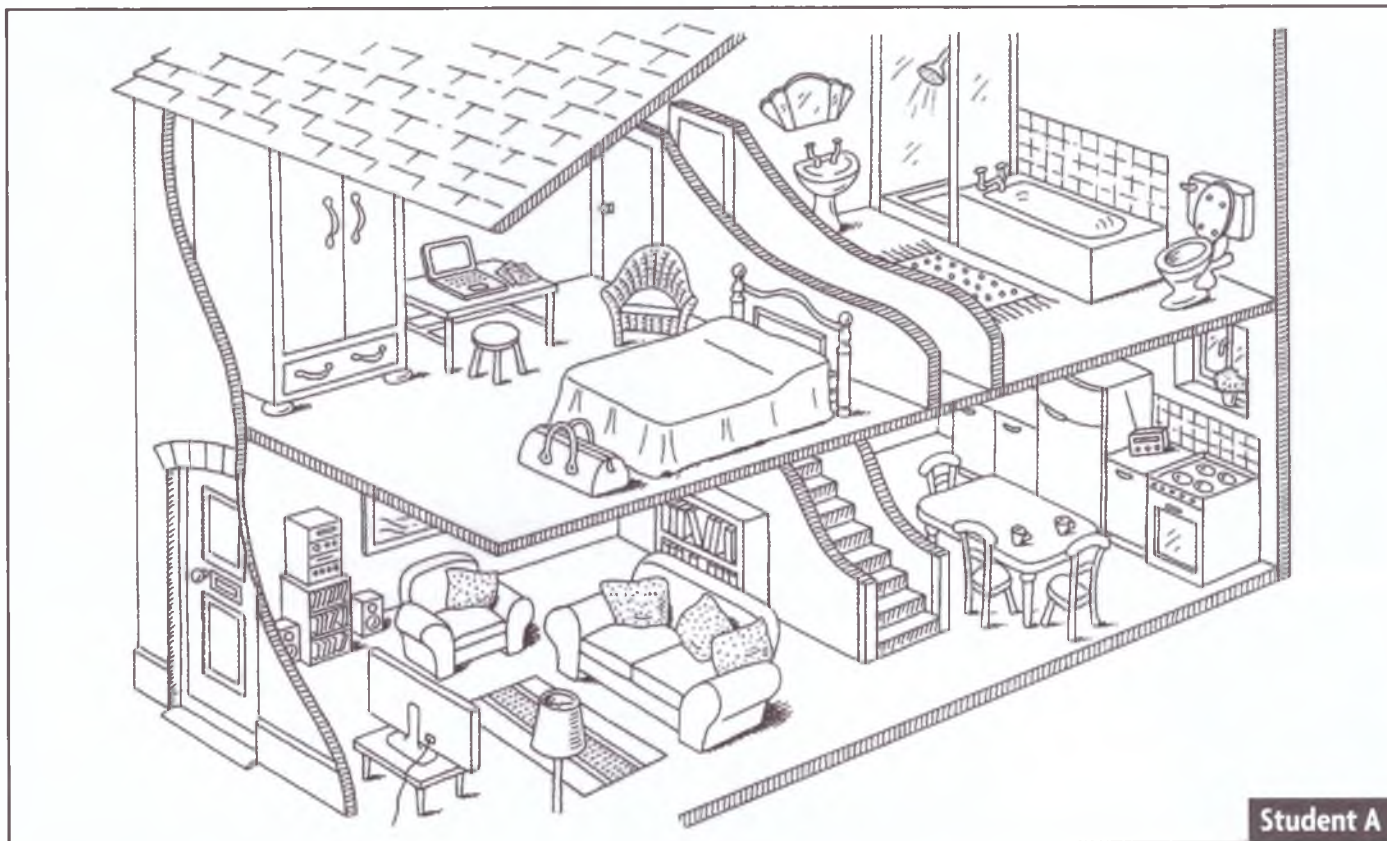


bag	book	camera	computer
hamburger	sandwich	television	bus
dog	coffee	tea	mobile phone
shoes	CD player	clock	house




# Unit 8 Is there ... ? Are there ... ? TB p75


New  
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## Unit 9 Who were they? TB p83


### Student A


**1**  Name: \_\_\_\_\_  
Job: \_\_\_\_\_  
Born: \_\_\_\_\_  
Country: \_\_\_\_\_

**4**  Name: Bob Marley  
Job: singer and musician  
Born: 1945  
Country: Jamaica


**2**  Name: James Dean  
Job: actor  
Born: 1931  
Country: the United States


**5**  Name: \_\_\_\_\_  
Job: \_\_\_\_\_  
Born: \_\_\_\_\_  
Country: \_\_\_\_\_


**3**  Name: \_\_\_\_\_  
Job: \_\_\_\_\_  
Born: \_\_\_\_\_  
Country: \_\_\_\_\_


**6**  Name: Anna Pavlova  
Job: dancer  
Born: 1881  
Country: Russia


### Student B


**1**  Name: Albert Einstein  
Job: scientist  
Born: 1879  
Country: Germany

**4**  Name: \_\_\_\_\_  
Job: \_\_\_\_\_  
Born: \_\_\_\_\_  
Country: \_\_\_\_\_

**2**  Name: \_\_\_\_\_  
Job: \_\_\_\_\_  
Born: \_\_\_\_\_  
Country: \_\_\_\_\_

**5**  Name: John F. Kennedy  
Job: politician  
Born: 1917  
Country: the United States

**3**  Name: Agatha Christie  
Job: writer  
Born: 1890  
Country: England

**6**  Name: \_\_\_\_\_  
Job: \_\_\_\_\_  
Born: \_\_\_\_\_  
Country: \_\_\_\_\_



# Unit 10 What did she do yesterday? TB p92

**New Headway**  
Beginner FOURTH EDITION

## Jane's flat



## Student A

**Ask Student B questions about Paul.**

**What did he do yesterday?**

What sport/Paul/play/yesterday?

What/he/read?

Where/he/play the guitar?

Paul/cook a meal?

he/watch a DVD?

he/have a bath?

he/work at his computer?

## Paul's flat



## Student B

**Ask Student A questions about Jane.**

**What did she do yesterday?**

Where/Jane/go/yesterday?

What/she/read?

What/sport/she/play?

Jane/have breakfast?

she/write a letter?

she/have a bath?

she/watch TV?

# Unit 11 I can't ... at all TB p103

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I can make fantastic cakes.



I can play the piano really well.



I can run fast.



I can ride a horse really well.



I can swim very fast.



I can say the alphabet fluently.



I can't drive a tractor at all.



I can't draw very well.



I can't dance very well.



I can't sing at all.



I can't play golf very well.



I can't type very fast.



# Unit 12 Signs all around TB p117

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You turn right here.	You can't take photos here.	You can't drive here.	
You can't smoke here.	You can buy food and drinks here.	You can't use the lift.	
You go straight on here.	You can't sit here.	You can buy something cheap here.	
You can't drive fast here.	You can leave your car here.	You turn left here.	

## Unit 13 What are they doing? TB p121

New  
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Beginner FOURTH EDITION

Student A



Student B





# Unit 14 Planning a trip TB p132

New  
**Headway**  
Beginner FOURTH EDITION



## MY TRIP OF A LIFETIME

Name \_\_\_\_\_

**Day 1** Sun \_\_\_\_\_

\_\_\_\_\_ Airport – fly to \_\_\_\_\_.  
Check into hotel.

**Day 2** Mon \_\_\_\_\_

Bus tour of \_\_\_\_\_. Visit \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.

**Day 3** Tues \_\_\_\_\_

Early morning start. Drive to \_\_\_\_\_. Evening  
cruise on \_\_\_\_\_. Overnight in \_\_\_\_\_.

**Day 4** Weds \_\_\_\_\_

Sightseeing trip in \_\_\_\_\_. Visit \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.

**Day 5** Thurs \_\_\_\_\_

Drive to \_\_\_\_\_. Walking tour of \_\_\_\_\_.  
Overnight in \_\_\_\_\_.

**Day 6** Fri \_\_\_\_\_

Drive to \_\_\_\_\_. Sightseeing in morning to see  
\_\_\_\_\_ and \_\_\_\_\_. Have special dinner in  
\_\_\_\_\_.

**Day 7** Sat \_\_\_\_\_

Shopping trip in \_\_\_\_\_ for souvenirs.  
Afternoon flight back to \_\_\_\_\_.



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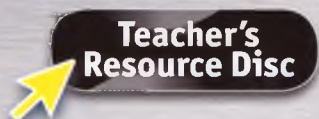
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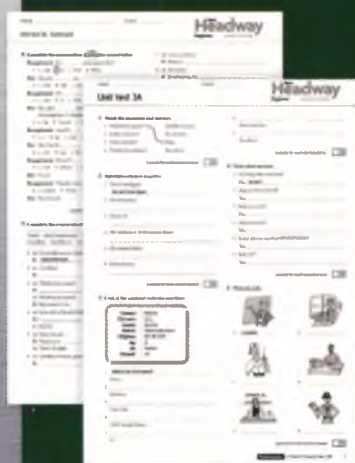
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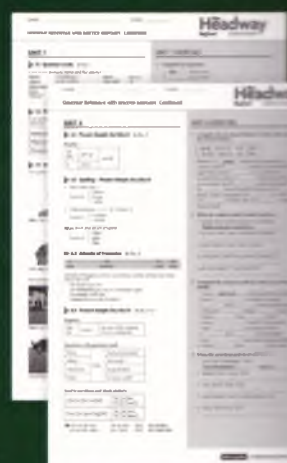
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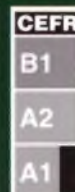


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