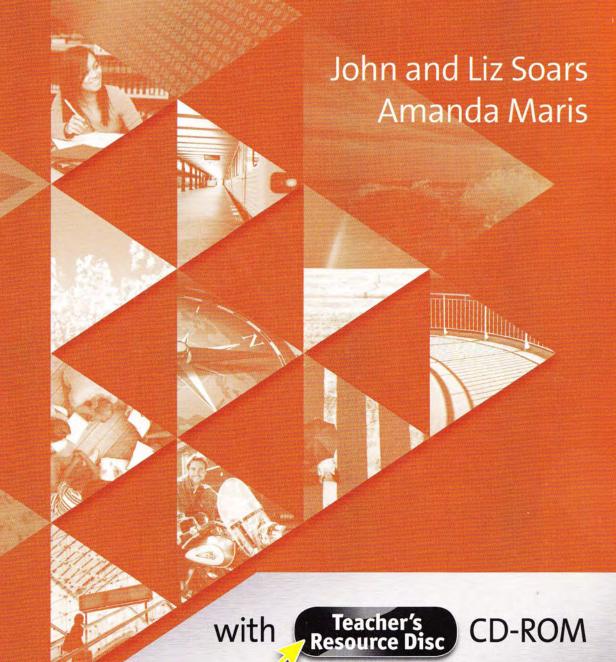
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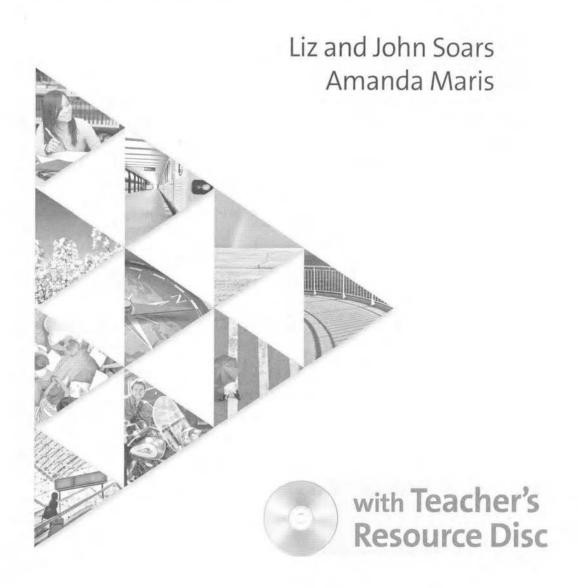
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OXFORD

Fourth edition

Headway Pre-Intermediate Teacher's Book







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TEACHER'S RESOURCE DISC (inside back cover)

Communicative activities
Tests with test audio
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Student's Book word lists Class tapescripts Workbook tapescripts

Introduction

New Headway Pre-Intermediate

New Headway Pre-Intermediate, Fourth edition is a course for students who already have a solid foundation in the language. They may have recently completed an elementary course or they may be returning to language learning after a break and need to revise key language before being able to progress further.

New language is introduced systematically, allowing students to extend and consolidate their knowledge of the language. Listening material is provided across three class CDs. New vocabulary is introduced regularly and this is followed by controlled practice activities, allowing students to immediately activate the language in a supported way. There are also freer practice activities where students can focus on their fluency. In the *Everyday English* sections, useful chunks of language are presented, which students can use in several different social contexts.

Organization of the course

The organization of *New Headway Pre-Intermediate*, *Fourth edition* is similar to other levels of *Headway*, *Fourth edition*. Each unit has the following:

- Starter
- · Presentation of new language
- · Practice
- Skills work always speaking, combined with listening or reading, with a writing section for each unit at the back of the book
- Vocabulary
- 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.

Presentation of new language

New language items are presented through texts 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.

The main verb forms reviewed and/or taught are:

- Present Simple
- Present Continuous
- · have/have got
- Past Simple
- · Past Continuous
- Future forms: going to, will, Present Continuous
- · What ... like?

- · Present Perfect
- have to/should/must
- · Past Perfect
- Passives
- · Present Perfect Continuous
- · First conditional
- · Second conditional

There are *Grammar Spots* in the presentation sections. These aim to focus students' attention on the language of the unit. There are questions to answer, charts to complete, and short exercises. The *Grammar Spot* ends by cueing a section of the Grammar Reference at the 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, group discussions, information transfer listening exercises, pronunciation exercises, and a lot of personalized activities. There are also exercises where the aim is overt analysis of the grammar, such as *Check it*.

Vocabulary

There is a strong lexical syllabus in New Headway Pre-Intermediate, Fourth edition. Vocabulary is introduced systematically and is reviewed and recycled throughout the course. Lexical sets are chosen according to two criteria: they complement the grammatical input (e.g. food and drink for countable and uncountable nouns) and they are useful for students. Pre-Intermediate level students need to develop their vocabulary set and increase the sophistication of their vocabulary range. Throughout the course they have the opportunity to work on word patterns in the form of collocations and phrasal verbs and this enables them to become more fluent. Students also focus on other patterns throughout the course, such as antonyms and synonyms, word endings, and prepositions.

Skills work

Listening

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

Reading

The reading texts become longer and more challenging as students move through the course. Students are exposed to increasing amounts of new lexis and are encouraged to discuss the issues raised in the texts during extended fluency activities.

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 exchanges of opinion and 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 is primarily practised in a separate section at the back of the Student's Book. This comprises twelve complete writing lessons cued from the unit, which can be used at the teacher's discretion. The writing syllabus provides models for students to analyse and imitate.

Everyday English

Students have the opportunity to practise chunks of language used in formal and informal situations. Students learn phrases for making conversation, expressing doubt and certainty, talking about good news and bad news, making phone calls, and for many other situations. Students also learn about appropriacy, as there is a focus on how to sound polite by choosing suitable phrases and using polite intonation.

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 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 12 units at the back of this Teacher's Book, allowing students to review language in class. These photocopiables also feature on the Teacher's Resource Disc (TRD), along with an additional 12 photocopiable activities. There are also 12 Unit tests, five Skills tests, three Stop and check tests, two 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.

Teacher's Book (TB)

The Teacher's Book offers the teacher full support both for lesson preparation and in the classroom. The New Headway Pre-Intermediate Teacher's Book, Fourth edition has a new look with the addition of colour to highlight ideas for extra classroom activities and to aid navigation. Each unit starts with a clear overview of the unit content from the Student's Book, along with a brief introduction to the main themes of the unit and a summary of additional materials that can be used. Within each unit, the blue sections indicate opportunities for additional activities with Suggestions and Extra activities. This allows for further work on key language or skills when appropriate.

Teacher's Resource Disc (TRD)

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 24 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 Pre-Intermediate, Fourth edition

Video

Brand new video clips, along with classroom worksheets are available on the new Headway Pre-Intermediate Fourth edition iTools. There are twelve 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 Pre-Intermediate syllabus.

Finally!

The activities within New Headway Pre-Intermediate are designed to enable pre-intermediate students to extend their knowledge of the language and to allow them to activate what they have learnt. There is also an emphasis on increasing fluency, so that students feel able to actively participate in conversations and discussions. We hope that students will enjoy using the course and that it will give them a real sense of progression in their language learning.





Getting to know you

Questions • Tense revision • Right word, wrong word • Social expressions

The theme of this first unit is getting to know people. It provides general revision of key tenses and question forms, and gives you the opportunity to assess your new students' strengths and weaknesses. All the verb forms covered are dealt with in greater depth in later units of the course.

LANGUAGE INPUT

GRAMMAR

Tenses and questions (SB p6)

Asking questions (SB p8)

Who's or Whose? (SB p8)

Questions about you (SB p8)

VOCABULARY

-ed/-ing adjectives (SB pll)

Right word, wrong word (SB p12)

EVERYDAY ENGLISH

Social expressions (SB p13)

- Revising past, present, and future verb forms, and question formation.
- Revising wh- question words.
- Understanding the difference between Who's (Who is) and Whose.
- · Correcting question forms and practising in a personalized way.
- Understanding and practising participle adjectives, e.g. interested, interesting.
- Practising dictionary work to distinguish verbs of similar meaning, adjective + noun collocations, preposition use, and words with more than one meaning.

• Using greetings and key expressions in everyday situations.

SKILLS DEVELOPMENT

READING

A blind date (SB p10)

A jigsaw reading about two people's experience of a blind date.

LISTENING

My oldest friend (SB p9)

What happened next? (SB p10)

- Listening for gist and then key information in three conversations about friendship. T 1.10 (SB p118/TRD)
- · Listening for key information in two monologues about the follow-up to a blind date. T1.12 (SB p119/TRD)

SPEAKING

Questions about you (SB p8)

Discussing a survey (SB p10)

What happened next? (SB p10)

- · Exchanging personal information.
- · Predicting and discussing the results of a survey.
- Predicting and voting on what will happen next in a relationship.

WRITING

Describing friends - Correcting common mistakes (SB p104)

• Using a correction code to correct pieces of writing, then writing a description of your best friend.

MORE MATERIALS

Photocopiables – Getting to know you (TB p164), (TRD _____) Tests (TRD _____)





STARTER (SB p6)

You are probably beginning a new class with a group of students. Your main aim over the first few lessons together is to establish a good classroom atmosphere, in which everyone feels comfortable. Hopefully you will all not only work hard, but have fun at the same time.

Another of your aims will be to check your students' language abilities. How good are they at using the tense system? Can they form questions in English? What's their vocabulary like? How confident are they in skills work? Do they panic when listening to a recording? All this information will allow you to get a feel for your students' abilities, and will also help you to plan your lessons.

The theme of the unit will help students to get to know each other, and to get to know you. The *Starter* and opening sections revise tenses and question forms and will help you assess students' strengths and weaknesses in these areas. The general revision of past, present, and future verb forms in this unit is consolidated in greater depth later in the course.

SUGGESTION

Make sure students know your name and each other's names. Play a game to help memorize names. Students throw a ball to another student and say that student's name as they do so. Include yourself in the game and encourage students to get faster as they go along.

- 1 Elicit the answer to the first question with the whole class. Students then work in pairs to match the rest of the questions and answers.
- [CD 1: Track 1] Play the recording and let students check their answers. Students then ask and answer the questions in pairs, giving their own answers.

Answers and tapescript

- A Where were you born?
- B In Scotland.
- A What do you do?
- B I'm a teacher.
- A Are you married?
- B No. I'm not.
- A Why are you learning English?
- B Because I need it for my job.
- A When did you start learning English?
- B Two years ago.
- A How often do you have English classes?
- B Twice a week.

WHERE DO YOU COME FROM? (SB p6)

Tenses and questions

A POSSIBLE PROBLEMS

The aim of the text is to test students' ability to recognize and use basic tenses (Present Simple and Continuous, Past Simple, Present Continuous for future, and *going* to + infinitive). There are examples of the state verbs *like* and *have*. Have appears as a full verb with the do/does/did forms. (Have got and have are contrasted in Unit 2.)

Students should be familiar with the above tenses and verb forms, but they will no doubt still make mistakes.

Question forms The use of the auxiliary in questions often presents problems. Common mistakes include:

- *Where do he live?
- *Where you live?
- *What you do last night?
- *What did you last night?
- *What does he studying?

Voice range English has a very wide voice range, and this is apparent in question formation.

Where do you live?

Do you like learning English?

Students often have a very flat intonation, and they need to be encouraged to make their voice rise and fall as necessary.

- 1 T1.2 [CD 1: Track 2] Focus attention on the photo of Anton. Ask *Where is he?* (in New York). Use the photo to pre-teach *bike messenger* and *cosmopolitan*.
 - Ask students to cover the text and just listen to Anton talking about his life. Play the recording through once. Elicit where he is from (Canada) and any other information about his past, present, and future.
- 2 T1.2 [CD 1: Track 2] Focus attention on the example and make sure students understand that the verbs are grouped to link to the *present*, *past*, and *future* paragraphs in Anton's text. Elicit the missing verb for (2) ('m living) but don't go into an explanation of the difference between Present Continuous and Simple at this stage just allow students to work through the task. Similarly, don't go into a detailed explanation of Present Continuous for future meaning (Next September, I'm going back home to Toronto) at this stage.

Let students check their answers in pairs before playing the recording again for a final check.

Answers and tapescript

Anton Kristoff from Toronto, Canada

Hi! I'm Anton. I (1) **come** from Canada, but at the moment I (2) 'm living here in New York. I (3) 'm working as a bike messenger. I really (4) like New York, it's the centre of the universe and it's very cosmopolitan. I (5) have friends from all over the world. I (6) earn about \$100 a day in this job. That's good money. I (7) 'm saving money for my education.

- I (8) was born in Toronto, but my parents are from Bulgaria. They (9) moved to Canada thirty years ago. When they first (10) arrived, they (11) didn't speak any English. They worry about me. Last month I (12) had a bad accident on my bike, but I'm fine now.
- Next September I (13) 'm going back home to Toronto, and I (14) 'm going to study for a Master's degree and then I hope to get a good job.
- 3 This stage practises the switch from first person to third person singular forms. Focus attention on the example and elicit the full sentence (... he's working in New York). Ask What can you remember about Anton? and elicit a few examples with He

Put students in pairs to continue the task. Monitor and help. If students have a lot of problems with the third person present forms, briefly review the forms on the board:

Simple He comes from Canada.

Continuous He's living in New York.
going to He's going to study.

4 Give a present, past, and future example about yourself, e.g. I live in a flat near school. I studied modern languages at university. I'm going to buy a new car soon.

Elicit a range of examples from the class. Give students a few moments to write their sentences, then get students to read their sentences to the class. Highlight any tense mistakes and encourage students to correct as a class.

SUGGESTION

As an extension, ask students to write a short description of themselves, using the text about Anton as a model. You could set this for homework or for students who are quick finishers.

- 5 Focus attention on the photo of Rowenna and check pronunciation of her name /rə'wenə/. Elicit where she is from (Australia). Ask students what they think her job is, but don't confirm the answer at this stage, as students will find out in the next exercise.
- 6 T1.3 [CD 1: Track 3] Pre-teach/check run an art gallery, Aboriginal art, exhibition, study law /lɔ:/, borrow money. Play the recording through once and elicit any information students can remember about her past, present, and future.

Tapescript

Rowenna Lee from Melbourne, Australia

Hi, I'm Rowenna. I'm Australian. I come from Melbourne, but now I live in north London with my husband David. He's English. David and I run an art gallery. It's a gallery for Australian Aboriginal art. I just love Aboriginal art. I love all the colours and shapes. I'm preparing a new exhibition at the moment.

I came to England in 2006 as a student. My parents wanted me to study law, but I didn't like it – er, I hated it in fact. I left the course after three months and got a job in an art gallery, that's where I met David. Then, we had the idea of opening our own gallery just for Aboriginal art, because most English people don't know anything about it. That was in 2006, and we borrowed £25,000 from the bank to do it. We're lucky because the gallery's really successful and we paid the money back after just five years. I go back to Australia every year. I usually go in the English winter because it's summer in Australia. But I'm not going next year because, you see, I'm going to have a baby in December. It's my first, so I'm very excited.

7 T1.4 [CD 1: Track 4] Explain that students are going to ask and answer some more questions about Rowenna. Focus attention on the example. Make sure students understand that the questions have a different number of missing words. Ask them to work in pairs to complete the questions about Rowenna. Monitor and note any common problems with question formation.

Put students in pairs to ask and answer the questions. If necessary, you could write key words on the board as prompts or play 11.3 again. Monitor and check for accurate question formation and a wide voice range on the intonation.

Play the recording, pausing after each question and answer if necessary. Students practise again in their pairs. If they sound a little flat, encourage a wide voice range, playing some of the recording again as a model and getting students to repeat.

Answers and tapescript

Questions about Rowenna

- 1 A Where does she live?
 - B In north London.
 - A Who with?
- B With her husband, David.
- 2 A What does she do?
 - B She runs an art gallery.
- 3 A What's she doing at the moment?
 - B She's preparing a new art exhibition.
- 4 A When and why did she come to England?
- **B** She came to England in 2006 to study law.
- 5 A How long did she study law?
 - B For three months.
- 6 A How much money **did she** borrow from the bank?
 - B £25,000.
- 7 A How many children does she have?
 - **B** She doesn't have any at the moment.
- 8 A Why is she excited?
 - B Because she's going to have a baby.

GRAMMAR SPOT (SE p7)

The *Grammar Spot* in each unit aims to get students to think analytically about the language. Ask students to discuss the grammar questions in pairs before feeding back to the whole class, as this encourages peer teaching and builds students' confidence. If you are teaching a monolingual class, and your students find it easier to answer in L1, encourage them to do so.

1 Refer students to T1.3 on p118. Put them in pairs to find examples of verb forms with present, past, and future meaning in the script about Rowenna. Remind them to include negative forms. Encourage students to work quickly and don't go into detail about the form and use of past and future tenses here, as these will be dealt with in later units. If students query the use of Present Continuous for future meaning (I'm not going next year), just explain that the Present Continuous can be used to refer to a fixed plan in the future.

Answers

Present: e.g. I come, I live, I run, I love, I'm preparing, most people don't know, I go
Past: e.g. I came, My parents wanted, I didn't like, I hated, I left, I got, I met, we had, we borrowed, we paid
Future: I'm not going, I'm going to have

2 Ask students to discuss the two questions about present tenses in pairs or threes. Then discuss the answers as a class.

Answers

The two tenses are the Present Simple and the Present Continuous.

They are formed differently. The third person singular of the Present Simple ends in -s. The Present Continuous is formed with the verb to be + -ing.

The Present Simple is used to express an action which is always true, or true for a long time. The Present Continuous is used to express an activity happening now, or around now.

This stage reviews question words students should have met in their earlier learning by getting them to think about the meaning. (Whose is covered more fully in contrast with Who's on SB p8.) Focus attention on the example. Ask students to work in pairs to complete the rest of the matching task. In the feedback, you could get students to guess what the whole question might be (see answers in brackets).

Answers

A sandwich. (What did you have for lunch?)
My brother. (Who is that?)
In a small village. (Where do you live?)
Last night. (When did you see Maria?)
Because I wanted to. (Why did you do that?)
Four. (How many children do they have?)
\$10. (How much did it cost?)
For two weeks. (How long did you stay?)
It's mine. (Whose mobile is this?)
The blue one. (Which jacket is yours?)

►► Grammar Reference 1.1–1.3 p136

PRACTICE (SB p8)

Asking questions

This section consolidates the questions words students covered in the Grammar Spot on SB p7.

- Focus attention on the photo of Serkan. Explain that he is studying English in England. Ask students what questions they think the interviewer will ask Serkan.
 - Pre-teach/check improve my English, show someone round. Ask two students to read the first four exchanges of the conversation and elicit the first missing question word (where). Give students time to complete the task, working individually, and then compare their answers in pairs.
- 2 T1.5 [CD 1: Track 5] Play the recording and let students check their answers. If students query the difference between What and Which, explain that Which is usually used when there is a limited choice.

Elicit some examples of present, past, and future forms. Then let students continue in pairs. Elicit the answers.

Put students in pairs to practise the conversation. If students have problems with pronunciation or intonation, play the recording again as a model and drill key lines chorally and individually.

Answers and tapescript

Present: do you come, I want, I'm studying, do you go, I go, I hope Past: did you know, I studied, I didn't learn, did you do, I taught Future: my brother is coming, I'm going to show

T11.5 Questions to Serkan from Istanbul

I = Interviewer S = Serkan

- I Hi, Serkan. Nice to meet you. Can I ask you one or two questions?
- 5 Yes, of course.
- I First of all, (1) where do you come from?
- 5 I'm from Istanbul in Turkey.
- I And (2) why are you here in England?
- 5 Well, I'm here mainly because I want to improve my English.
- 1 (3) How much English did you know before you came?
- 5 Not a lot. I studied English at school, but I didn't learn much. Now I'm studying in a language school here.
- 1 (4) Which school?
- 5 The Shakespeare School of English.
- I A good name! Your English is very good now. (5) Who's your teacher?
- 5 Thank you very much. My teacher's called David. He's great.
- 1 (6) What did you do back in Turkey?
- S Well, actually, I was a teacher, a history teacher. I taught children from 14 to 18.
- I (7) How many children were in your classes?
- 5 Sometimes as many as 40.
- I Goodness! That's a lot. (8) How often do you go back home?
- 5 Usually I go every two months, but this month my brother is coming here. I'm very excited. I'm going to show him round.
- I Well, I hope your brother has a great visit.

SUGGESTION

Students can roleplay the interview in exercise 2 again, working with a new partner and using their own information or an imaginary character.

Who's or Whose?

This section helps students to resolve the potential confusion between Whose and Who's. The pronunciation is the same, so students need to use the context to help them distinguish the question words.

- T 1.6 [CD 1: Track 6] Write Who's calling? on the board. Ask What is the full form? (Who is). Write Whose phone is ringing? on the board. Underline Who's and Whose and ask *Is the pronunciation the same or different?* Elicit that the two words sound the same. Read the information about Whose and Who's with the class, then play the recording for students to listen and repeat.
- 4 Focus on the sentences. Elicit the answer to number 1 as an example (Whose). Remind students to read the answer to each question to help them choose the correct word. With weaker students, ask Which questions ask about possession? before they do the exercise (sentences 1, 3, 5,

Put students in pairs to complete the exercise. Check the answers with the class.

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					-			

1 Whose 3 Whose 2 Who's 4 Who's

5 Whose Whose

5 T1.7 [CD 1: Track 7] This is another discrimination task but without the support of the text. Tell students they are going to hear six sentences. Sometimes the question word comes at the beginning and sometimes later in the sentence.

Play sentence 1 as an example. If students disagree on the answer, play it again, writing it on the board and checking the contraction (*Who is*).

Play the rest of the recording, noting on the board if students disagree on any of their answers, but keeping the task fairly brisk to maintain the fun element. Play these sentences again, getting students to spell out the words as a final check.

Tapescript

- 1 A Whose phone is ringing?
 - B It's mine.
- 2 A Who's calling?
 - B It's my brother.
- 3 Who's on the phone?
- 4 I'm going to the pub. Who's coming?
- 5 Whose coat is this? It's not mine.
- 6 Whose are all these CDs?
- 7 Who's going to Tina's wedding?
- 8 Do you know whose glasses they are?

SUGGESTION

As consolidation, get students to read aloud the questions and answers in exercise 4. Model the stress and intonation, emphasizing the voice range on the questions starting high and falling.

Whose brother is coming to stay? Serkan's brother.

Questions about you

6 **T1.8** [CD 1: Track 8] Focus attention on the example and ask what tense the question is in (Present Simple).

Ask students to correct the questions. Students check their answers with a partner.

Play the recording again and check the answers with the class. Ask students to tell you what tense each question is

Play the recording again to model the pronunciation. Get students to repeat chorally and individually. Exaggerate the voice range if students sound rather flat.

Answers and tapescript

Questions about you

- 1 What **do** you like doing in your free time? (Present Simple)
- 2 Do you like listening **to** music? (Present Simple)
- 3 What kind of music do you like? (Present Simple)
- 4 What did you do last weekend? (Past Simple)
- 5 What are you doing tonight? (Present Continuous for future meaning)
- 6 What are you going to do after this lesson? (going to + infinitive)
- 7 How many languages **does** your teacher speak? (Present Simple)
- 8 What's your teacher wearing today? (Present Continuous)

7 **T1.9 [CD 1: Track 9]** Read out some of the questions to the class and elicit a range of answers. With weaker students, give them a few moments to think about how to respond to each question.

Divide students into pairs to ask and answer the questions. Monitor and note any common errors to feed back on after the pairwork.

Play the recording, pausing at the end of each conversation to give students time to compare their version. With weaker students, you could refer them to 11.9 on SB p118 to read the script after they have listened.

Feed back on any common mistakes in question formation carefully. You want to have genuine communication at this point, but you also want well-formed questions with good pronunciation.

Tapescript

Listen and compare

A What do you like doing in your free time?

- B I like being with my friends. We go to each other's houses and chat.
- A Do you like listening to music?
- B Yes, of course. I have an iPod.
- A What kind of music do you like?
- B I like all kinds, rock, jazz, pop, but the thing I like best is listening to my dad's old Beatles albums.
- A What did you do last weekend?
- **B** It was my mum's birthday, so we all cooked a special meal for her.
- A What are you doing tonight?
- **B** Nothing much. I want to get an early night before the weekend.
- A What are you going to do after this lesson?
- **B** I have a bit of shopping to do. Then I'm going home.
- A How many languages does your teacher speak?
- **B** Only English! She says she's going to learn Italian next year.
- A What's your teacher wearing today?
- **B** A very pink jumper and red trousers. Mmm not a great look!

EXTRA ACTIVITY

As an extension to exercise 6, you can ask students in pairs to change one word in each question to make new questions, e.g. *Do you like listening to the radio? What kind of films do you like?* Once they have reformulated the questions, put students in new pairs and get them to interview each other. Alternatively, you could set up the new question and answer task as a mingle.

PHOTOCOPIABLE ACTIVITY

UNIT 1 Getting to know you TB p164

Materials: One copy of the worksheet cut up for each group of four students.

Procedure: Explain that students are going to complete and discuss a questionnaire to practise tenses and questions, and to get to know each other better.

• Give out a worksheet to each student. Focus attention on the categories and explain that students need to think about their past, present, and future and write about what's important to them for each category. Give a couple of examples, e.g. My grandmother was very important to me as a child. I'm going to visit the Great Wall of China next year.

- Give students enough time to complete the questionnaire. Remind them to think about examples for their future, too. Monitor and help as necessary.
- Divide the class into groups of four. Pre-teach/check useful language for the discussion stage, e.g. Why is this (person) important to you? Why did you write 'a silver ring' here? Also remind students to think of follow-up questions to find out more information, e.g. What do you use it for now? How did you meet him/her? etc. Get students to look at each other's worksheets and discuss their answers. Monitor and check for accurate use of tenses and question formation.
- Conduct a short feedback session. Get students to tell the class one of the most interesting things they found out about their classmates.
- · Feed back on any common errors.

ADDITIONAL MATERIAL

Workbook Unit 1

Ex.1-3 Tense revision

Ex. 4-7 Questions

Ex 8 who's or whose?

LISTENING AND SPEAKING (SB p9)

My oldest friend

ABOUT THE LISTENING

This listening is made up of three interviews, in which three people talk about their friends. The first conversation touches on the trend for making friends on social networking sites such as *Facebook* and the difference between these relationships and close friends. The second is between an older and younger brother, Damian and Toby. The third is between two women who are the same age and are each other's oldest friends.

The tasks allow students to focus on the gist (who is talking to who) and then more detailed information.

- Lead in to the topic by writing friend on the board and eliciting a few collocations from your students, e.g.

 —ake friends, stay friends, keep a friend, a good friend, best friend, oldest friend, close friend, great friend.
 - dense a few details about your oldest friend. Then put adents in pairs to discuss the questions. Elicit a few details from the class in a short feedback session.
- Focus attention on photos and check the pronunciation of the names of the people: Kenny /'keniː/, Katie /'keɪtiː/, Damian /'deɪmɪən/, Toby /'təubiː/, Judy /'dʒuːdiː/, Beth /beθ/, Pete /piːt/, and Zac /zæk/.

Tell students they are going to hear Kenny, Damian, and who talking about the other people in the photos. Focus mention on the task and give students time to guess who each person is talking to, and who they are talking about.

3 **T1.10 [CD 1: Track 10]** Play the recording through once for students to check their answers to exercise 2. Play the recording again, pausing after each conversation so that students have time to write their notes. Let students check their answers in pairs before checking with the class.

Answers and tapescript

Kenny is talking to Judy. His oldest friend is Pete. They met at school. They had the same love of football.

Damian is talking to Toby. His oldest friend is Zac. They met at school/ in Class 1.

Katie is talking to Beth. Her oldest friend is Beth. They met before they were born. They are like sisters.

TIMO My oldest friend

1 Kenny talking to Judy

J = Judy K = Kenny

- J Kenny, I see you have more than 300 friends on Facebook!
- K Amazing, isn't it? I don't know how it happened. I think it's because my job takes me all over the world and I make friends wherever I go.
- J I travel too, but I don't have that many friends.
- K Come on Judy. I'm your friend, that's one friend at least!
- J But what about close friends? How many of the 300 are close?
- K I have no idea.
- J No idea? More than ten? More than twenty?
- K Er, probably no more than ten really close friends.
- J So, who's your oldest friend?
- K That's easy. Pete's my oldest friend since we were both 16 and he came to my school. He lives in Canada now. But he was best man at my wedding and I was best man at his.
- J How often do you see him?
- K Not often. Maybe once or twice a year. I went over to Canada last year when his son was born. Do you know, he named him Ken after me?
- J Hey, that's lovely! You and Pete are really good friends aren't you?
- K Yeah
- J Why do you think that is?
- K It's our love of football!
- J Don't tell me, he supports Liverpool too!
- K Of course. Best team in the world. No, seriously, the best thing about Pete is that maybe we don't see each other for months, even years, but when we get together immediately we're talking...
- J ... about football
- K No, about all kinds of things. Our families mainly. He's a great guy.

2 Damian talking to Toby

[T = Toby D = Damian]

- T Am I your best friend?
- **D** No, silly, you're my brother!
- T I'm not silly. Can't I be your best friend?
- **D** No, you can't. No one's best friends with his brother!
- T But I don't have many friends.
- **D** That's *your* problem. Look, I'm going to meet Thomas and the gang now.
- T Is Thomas your best friend?
- D No.
- T Is he your oldest friend?
- D No. Zac's my oldest friend. You know that since we sat next to each other in Class 1. Zac and me are going to travel the world together when we finish school.
- T Can I come?
- D NO, YOU CAN'T! Just shut ...
- T Well, can Thomas be my friend?
- **D** Toby, be quiet about friends! You are so boring, I'm not surprised you have no friends.

- T But can 1 ... ?
- D No. no. no! I'm off. See you!
- T 8ut ...
- 3 Katie talking to Beth
- B = Beth K = Katie
- B Katie, you're lucky, you have so many friends.
- K Mmmm, I suppose so. I do have quite a lot.
- B Why do think that is?
- K Well, I'm not sure, I think I kind of collect friends. I have friends from all different times in my life. You know school, university, and now at work and I keep my friends.
- B So, who's your oldest friend?
- K You are, of course! You and me, Beth, we're the same age, 24, and you could say we met before we were born.
- B I suppose you're right ...
- K Yeah, our mums met when they were ...
- B I know they met at the hospital when they went for check-ups before we were born.
- K Yeah, and we were born on the same day.
- B I know, but I'm ten hours older than you!
- K That's why you're wiser than me! You're my oldest and my best friend. You're like a sister to me.
- T 1.10 [CD 1: Track 10] Pre-teach/check be named after and be like a sister (have a similar relationship as a sister). Read through the questions briefly as a class and deal with any other vocabulary queries.

Play the recording again, then give students time to write their answers to the questions.

With weaker students, you may need to play the recording again in shorter sections to allow them to pick out the details.

Ask students to check their answers in pairs before you check the answers with the class. As a follow-up, you could ask students who they resemble most in their attitude to friends - Kenny, Damian, or Katie - and/or who they would most like to meet.

Answers and tapescript

- 1 Kenny; about 300
- 2 Katie and Beth
- 3 Damian
- 4 Kenny's
- 5 Katie/Beth
- 6 Toby
- 7 Kenny and Pete
- 8 Pete
- 9 Katie's
- 10 Damian's

T 1.10 See exercise 2.

The section ends with a short word order exercise. Elicit the correct order for the words in sentence 1. Students then complete the task, working individually.

Answers

- 1 Pete named his son after his best friend Ken
- 2 Toby wants to travel the world with his brother.
- 3 Katie has friends from different times in her life.

WRITING (SB p104)

Describing friends - Correcting common mistakes

The aim of this writing section is to familiarize students with the common symbols used when marking written work. Once students have completed these activities, you can use the symbols to mark up any written work they hand in.

Using symbols, rather than simply correcting mistakes as the teacher, encourages students to correct themselves. If using symbols is new for your students, you might want to both correct and mark up mistakes with symbols once or twice before using the symbols alone.

- 1 Lead in to the section by asking students what type of mistakes people make in writing. Elicit a range of ideas and then refer students to the correction code on the left-hand side of the table in exercise 1.
 - Put students in pairs to look at the symbols and correct the mistakes in sentences 1-7. Monitor and help as necessary. During the feedback stage, ask students whether these are mistakes that they typically make.

Answers

- 1 I'm enjoying the party.
- 2 They went to Italy on holiday.
- 3 I have two younger brothers.
- 4 She's got some red shoes.
- 5 He arrived yesterday.
- 6 They aren't coming.
- 7 She's a doctor.
- 2 Divide the class into groups of four or five. Tell half the groups that they are Group As. Tell the other groups that they are Group Bs. Ask each group to mark up their mistakes with the symbols in exercise 1, but not to correct them. Monitor and help as necessary.

Answers

- 1 I like Rome because A is a beautiful city.
- 2 She studied for three years psychology.
- Gr 3 There aren't any milk.
- 4 He's speaking French, German, and Spanish.
- 5 I watched TV than I went to bed.
- 6 Did you by any bread at the supermarket?
- WO
- 1 I lost my all money.
- 2 What did you \(\) last night?
- Gr 3 He always wear jeans.
- Sp 4 My town is quite at the weekend.
- Gr 5 I want that I pass the exam.
- WW 6 She's married with Peter.
- 3 Ask students to stand up, walk round, and sit down next to someone from a different group. Ask them to correct each other's mistakes.

Check the answers with the whole class. During the feedback stage, ask whether the symbols helped the students to correct the mistakes.

Answers

A

- 1 I like Rome because it is a beautiful city.
- 2 She studied psychology for three years.
- 3 There isn't any milk.
- 4 He speaks French, German, and Spanish.
- 5 I watched TV then I went to bed.
- 6 Did you buy any bread at the supermarket?

В

- 1 Host all my money.
- 2 What did you do last night?
- 3 He always wears jeans.
- 4 My town is quiet at the weekend.
- 5 I want to pass the exam.
- 6 She's married to Peter.
- This task gives further practice in correct common mistakes. Once corrected, it also provides a model for students' own writing in exercise 5.

Get students to read the text through quickly without focusing on the mistakes. Deal with any vocabulary problems. If students query *best man*, explain that it refers to the male friend who helps a bridegroom at his wedding.

Ask students to correct the piece of writing individually. Monitor and help. Let students check their corrections in pairs before you check with the whole class.

Answers

My Best Friend

My best friend was my best man when I got married two years ago. His name is Antonio and we met at university in Bologna. In fact, we met on our very first day there. Antonio was the first person I spoke to and we discovered we were both studying Spanish and that we were both football fans. When we left university, we went travelling together for six months. We had a fantastic time touring North and South America. When we were in Mexico we met two sisters from London, Emma and Kate. Now I'm married to Emma, and next year Antonio and Kate are going to get married. I like Antonio because he is very funny and we have really good times together. He lives in a different town now, but we text or call each other often. I'm very lucky that he's my friend.

5 Refer students back to the text in exercise 4 before they start writing. With weaker classes, write prompts on the board to help students plan their work:

name?

how you met? his/her personality?

what you did together in the past?

your relationship now?

Give students time to write about their best friend in class or set the task for homework. Students should then compare and correct their texts in the next class.

Ask students to exchange their text with a partner. Ask students to read each other's texts and mark mistakes with the correction code in exercise 1. Students should then correct their own work.

Ask a few students to read their texts aloud for the class. If possible, display the descriptions on the classroom wall or noticeboard. If you have access to computers, students can add a photo to their description and upload their work to your class/school site.

If you check the students' work, point out any further errors, but allow students to correct them themselves. Try to limit correction to major problems to avoid demoralizing students.

READING AND SPEAKING (SB p10)

A blind date

NOTE

Reading texts and vocabulary

Reading texts are an excellent source of new vocabulary because they introduce words in natural contexts, which allows students to guess what they might mean. Discourage students from using dictionaries too often as they read. They may miss the basic meaning of the text if they spend too much time looking up words.

There are a number of different ways of dealing with the unknown vocabulary in the texts in the Student's Book. Here are two suggestions:

- After students have read the text, ask them to underline some of the words they don't know (you could give a limit of 5–10 words) and then try to guess what they mean. You could get them to check with a partner before checking their guesses in a dictionary.
- If you know your students and their first language well, you could predict words they don't know, then give students synonyms or definitions and ask them to find matching words in the text, for example Find a verb that means 'to welcome someone when you meet them' (to greet).

ABOUT THE TEXT

In this first skills section, the skills of listening, reading, and speaking are integrated. The selection of texts and tasks means that students will need to use some of the tenses and question forms from earlier in the unit.

A blind date is a meeting with someone you have never met before, in order to find out if you'd like to get to know them better and have a relationship with them. The TV series called *Blind Date* was very popular for many years in the UK. The article here is based on a real, regular feature in the Guardian newspaper's *Weekend* magazine.

Students discuss the results of a survey on how couples meet, and then listen and compare their ideas with the actual figures. Students then read two people's accounts of their blind date and their first impressions of each other. Students discuss what they think happened next and compare their ideas with a recording. The section closes with some language work on adjectives with *-ing* and *-ed* endings.

Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. With weaker classes or if you are short of time, you could pre-teach/check some of following vocabulary:

love at first sight, first impressions, run a marathon for charity, greet someone, kiss someone's cheek, shake hands, embarrassing, use chopsticks, chatty, a guy (informal = man), go on somewhere (go to another place to continue a date/party), maybe/definitely, swap numbers (tell each other your phone numbers).

1 **T1.11 [CD 1: Track 11]** Write the words *blind date* on the board and check comprehension. Point out that *blind date* can refer to the event and also the person.

Ask students if they have heard of the TV programme *Blind Date* and if they have ever seen a similar programme in their own country.

Read the instructions to exercise 1 as a class. Focus attention on the *How did they meet?* list and check comprehension of *online* (*connected to the Internet*). Check pronunciation of *per cent* /pə'sent/ and elicit a few example sentences from the class, e.g. *I think 20% met at work*.

Put students in pairs or groups of three to discuss the survey results. Encourage them to give reasons for their ideas.

Play the recording and let students compare the results with their predictions. With weaker classes, you may need to run through the percentages quickly to check students have understood the figures correctly.

Elicit students' reactions to the figures and establish what they found most surprising. Give a short example of a couple you know and how they met, then elicit a few more examples from the class.

Answers and tapescript

at school or university – 15% at work – 22% at a bar or club – 8% online – 12% through friends – 20% through family – 5% a blind date – 4% while shopping – 1% none of these – 13%

A survey – How do couples meet?

A survey of over 10,000 couples asked them how they first met. The top three were: first, with 22%, 'at work'; second, with 20%, 'through friends', and third, with 15%, 'at school or university'. Next, with 12%, was 'meeting online'. Nowadays more and more couples are meeting this way. Just 8% met at a bar or club and 5% through the family, which was quite surprising. Only 4% met on a blind date – perhaps not so surprising. Last of all, just 1% met while shopping, so don't go looking for love in the supermarket. That leaves just 13% who didn't meet in any of these places.

2 Focus attention on the photos of Sally and Dominic and on the introduction to the article. Check the answers to the questions.

Answers

Ther names are Sally Fox and Dominic Evo. Sally is 25 and Dominic 23 Sally is a tennis coach and Dominic is an actor. They met at a Character restaurant.

3 Put students into two groups, A and B. (With larger classes, you may need to have multiple sets of the two groups.) Assign a text to each group and remind students to read only their text:

Group A - Sally

Group B - Dominic

Point out that Sally refers to Dominic as *Dom*, the short form of his name.

Get students to read their text quite quickly. Monitor and help with any queries.

Get students to discuss questions 1–9, working in their A or B groups and noting down the answers. The answers are provided below for reference, but don't check the answers with the whole class at this stage.

Answers

Group A - Sally

- 1 Sally says they were both nervous.
- 2 He was friendly, tall, and attractive.
- 3 Places to travel to, sport, running the marathon, acting and the theatre.
- 4 She couldn't decide how to greet him. She shook his hand and he tried to kiss her cheek.
- 5 Chopsticks.
- 6 He was chatty and funny. He wasn't crazy about football.
- 7 He didn't just talk about himself.
- 8 They found a piano in the square next to the restaurant. Dominic played it.
- 9 He caught the train.

Group B - Dominic

- 1 Dominic says Sally was nervous.
- 2 She has a lovely smile and amazing green eyes. He loved her red dress.
- 3 Travel, cooking, sport, running the marathon, the theatre.
- 4 The waiter knew it was a blind date.
- 5 Chopsticks.
- 6 Her green eyes. She was easy to talk to. She was interested and interesting.
- 7 She didn't just talk about sport.
- 8 They found a piano in the square next to the restaurant. Dominic played it and Sally sang.
- 9 She caught the bus.
- 4 Pre-teach/check have something in common. Re-group the students, making sure there is an A and a B student in each pair. Demonstrate the activity by getting a pair of students to talk about the person in their text. Students continue exchanging the information about their person in closed pairs. Remind them to refer to their notes and answer the questions in their own words, rather than read out sections of the reading text. Monitor and check for correct tense use. Note down any common errors but feed back on them at a later stage.

Bring the whole class together to check what Sally and Dominic have in common.

Answers

In common They both like travel and want to visit Chile/South America. They both have good table manners. They were both chatty/easy to talk to. They were interested in each other. They both enjoyed playing the piano and singing.

Not in common Sally loves sport but Dominic hates it (although he's going to run the marathon). Dominic loves cooking but Sally hates it. Dominic is an actor but Sally doesn't often go to the theatre. Sally could use chopsticks but Dominic couldn't.

What happened next?

- 5 Give students a few moments to think about the answer to the question. Elicit a show of hands from students who think they will meet again, and then from students who think they won't. Check the result of the vote and encourage students to explain their opinion.
- **T1.12** [CD 1: Track 12] Read the questions as a class. Explain that students are going to hear Dominic and then Sally in a short recording about their relationship. With weaker classes, pre-teach/check text someone, make someone wait. Then play the recording. Let students discuss

their answers in pairs before checking with the class.

As a follow-up, ask students if they think Sally and
Dominic will continue as boyfriend and girlfriend, and
why/why not.

Answers and tapescript

Dominic sent Sally a text, but she didn't reply for two days. They met a week later, went for a walk, and then to the cinema. Sally went to the theatre to watch Dominic's play and she said she liked it.

They're still seeing each other. Sally's helping Dominic train for the marathon.

Dominic's going to meet Sally's family next weekend.

What happened next?

Dominic I sent Sally a text a couple of days after the date. She played tool and didn't reply for two days. We met up a week later, went for a walk, and then to the cinema. We're still seeing each other. She's helping me train for the marathon, which is next month. She's going to come and watch me. Also, she came to the theatre to watch my play and she said she liked it. I'm going to meet her parents next weekend. I'm a bit worried about that, but I enjoy being with her a lot.

Sally When Dom texted, I knew I wanted to answer but I made him wait. I'm not sure why, silly really because I really do like him. I enjoyed seeing him act. I think he's a very good actor, but I didn't really understand the play. He's coming to meet my family next weekend. I don't usually take my boyfriends home so soon, but with Dom it's different. I have a good feeling about this relationship. Will it last?

Ask me again a year from now!

Vocabulary

This section uses adjectives from the reading text to highlight difference between -ed and -ing endings.

Focus attention on the examples and elicit the matching lines. If students have problems, explain that -ing adjectives describe a situation, person, or thing; -ed adjectives describe how people feel.

Answers

Sally was interest**ed** so she asked him a lot of questions.
Sally was interest**ing** because she was funny and made him laugh.

Give students time to complete the adjectives, working individually. Students check in pairs before checking with the class.

Answers

- 1 Thank you. That lesson was really interesting.
- 2 It's my birthday today so I'm very excited.
- 3 Look at the view! It's amazing.
- 4 I didn't like her new boyfriend. He was very boring.
- 5 Don't be embarrassed. Everybody cries sometimes.

SUGGESTION

To reinforce the different between -ed and -ing endings, write the names of two or three recent, well-known films on the board. Tell students that they are in the cinema, watching the film. Ask How do you feel? Elicit sentences with -ed adjectives from students round the class, e.g. bored, excited, interested, frightened, depressed. Then say Now describe the film. Elicit sentences with -ing adjectives from students, e.g. It's boring, It's exciting, etc.

EXTRA ACTIVITIES

- You can review question forms by getting students to brainstorm the questions a person might ask themselves before a blind date, e.g. What is he/she like? What does he/she look like? What does he/she like doing? What am I going to wear? What are we going to talk about? What do we have in common? When are we going to meet? Where are we going to meet? How am I going to recognize him/her? You could build up a list of the best questions on the board and, if appropriate, students can roleplay talking to a friend before a blind date to practise some of the questions.
- If appropriate to your students, you can set up a general discussion on blind dates. Ask students if they think they are a good idea and, if appropriate, ask if anyone has been on a blind date. If you have a mixed class with people from different cultures, some of which may involve matchmaking or arranged marriages, you could ask students to tell the class about what happens in their culture. Proceed with caution here, however, as some students may find these questions culturally sensitive.

VOCABULARY (SB p12)

Right word, wrong word

NOTE

This section provides an introduction to dictionary work, so if you think your students won't all have their own dictionaries, or if you want students to all use the same edition, you will need to provide a class set for students to work from. Students with access to computers can also work from an online dictionary.

Dictionaries are, of course, a useful resource in language learning, but most students need help and guidance to get the most out of them. Dictionaries vary greatly in the amount of detail and accuracy of information. The better ones will separate out different meanings, and give plenty of example sentences. With bilingual

dictionaries, problems can arise when students look up a word in the L1 to English section and find perhaps three or four words in English to choose from. They need to look at the information carefully to know which one is correct in context.

The exercises in this section aim to give students controlled practice in distinguishing verbs of similar meaning, adjective + noun collocations, preposition use, and words with more than one meaning.

SUGGESTION

Even if students are used to looking up words in dictionaries, it is worth revising the basic skills of dictionary use. Write a range of words starting with different letters on the board and get students to say them in alphabetical order. Also elicit from the class the type of information you can find in a dictionary, e.g. pronunciation, part of speech (= the word type), example of use, other related words. In a bilingual dictionary, you also get the translation, of course.

Ask students to look at their dictionaries and describe the order in which the information is given: the word itself, the phonetic symbols, the part of speech, the translation, etc.

Verbs of similar meaning

1 Put students in pairs and make sure they have access to at least one good dictionary. Explain that the first exercise highlights the use of pairs of verbs that are often confused. Focus attention on number 1 as an example. Give the class time to use a dictionary to check their answers even if they think they already know (play; go).

Students complete the task, working in pairs. Make sure they use the dictionary to look up any new words and to check their answers even if they think they already know.

Check the answers with the class.

Answers

1 Can you play the piano? Do you go running every day?

2 I **make** too many mistakes in English. I **do** my homework in the evening.

3 She can speak three languages. He can talk forever. He never shuts up.

4 Pardon! What did you say? Can you tell me the time, please?

5 How much did you **pay for** that meal? Where can I **buy** some sun cream?

Adjectives and nouns that go together

2 Explain that this exercise practises choosing the correct adjective to go with a noun. Write the following words on the board: *handsome*, *woman*, *beautiful*, *man*. Ask students to match them to make appropriate descriptions (a beautiful woman, a handsome man).

Give students time to select the appropriate nouns, working in their pairs.

Check the answers with the class.

Answers

- 1 important person/meeting
- 2 delicious cake/meal
- 3 high price/mountain
- 4 long journey/time
- 5 heavy bag/rain
- 6 busy street/day

Prepositions

3 Focus attention on the example. Students then complete the task in their pairs. Remind them to check their answers in the dictionary even if they think they already know.

Answers

- 1 He comes from Istanbul in Turkey.
- 2 He's crazy about football, but I'm not interested in it at all.
- 3 I am married to John. I met him at university in 2007.
- 4 I live with my parents in a flat on the first floor.
- 5 He's very good at playing the piano.
- 6 I like going for a walk in the park.
- 7 This is a photo of me on holiday in Spain.
- 8 I got this jumper from my sister for my birthday.

Words with two meanings

4 Ask students if they can think of any words in English with two meanings. Elicit a few ideas, then focus attention on the examples in the Student's Book. Elicit the two different meanings of *date*.

Answers

date – an arrangement to meet a boyfriend or girlfriend; a small, sweet, dark brown fruit grown in places like Egypt

5 **T1.13** [CD 1: Track 13]. Elicit possible examples for *left*, e.g. *Turn left at the crossroads*. *He left early*.

Students work in pairs and use their dictionaries to look up the other words in the table and write sentences to show two meanings of each word. Monitor and help. Play the recording and ask students to compare their

sentences with the sample answers. Students can also compare the sentences they wrote with another pair, or read them aloud to compare with rest of the class.

Sample answers and tapescript Word with two meanings

- 1 Turn left in the High Street and my house is first on the right. She left hurriedly to catch her bus.
- 2 Hove travelling by **train**. He's going to **train** for the marathon.
- 3 I'm going to **run** a marathon next month. They **run** the art gallery together.
- 4 I'm working at home for the **rest** of the week. I need a **rest**! I'm so tired.
- 5 What kind of books do you like reading? How kind of you to bring me some flowers.
- 6 Our flat's on the fourth floor of a big apartment block. Holland is a very flat country.
- 7 What do you mean? I don't understand you. He never even buys me a coffee. He's very mean.

EXTRA ACTIVITY

Point out that the phonetic transcription used in dictionaries is a very useful resource in helping students with pronunciation. English spelling is often not phonetic and the same sound may have different spellings (came and train, for example, which both have the sound /e1/). Refer students to the chart on p159 of the SB. Ask them to check the pronunciation of each phoneme in the words by comparing them to the examples in the chart. You can provide ongoing practice in recognizing phonetics by getting students to match transcriptions to key words, matching sounds to words that have the same sound but different spelling, working with rhyme in songs and poems, etc. Also encourage students to make use of an interactive phonemic chart if they have access to a computer.

ADDITIONAL MATERIAL

Workbook Unit 1

Ex. 9 Right word, wrong word

EVERYDAY ENGLISH (SB p13)

Social expressions

NOTE

This section contains the expression *How do you do?* Students often confuse this with *How are you?*, so be prepared to point out that the two are answered differently. *How do you do?* is answered with the same words *How do you do?* and it is only exchanged *once*, the first time people meet. The answer to *How are you?* depends on how you are feeling, e.g. *I'm fine./I'm OK./I'm better*, etc.

to practise a range of expressions used in everyday situations. Focus attention on the photos and ask two students to read conversation 1 aloud. Students read the rest of the conversations to themselves. Elicit where each one takes place.

Play the recording and get students to repeat. If students have problems, mark the main stresses on the sentences to help them (see *Answers and tapescript*).

Answers and tapescript

1 at college

3 in a clothes shop

2 on a plane 4 on a train

Listen and repeat

- 1 A Hi, Anna. How are you?
 - B I'm fine, thanks. How are you?
- 2 C Thank you so much.
 - D My pleasure.
- 3 E Can I help you?
 - F No, thank you. I'm just looking.
- # G Excuse me! Is that seat free?
 - H No, sorry. I'm afraid it isn't.

2 T1.15 [CD 1: Track 15] Elicit the matching line for number 1 as an example (*Good morning! Lovely day again.*) Students continue matching, working in pairs. Monitor and help as necessary. If students finish quickly, check their answers, without saying which are wrong and get students to look at the task again.

Play the recording and let students check their answers. Discuss as a class where the exchanges might happen and who might be speaking.

Put students in pairs to practise the exchanges. If students have problems, play the recording again and get them to repeat chorally. Encourage accurate stress and intonation, which are important here in sounding natural.

Answers and tapescript

Social expressions

- 1 A Good morning!
 - B Good morning! Lovely day again.
- 2 A See you tomorrow!
 - B Yeah! About 9.00, in the coffee bar.
- 3 A How do you do?
 - B How do you do? Pleased to meet you.
- 4 A Thank you very much indeed.
- **B** Don't mention it. My pleasure.
- 5 A I'm sorry. I can't come tonight.
 - B Never mind. Perhaps another time.
- 6 A Can you help me with this exercise?
 - **B** Of course. What's the problem?
- 7 A Bye!
 - B Bye! See you later!
- 8 A Bye! Have a good weekend!
 - B Thanks! Same to you.
- 9 A Sorry I'm late.
 - B It doesn't matter. You're here now.
- 10 A Cheers!
 - B Cheers! Here's to your new job!
- 3 **T1.16 [CD 1: Track 16]** Focus attention on the list of next lines. Elicit the follow-up for conversation 1 as an example (*Yes, it's really warm for the time of year.*) Students work in pairs to complete the task.

Play the recording and let students check their answers. If you think your students need more help with pronunciation, you could refer them to **T1.16** on SB p119 and get them to practise the exchanges again.

Answers and tapescript

Conversations

- 1 A Good morning!
 - **B** Good morning! Lovely day again.
 - A Yes, it's really warm for the time of year.
- 2 A See you tomorrow!
 - B Yeah! About 9.00, in the coffee bar.
 - A Fine. 9.00 is good for me, too.
- 3 A How do you do?
 - B How do you do? Pleased to meet you.
- A Pleased to meet you, too.
- 4 A Thank you very much indeed.
 - B Don't mention it. My pleasure.
 - A It was so kind of you!
- 5 A I'm sorry. I can't come tonight.
 - **B** Never mind. Perhaps another time.

- A I'm free tomorrow night. What about that?
- 6 A Can you help me with this exercise?
 - **B** Of course. What's the problem?
 - A I don't know what this word means.
- 7 A Bye!
 - **B** Bye! See you later!
 - A Yes. Let's meet after class.
- 8 A Bye! Have a good weekend!
 - B Thanks! Same to you.
 - A Thanks. Are you doing anything special?
- 9 A Sorry I'm late.
 - B It doesn't matter. You're here now.
 - A Yeah. I missed the bus.
- 10 A Cheers!
 - **B** Cheers! Here's to your new job!
 - A Thanks a lot. I'm excited, but a bit nervous.
- 4 Introduce this activity by building up a conversation as a model on the board first, e.g.
 - A Bye! Have a good weekend!
 - B Thanks! Same to you.
 - A Thanks. Are you doing anything special?
 - B Yes, we're going to a wedding.
 - A Really? Who is getting married?
 - B My cousin. She lives in York with her boyfriend.
 - A Oh, well have a great time. I hope the weather is good.
 - B Thanks very much. See you on Monday.

Give students time to choose their conversations. Get them to decide who their speakers are and where their conversations will take place.

Students prepare their short conversations. Monitor and help as necessary.

Students act out their conversations to the class. Encourage them to prompt each other if they have problems remembering their lines. In larger classes, you may have to divide the class into groups for the acting stage or return to it in a later lesson.

Don't forget!

Workbook Unit 1

Ex. 10 Reading – Janice and Andy

Ex. 11 Listening - Andy and Ed

Ex. 12 Pronunciation – Vowel sounds

Ex. 13-14 Just for fun!

Word list Unit I (SB p147 and TRD)

Remind your students of the Word list for this unit on SB p147. They could translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Teacher's Resource Disc

Unit 1 Test

Pronunciation Book Unit 1

Video/DVD Episode 1

ADDITIONAL MATERIAL

Teacher's Resource Disc

Communicative activity Unit 1



Whatever makes you happy

Present tenses • have/have got • Things I like doing • Making conversation

The theme of this unit is happiness and things you like doing. This provides ample opportunity for students to personalize the key language. The main grammar focus is on present tenses, and have and have got in contrast. Skills work includes integrated reading and speaking, and listening and speaking practice. The Everyday English section introduces and practises ways of keeping a conversation going. The Writing syllabus continues with a focus on style and synonyms in a task based on writing a postcard.

LANGUAGE INPUT

ERAMMAR

ent tenses and have/have got (SB p14)

Grace verbs (SB p16)

• Understanding and practising the difference between Present Simple and Continuous, and the difference between have and have got.

Practising state verbs in the Present Simple.

WOCABULARY

Times I like doing (SB p17)

Matching and practising verb + phrase collocations.

EVERYDAY ENGLISH

(SB p21)

Looking at ways to keep a conversation going and practising in pairs.

SKILLS DEVELOPMENT

READING

The happiness quiz (SB p18)

· Reading and responding to statements in a quiz, and understanding and responding to your score.

LISTENING

German on with your neighbours (SB p20)

 Listening for key information in two monologues and answering questions. **T 2.10** (SB p120/TRD)

SPEAKING

Talong about you (SB p16)

Emerging information (SB p16)

serfect day (SB p17)

at do you think? (SB p18)

Fraect (SB p18)

(SB p20)

- · Asking and answering questions about possessions.
- · Exchanging details in an information gap.
- · Using key expressions to describe your perfect day.
- · Discussing the conclusions from a survey into happiness.
- Researching and presenting information about someone rich and famous.
- Roleplaying a conversation between two neighbours.

WRITING

a postcard – Style and synonyms (SB p105)

• Improving style and language range, then writing a postcard.

MORE MATERIALS

Protocopiables – Spot the difference (TB p165), (TRD) Tests (TRD)





STARTER (SB p14)

NOTE

There are examples of comparative (happier) and superlative adjectives (most/least important) in this section. Students shouldn't have any problem recognising these forms and many will be able to use them accurately. If students do make mistakes, there's no need to do a full review at this stage. Comparatives and superlatives are covered in Unit 6.

As a lead-in, ask What makes you happy? Elicit a few words and phrases and write them on the board. Focus attention on the ranking task and give your own order of priority as an example.

Give students a few moments to complete the task. Students then compare their ideas, following the example in the Student's Book. With larger classes, students can work in small groups.

I LOVE WHAT I DO (SB p14)

Present tenses and have/have got

A POSSIBLE PROBLEMS

Present tenses Most pre-intermediate students will be familiar with both the Present Simple and the Present Continuous, although of course they are still likely to make mistakes:

- Students confuse the use of the Present Continuous and the Present Simple.
 - *It doesn't rain now.
- They use the wrong auxiliary.
 - *Where do he live? *What are he wearing?
- · They mix the forms.
 - *I'm learn a lot.
- They use a state verb in the continuous form.
 I'm not believing it.
- They forget to use be in the Present Continuous.
 *Anya sitting here.
- They use the wrong short answers, or forget to use them altogether, which can sound rather abrupt. The questioner would normally expect more than a simple Yes/No answer

Are you enjoying the party? *Yes, I do.

Do you work in a hospital? *Yes, I am.

have/have got The forms of have and have got are different. Have behaves like a full verb in the Present Simple with the auxiliary do/does in questions, negatives, and short answers. Have got uses has/have as the auxiliary in questions, negatives, and short answers.

Students at this level are often familiar with *have got* from their beginner and elementary courses, but they are a little confused about how it relates to the full verb *to have*, both in form and use. They are, in fact, often interchangeable, but generally *have got* is more informal.

This is covered in the *Grammar Spot* on SB p15. Common mistakes include:

- Students omit the auxiliary do/does and/or got: *Have you a car? *I haven't a laptop.
- They mix the two forms: *I don't have got a computer. Have you got a car? *Yes, I do.
- They are reluctant to use the more natural short answers:

Have you got a car? *Yes, I've got a car. (rather than just Yes, I have.)

Do you have a laptop? *No, I don't have a laptop. (rather than just No, I don't.)

1 The context for the presentation is a description of two people with unusual jobs, who both love their work. Focus attention on the photos and ask students to point to Ruth /ru:0/ and Fraser /'freizə/. Elicit students' reactions to the two characters and what is remarkable about them. Check the answers to the questions, including the pronunciation of DJ /'di: dʒei/ and jam /dʒæm/ as necessary.

Answers

Ruth is a lot older than a typical DJ. She likes going to clubs. Fraser is a lot younger than a typical millionaire. He likes making jam.

2 T2.1 [CD 1: Track 17] The vocabulary in the text should not be too demanding, but you could pre-teach/check the words below if you are short of time, or with weaker classes. Make use of the photos in the SB to help you. mamy (informal for mummy/mother), granny (short for grandmother) lipstick, electro (electronic music that often includes rap), energy, enthusiasm, single (n), have fun.

Read the questions about Ruth as a class. Play the recording through once and get students to follow in their books. Check the answers.

Answers

She is in her 70s. She has silver hair and bright-red lipstick. They think that she is cool.

T2.1

See SB p14.

3 T 2.2 [CD 1: Track 18] Read the questions about Fraser as a class. Pre-teach company, jar, secret recipe /'resəpi/, flavour, charity, huge.

Play the recording, then check answers to the questions. As a follow-up, you could ask *Who* ...? questions about the two characters, e.g.

Who ...

has a lot of money? (Fraser)
loves rock music? (Ruth)
does work for other people? (Fraser)
enjoys working with younger people? (Ruth)

Lincwers

is company is SuperJam. He started his company when he was 16. is charity organizes tea parties for old people with live music and saccing.

T2.2

See SB p15.

CRAMMAR SPOT (SB p15)

Work though the *Grammar Spot* with the whole class to belp focus students on the grammatical aims of the lesson.

I Elicit the names of the tenses and then give students time to find examples in the texts about Ruth and Fraser. Remind them to look for negative forms, too.

Answers

The tenses used are the Present Simple and the Present Continuous, e.g.

Present Simple

Ruth: has, works, tours, lives, think, likes, plays, love, says, don't want

Fraser: has, earn, says, makes, sell, organizes

Present Continuous

Ruth: 'm doing, 's planning, is ... making, 'm having Fraser: is growing, 'm writing, 're trying

2 Give students time to discuss their ideas in pairs before checking with the class.

Answers

He makes a lot of money and He has his own company refer to all time.

She's making another single and She's having a good time refer to now.

Give students time to find examples of have and have got in the texts.

Answers

have

Ruth: has Fraser: has

have got

Ruth: I've got, they've got

Fraser: I've got

Have got is more informal and more spoken.

- ►► Grammar Reference 2.1–2.4 p136–137
- [CD 1: Track 19] This exercise will help you assess how students can form questions in the two present tenses.

 Howe is used as a full verb in question 3 about Ruth.

Focus attention on the example. Remind students that What does she do? is the more usual way of asking What's her job? Elicit the same question and answer about Fraser another example (see Answers below).

Put students in pairs to ask and answer the questions.
With weaker classes, you could elicit the tenses students
meed to use before they start the pairwork, or get students
meed ask and answer across the class in open pairs, before
repeating in closed pairs.

Monitor and check carefully for correct question formation and tense use. If students made only a few mistakes, play the recording as a check and then focus on the problem sentences as a class. If they have major problems with the form of the questions, refer them back to the Grammar Reference 2.1 and 2.2, then play the recording as final consolidation.

Answers and tapescript

Ruth Flowers

- 1 A What does Ruth do?
 - B She's a DJ.
- 2 A Where does she work?
 - **B** She works in clubs in Europe.
- 3 A How many children does she have?
- **B** She has one son, and she also has a grandson.
- 4 A What sort of music does she like?
 - **B** She likes Queen and the Rolling Stones, and she also likes electro and dance music.
- 5 A Why does she like young people so much?
 - **B** Because they're so energetic and enthusiastic.
- 6 A What's she doing at the moment?
 - **B** She's planning another European tour, and she's making a new single.

Fraser Doherty

- 1 A What does Fraser do?
 - **B** He has his own company that makes jam.
- 2 A How much does he earn?
 - **B** He earns more than his parents.
- 3 A How many jars of jam does he make every year?
 - B He makes half a million jars a year.
- 4 A Whose recipe does he use?
 - B His grandmother's. It's a secret recipe.
- 5 A What's he writing?
- B He's writing a cookbook.
- 6 A What's he trying to do?
 - B He's trying to get into the American market.
- 5 T 2.4 [CD 1: Track 20] Tell students they are going to hear an interview with Ruth. Pre-teach/check the following vocabulary: DJ (verb), go to church, enjoy yourself, stay out all night, it doesn't matter.

Give students time to read through the gapped sentences. Point out that there are a different number of missing words in each sentence. Play the recording through once, and be prepared to play selected sections again to allow students to complete any missing answers. Check the answers with the class.

Elicit any further details students found interesting in a short feedback session.

Answers and tapescript

- 1 I'm just an old lady who's having fun.
- 2 I don't want to be an old woman in an old people's home ...
- 3 Because it makes me happy.
- 4 It doesn't matter how old you are.

T 2.4 An interview with Ruth

- I Do you like being famous?
- R Don't be silly. I'm not really famous. I'm just an old lady who's having fun.
- But it is unusual for someone your age, if you don't mind me saying, to be DJing in clubs for young people.

- R Well, I just like the music. And I don't want to be an old woman in an old people's home watching television all day long and going to church once a week.
- I Why do you do it?
- R | DJ because the energy is fantastic! Because I love to see young people enjoying themselves. Because it makes me happy!
- I Does your family agree with you?
- R My family thinks it's great. Some of my friends say that it's not right for a woman my age to be wearing these clothes and staying out all night.
- I And what do you say to them?
- R I say it's none of their business. It doesn't matter how old you are. If you want to do something, you can.
- 6 T2.5 [CD 1: Track 21] Tell students they are now going to hear an interview with Fraser. Pre-teach/check: planning, marketing, and selling. Give students time to read through the gapped sentences and predict possible missing words. Point out that there are a different number of missing words in each sentence. Play the recording through once, and be prepared to play selected sections again to allow students to complete any missing answers.

Check the answers with the class, getting students to write answers on the board so that you can check spelling and punctuation.

Answers and tapescript

- 1 It seems to me you really love what you're doing!
- 2 Do you have any free time?
- 3 Do you have a girlfriend?
- 4 Do you see much of your parents?

An interview with Fraser

- I Do you like being a businessman?
- F Oh, yes, I love it! I like the planning, the marketing, the selling. I like meeting people and talking about my business and everything about it!
- I It seems to me you really love what you're doing!
- F It's true! I do!
- I Do you have any free time?
- F Er ... a bit, but not a lot.
- I What do you do in your free time?
- F I go out with my friends. I go to clubs. I love walking.
- I Have you got a girlfriend?
- F Well, er ... that's none of your business!
- I Sorry. Er ... Who do you live with?
- F I live with a group of friends in a flat in Edinburgh. It's not far from my parents' house.
- I Do you see much of your parents?
- F I see them all the time. We're very close.
- 7 Ask students if they can remember Ruth and Fraser using the expression *It's none of your/their business*. Elicit possible meanings, then refer students to **T2.4** and **T2.5** on SB p120 to find the expression and discuss the questions in pairs. Check the answers with the class.

Answer

The expression means that something does not concern someone, so they do not need to know about it. Ruth is talking about people who disapprove of her lifestyle. Fraser is refusing to answer a question about whether he has a girlfriend.

SUGGESTION

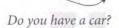
Students can roleplay an interview with either Ruth or Fraser, or another person they have heard of with an unusual lifestyle.

PRACTICE (SB p16)

Talking about you

1 T 2.6 [CD 1: Track 22] This exercise aims to consolidate the differences in form between *have* and *have got* (see *Possible problems* on TB p20).

Focus attention on the speech bubbles. Play the recording and ask students to repeat the different forms, chorally and individually. Pay attention to pronunciation, particularly the stress and falling intonation in the answers.





Tapescript See SB p16.

2 This stage is personalized but still controlled. Ask two students to ask and answer the example exchange in the Student's Book.

Check comprehension of the items in the list. Tell students to take it in turns, first to ask and then to answer the questions. They can choose whether they use *have* or *have got* in the question, but the answer must match the chosen verb.

Put students in pairs to ask and answer, using the prompts. Monitor and check carefully for accurate use of *have* and *have got*. If students have a lot of problems, drill some of the questions again across the class, then let students continue in closed pairs.

As an extension to the activity, bring the class together again and ask students to tell the others about their partner. This also provides practice of the third person after the first and second person practice in the pairwork. Feed back on any common errors and get the students to correct as a class.

Speaking – exchanging information

3 This exercise is a controlled information gap activity, which brings together practice of the Present Simple and have/ have got. It also reminds students of the difference between the uses of the Present Simple and Present Continuous. Focus attention on the photos of Ilona, Bill, and Christina.

Get a pair of students to read the question and answer about Bill and Christina in the speech bubbles. Elicit some other questions that students could ask, e.g. *How old are they? What do they do?* Students then ask and answer questions in pairs, guessing the answers.

Divide the students into A/B pairs, refer them to find the charts at the back of the Student's Book:

Student A p151

Student B p153

students time to read the information about their sector(s) and deal with any vocabulary queries.

two students to model the first question and answer demonstrate the activity. Remind students not to look each other's books.

students time to ask and answer the questions to plete their missing information. Monitor and check accurate question formation, especially the difference the third person singular and plural forms. Note any common errors to feed back on after the task.

the students have finished, ask individual students about the person they have asked astions about.

Amowers

Questions about Ilona

where does Ilona come from?

there does she live?

have a big family?

does she do?

time?

she doing now?

Questions about Bill and Christina

Bill and Christina come from?

where do they live?

have a big family?

at do they do?

they like doing in their free time?

■ ≥ ≥ they doing now?

wers to the questions, see SB p151 and 153.

== verbs

Grammar Reference 2.3 on SB p137 with the class minder that certain verbs are not used in the muous form.

to complete the sentences, working individually.

students to compare their answer in pairs, before the sentences.

Maswers

" "hat time is it?" 'I don't know. Sorry.'

I heed a drink.

Where did you get it?

think Thomas is stupid.'

don't agree. I think he's very clever.'

E Her English isn't very good. I don't understand her.

sees very rich. He owns a house in Mayfair.

look sad! What's the matter?

8 Sorry I forgot your birthday!' 'Don't worry. It doesn't matter.'

The years old.' 'I don't believe you! You don't look a day over 60!'

sont understand learn by heart. What does it mean?

Uneck it

atm of this activity is to check that students have extensioned the differences between the Present Simple and the Present Continuous, and have and have got, in the present Gorm and meaning.

Ask students to work individually or in pairs to choose the correct sentences.

When checking the task, ask a range of students for answers, getting them to explain their choices. This helps students to revise the rules as a class.

Answers

1 Angela lives with her parents.

2 Where do you go on holiday?

3 She doesn't work here anymore.

4 He's at the bus stop. He's waiting for a bus.

5 I like black coffee.

6 I haven't got a phone.

ADDITIONAL MATERIAL

Workbook Unit 2

Ex. 1-3 Present Simple

Ex. 4-5 Spelling

Ex. 6-8 Present Simple and Continuous

Ex. 12 have/have got

WRITING (SB p105)

Writing a postcard - style and synonyms

The aim of this writing section is to help students improve their style and language range by using a range of synonymous adjectives. The task is writing a postcard to a friend, which also gives further practice in a range of tenses.

The places in New York mentioned in the postcard are Lower Manhattan (the area towards the bottom of the main island of the City of New York), the Empire State Building (the iconic 102-story skyscraper), Broadway (the theatre district), Bloomingdale's (a famous department store dating from 1861), Michael Jordan's The Steak House (a fine-dining restaurant founded by retired basketball player Michael Jordan) located in Grand Central Station (a popular name for Grand Central Terminal, a terminal station in Midtown Manhattan, where people meet to shop and drink as much as travel. Its name is often shortened to Grand Central).

1 As a lead-in to the section, ask if students like to send and receive postcards. Elicit a few examples of postcards they have received or sent.

Focus attention on the photo on the postcard. Ask Where is the postcard from? What famous places can you visit in New York?

Read the questions in exercise 1 as a class. Ask students to read the postcard, then check the answers.

Answers

Gemma and Martin are enjoying their holiday in New York. Everything is nice!

The problem with the style of writing is that they over-use *nice* in their descriptions.

2 Elicit adjectives for number 1 as an example (*great/interesting/excellent/spectacular/amazing/exciting/brilliant/wonderful*). With weaker classes, remind students that *a* is followed by a consonant and *an* by a vowel.

Ask students to work in pairs to complete the sentences with a range of adjectives. Monitor and help as necessary. Check the answers with the class.

Answers

- 1 a great/an interesting/an excellent/a spectacular/an amazing/an exciting/a brilliant/a wonderful
- 2 great/lovely/warm and sunny/excellent/spectacular/amazing/ brilliant/wonderful
- 3 great/luxurious/spectacular/brilliant/wonderful (hotel) an interesting/an amazing/an exciting/a brilliant/a wonderful (part of town)
- 4 great/interesting/excellent/spectacular/amazing/ exciting/brilliant/wonderful
- 5 great/interesting/spectacular/amazing/exciting/ brilliant/wonderful
- 6 great/an interesting/an excellent/a spectacular/an amazing/an exciting/a brilliant/a wonderful
- 7 a great/an interesting/an excellent/a spectacular/an amazing/an exciting/a brilliant/a wonderful
- 8 a great/an excellent/a spectacular/an amazing/an exciting/a brilliant/a wonderful
- 9 great/excellent/spectacular/amazing/brilliant/wonderful
- 10 great/interesting/excellent/delicious/spectacular/ amazing/exciting/brilliant/wonderful
- 3 Read the first two sentences aloud and elicit possible alternatives to nice (great; warm and sunny). Ask students to take turns to read the postcard aloud with different adjectives.

Check possible answers with the class. Ask them where the best place to use *nice* is.

Answers

Nice is best used in ... having a nice time.

Sample answer

Here we are in New York having a great time. The weather is very warm and sunny. We're staying in quite a luxurious hotel in an interesting part of town, Lower Manhattan. We've got a spectacular view of the Empire State Building from our bedroom window. We think all the skyscrapers are amazing. Yesterday we went on a really exciting helicopter tour of the city and then in the evening we saw a brilliant show on Broadway. Today we are going shopping in Bloomingdales. It's an excellent store for buying clothes. This evening we're going to eat at Michael Jordan's The Steak House in Grand Central Station. The restaurants here are wonderful and the food is really delicious, but the portions are so huge that we often can't finish the meal.

4 As a lead-in to the writing section, ask what information people typically include in a postcard (weather, accommodation, food, activities, places to visit).

Focus attention on the writing plan. With weaker students, elicit the tenses to use for things you do often/most of the time (Present Simple), things you did yesterday (Past Simple), and things you are going to do tomorrow (*going to*/Present Continuous).

Ask students to write one or two brief notes under the headings in the Student's Book. Let them compare their ideas with a partner.

Give students time to write their postcard in class or set the task for homework. Remind students to use adjectives like those in exercise 2 to make their writing interesting. Students then take it in turns to read their postcard aloud to a partner.

SUGGESTIONS

Students could write their postcards to someone else in the class, and you could then 'deliver' them. If you have access to computers, get students to write their postcards on an e-card site and send them to each other.

If possible, display the postcards on the classroom wall or noticeboard to allow students to read each other's work. If appropriate, you could get students to vote for the best/worst holiday described in the postcards. When you check the students' work, point out errors but allow students to correct them themselves. Try to limit correction to major problems to avoid demoralizing the students.

VOCABULARY AND SPEAKING (SB p17)

Things I like doing

This section revises and extends students' knowledge of verb + noun phrase collocations. The items cover a range of everyday/free-time activities that students will be able to personalize easily.

1 **T2.7** [CD 1: Track 23] Focus attention on the first box of verbs and phrases, and on the example provided.

Put students in pairs to match the verbs and phrases in the rest of the boxes. Monitor and help at this stage, but don't be tempted to give the complete set of answers.

Play the recording so that students can listen, check, and repeat their answers. Check they understand that *gig* is an informal word for *concert* or *performance*, and *Facebook* is a popular social networking site. Deal with any other problems with meaning and pronunciation.

Answers and tapescript

Things I like doing

go out for a meal

play games on my PlayStation go out with my friends download music and films send emails and texts shop for clothes online have a lie-in relax in front of the TV meet friends for a drink listen to music

get a takeaway pizza do nothing read magazines chat to friends online go to the gym watch a football match live on TV

2 Read the question in exercise 2 as a class and focus attention on the examples. Give one or more true examples about yourself, e.g. *I read magazines on the train home. I sometimes get a takeaway pizza on a Friday night.* If you have a small class, you can do the discussion as a class, or put students in pairs/small groups to discuss their answers.

Elecit a few examples from students about their dassmates' everyday life, e.g. Ewa reads magazines in bed Sunday morning.

[CD 1: Track 24] Focus attention on the example. Eve students time to read the gapped sentences. Deal any vocabulary queries. Check students understand chill out is an informal way of saying relax.

Foint out that students need to change or leave out some of the words in the collocations in exercise 1 and that here are a different number of missing words in each sentence.

Individually. Play the recording for students to listen and whether answers. Make sure students have used the street form of the verb each time.

students into pairs to practise saying the sentences.

secessary, play some sentences again and get students
listen and repeat with the correct stress and intonation.

Answers and tapescript

- like shopping in the High Street, but mainly I shop online.
- Men I hear a band I like, I download their music from the Internet.
- Esten to music on my iPod when I go jogging.
- Spend hours chatting to friends online, even though I'm with mem all day at school!
- 5 Sometimes I like to chill out at home and do nothing.
- always so tired after work I just want to relax in front of the TV.
- Saturdays, I have a lie-in, and don't get up till midday.
- I Do you want to cook tonight, or shall we get a takeaway pizza.
- Fete's birthday tonight, so we're going out for a meal. Indian,
- like keeping fit. I go to the gym three times a week.

EXTRA IDEA

Tyou think your students need more practice with the phrases in this section, you could get them to change sentences in exercise 3 to make them true for memselves, or for people they know.

perfect day

wodel the activity by telling students about your idea of perfect day. Try to recycle some of the vocabulary from exercise 1, e.g. have a lie-in, have breakfast in bed, shop for clothes all morning, etc.

Society and help with vocabulary as necessary.

students in groups of three or four. Focus attention on example in the Student's Book. Students then describe ideal day to their group. Encourage the other sents to ask questions. The main aim here is fluency, monitor and note down any common errors to feed back on after the task.

SUGGESTION

are short of time you could set exercise 4 as the homework and your students could describe the perfect day to each other at the beginning of the lesson.

EXTRA IDEA

Remember to encourage students to keep a vocabulary notebook and remind them to add words to this whenever they do a vocabulary task such as exercise 1. Suggest that they record words in groups, as shown on SB p17.

PHOTOCOPIABLE ACTIVITY

UNIT 2 Spot the difference TB p165

Materials: One copy of the worksheet cut up for each pair of students.

Procedure: Briefly review the Present Continuous by saying *Imagine it's Sunday morning. What are you doing?* Elicit a range of answers, checking that students use the Present Continuous correctly.

- Explain that students are going to find the differences between two pictures. Put the students into A/B pairs and, ideally, get them to sit face to face. Hand out the relevant half of the worksheet. Explain the context by saying It's ten o'clock on a Sunday morning. The people in the flats in Mill Street are relaxing and doing things they enjoy.
- Demonstrate the activity with two confident students.
 Student A describes what the person is doing in flat 1 and then Student B describes how his/her picture is different. Get the students to circle the differences on their picture.
- Make it clear that the differences are to do with what people are doing or wearing, rather than in the flats themselves. Students take it in turns to talk about their picture and find the differences. Remind students not to look at each other's pictures. Monitor and help as necessary.
- · Check all the differences with the class.

Answers

In A, the girl is shopping for clothes online. In B, she is watching a music DVD and singing.

In A, the man and woman are sitting on the sofa and playing computer games. In B they are listening to music and dancing.

In A, the woman is wearing a dressing gown and reading a magazine on the sofa. She's eating cake. In B, she's wearing jeans and a top and doing something on her computer at her desk. She's eating an apple.

In A, the man is lying on the sofa and watching a football match on TV. He's eating a takeaway pizza. In B, he's sitting on the sofa and reading the paper. He's eating a croissant and drinking coffee.

In A, the boy on the bottom bed is having a lie-in, in B he's doing nothing. In A, the boy on the top bed is listening to music, in B he's playing the guitar.

 As an extension, ask students to imagine what each person in the flats is doing now. Elicit a range of answers, checking that students use the Present Continuous correctly.

ADDITIONAL MATERIAL

Workbook Unit 2

Ex. 11 Gerunds and -ing forms

READING AND SPEAKING (SB p18)

The happiness quiz

NOTE

At the end of this section, there is a project on the life of someone rich and famous, and how happy they are. You will need to build in time for students to do some research and make notes on their chosen person, probably for homework. Students then give a short presentation about their person to the class. In larger groups, you may need to stage the presentations across a series of lessons or get students to give their presentations in groups.

ABOUT THE TEXT

The Reading and speaking section continues the theme of the unit with a quiz on happiness. This is typical of the quizzes students might find in lifestyle magazines or on some lifestyle websites. Students complete the quiz with their own opinions and responses, check their score, and then read an analysis. This provides a springboard for discussion about the results of the quiz and leads into further fluency work on what makes people happy.

Listening practice is provided in the form of an extract from the song *Money*. This was co-written by the founder of the Tamla Motown label, Berry Gordy, and Janie Bradford. Although the best-known cover versions are probably those by *The Beatles* (1963) and *The Flying Lizards* (1979), the song has been covered by a huge number of different artists.

In order for students to be able to work through the quiz quite quickly, pre-teach/check some of following vocabulary or set it for homework before the class: enthusiastic, grateful, jealous, envious, stressed, depressed, pleasure, satisfaction, appreciate, have a positive image of yourself, take care of yourself.

1 Lead in to the section by writing the word *happy* on the board. Elicit the related words and phrases:

opposite adjective - unhappy

opposite nouns: happiness / unhappiness

comparative - happier

verbs - to stay happy, to make someone happy

Ask What makes you happy? and elicit a few examples from the class. Then focus attention on the pictures on pages 18–19. Ask the questions in exercise 1 and check the answers with the class. Ask students if they feel the same as the people in the pictures and elicit why/why not.

Answers

Students' own answers.

2 Focus attention on the quiz. Ask students if they have ever done a quiz like this and if they found out anything useful. Ask students to read the introduction to the quiz and discuss the questions in pairs. Check the answers with the class, and ask students if they agree.

Answers

- 1 Your happiness depends on how you see yourself, what you want from life, and how well you get on with other people.
- 2 You need to know what sort of person you are, and what makes you happy.
- 3 You can learn to change the way you think and behave, to make yourself happier.
- 3 Pre-teach/check some of the key vocabulary if you didn't set if for homework (see *About the text*). Encourage students to use the context to help them with other new vocabulary and to pool knowledge with a partner, or use a dictionary when necessary.

Read statement 1 and give your own number 1–5 as a reaction. Elicit a reaction and appropriate number from a range of students.

Set a time limit of about four minutes for students to complete the quiz. Monitor and help as necessary.

Read through the *Your score* section and deal with any vocabulary queries. Give students time to calculate their score and get them to note it down. Put them into pairs to discuss whether they agree with their score or not.

4 Read the paragraph headings with the class and deal with any vocabulary queries. Give students time to complete the task, working individually.

Let students check in pairs before checking with the whole class.

Answers

- 1 Your enjoyment of life
- 2 Happiness with yourself
- 3 Your health
- 4 Your relationships
- 5 Give students a few moments to think about their answers to the questions in exercise 5. Elicit a range of answers from the class. With larger classes, or if you think your students may not want to discuss improving happiness with the whole class, they could do the discussion in small groups.

What do you think?

- 6 Read the instructions as a class and give students time to read the survey results. Deal with any vocabulary queries, then divide students into groups of three or four.
 - Give students time to discuss the statements. Encourage them to give examples from their own experiences as appropriate.
 - Bring the class back together for the feedback session. You could ask individual groups to comment on one of the conclusions in the list. Establish which conclusion(s) most of the class agree with.
- 7 T 2.9 [CD 1: Track 25] Tell students they are going to hear an extract from a song about money. Pre-teach/check bees, a thrill, and bills.

Play the recording through once and check the answer to question 1. Elicit students' reaction to the sentiments of the song in question 2. Play the recording again if appropriate.

Answers and tapescript

The singer says that he/she wants money and that it's the most important thing.

Money

The best things in life are free
But you can give them to the birds and bees
want money

That's what I want

That's what I want

Your love gives me such a thrill But your love don't pay my bills want money

EXTRA IDEA

You can set up a vocabulary extension activity by asking students to take some of the key words from the text and build word families, e.g.

satisfaction – satisfied, dissatisfied, satisfy, satisfying. Other key words: enthusiastic, stressed, depressed.

Students can use a dictionary to create a word map and write example sentences for each word they build in their vocabulary notebooks.

Project

Note at the start of this section. Read the task as a class and elicit a few examples of the type of people students could about, e.g. politicians, pop/film/sports stars, business people, members of a royal family, etc.

students to use some of the following headings to help them do the research and organize their notes:

Nome

where from

Early life

Eamily life

made money

Bow spends money

Public profile

Poblems

evou have access to computers, students can do their rearch and make notes during class time. If not, set the esearch for homework. Remind students to find a picture of their chosen person. If appropriate, encourage them to bring their visuals or recordings to support their presentation, e.g. arews report, or an MP3 track or recording on CD. If you are access to computers, students can give their talk with support of a presentation program.

Then students give their presentation, ask them to come the front of the class (or stand up in front of their group larger classes) and make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes, but don't let them read the information from a script.

Encourage the class/groups to ask questions to the presenter.

Be generous with praise after students have presented their lake as giving a presentation can be rather nerve-wracking, especially for weaker students

LISTENING AND SPEAKING (SB p20)

Getting on with your neighbours

ABOUT THE LISTENING

The listening task is in the form of two monologues by people who are neighbours – Mrs Crumble, an elderly lady, and Alfie, a young man. Their words reveal that they have a very different view of each other and of the world around them. Students answer the same questions after listening to each person and so reveal the differences between their views.

The main aim is to develop students' ability to listen for specific information. The script and questions also revise the use of present tenses and *have got* from earlier in the unit.

- 1 Lead in to the section by saying where you live and how many neighbours you've got, e.g. I live in a small block of flats. I haven't got many neighbours maybe about five or six. Check pronunciation of neighbour /'neɪbə/, then focus attention on the questions in exercise 1 and answer them for yourself. Elicit a range of responses to the questions from the class.
- 2 Read the instructions and descriptions of good neighbours with the class. Deal with any vocabulary queries.
 Put students into groups of three or four to discuss their ideas. Monitor and help as necessary.
 Elicit a range of opinions in the feedback session and find out if any students have had particularly good or bad experiences with neighbours.

Two neighbours

3 T2.10 [CD 1: Track 26] Focus attention on the photo and ask students to identify Mrs Crumble and Alfie. Pre-teach/check above/below, have no manners (= not be very polite/well brought up), deaf, unemployed, suspicious. Ask students what they think the two characters might disagree about, e.g. noise, being polite, etc.

Give students time to read through questions 1–9. Play the recording of Mrs Crumble through once. Put students into groups of three to check their answers. Be prepared to play the recording of Mrs Crumble again if students have missed a lot of the key information, but don't confirm the answers to the questions at this stage.

Answers

See exercise 4.

Tapescript

Two neighbours: Mrs Crumble

I have the flat above that young man. I think his name is Alfie Smith, because I see the postman delivering his letters. He never says hello.

He hasn't got a job, well he doesn't go out to work at 8.00 in the morning, and that's for sure! He doesn't get up till the afternoon, and he wears jeans and a T-shirt all the time. He never looks smart. He certainly never wears a suit. Goodness knows where he gets his money from! It's funny! I never hear him in the evening. I've no idea what he does in the evening.

There are people coming and going in and out of his flat all day long. I have no idea how many people are staying. Four? Five? Have none of them got jobs?

He's got a girlfriend. She's very ... pretty. Blond hair, dyed. She's living with him. I know a lot of young people live together these days, but I don't like it, living together and not married. It's not right.

He always makes such a noise! Listen! There he is now! Music! He's listening to music! Why can't he turn it down? It's so loud! Young people these days have no manners, they live in their own world, and they just don't care about other people. They don't even notice old people like me. He probably doesn't know who I am.

4 T2.11 [CD 1: Track 27] Get students to look at questions 1–9 again. Play the recording of Alfie through once. Put students into groups of three to check their answers. Be prepared to play the recording of Alfie again if students have missed a lot of the key information.

Ask students to focus on the differences between the answers from Mrs Crumble and those from Alfie. Check the answers with the class.

Answers and tapescript

- 1 It's below Mrs Crumble's flat.
- 2 Mrs Crumble says Alfie never says hello. Alfie says he always says hello but she never replies. He thinks she's deaf.
- 3 Alfie wears jeans and a T-shirt. He doesn't wear a suit. Mrs Crumble says he never looks smart. Alfie says he thinks his clothes are cool.
- 4 Mrs Crumble says he hasn't got a job but Alfie is a musician.
- 5 Mrs Crumble says he doesn't get up until the afternoon. Alfie says he sleeps from three till eleven.
- 6 Mrs Crumble says she has no idea how many people are staying, maybe four or five. Alfie says there's only him living in the flat, but his flat's busy because some of the other people in the band keep their instruments there.
- 7 Yes, he has. She lives on the other side of town.
- 8 Mrs Crumble says he's very noisy. He's listening to music now. Alfie admits he makes a noise. He's practising his saxophone now.
- 9 Mrs Crumble says Alfie probably doesn't know who she is. Alfie says he feels sorry for her and that he's really kind to her, but she's suspicious of young people.

T241 Two neighbours: Alfie

I've got this new flat. It's so nice! I really love it. I'm having such a good time. The only thing is it's below an old lady, and that's a bit difficult. Her name's Mrs Crumble. I always say hello when I see her, 'How are you, Mrs Crumble?', 'Nice day, Mrs Crumble!' and all that, but she never replies. She just looks at me. I think she's deaf.

She probably thinks I'm unemployed because I don't go out to work in the morning and I don't wear a suit. I think I wear really cool clothes. Well, I'm a musician. I play the saxophone, and at the moment I'm playing in a jazz club. I don't start till 8.00 at night, and I don't finish till 2.00 in the morning, so I sleep from 3.00 till 11.00.

There's only me living here, but my flat's a bit busy at the moment because some of the other guys in the band are using it to keep their instruments in, so they're always coming in and out.

I've got a lovely girlfriend, she's the singer in the band. She's so beautiful! She lives the other side of town, but obviously I see her every day because we work together. She comes to my place sometimes.

I know I make a bit of noise, because I practise my saxophone. See what I mean? What can I do? I have to practise somewhere! I know that old Mrs Crumble is always watching me. It's sad because she has nothing to do. I feel sorry for her, and I'm always really kind to her like I am to my own grandmother, but she's so suspicious of young people. She thinks we're all no good and take drugs. It's just not true! I work really hard!

5 Give students time to think about their answer to the question, then put them into small groups to discuss. Ask each group to report back to the class, giving reasons for their opinions.

Roleplay

Ask students to imagine that Mrs Crumble and Alfie meet at the main door of the block of flats and they start a conversation.

Ask two students to read the start of the conversation aloud. Put students in pairs to continue the conversation. They can decide whether Mrs Crumble warms to Alfie when he explains his lifestyle, or whether she remains rather suspicious. Monitor and help as necessary.

Let students act out their roleplay for the class. If appropriate, students can vote for the one they thought was most entertaining or interesting.

EXTRA IDEA

You can give extra fluency practice with a discussion task in which students are encouraged to express their own opinion. Write the following questions on the board:

What makes older people happy?

What makes younger people happy?

Give students time to make notes, working individually. Put students into groups of three or four to discuss their ideas. Bring the student back together to compare their opinions in a class feedback session.

If appropriate, feed back on any common errors, but try not to over-correct students, as a key aim should be general fluency.

EVERYDAY ENGLISH (SB p21)

Making conversation

The aim of this section is to get students to think about the techniques involved in starting and keeping a conversation going, and to introduce and practise some phrases which might help them.

1 T 2.12 [CD 1: Track 28] Lead in by asking students to think back to their first day of a new term. Elicit what students and teachers talked about, e.g. names, where people are from, jobs, experiences of learning English, etc.

Focus attention on the photos and get students to identify John and Maria, and Maggie and Jean-Jacques. Ask students *Who is the teacher in each pair?* (John and Maggie). Read the instructions in exercise 1 as a class. Play the recording of Parts One and Two through once. Elicit which conversation is more successful and why.

Answers and tapescript

The second conversation is more successful because Jean-Jacques asks questions, shows interest, and adds comments of his own. His intonation also expresses interest and invites a reaction from Maggie.

Making conversation

Part 1: John and Maria

J = John M = Maria

J Hello. My name's John. What's your name?

M Maria

J Hi, Maria. Where are you from?

M Italy.

J Ah, OK. Where in Italy are you from?

M Roma

J Ah, Rome. I love Rome. It's beautiful. And what do you do in Rome?

M I'm a student.

I see. And are you enjoying being in London?

M Yes

J Well, I've got a class now, Maria. Bye! See you again!

M Bye

Not in my class, I hope.

Part 2: Maggie and Jean-Jacques

M = Maggie JJ = Jean-Jacques

M Hello. My name's Maggie. What's your name?

My name is Jean-Jacques. Nice to meet you, Maggie.

M And you. Where are you from, Jean-Jacques?

I'm French. I live in Paris – Paris, as you say in English – but I'm from the south, from Provence. Do you know the south of France?

M Yes, I do. It's beautiful!

It's true! It is! And you, Maggie, where are you from?

M I'm from Scotland.

Oh, really! I've never been there, but I'd like to. It's a beautiful country, isn't it?

M Very! Lots of mountains and lakes. What do you do in France, Jean-Jacques?

If m an architect. I design very expensive houses for very rich people.

M Wow! That's an interesting job! Are you enjoying being in London?

Yes, I am. Very much. I'm having a really good time. I think London's a really interesting city, and there's so much to do! And you, Maggie? What do you do?

M Well, I'm a teacher. I work here.

Oh, really! What class are you teaching?

M 3B

Oh, great! That's my class! You're my teacher!

M Oh, how lovely! Well, it's 9.00. Let's go to class!

What a good idea! I'll follow you ...

Read the instructions and list with the class. Elicit any other techniques that students can add to the list, e.g. eye contact, open body language, intonation.

Refer students to T2.12 on SB p120. Put students in pairs to find examples of how Jean-Jacques keeps the conversation going. Check with the class.

Answers

Adding comments / Not just yes/no answers

The in Paris – Paris, as you say in English – but I'm from the south, from Provence./I've never been there, but I'd like to./I design very expensive houses for very rich people./I'm having a really good time. I think London's a really interesting city, and there's so much to do!

Asking questions

Do you know the south of France?/And you, Maggie, where are you from?/And you, Maggie? What do you do?/What class are you teaching?

Expressing interest

Nice to meet you, Maggie./It's true! It is!/It's a beautiful country, isn't it?/Oh, really!/Oh, great! That's my class! You're my teacher!/What a good idea! I'll follow you ...

3 **T2.13** [CD 1: Track 29] Focus attention on the example. Ask students to work in pairs to match the rest of the lines with the replies. Monitor and help as necessary. Play the recording and let students check their answers to the matching task. Play the recording again and elicit the ways speaker B keeps the conversation going (see

underlined text and answers in brackets below).

Answers and tapescript

1b 2f 3h 4g 5c 6e 7a 8d 9i

T2.13 Making conversation

1 A What a lovely day it is today!

B Yes, beautiful, isn't it! <u>Much nicer than yesterday</u>. (adds a comment)

2 A Are you having a good time in London?

B Yes, I am. It's a very interesting city. <u>There's so much to do. I love the shops.</u> (adds a comment)

3 A Have a good weekend!

B Thanks. Same to you. Are you doing anything interesting? (asks a question)

4 A Did you have a nice weekend?

B Yes, I did. It was really good. <u>I saw some old friends</u>. What did you do? (adds a comment and asks a question)

5 A What are you doing tonight?

B Nothing special. <u>Just at home. What about you?</u> (adds a comment and asks a question)

6 A How's your mother these days?

B She's OK, thanks. <u>She's feeling a lot better. Thank you for asking.</u> (adds a comment and expresses thanks)

7 A Did you watch the football last night?

B No, I didn't. I missed it. Was it a good game? (asks a question)

8 A I like your shoes.

B Thank you! They're new. I got them last week in the sales. They're nice, aren't they? (adds a comment and asks a question)

9 A If you have a problem, just ask me.

B Thank you very much. <u>That's very kind of you. I will.</u> (adds a comment)

4 T2.13 [CD 1: Track 29] Play the recording again. Get students to repeat the lines, imitating the intonation pattern as closely as possible. If students have problems, remind them that English is a language with a very broad voice range. Point out that flat intonation can make the speaker sound bored, or even rude. You may need to exaggerate the voice range to encourage students to imitate the rises and falls of natural English.

Refer students to **T2.13** on SB p121 or play the recording again to remind students of the extra lines. Demonstrate the activity with two confident students. Get them to cover alternate columns and try to remember the extra lines. This helps them to focus on interacting with their partner, rather than reading from the script. With weaker

students, you could put key words from the extra lines on the board as prompts.

Put students in pairs to practise the conversations. If you are short of time, get students to choose just half of the conversations. Monitor closely and encourage students to put some feeling into their intonation. If they still sound flat, play selected lines from **T2.13** and drill chorally and individually before getting students to repeat the pairwork.

Keeping a conversation going

5 T 2.14 [CD 1: Track 30] The aim here is to provide some freer practice in keeping a conversation going. Focus attention on the opening lines and elicit a few possible responses.

Demonstrate the activity with two confident students. If you think students might move from one conversation to another very quickly, set a time limit of a minimum of one minute for each one. With weaker students, allow them to plan their conversations more fully, writing down key words as prompts.

Students work in pairs on their conversations. Monitor and help. If necessary, remind students that they might sound bored and uninterested if they don't vary their tone when speaking.

Play the recording through once and let students compare the conversation with their version. If you think students need further help, refer them to **T2.14** on SB p121 and get them to analyse how speaker B keeps the conversation going.

Tapescript

Keeping a conversation going

A I was on holiday last month.

B Oh, really? Did you go away?

A Yes, I went to Italy.

B How wonderful! Italy's beautiful, isn't it?

A I think it's fabulous. I love all the history.

B Yes, and the buildings, and all the art! Where did you go?

A Well, first I went to Florence and I spent a few days going round the museums.

B Oh, fantastic! Did you see the statue of David?

A Oh, yes! Amazing! And then I went to see some friends who live in the countryside around Siena.

B Wow! Lucky you! Did you have good weather?

A Well, actually ...

SUGGESTION

As a follow-up, you could ask students to tell you what problems they have when having a conversation in English, and list the problems on the board. Try to brainstorm solutions to the problems. You could also type up the list and date it, and then update it as the students progress through the course. Hopefully, the list of problems will get shorter!

Don't forget!

Workbook Unit 2

Ex. 9 Reading – All you need is love

Ex. 10 Listening – The best things in life are free

Ex. 13 Pronunciation --s at the end of a word

Ex. 14-15 Just for fun!

Word list Unit 2 (SB p147 and TRD)

Remind your students of the Word list for this unit on SB p147. They could translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Teacher's Resource Disc

Unit 2 Test

Pronunciation Book Unit 2 Video/DVD Episode 2

ADDITIONAL MATERIAL

Teacher's Resource Disc

Communicative activity Unit 2





What's in the news?

Past Simple and Continuous • Adverbs • Saying when

The theme of this unit is telling stories. The Past Simple is revised and the Past Continuous introduced in the context of the story of an adventurer, and there are a number of news stories to contextualize and practise the main language. The Listening and speaking section focuses on radio news, and the Reading and speaking has a human interest story that achieved worldwide coverage on the Internet. The Vocabulary section focuses on adverbs and their position in a sentence, both adverbs of manner that end in -ly, and other adverbs. The Everyday English section deals with time expressions – saying dates and using the correct preposition. The Writing section consolidates the tenses and use of adverbs in a story-building task.

· Reviewing and extending regular and irregular Past Simple forms.

LANGUAGE INPUT

SEAMMAR

Simple and Continuous (SB p22)

- WOCABULARY
- Achierbs (SB p28)
- EVERYDAY ENGLISH
- series when (SB p29)

and focusing on word order.

• Saying dates and practising time expressions with *in/at/on* or no preposition.

• Matching and practising verb + adverb collocations, understanding irregular forms,

Understanding and practising the difference between Past Simple and Continuous.

Practising of Past Simple -ed endings and was/were in the Past Continuous.

SKILLS DEVELOPMENT

READING

- Te fight attendant who lost his cool (SB p26)
- · Reading and responding to a series of articles about an incident in the news.

ESTENING

The news (SB p25)

SPEAKING

- Taking about the news (SB p24)
- (SB p25)
- do you think? (SB p26)
- men did you last? (SB p29)

· Reading and re-telling a short news story and asking questions about other stories.

• Listening to a news broadcast, then doing a dictation task. T3.8 T3.9 T3.10

- · Researching and presenting information on a news story.
- Discussing the broader implications of a news story.
- Practising time expressions to answer the question When did you last ...?

WRITING

- writing Building a story (SB p106)
- · Practising word order with adjectives and adverbs, then writing a news story.

MORE MATERIALS

🖿 🕳 🕳 Today's top headlines (TB p166), (TRD



(SB p121/TRD)



STARTER (SB p22)

This *Starter* section checks students' knowledge of Past Simple forms, both regular and irregular.

- 1 Elicit the Past Simple form of leave (left) and ask Regular or irregular? (irregular). Do the same for walk (walked regular). If necessary, remind students that regular verbs all add -d or -ed to the infinitive to form the Past Simple. Ask students to work in pairs to go through the rest of the verbs. If necessary, refer students to the list of irregular verbs on SB p158.
 - Check the answers as a class, drilling any past tenses that students find difficult to pronounce.

Answers

leave – left (irregular) go – went (irregular) walk – walked (regular) want – wanted (regular) take – took (irregular) do – did (irregular) arrive – arrived (regular) decide – decided (regular) become – became (irregular) think – thought (irregular) explain – explained (regular) begin – began (irregular) meet – met (irregular) end – ended (regular)

2 Focus attention on the examples. Then get students to continue saying the verbs and past forms in open pairs. Encourage a brisk pace, and some repetition of the verbs if students have problems.

HE WALKED 6,000 MILES! (SB p22)

Past Simple and Past Continuous

↑ POSSIBLE PROBLEMS

Past Simple The majority of pre-intermediate students will already be familiar with the Past Simple, but they are likely to need help with the following areas:

- pronunciation of -ed endings with regular verbs. Students may find it confusing that there are three possible endings: /t/, /d/, and /Id/. They often divide out the -ed ending and add an extra syllable, e.g. happened */hæpəned/ instead of /hæpənd/ There is an exercise on the pronunciation of regular verb on SB p24.
- irregular verb forms. Students will be familiar with some of the higher-frequency irregular verbs, e.g. came, went, saw, met, and took, but there are still quite a few more to learn! Remind students that there is a list of irregular verbs on p158 of the Student's Book. You could ask them to learn five new irregular verbs every week. It's also a good idea to do a short test on the irregular forms from time to time.
- the use of the auxiliary *did/didn't*. Students forget to use it, or use both the auxiliary and the past form, e.g.
 - *What time you get up?
 - *Where you went last night?
 - *I didn't went to the cinema.
 - *Did you watched the football?
- the past of have. Students try to form this with got, which is uncommon in English.
 - *I had got a cold last week.

Past Continuous The Past Continuous could well be new to students at this level. In this unit, it is contrasted with the Past Simple, to help make clear the difference between the two tenses. The main aim is to show students that the key events of a story are expressed by the Past Simple. The Past Continuous forms give background information and description.

- Students may find it hard to see the difference between sentences such as:
 - It rained yesterday. It was raining when I got up. Be prepared for mistakes and don't expect students to switch between the two tenses accurately straightaway.
- Students may need help with the pronunciation of was and were. They tend to overstress them when they are usually weak forms in normal context.

/wəz/ /w

I was working. They were waiting for hours.

There is an exercise on the pronunciation of *was* and *were* on SB p24.

NOTE

The final exercise in the presentation, on SB p23, asks students to go online and find out more about Ed and then present their findings to the class. You will need to build in time for students to do this research and make notes. If you have access to computers in school, this can be done in class time, or you can set it for homework. You can give students some of the following headings to help them do the research and organize their notes:

Early life Education Career Interests Adventures What people say about Ed

Students then give a short presentation about what they have found out about Ed. In larger classes, you may need to get students to give their presentations in groups.

ABOUT THE TEXT

The Past Simple and Continuous are contextualized in the accounts of two people who walked the length of the Amazon River. The formats used are extracts from webpages from Ed Stafford's website.

Ed Stafford is an explorer and writer. In August 2010 he became the first man to walk the length of the Amazon River in South America from the source to the sea.

Born in 1975 and raised in Leicestershire, England, Ed retired from the British Army in 2002 and then started leading expeditions.

On the Amazon expedition, Ed's companion was a Peruvian forestry worker called Gadiel 'Cho' Sanchez, who acted as his guide. The journey took a total of 860 days (28 months). The story of the journey was published in June 2011 in Ed's book *Walking the Amazon*.

The Amazon River carries the largest volume of water of any river in the world – approximately 20% of the world's total river flow. The Amazon and its tributaries flow through Peru, Bolivia, Venezuela, Colombia, Ecuador, and Brazil before emptying into the Atlantic Ocean approximately 6,800 kilometres from the source.

Lead in to the topic by asking students what they know about the Amazon.

Focus attention on the photo of Ed. Say *This is Ed Stafford*. *He's an adventurer*. Read the headings on the web page and elicit what Ed was the first to do. Let students read the first paragraph of the webpage if necessary. (Ed was the first man to walk the length of the Amazon.)

T3.1 [CD 1: Track 31] Pre-teach/check source, journey, coast, and adventure. Focus attention on the map and ask students to locate Camana in Peru and Maruda on the coast of Brazil.

Focus attention on the example and then give students time to complete the text. With weaker classes, you could elicit the correct infinitive from the *Starter* section for each gap (see *Answers* below).

Play the recording and let students check their answers. If necessary, recap on the verb forms and elicit which ones are irregular (*became*, *began*, *left*, *went*, *took*, *did*). If students query the use of *take* in number 8, explain that we use *take* + time to talk about the amount of time you need to do something.

Answers and tapescript Walking the Amazon

Amazing journey ends after 6,000 miles

Ed Stafford (1) became the first man in history to walk the length of the Amazon River from the source to the sea. He (2) walked for 860 days.

The journey (3) **began** in April 2008 when Ed (4) **left** the town of Camana on the Pacific coast of Peru. It (5) **ended** in August 2010 when he (6) **arrived** in Maruda, on the Atlantic coast of Brazil.

He (7) went through three countries, Peru, Colombia, and Brazil. The journey (8) took nearly two and a half years. 'I (9) did it for the adventure,' says Ed.

Focus attention on the example, highlighting the formation of the *wh*-question on the board if necessary: question word + *did* + subject + infinitive.

Put students in pairs to complete the task. Monitor and check for correct question formation.

Ask question 1 and elicit the answer. Refer students back to the webpage and get them to find the answers to the questions, working in their pairs.

T3.2 [CD 1: Track 32] Play the recording and let students check the wording of the questions and answers.

Students practise asking and answering the questions, working with a new partner if appropriate. Insist on correctly formed questions, and make sure the question starts with the voice high. Be prepared to drill the questions if students have problems with the intonation.

How far did Ed walk?

Answers and tapescript Questions and answers

- A How far did Ed walk?
- B He walked six thousand miles.
- When did the journey begin?
- B It began in April 2008.
- 3 A Where did the journey end?
 - It ended in Maruda, on the Atlantic coast of Brazil.

- 4 A Which countries did he go through?
 - B He went through Peru, Colombia, and Brazil.
- 5 A How long did the journey take?
 - B It took nearly two and a half years.
- 6 A Why did he do it?
 - B He did it for the adventure.
- 5 Focus attention on Cho's webpage and check pronunciation of his name /t∫əu/. Give students time to read the text. Encourage them to use the context to help them understand new words, but be prepared to explain the following if necessary: companion, forestry worker, forest, guide, hostile, tribe.

Check the answer.

Answer

Cho is a forestry worker from Peru. He was Ed's companion and guide on the Amazon walk.

6 Focus attention on the verbs in **bold** in Cho's story. Give students a few moments to discuss their ideas in pairs. Then check the name of the tense (Past Continuous).

The second stage of the exercise shows the use of the Past Continuous alongside the Past Simple. Elicit the missing words in the first sentence. Then give students time to complete the other sentences from the text.

Check the answers.

Answers

- 1 Cho was working in the forest when he met Ed.
- 2 They were walking in a dangerous part of the forest when they saw a hostile tribe.
- 3 The tribe didn't understand what Ed was doing there.

NOTE

Before moving on to the question forms in exercise 7, you might want to focus on the *Grammar Spot* and highlight the main uses of the past tenses with the class.

7 **T3.3 [CD 1: Track 33]** Elicit the wording for the first question (see *Answers* below). Give students time to write the other questions. Monitor and check for correct question formation. Put students in pairs to ask and answer the questions.

Play the recording and let students check the wording of the questions and answers.

Students practise asking and answering the questions again across the class. Insist on correctly formed questions, especially with the Past Continuous. Be prepared to drill the questions if students have problems with the weak forms in *was* and *were*, but note there is an exercise to cover this in the *Practice* section on SB p24.

Answers and tapescript

- 1 What was Cho doing when he met Ed? He was working in the forest.
- Where were they walking when they saw the tribe? They were walking in a very dangerous part of the forest.
- 3 Why did the tribe think Ed was crazy? Because he was walking the Amazon for an adventure.

GRAMMAR SPOT (SB p23)

- 1 Read through the notes with the whole class. If you think students need further reinforcement, ask them to look back at the examples of the Past Simple in Ed's webpage. (Grammar Reference 3.1 on SB p138 covers the spelling rules for regular past forms.)
- 2 Students complete the question and negative forms. Check the answers. With weaker classes, you could review the formation of questions and negatives:

question: did + subject + infinitivenegative: subject + didn't + infinitive

Answers

When **did** the journey begin? They **didn't** finish the journey until 2010.

3 Read through the notes with the whole class. If necessary, use a timeline to highlight the interrupted activity use of the two past tenses:

I was having a shower when the phone rang.

Past X Present

With weaker students, you could review the formation of questions and negatives:

question: was/were + subject + -ing negative: subject + wasn't/weren't + -ing

- ▶▶ Grammar Reference 3.1–3.3 p138
- 8 T3.4 [CD 1: Track 34] Explain that Ed wrote a blog during his Amazon journey. Pre-teach/check the following vocabulary, using the images in the blog to help you where possible: snake, fangs, bite (n), canoe, knife/knives, gun, permission, jungle, hammock, mosquitos, buzz. Give students a short time to read the gapped blog. Then deal with any other vocabulary queries.

Refer students to the Irregular Verbs list on SB p158. Elicit the first two missing verbs (see *Answers* below). Then give students time to complete the blog, working individually.

Play the recording for students to check their answers. When checking the task, elicit a range of answers and write any points of disagreement on the board. Go back over these with the class, referring back to the *Grammar Spot* if necessary and getting students to self-correct as much as possible. Also check the spelling of each of the verb forms.

Answers and tapescript

Ed's Blog

12 July The day I nearly died

Today I (1) was walking next to the river when I nearly (2) stood on a snake. I (3) stopped immediately. The snake's fangs (4) were going in and out. I was terrified. I (5) didn't move. One bite and you're dead in 3 hours.

10 September Knives and guns!

Early this morning we (6) were crossing the river by boat when we (7) saw five canoes. The tribesmen (8) were carrying knives and guns. They were angry because we (9) didn't have permission to be on their land. We (10) left as fast as we could.

24 November The jungle at night

I (11) was lying in my hammock last night trying to sleep, but it was impossible because the noise of the jungle was so loud. Monkeys (12) were screaming in the trees, and millions of mosquitos (13) were buzzing round my head. I (14) took a sleeping pill and finally (15) fell asleep at 3.00 a.m.

9 Focus attention on the example questions and elicit possible answers. Elicit one or two further questions, e.g. *Did they disagree about anything? What was the worst thing about the journey?* etc.

With weaker students, you could write question words on the board as prompts, e.g. What?/Why?/How often?/ What time?, etc.

Give students time to write their questions. Then put them in pairs to ask and answer, ideally working with a new partner. Monitor and help as necessary. Check for accurate question formation. Feed back on any common errors after the pairwork.

See the *Note* on TB p32. This final stage gives students the opportunity to find out more about Ed by doing some online research. Allow students enough time to do this, either in class or at home. If appropriate, encourage them to bring some visuals/recordings to support their presentation, e.g. a map and photos, an MP3 or recording on CD.

When students come back together to present their information, try to make sure each person has an opportunity to speak. Make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes, but don't let them read the information from a script. Encourage the class/groups to ask questions to the presenter. Be generous with praise after students have presented their information, as giving a presentation can be rather nerve-wracking, especially for weaker students

SUGGESTION

Before going on to the *Practice* exercises, you might decide that students would benefit from further work on just the Past Continuous tense. In Unit 3 of the Workbook, exercise 5 is a drill to practise forming the Past Continuous. Once they have done it, weaker students in particular might feel more confident about doing the following exercises.

PRACTICE (SB p24)

Pronunciation

1 T3.5 [CD 1: Track 35] This exercise consolidates the past forms of regular verbs and highlights the three possible ways of pronouncing the -ed ending: /t//d//Id/. (See Possible problems TB p32.)

Model the three example verbs and the endings. Elicit the past of *work* and the correct ending (worked - /t/). Put students in pairs to continue the task. Monitor and help.

Get several students to say the past forms at the checking stage, making sure they say the pasts with /t/ and /d/ as one syllable, i.e. /lokt/, not */loked/. If necessary, ask How many syllables? in the /t/ and /d/ past forms (one) compared with the /td/ forms (two).

Answers and tapescript

Pronunciation

/d/ stayed, played, phoned, answered
 /t/ stopped, worked, laughed, looked
 /td/ decided, studied, wanted, mended

13.6 [CD 1: Track 36] The recording contains sentences with each of the past forms from exercise 1. Play the recording of the example sentence and get students to repeat chorally and individually.

Play the rest of the sentences, pausing after each one and getting students to repeat. Drill the sentences if students have problems with the endings, but don't make students feel self-conscious if they can't distinguish them fully.

Tapescript

Pronunciation

We stayed in a hotel. They played on the beach. She phoned a friend. I answered all the questions.

They stopped at lunch time.

worked in a bank.

We laughed and laughed.

looked at the photo.

We decided immediately. I studied at university. She wanted a cup of tea. I mended it.

Focus attention on the weak form /ə/ in was /wəz/ and were /wə/. The r in were is silent unless it is followed by a vowel sound, e.g. were eating /wəriːtɪŋ/.

Focus attention on the recorded sentences. Play the recording, pausing after each sentence and getting students to repeat chorally and individually. Drill the sentences to help students with the different pronunciation of *was/were* but don't make students feel self-conscious if they can't distinguish the forms fully.

Write the negative examples on the board and point out that wasn't and weren't are stressed and so have strong yowel sounds: /a/ and /'3:/.

/ˈwaznt/ He wasn't listening.

/ws:nt/

They weren't enjoying the party.

Also explain that the strong vowel sounds are used in short answers, e.g.

/waz/ /'waznt/

/w3:/ /w3:nt/ Yes, they were./No, they weren't.

Tapescript

was having dinner.
What was she wearing?
They were playing football.
Where were you going?
He wasn't listening.
They weren't enjoying the party.

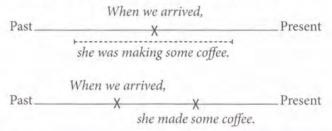
SUGGESTION

If students need more pronunciation practice, get them to read out Past Continuous forms from Cho's Story and Ed's blog on SB p23, paying attention to the weak forms in was /'wəz/ and were /'wə/.

Discussing grammar

4 This exercise helps students understand the differences between the Past Simple and Continuous. Read the pairs of sentences as a class. Give students time to discuss the differences in pairs.

Check the answers with class. Write the following timelines on the board as a concept check:



Answers

- A In the first sentence, she started making coffee before they arrived and the making of the coffee was still in progress when they arrived. In the second sentence, she made coffee after they arrived, possibly as a result of their arrival.
- **B** In the first sentence, the person read the whole book, from start to finish.

In the second sentence, the person was reading for a period of time in bed but didn't read the whole book.

5 Elicit the answer to number 1 as an example. Students work in pairs to decide which is the correct verb form.

Ask a range of students for their answers. If there is disagreement, write the relevant sentences on the board. Go back over these with the class, referring back to the *Grammar Spot* on SB p23 and/or the Grammar Reference on SB p138 if necessary and getting students to self-correct as much as possible.

Ans	swers		
1 s	aw	5	did you do, called
2 v	vas shopping, lost	6	did you break, was skiing, hit
3 s	topped, was driving	7	cut, was cooking
4 v	vere you doing, was walking	8	Did you have

Game - Truth or lies

6 The aim here is to practise the Past Continuous in a freer, personalized activity.

Read the instructions as a class and focus attention on the examples. Elicit another example from the class for a different time, e.g. At 10.00 last Sunday morning, I was having a lie-in. I was shopping online. I was lying in a hammock. Ask students to guess the true sentence.

Give students time to write their sets of sentences for each of the times. Monitor and check for correct formation of the Past Continuous.

Put students in pairs to play the game. Monitor and check for correct formation of the Past Continuous and pronunciation of the weak form in *was*. Note down any common errors to correct after the game. Elicit how many true sentences students guessed correctly.

SUGGESTION

Students can repeat the *Truth or lies* game about friends or family members and so practise a wider range of verb forms.

Talking about the news

NOTE

Students need to check vocabulary in the news stories in this section, so if you think your students won't all have their own dictionaries, or if you want students to all use the same edition, you will need to provide a class set for students to work from. Students with access to computers can also work from an online dictionary.

There are a few computer-related words in the stories – *YouTube* (the website that allows people to show videos they have made on the Internet), *app* (= computer *application*, especially a small one designed for a mobile device), *iPad* (a tablet computer designed by the Apple organization), *GPS* (= global positioning system: a system for finding exactly where you are anywhere in the world using satellites)

7 Focus attention on the headlines and check comprehension of fountain, vase, app, and robbery. Elicit students' ideas of what the stories might be about.

Read each headline aloud and get students to put up their hand to show which story they have chosen. If a lot of students choose the same one, you may need to allocate an alternative to ensure a big enough range of stories for the groupwork.

Refer students to SB p155 and get them to read their story. Students working on the same story can sit together to help each other with new vocabulary. Encourage them to pool their knowledge and/or to use a dictionary. (See *Note* above for information on the computer-related words.)

The following vocabulary in each story is likely to be new:

Texting woman become a hit, shopping mall, security camera, deep, to climb /klaɪm/.

Chinese vase *suburb, clear out the house, be fond of, antique shop, auction* /' \circ ! \land \cap *house, breathless.*

The app to lead, hand-held, owner, theft, be found guilty /'gɪlti/, fine someone.

Granny jeweller's / dʒu:ələz/, mugger, cross the street, hammer, smash a window, be arrested.

8 Put students into groups of three or four to exchange information about their stories. Make sure each group contains students who chose different stories.

Ask a confident student to tell the first part of his/her story and elicit one or two questions from the class. Students continue telling their stories in groups. Remind students not to read directly from the text but to use their own words as much as possible. Monitor and check for accurate use of the past tenses, question formation, and

pronunciation. Note down any common errors but feed back on these after the task or in a later lesson, as the main focus here is fluency.

Ask students which story they think is the most interesting in a short feedback session.

ADDITIONAL MATERIAL

Workbook Unit 3

Ex. 1-7 Past Simple and Past Continuous

LISTENING AND SPEAKING (SB p25)

The news

NOTE

At the end of this section, there is a project activity, which provides further speaking practice. You will need to build in time for students to do some research and make notes on their favourite news stories, probably for homework. Students then give a short presentation about their chosen story to the class. In larger groups, you may need to stage the presentations across a series of lessons or get students to give their presentations in groups.

ABOUT THE LISTENING

This section continues the theme of the unit with a series of recordings on the news, and staged tasks which allow students to focus on gist and then move to more intensive listening. There is also a focus on key words in different news stories and the opportunity to work closely on one of the stories in a dictation task.

1 Lead in to the topic by asking *How can people find out the news*? Focus attention on the images on SB p25 and elicit a range of ways, e.g. newspaper, radio, TV, online news (to home computer and/or mobile device), Twitter, podcasts, blogs, etc. Ask students which format they prefer and why. Focus attention on the list of news topics and deal with any vocabulary queries. Then get students to say the area(s) they are most interested in. Again, encourage them to say why. Ask the final question about the radio. Elicit a range of answers from the class. These are likely to vary a lot if you

Round off this stage by asking students to summarize what the class is most interested in and how most of them get their news.

2 T3.8 [CD 1: Track 38] Tell students they are going to hear a short recording with five headlines from the radio news. Check comprehension of strike, explosion, and death. Play the introduction and the first headline and elicit the correct topic as an example (an explosion). Play the rest of

the recording and get students to complete the task.

Answers and tapescript

have students of different ages.

a strike 3
an explosion 1
a crime 2
a football match 5
a death 4

T 3.8 The news

Here are the news headlines.

A car bomb in Moscow kills three people.

Thieves steal paintings worth \$80 million from a New York museum. A national strike in France brings the country to a stop.

The 71-year-old actor James Robertson dies at his home in California. And in the European Cup, Arsenal beat Real Madrid.

3 Go through the list of key words as a class, dealing with any vocabulary queries. Alternatively, you can let students use a dictionary to look up unfamiliar words.

Elicit the correct topic for *terrorists* (*an explosion*). Put students in pairs to complete the task. Monitor and help as necessary.

Check the answers with the class, dealing with any pronunciation difficulties as you go. You could play **T3.9** as a check if you would like your students to hear the recording before they do exercise 4.

Answers

terrorists – an explosion Picasso – a crime half time – a football match injured – an explosion thieves – a crime cancer – a death

higher pay – a strike closed – a strike guard – a crime goals – a football match beat – a football match ex-wife – a death theft – a crime protesting – a strike

4 Elicit the missing question word in the first question (see *Answers* below). Students complete the questions, working individually. Check the answers.

Elicit one or two more examples of questions. Write question words on the board and one of the headlines and elicit the questions, e.g. *How long / strike? How long are they going to be on strike? Where / crime? Where did they steal the Picasso from?*

Put students in groups and let them choose one of the stories. If a lot of students choose the same one, you may need to allocate an alternative to ensure a big enough range of stories for the next listening stage.

With weaker students, you could write question words on the board as prompts, e.g. What?/Why?/How?/What time?/ How many?, etc.). Monitor and help as necessary. Ask one student from each group to write their set of questions on the board. Check for accurate question formation, getting students to self-correct as much as possible.

Answers

Who planted the bomb?
What/Which paintings did they steal?
Why are they on strike?
How many times was he married?
What was the score?

T3.9 [CD 1: Track 39] Play the recording through once and check the answers to the gapped questions in exercise 4. Play the recording again, pausing after each story to check which of the students' questions were answered. Be prepared to play sections of the recording again if necessary.

Answers and tapescript

Who planted the bomb? Terrorists.

What/Which paintings did they steal? Three paintings by Picasso.

Why are they on strike?

For higher pay, longer holidays, and a shorter working week.

How many times was he married?

Twice.

What was the score?

T 3.9

A car bomb exploded in central Moscow yesterday morning, killing three people who were shopping in a market and injuring many more. Most of those injured were women who were out shopping for food in the early morning, and children who were on holiday. Terrorists say they planted the bomb.

Last night thieves in New York broke into the Museum of Modern Art, and escaped with three paintings by Picasso valued at \$80 million. Cameras were recording the rooms all the time, but the guard who was watching the screens saw nothing. Museum officials didn't discover the theft until the next morning.

A national strike in France yesterday brought the country to a complete stop. Offices, banks, schools and shops all closed, and there were no trains or buses throughout the whole country. Workers were protesting for higher pay, longer holidays, and a shorter working week.

The actor James Robertson died last night at his home in Hollywood, California. He was suffering from cancer. With him were his five children, his ex-wife, and his second wife, Cherie. The 71-year-old actor is best known for his role as the cowboy Dexter in *Mad Men of the West*.

And finally, sport. Arsenal last night beat Real Madrid 2-1. At half-time the Spanish side were winning one nil, but then two goals by Johansson gave the London team a win.

Dictation

6 T 3.10 [CD 1: Track 40] This stage allows students to focus intensively on the story about the art theft.

Focus attention on the 'helping' language in the Student's Book. Also pre-teach/check *How do you spell ...?*, *Don't forget the (capital letter/full stop/comma)*. Rub that out and start again. That isn't quite right.

Ask for a volunteer to write on the board. With larger classes, you could ask more than one student to each write up a section of the dictation. In the script below, the pauses in the recording are marked with a / and the punctuation is also dictated. Play the recording and get the students to write up the text. Try not to pause the recording too often to encourage students to keep up with the dictation.

Answers and tapescript

A dictation

Last night / thieves in New York / broke into / the Museum of Modern Art / and escaped / with three paintings / by Picasso / valued at \$80 million / (full stop) / Cameras were recording / the rooms / all the time / (comma) / but the guard / who was watching / the screens / saw nothing / (full stop) / Museum officials / didn't discover / the theft / until the next morning / (full stop)

EXTRA ACTIVITY

If your students enjoyed the dictation task, they could do another one in pairs/groups. Refer them to T3.9 on SB p121 and let them choose another of the longer stories. Students dictate the words and punctuation to each other in short sections and then the writers can check against the script.

Project

7 See the *Note* at the start of this section. Read the task as a class and elicit a few examples of stories that have just been in the news.

Ask students to use some of the following headings to help them do the research and organize their notes:

Type of story, e.g. politics, crime, etc.

The people involved

The place

What will happen next

What people said about the story

Why it's of interest

Remind students to bring some visuals or recordings to support their presentation, e.g. a map and photos, an MP3 track or recording on CD. If you have access to computers, students can do their research and make notes during class time. If not, set the research for homework. If appropriate, students can give their talk with the support of a presentation program.

When students give their presentation in a later lesson, ask them to come to the front of the class (or stand up in front of their group in larger classes) and make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes, but don't let them read the information from a script. Encourage the class/groups to ask questions to the presenter. Be generous with praise after students have presented their talk, as giving a presentation can be rather nerve-wracking, especially for weaker students.

PHOTOCOPIABLE ACTIVITY

UNIT 3 Today's top headlines TB p166

Note: This activity is best used in a later lesson as consolidation and not straight after finishing SB p25.

Materials: One copy of the worksheet for each student.

Procedure: Explain that students are going to discuss different news stories and decide which they think deserve to be on the front page of a newspaper.

Give out a worksheet to each student. Focus attention
on the chart in exercise 1 and check comprehension
of the categories. Pre-teach/check the vocabulary in
the headlines: striker, growth, EU (European Union),
model, teens (= teenagers), addicted. Alternatively, let
students use a dictionary.

Focus attention on the example in the chart. Then give students time to match the rest of headlines to the categories. Check the answers.

Answers

The economy 4
Technology 7
Environment 3
Crime 2

Science 6 Sport 1 Celebrity gossip 5 Education 8

- For exercise 2, ask students to imagine they are part
 of an editorial team of a newspaper. Give them time
 to choose the four stories that they think are the most
 important. Make sure that this in an individual choice
 at this stage and encourage students to think of good
 reasons for their choice.
- For exercise 3, divide the class into groups of four. Pre-teach/check useful language for the discussion stage, e.g. Which story is the most important?, I don't agree with that, (Sport) isn't as important as (the economy), (Cancer) affects people all over the world, etc. Get students to discuss the stories and make their selection for the front page. Monitor and help as necessary.
- For exercise 4, ask the groups to choose their top story. Again, encourage students to think of good reasons for their choice.
- For exercise 5, bring the class back together. Elicit a number of examples of the top stories chosen by the groups. Encourage students to persuade their classmates to accept their choice. This should lead to some lively debate! Don't interrupt or over-correct students, as this is primarily a fluency activity.

You could extend the activity by getting students to write their top story and produce the front page of their newspaper.

READING AND SPEAKING (SB p26)

The flight attendant who lost his cool

ABOUT THE TEXT

The reading text in this section is based on a true story describing how Steven Slater, a flight attendant, was attacked by a passenger on a plane in the United States. Slater lost his temper and left his job there and then, exiting the plane via the emergency chute! Slater quickly became a folk hero in the United States, with a huge number of fans on Facebook and widespread support, especially when he appeared in court. It appears he became a figurehead for people across the world who were dissatisfied with their jobs.

On the day of the event, Slater had flown from Pittsburgh /'pitsb3:g/ to JFK, a distance of about 500 kilometres on JetBlue flight 1052. JetBlue Airways is an American low-cost airline, whose main base is at JFK. The Bronx, referred to in Text 3, is one of the five boroughs of New York City. Stone Entertainment referred to in Text 5 is a US maker of reality TV shows.

Two of the texts refer to Slater's age as 39. He himself is quoted in the first text as having been in the travel business for 28 years. Clearly, there is a query over his age

or his length of service as a flight attendant. If students raise this, explain that the information in the texts is taken from authentic sources, but perhaps Slater made a mistake or wasn't completely truthful about his age.

Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. With weaker classes or if you are short of time, you could preteach/check some of following vocabulary:

Text 1: emergency exit, have an argument, incident, to taxi, runway, locker, bleed, lose your temper, cabin, PA system, quit, emergency chute

Text 2: folk hero, fans, cabin crew, support (n), appear in court, plead not guilty, damage, endanger life.

Text 3: sympathy, appreciate, employee, be suspended from duty.

Text 5: reality show, production company

- Pre-teach/check lose your cool. Tell the class what makes you lose your cool. Then elicit a range of examples from the class.
- 2 Focus attention on the pictures of Steven Slater's story. Use the pictures to check some of the vocabulary related to air travel and the incident (see *About the text*).

Elicit an example, e.g. *The flight attendant had a problem with a female passenger.* Put students in groups to write more sentences.

Elicit a range of sentences from the groups and establish in what ways students have interpreted the pictures differently.

3 Point to the photo of Steven Slater and explain that students are going to read a newspaper account of the incident on the plane. Give students time to read the first article. You could set a time limit of about two minutes for students to read the article. Monitor and help as necessary.

Check the answers to questions 1–5. Then read the *Discussion* questions with the class. Elicit a range of opinions and encourage students to give reasons for their ideas.

Repeat the above procedure for each article, checking the answers to the questions each time before students exchange their ideas in the *Discussion* stage.

Answers

Text 1

- 1 It happened at JFK Airport on a JetBlue flight from Pittsburgh.
- 2 She tried to take her luggage from an overhead locker.
- 3 He asked her to sit down.
- 4 She hit him on the head with her bag. He lost his temper. He went to the front of the cabin and gave an angry message over the PA system. He announced he was going to leave his job.
- 5 He left the plane on the emergency chute.

Text 2

- They thought he was a hero.
- 2 They went on Facebook and left messages to say the admired him.
- 3 They said they would like to leave their job, too.
- 4 They said Slater had done what they wanted to do.

Text 3

1 He was amazed by the public sympathy he received and he appreciated the support.

- 2 Millions of people sent him messages. People called him a hero and produced T-shirts with the words 'Free Steven Slater'.
- 3 He was leaving a police station.

Text 4

- 1 He's called a 'folk hero'.
- 2 Steven Slater was relaxing on the beach, drinking beer, and enjoying his fame. He was wearing a grey T-shirt, white shorts, and a baseball cap while he was talking to his fans. His supporters shouted nice messages to him. He sat down, took off his shirt, and put on his sunglasses.

Text 5

- 1 He could have his own reality TV programme.
- 2 The programme will show unhappy workers how to leave their job.

What do you think?

Read question 1 as a class and elicit a range of opinions from the students.

For question 2, pre-teach/check *pay a fine*. Ask students what they think happened to Slater and elicit a range of opinions.

Pre-teach/check the following vocabulary from the text on SB p155: become a media sensation, counselling, anger management, alcohol abuse, complete the treatment, unemployed.

Refer students to the article on p155 and give them time to read it. Elicit a range of opinions on the punishment Slater received.

For question 3, give students time to discuss the statement in pairs/groups of three.

Bring the class back together for the feedback session. Encourage students to give examples from their own experiences as appropriate.

VOCABULARY (SB p28)

Adverbs

A POSSIBLE PROBLEMS

The aim here is to revise the use of adverbs, including a focus on word order in a sentence. Most pre-intermediate students will be aware of the difference between adjectives and adverbs but will still make mistakes in their form and use. The following points cover the main problems students may have:

- Adverbs do not usually go between a verb and its object, e.g. He speaks German very well. NOT Hespeaks very well German.
- Adverbs usually go before a full verb, e.g. He still lives there.
- Adverbs usually go after be or an auxiliary/modal verb, She's probably at work. / We've already had lunch. / I can never find my mobile number.
- If there is more than one adverb, the order is usually: manner + place + time, e.g. We trained hard at the gym last night.
- Some adverbs can go before adjectives and other adverbs, e.g. really happy, incredibly slowly.

• Some adverbs have a flexible position and can go at the beginning of a clause. This is usually to give special emphasis to the adverb, e.g. We're leaving for the States tomorrow. / Tomorrow, we're leaving for the States.

SUGGESTION

As a lead-in, write some adjectives on the board, e.g. *careful*, *quick*, *lazy*, *gentle*, *noisy*, *angry*, *happy*. Get students to tell you how to change the adjectives to adverbs.

Then tell students to mime different actions, using the adverbs, e.g. *Speak quickly, Brush your hair gently, Stand up carefully.* Students must act out your instructions. You could then ask individuals to come to the front of the class and act out an action and adverb. The rest of the class must guess which adverb they are miming.

- 1 Focus attention on the examples from the texts on SB p26–27. Elicit the adverb in each extract (furiously, slowly, dearly). Ask Which type of word in the extracts do the adverbs describe? (the verbs spoke, taxiing, would love).
- 2 T3.11 [CD 1: Track 41] Read the instructions as a class. Elicit the adverb to go with *drive* (*carefully*). Then ask students to work in pairs to complete the task.

Play the recording and let students check their answers. Ask students how much they can remember of the six sentences. Play the recording again if necessary and elicit the wording used.

Answers and tapescript

- 1 drive carefully
- 2 love passionately
- 3 speak fluently
- 4 rain heavily
- 5 wait patiently
- 6 fight bravely

T3.11 Adverbs

- 1 Please drive carefully through our village.
- 2 Romeo loved Juliet passionately.
- 3 My mother speaks three languages fluently.
- 4 It rained heavily every day last week.
- 5 He waited patiently for his girlfriend, but she didn't turn up.
- 6 The soldiers fought bravely, but many of them lost their lives.
- 3 This exercise focuses on words that are both adjectives and adverbs *fast*, *hard*, and *late*.

Get students to read the pairs of sentences aloud. Then ask *Adjective or adverb?* about each word in bold:

fast trainadjectivedrive fastadverbwork hard/play hardadverbhard workeradjectivegot up lateadverbhad a late breakfastadjective

You could elicit further pairs of sentences from the class to consolidate the words or write the following as gapped sentences on the board:

We had to study (hard).

It was a (hard) exam.

She learns very (fast). She's a (fast) learner.

I got the (late) train home.

Why did you arrive (late)?
This exercise consolidates how to form

4 This exercise consolidates how to form adverbs from adjectives. Tell students that all but one of the adverbs are regular and so end in -ly. Also point out that one of the adjectives needs a spelling change to form the adverb.

Elicit the first adverb as an example (see *Answers* below). Put students in pairs to form the adverbs. Monitor and help as necessary.

Check the answers with the class, getting students to spell the adverbs to consolidate the -ly ending. Ask students Which adverb is irregular? (good-well) and Which adverb needs a spelling change? (easy-easily).

Elicit the missing adverb from the first sentence as an example (see *Answers* below). Tell students that sometimes more than one adverb is possible.

Give students time to complete the task. Then check the answers with the class.

Answers

clearly quietly slowly honestly perfectly completely well badly easily

1 well 2 badly 3 clearly/slowly/perfectly

4 quietly/slowly/completely 5 completely

6 slowly/quietly 7 well/quietly/perfectly/badly/slowly/easily

8 easily 9 clearly/honestly/well/badly/easily

EXTRA ACTIVITY

You could consolidate the verb + adverb phrases from exercise 4 in a short personalized activity. Get students to choose one or two of the phrases and use them to tell a brief anecdote about themselves, e.g. I forgot my girlfriend's birthday completely. She was really angry with me. She asked me, 'Have you remembered my birthday?' And I had to answer honestly. She didn't speak to me for a week!

Word order

5 Focus attention on the example. Write the correct version on the board and point out that the verb and its object in English are usually kept together:

verb object adverb She speaks English very well.

Give students time to complete the task, working individually. Monitor and help.

Let students check their answers in pairs before checking with the class.

Answers

- 1 She speaks English very well.
- 2 He started a new job last week.
- 3 Please read the instructions carefully.
- 4 Do you still work for the same company?
- 5 I can never remember her name.
- 6 We had a holiday in Spain last year.

6 T3.12 [CD 1: Track 42] Elicit the answer to number 1 as an example (see *Answers* below). Point out that there is sometimes more than one possible position for some of the adverbs and that students will need to make some changes to capital letters and punctuation when rewriting then sentences.

Give students time to rewrite the sentences. Let them check their answers in pairs before you play the recording and check with the class.

You could ask students to practise saying the sentences in pairs as a follow-up.

Answers and tapescript

- 1 My grandma is nearly 75, and she still (regularly) goes swimming regularly.
- 2 'Do you really love me?' 'Of course I do. I will always love you.'
- 3 I was just relaxing with a really good book when someone knocked (really) loudly on the door (really) (loudly).
- 4 My sister is **only** three, but she can **already** read and she can write. **too**.
- 5 First break the eggs into a bowl with some milk and butter. Then heat it gently. When it is ready, (immediately) serve the scrambled eggs immediately with toast.
- 6 Almost all my friends have a mobile phone. They're on Facebook as well. Even my dad's on Facebook.

WRITING (SB p106)

Narrative writing - building a story

The aim of this writing section is to focus on the use and position of adverbs and adjectives in telling a story. It also provides recycling of the Past Simple and Past Continuous.

- Pre-teach/check *burglar*, including the pronunciation //b3:glə/. Ask students if they have ever been burgled or if they know of any burglaries in their area. Elicit a few anecdotes as a lead-in to the first story.
 - Focus attention on the story title and the picture story. Put students in pairs to predict the story. Keep this stage fairly short.
 - During the feedback stage, pre-teach/check the key words used in the story: *break into, sack* (n), *silverware, priceless, lie down.*
- **T3.13** [CD 1: Track 43] Focus attention on the example, pointing out the change in punctuation at the start of the sentence.

Put students in pairs to rewrite the sentences with the adjectives and adverbs in the correct place. Monitor and help, making sure students are writing the sentences out in full, in order to work on the punctuation as well as the word order.

Play the recording and let students check their answers. Point out that the meaning of *fast* in number 5 is nothing to do with speed but part of the phrase *fall fast asleep*. Check the meaning of *fast* in this context (= *deeply*).

You could ask students to tell the story again around the class or in pairs, this time including more detail.

Answers and tapescript

The burglar who fell asleep

- 1 Last Sunday evening a burglar broke into a large, expensive house in the centre of Paris.
- 2 First, he went into the living room and he quickly and quietly filled his sack with all the silverware and a priceless Chinese vase.
- 3 Next, he went to the kitchen and found some delicious cheese and two bottles of the best champagne.
- 4 He was feeling **extremely** hungry and thirsty, **so** he ate **all** the cheese and drank **all** the champagne.
- 5 Suddenly, he felt very tired. He went upstairs to the bedroom lay down on a big, comfortable bed, and immediately fell fast asleep.
- 6 He slept very well. Unfortunately, when he woke up the next morning, three policemen were standing round his bed.

SUGGESTION

If you think students need more help with word order, you could ask them to work out the rules for adjectives and adverbs from the sentences in exercise 2:

- Adjectives can go before nouns, e.g. a large, expensive house.
- Adverbs of manner (that say how something happens) go after verbs, e.g. he filled his sack quickly and quietly.
- Adverbs of degree (that say how strong a feeling is) go before adjectives or adverbs, e.g. he was feeling extremely hungry and thirsty
- Some adverbs can go at the start or end of sentences, e.g. Suddenly, he felt very tired / He felt very tired suddenly.
- Sequencers (that show the order of actions) go at the start of sentences or clauses, e.g. First, he went into the living room.
- 3 Focus attention on the title of the second story. Explain that the word *fishy* relates directly to *fish* (tasting or smelling of fish) but also has an informal meaning of 'causing doubt or suspicion', e.g. *There's something fishy about that guy. Tale* is another word for *story*.

Give students time to read notes 1–6. Deal with any vocabulary queries. Students then match the pictures with the notes. Check the answers.

Answers

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

4 Tell students they are going to write the Fishy Tale as a news story. Remind them to include adjectives and adverbs to make their writing more interesting and to use the information in the pictures to add details. They also need to link the short notes in exercise 3 into connected sentences.

With weaker classes, elicit possible adjectives/adverbs that can be used in the story:

a mazed/surprised/shiny/smart/state-of-the-art

First/Next/Then, ...

extremely/very/so

(five) days ago/a (week) later/the same (day)

immediately/soon/quickly

incredibly/amazingly/surprisingly

Give students time to write their news story in class or set it for homework.

Put students in groups to compare their stories with the version on p157 of the Student's Book. If appropriate, a few students can tell their story to the class.

If possible, display the stories on the classroom wall or noticeboard to allow students to read each other's work. If appropriate, you could get students to vote for the story they think is most interesting. When you check the students' work, point out errors but allow students to correct them themselves. Try to limit correction to major problems to avoid demoralizing the students.

EVERYDAY ENGLISH (SB p29)

Saying when

This section brings together a number of ways of referring to time – a focus on dates, both British and American, a review and extension of the use of *in/at/on* or no preposition with time expressions, and a review of time expressions in reply to the question *When did you last ...?*

⚠ POSSIBLE PROBLEMS

- Students forget the definite article *the* in dates. **I came here on second of June.*
- Students might not remember all the ordinal numbers, especially *first*, *second*, *third*, and *twenty-first*, *twenty-second*, etc. Be prepared to drill these as a class if students have problems. The pronunciation of some ordinals is difficult because of consonant clusters, e.g. *fifth* /fɪfθ/, *sixth* /sɪksθ/, *twelfth* /twelfθ/, etc.
- Students often get years wrong, sometimes because of interference from their own language. You may need to remind them that we usually divide the numbers in years up to 1999 into two sets of two, e.g. 1980 nineteen eighty; we use oh not zero in dates, e.g. 1906 nineteen oh six; years between 2001–2009 are read like ordinary numbers, e.g. 2009 two thousand and nine; years from 2010 onwards can be read as numbers, e.g. 2013 two thousand and thirteen, but are often read as twenty thirteen, etc.
- American English has a different convention for dates the month, not the day, is usually given first, e.g. 8/21/12 August twenty-first two thousand twelve. Note that it is normal in American English to omit the and and in dates like these. Exercise 3 of Everyday English covers the differences.
- 1 T3.14 [CD 1: Track 44] Lead in to the lesson by asking a few general questions around the class. Ask What's the date today? When's your birthday? When's Christmas? Note how well students form and pronounce dates in their answers, but don't correct them at this stage.

Put students in pairs to answer the questions in exercise 1. Monitor and note any common mistakes with dates.

Play the recording and let students compare the answers with their own. If students had a lot of problems with ordinal numbers, get them to say 1st-20th quickly round

the class and then write random ordinals up to 31st on the board and elicit the correct word. Drill the pronunciation as necessary.

Tapescript

Dates

A What's the date today?

- **B** March the eighteenth. Tomorrow's the nineteenth. The day after tomorrow's the twentieth.
- A When's your birthday?
- B November the eighth.
- A Oooh! That's next week.
- A What's your date of birth?
- B 12-9-87
- A Sorry? What was that?
- B The twelfth of the ninth, eighty-seven.
- A What year were you born?
- B 1982.
- A Oh. You're the same age as me.
- 2 T3.15 [CD 1: Track 45] Explain that there are two ways of saying dates in British English. Read the conversations as a class. Write another date on the board, e.g. May 17. Elicit the two ways of saying it, underlining the use of the each time:

 the seventeenth of May May the seventeenth

Elicit the two ways of saying 3 February (see *Answers* below). Put students in pairs to practise saying the rest of the dates in exercise 2. Monitor and help. Give students time to concentrate on getting the form right before playing the recording.

Play the recording, pausing after each pair of dates. Ask students to listen and check. Be prepared to drill the two ways of saying the dates if students have problems.

Tapescript

the third of February, February the third
the sixth of April, April the sixth
the twelfth of July, July the twelfth
the twenty-fifth of December, December the twenty-fifth
the first of May, May the first
the sixteenth of August, August the sixteenth
the thirteenth of January, January the thirteenth
the thirty-first of October, October the thirty-first

3 T3.16 [CD 1: Track 46] See Possible problems above for notes on the different conventions in American English. Explain that Americans say dates in a different way. Play the recording through once and elicit any differences students noticed. Play the recording again if necessary. Go through the differences with the class, writing the examples from the script on the board if necessary.

Answers and tapescript

In American English the month, not the day, is usually given first, and the is omitted.

T 3.16

February third April sixth July twelfth December twenty-fifth May first August sixteenth January thirteenth October thirty-first 4 See Possible problems above for notes on reading years. Elicit the two ways of reading the first year (See Answers below). Put students in pairs to continue the task. Monitor and check carefully. Highlight any problems during the checking stage. Be prepared to drill the correct forms if necessary.

Answers

two thousand and twelve/twenty twelve two thousand and two two thousand and fifteen/twenty fifteen two thousand and ten/twenty ten nineteen eighty nineteen sixty-nine nineteen ninety-four eighteen forty-eight

5 T3.17 [CD 1: Track 47] This listening task checks comprehension of dates and years in context. Tell students they are going to hear five short conversations, each containing a date. Pre-teach/check land on the moon, wedding anniversary, and expiry date.

Play number 1 as an example and elicit the date (see Answers below). Play the rest of the recording, pausing after each exchange. Then check the answers with the class, correcting any mistakes with the dates.

Answers and tapescript

- 1 A When did man first land on the moon?
 - B On July the twentieth, 1969.
- 2 A When's your wedding anniversary?
 - B November the eighth.
- 3 A When did the Berlin Wall come down?
 - B The ninth of November, 1989.
- 4 A When was your son born?
 - B July the twenty-first, 2010.
- 5 A What's the expiry date on your credit card?
 - B 06 18
- 6 Give an example of a national holiday from your country, e.g. Christmas Day is the 25th of December. Elicit more examples from the class, building up a list on the board as you go. With larger classes, students can work in groups, ideally with learners of different nationalities.

EXTRA IDEA

If students are interested in the subject of national holidays, you could develop the topic into a mini-project in which students research the holidays of a country other than their own and present their findings to the class. Students can create posters with visuals and short texts, or webpages to be uploaded into the school computer network, or the Internet.

Give an example of a date that is important to you, e.g. your birthday, the start of your holiday, etc. Elicit a few examples from the class. Then put students in pairs to compare their examples. Monitor and help as necessary. Elicit a few more examples from the class in a short feedback session.

Time expressions

8 Elicit the answers to the first two expressions as examples (See Answers below).

Students work in pairs to complete the time expressions. Monitor and check how well students do the exercise. Then check the answers with the whole class.

Tell students that we use at with times, e.g. at six o'clock. Put students into pairs and ask them to work out the rules for the use of *in* and *on*, and when to use no preposition. Monitor and help.

Check students' ideas and list the rules on the board:

at times, at the weekend/midnight

in months, years, seasons, parts of the day

on days, dates, on Monday morning, etc.

no prepositions last night/yesterday evening/this morning/the other day, etc., two weeks ago, etc.

You can refer students to Grammar Reference 3.4 on SB p138.

Answers

at six o'clock on Saturday in 2004 on Monday morning - last night in April at the weekend* - yesterday evening in the evening in summer on January 18 - two weeks ago in the 1960s - this morning - the other day at midnight *on the weekend in American English

Focus attention on the example. Ask the same question to the class and elicit a range of answers.

Put students in pairs and get them to continue asking and answering the questions with the verbs in the list. Monitor and check for accurate use of the prepositions and time expressions. Be prepared to drill the correct forms again if necessary.

Elicit from the class what were the most popular activities in the list, in a short feedback session.

Don't forget!

Workbook Unit 3

Ex. 8 Reading - Caught in the act

Ex. 9 Listening – Someone stole my bag!

Ex. 10 Pronunciation - Consonants

Ex. 11 Vocabulary – have + noun = activity

Ex. 12-13 Just for fun!

Word list Unit 3 (SB p147 and TRD)

Remind your students of the Word list for this unit on SB p147. They could translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Teacher's Resource Disc

Unit 3 Test

Pronunciation Book Unit 3

Video/DVD Episode 3

ADDITIONAL MATERIAL

Teacher's Resource Disc

Communicative activity Unit 3





Eat, drink, and be merry!

Expressing quantity • something/no one ... • Articles • A piece of ... Can you come for dinner?

The theme of this unit is food, drink, and eating out. In the opening section, expressions of quantity are introduced in the context of a couple with an unusual diet. In a separate presentation about a man who lived to a great age, there is revision and extension of the use of articles in English. The Reading and speaking is about three unusual places to eat. The Vocabulary and listening covers partitives (a loaf of ..., a piece of ..., etc.) and includes six conversations set in different shops. The Everyday English has a focus on requests and offers made at a dinner party and in other contexts. The Writing syllabus continues with practice of linking words in an email-writing task.

LANGUAGE INPUT

GRAMMAR

Expressions of quantity (SB p30) something/someone/somewhere... (SB p32) Articles - a/an, the (SB p32)

- Reviewing and practising expressions of quantity.
- Understanding and practising compounds with some, any, every, and no.
- Reviewing and practising the use of articles (the, a/an, and no article).

VOCABULARY

A piece of ... (SB p36)

Practising amount + noun collocations and prices.

EVERYDAY ENGLISH

Can you come for dinner? (SB p37)

Practising requests and offers in the context of a dinner party.

SKILLS DEVELOPMENT

READING

Unusual places to eat (SB p34)

· A jigsaw reading about three unusual restaurants.

LISTENING

Three people who visited unusual restaurants (SB p34)

Six conversations (SB p36)

- Listening for key information in three accounts of a visit to an unusual place to eat. **T 4.7** (SB p123/TRD)
- Listening for gist and key information in six conversations set in shops. T 4.9 (SB p123/TRD)

SPEAKING

Do you think they eat ...? (SB p31)

What do you think? (SB p34)

Making requests (SB p37)

- Speculating about a couple's diet to practise expressions of quantity.
- Discussing opinions of unusual places to eat and your own eating out habits.
- Practising requests with Can I...?, Could I...?, or Would you mind ...?

WRITING

Writing an email - Linking words but, although, and however, so, and because (SB p108)

· Making notes about your news, understanding and practising sets of linking words, completing a gapped email, then writing an email to a friend.

MORE MATERIALS

Photocopiables – Snakes and ladders (TB p167), (TRD _____) Tests (TRD _____)





STARTER (SB p30)

aim here is to introduce the topic of food and drinks related vocabulary. You can also use it as an opportunity assess how well your students understand the idea of countable and uncountable nouns, and their ability to use basic expressions of quantity.

SUGGESTION

If you want to lead in to this lesson with a general vocabulary review, write *breakfast*, *lunch*, and *dinner* on the board. Elicit food and drinks that people often have at these meals and build up lists on the board. Deal with any spelling and pronunciation problems as you go.

- Give a few examples of what you ate and drank yesterday. Give students time to write their list. Monitor and help as necessary.
- Students read their lists to the class. Note down any common mistakes with countable/uncountable nouns, use of *some*, etc. but don't feed back on these at this stage. Ask *Who had the healthiest diet*?

HOW TO LIVE TO BE 120! (SB p30)

Expressions of quantity

A POSSIBLE PROBLEMS

Students at pre-intermediate level will be familiar with a number of expressions of quantity, but they are still likely to make mistakes, especially in freer speaking:

Countable and uncountable nouns It's important to review the concept of countable and uncountable nouns, and to give regular practice with the articles and determiners that can be used with them. Students may also need help to understand that some nouns can be both countable and uncountable, depending on the context in which they are used, e.g.

Two teas, please. (countable and meaning 'two cups of tea')

Tea is horrible. (uncountable and meaning 'tea in general')

some/any The rule that some is used in positive sentences
and any in questions and negatives is useful as a guide.

This unit extends the rule to cover the use of something/
anything, etc., with practice exercises on SB p32.

some in requests and offers The use of some in questions that are requests, e.g. Can I have some coffee? and offers, e.g. Would you like some wine? might seem confusing, so the use of L1 might help to clarify this.

much/many, a lot/lots of, a few/a little The key areas that students might find confusing are:

- much + uncountable nouns in questions and negatives
- many + countable nouns in questions and negatives
- In positive sentences we usually use a lot of/lots of with both countable and uncountable nouns, e.g.
 He has a lot of friends. NOT many friends
 They have lots of money. NOT much money
- A lot of/lots of is also used in questions and negatives.
- a few + countable nouns
- a little + uncountable nouns

NOTE

The couple featured on SB pp30–31 take a fairly extreme view of what is a healthy diet in order to achieve a restricted number of calories (1,500 per day). It's worth pointing out to the class that a healthy diet consists of 2,000–2,500 calories per day.

1 Focus attention on the heading *How to live to be 120!* Ask *How might people do this?* and elicit a range of ideas as a lead-in to the section.

Focus attention on the photo and ask students to identify Claus and Elvira.

Read the questions in exercise 1 with the class. Deal with any vocabulary queries. Pre-teach/check software programmer, health food shop, calorie restriction (following a diet that reduces calorie intake. A calorie is a unit for measuring how much energy you get from food.), raw, to steam, to fry, to grill, to roast.

Give students time to read the text. Then let students discuss their ideas briefly in pairs, before checking with the class.

Answers

- 1 They want to live until they are 120.
- 2 Claus is a software programmer and Elvira works in a health food shop.
- 3 They eat a lot of raw food. There are many things they never eat. They steam some food, but they don't fry, grill, or roast anything.
- 2 Focus attention on the chart. Go through the nouns and deal with any vocabulary queries. Let students decide which set of nouns is countable and which uncountable. Get them to check in pairs before checking with the class. If necessary, remind students that countable nouns can be singular or plural, and that the plural forms usually end with -s or -es.

If students query the use of *orange juice*, *tea*, or *coffee* as countable, e.g. *Two coffees*, *please?* point out this means two 'cups of coffee'. When the meaning is '(coffee) in general', these nouns are uncountable.

Answers

Countable		Uncountable	
apples carrots vegetables	grapes prawns calories	meat orange juice tea broccoli	fish coffee fruit alcohol

SUGGESTION

If you think your students need further help with distinguishing countable and uncountable nouns, you could write the headings **Countable** and **Uncountable** on the board, then write different food items at random on the board and ask students to categorise them, e.g. eggs milk potatoes butter tomatoes cheese sausages Coke crisps wine biscuits bread

3 Tell students that an interviewer has asked Claus and Elvira about their unusual diet. Ask students to predict what they think the couple might eat. Focus attention on the example and then give students time to read through the gapped dialogue and think of possible answers. Deal with any vocabulary queries.

Put students in pairs to complete the interview, using the nouns from exercise 2. Ask them to look carefully at the expressions in **bold** in the interview to help them choose the correct type of noun – countable or uncountable. Also, point out that some of the nouns are used more than once. With weaker students, you could go through the *Grammar Spot* before doing exercise 3.

4 **T4.1 [CD 1: Track 48]** Play the recording and let students check their answers. Put students into groups of three to practise the interview. Monitor and check.

Answers and tapescript Questions about the diet

- 1 Q Today we're talking to a couple who are following the Calorie Restriction diet. So my first question is: do you eat any meat?
 - A No, we don't eat any meat at all, but we eat some fish.
- 2 Q How much fish do you eat?
 - A We eat a little white fish but we love shellfish so we eat a lot of prawns.
- 3 Q Do you eat much fruit?
 - A Oh yes, we eat a lot of fresh fruit apples and grapes everything.
- 4 Q And do you eat many vegetables?
 - A Yes, of course, we eat lots of raw vegetables.
- 5 Q Don't you cook any vegetables at all?
 - A We cook some. Sometimes we steam a few carrots and a little broccoli.
- 6 Q And what do you drink?
 - A Well, we don't drink any **tea** or **coffee** and naturally there's no **alcohol** in our diet but we do drink a lot of **orange juice**.
- 6 Q How many calories do you have every day?
 - A About 1,500.
 - A That's about 1,000 fewer than most people.

GRAMMAR SPOT (SE per

1 Put students in pairs to discuss the task and work out the answers. Tell them they can refer back to exercises 2 and 3 to help them work out the rules. Monitor and help as necessary. With weaker students, you could go through the task as a class.

Answers

The expressions of quantity in:

A go with uncountable nouns

B go with plural countable nouns

C go with both

Elicit one or two examples from the interview in exercise 3. Then give students time to work through the conversation and underline the other examples.

Answers

Do you eat any meat?
We don't eat any meat; we eat some fish.
How much fish do you eat?
We eat a little white fish; we eat a lot of prawns.
Do you eat much fruit?
We eat a lot of fresh fruit – apples and grapes.

Do you eat many vegetables?
We eat lots of raw vegetables.
We steam a few carrots and a little broccoli.
We don't drink any tea or coffee; there's no alcohol in our diet; we do drink a lot of orange juice.
How many calories do you have every day?

2/3 Pre-teach/check request. Put students in pairs to discuss the questions in exercises 2 and 3 of the *Grammar Spot*. Monitor and help as necessary. Check the answers. Point out that we use *some*, not any in requests and offers.

Answers

- We use much and many in questions and negatives. In positive sentences, we usually use a lot of/lots of with both countable and uncountable nouns: There are a lot of/lots of books in my bag. (countable) There's a lot of/lots of homework tonight. (uncountable)
- 3 Can I have some orange juice? is a request.
- ▶▶ Grammar Reference 4.1 p139

SUGGESTION

If you think your students would benefit from some additional controlled practice before doing exercise 5, you could move on to exercises 1–3 in the *Practice* section on SB p32 at this stage. Students can then come back to exercises 5–7 on SB p31.

5 Focus attention on the food and drinks in the box. Deal with any vocabulary difficulties, checking pronunciation as you go. You may need to check the vowel sounds in *biscuits* /'biskits/, oil/oil/, and sugar /'ʃugə/, and the stress on tomatoes, potatoes, and bananas.

Focus attention on the examples in the speech bubbles and on the two lists. Put students in pairs to ask and answer about the items in the box. With weaker students, you could go though the nouns in the box and get students to say if they are countable or uncountable before students do the pairwork.

Monitor and check for accurate use of the expressions of quantity. Note any common mistakes as you monitor and correct these with the class in the feedback session.

T4.2 [CD 1: Track 49] Give students time to talk about their lists with the rest of the class. Then tell students they are going to hear another interview with Claus and Elvira in which they talk about their diet and the things in the box. Point out that students won't hear each individual item in the recording, as Claus and Elvira sometimes refer to categories of food, rather than the individual items, e.g. fruit, not bananas.

Pre-teach/check *dairy products* and *alcoholic*. Play the recording through once and get students to check their answers in pairs. Play the recording again if necessary so that students can check/complete their answers.

Check the answers with the class. Ask students which of the couple's answers they found surprising.

Answers and tapescript

4		
cereal	tomatoes	rice
bananas, mangoes	nuts	apple juice
olive oil	peppers	mineral water
X		
mik	pasta	sugar
cheese	potatoes	biscuits
bread	crisps	wine
butter	chips	tap water

Following the diet

- O Tell us some more about your diet.
- A Well, I think we have a good diet. We enjoy the food we do eat. For breakfast we have cereal, homemade cereal, we make it ourselves. We have it with fruit. We eat all fruit.
- Q But we don't eat any dairy products no milk, no cheese and we don't eat bread so we don't need butter ...
- A We use olive oil instead. We often have it on salad for lunch with tomatoes and lots of nuts and sometimes green peppers stuffed with rice.
- Q So you eat rice. What about pasta and potatoes?
- A No, not at all. We don't eat anything made from potatoes.
- Q No crisps or chips then. And I'm guessing you eat nothing made with sugar.
- A You're right. We make fresh juice to drink, but with no sugar.
- Q And nothing alcoholic of course. What about water?
- A Well, we don't drink any tap water.
- Q Really? Why not?
- A It's not good for you. We drink a little mineral water sometimes.
- Q You're amazing. Well, I hope you live to be 120 but I'm sure I won't be around to see it.

SUGGESTION

If appropriate, you could ask students to talk about some of the items in the box in exercise 5 with reference to their own diet, e.g. I don't eat many potatoes. I prefer rice or pasta.

Read the questions as a class and elicit a range of opinions from the students. Establish how many students think the Bonrichs will achieve their ambition. As a follow-up, ask students to talk about any other unusual diets they have heard of, or any other couples with an unusual lifestyle.

PRACTICE (SB p32)

Discussing grammar

Students should be able to do exercises 1–3 quite quickly. With weaker classes, you could get students to complete them one at a time with an answer check after each exercise.

1–3 Ask students to complete exercise 1 on their own, then check with a partner. Students do the same for exercises 2 and 3, then go through all the answers together as a class. When checking exercise 1, make sure students understand that we use *some* in requests and offers (numbers 3 and 5). When checking exercise 2, elicit which other expressions could be used in all of the sentences except for number 5 (a lot of/lots of). Check students understand that we only use many and much in questions and negatives.

Answers

Exercise 1

1 any 2 any 3 some 4 any 5 some

Exercise 2

1 much 2 many 3 much 4 many 5 much

Exercise 3

1 a few 2 a lot of 3 a little 4 a few 5 a little

something/someone/somewhere...

This section focuses on the compounds formed with *some*, *any*, *every*, and *no*. This is a logical extension, as the rules for *somebody/anybody*, etc. are the same as for *some* and *any*.

4 **T 4.3 [CD 1: Track 50]** Focus attention on the chart. Point out that *someone* and *somebody* mean the same.

Elicit the missing words in number 1 as an example. Then put students in pairs to complete the task.

Tell students that there is an extra line or two in the recording of each conversation. Students should check their answers and try to understand each of the extra lines. Play the recording and let students check their answers. Remind students that any of the *-one* answers can be replaced with *-body* and vice versa. Play the recording a second time if necessary to allow students to focus on the extra lines.

Put students in pairs to practise the conversations. Monitor and check for good pronunciation. If students have a lot of problems, play parts of the recording again and drill key lines chorally and individually. Students then continue practising in their pairs.

Answers and tapescript

Something, someone, somewhere

- 1 A Did you meet anyone nice at the party?
- B Yes. I met somebody who knows you!
- A Oh who was that?
- B Your ex-boyfriend.
- 2 A Ouch! There's something in my eye!
 - B Let me look. No, I can't see anything.
 - A But I can feel it. Somewhere in the corner of my eye.
- 3 A Let's go somewhere hot for our holidays.
 - B But we can't go anywhere that's too expensive.
 - A I know, but we can afford this package holiday to Turkey.
- 4 A Where are my glasses? I can't find them anywhere.
 - **B** What are they on the top of your head?
 - A My glasses! Thank you.
- 5 A It was a great party. Everybody loved it.
 - B They did. Nobody wanted to go home.
 - A I know. A few people were still dancing at 3.00 a.m.
- 6 A Did you get anything nice in the sales?
 - B No, nothing. I couldn't find anything I liked.
 - A Why not try shopping online? You can buy everything online these days.
- [CD 1: Track 51] This is a fun listening activity to round off the *Practice* section. Pre-teach/check *bloke* (informal = *man*). Tell students they will hear eight sentences, each with a missing word. Focus attention on the example and play the first sentence. Play the rest of the recording without stopping and elicit a range of answers from the class. Keep the pace brisk and try not to play the sentences more than once.

If necessary, play the recording again and go over the answers (see bracketed text in *Answers* below).

Answers and tapescript What's the missing word?

Do you know ... famous? (anyone/anybody)
The fridge is empty. There's ... to eat! (nothing)
The lights are off. There's ... at home. (no one/nobody)
Pete's a great bloke. ... likes him. (everyone/everybody)
We always go ... nice to eat. (somewhere)
I can't go to the party. I haven't got ... nice to wear! (anything)
Has ... seen my keys? (anyone/anybody)
I can't find my keys ... (anywhere)

ADDITIONAL MATERIAL

Workbook Unit 4

Ex. 1 High Street shops

Ex. 2-3 Countable and uncountable nouns

Ex. 4-8 Expressions of quantity

Ex. 9 Something/no one ...

THE SECRET TO A LONG LIFE (SB p32)

Articles - a/an, the

⚠ POSSIBLE PROBLEMS

By pre-intermediate level, students are likely to have studied aspects of article usage, but will not be completely familiar with the main rules for *a/an*, *the*, or no article. They are likely to make mistakes in speaking and writing.

The main uses covered in this unit are:

a/an (indefinite article)

- with singular countable nouns to refer to a thing or idea for the first time, e.g. *He lived in a big house.*
- with jobs and professions, e.g. She's a computer scientist.
- with some expressions of quantity, e.g. *I spent a little time with my aunt*.
- in exclamations with What + countable noun, e.g. What an awful day!

the (definite article)

- with singular and plural, countable and countable nouns when both speaker and listener know the thing or idea referred to, e.g. The house is in a quiet suburb.
- · with seas, rivers, hotels, etc., e.g. the River Thames.
- if something is unique, e.g. the sun, the world.
- with superlatives, e.g. the biggest business in the world.

no article

- with plural and uncountable nouns when talking in general, e.g. *Children* are noisy.
- before countries, towns, languages, meals, airports, etc., e.g. They live in York.
- before some places and with some forms of transport, e.g. at work, by plane.
- in exclamations with What + uncountable noun, e.g. What awful weather!

This section continues the theme of a long life, with a profile of a person's grandfather.

- 1 Read the questions as a class and elicit a range of responses.
- 2 T4.5 [CD 1: Track 52] Focus attention on the photos of the grandfather and his fish and chip shop. Ask students if they have ever tried traditional fish and chips and what they think of it. If necessary, give a brief description of the dish (white fish covered with batter a mixture of flour, eggs and milk and then deep fried and served with chips. Although now not considered very healthy, fish and chips used to be seen as England's national dish.)

Pre-teach/check *shopkeeper*, *industrial*, *whole*, *contented*, and *to retire*. Play the recording and get students to follow the text in the Student's Book. Give students time to read the questions and check their answers in pairs.

Check the answers with the class.

Answers

- 1 He lived 101 years.
- 2 He lived in an old village near a big, industrial town in the north of England.
- 3 He had a fish and chip shop.
- 4 He had two children.
- 5 Because he was a happy and contented man.
- 6 He stopped work when was 78.
- 7 A glass of whisky before going to bed and lots of fish and chips.

T 4.5

See SB page 32.

GRAMMAR SPOT (SB p33)

1 Read the first two sentences of the text again and elicit the first example (*He was a shopkeeper*). Ask students to read the rest of the text again and find all the definite and indefinite articles.

Answers

My grandfather lived until he was 101 years old. He was a shopkeeper. He had a fish and chip shop in an old village near a big, industrial town in the north of England. He had a son and a daughter. The daughter is my mother. The family lived above the shop.

In those days, fish and chips was **the** most popular dish in **the** whole country. My grandfather made **the** best fish and chips in **the** area. People came to **the** village by bus especially to get them.

Everybody loved my grandfather because he was such a happy and contented man. He worked hard, but once a week he closed **the** shop and went to have lunch (not fish and chips!) with friends in **the** local pub. He didn't retire until he was 78 years old. He said that **the** secret to a long life was a glass of whisky before going to bed and lots of fish and chips.

- 2 Read the examples with the class. Elicit what is special about them (there is no article before the nouns).
- 3 Refer students to Grammar Reference 4.2 on SB p139. Give them time to read the rules and then find examples in the text. Elicit a range of examples.

Answers

(The words are in the order they appear in the text.)

a shopkeeper (a with professions/jobs)

a fish and chip shop (referred to for the first time)

an old village near **a** big, industrial town (referred to for the first time; *an* followed by a vowel sound)

the north of England (only one)

a son and a daughter (referred to for the first time)

The daughter is my mother (the speaker and listener know about the person already)

The family lived above the shop (the speaker and listener know about the family and shop already)

the most popular dish in the whole country (superlative adjective and the speaker and listener know the country already)

the best fish and chips in the area (superlative adjective and the speaker and listener know the area already) People came to the village (the speaker and listener know

about the village already)

by bus (no article with some forms of transport) once a week (a used in some expressions of frequency) he closed the shop (the speaker and listener know about the shop already)

went to **have lunch** (no article with meals) with friends in **the** local pub (only one)

the secret (only one)

to a long life was a glass of whisky (referred to for the first time) before going **to bed** (no article before some places)

PRACTICE

Reading aloud

T 4.6 [CD 1: Track 53] Focus on the first two lines in each column and elicit the full sentence (see *Answers* below).

Put students in pairs to continue the task. Monitor and help as necessary.

Play the recording and let students check their answers. If students had problems, play the recording and get students to repeat. Then ask them to take turns to read the lines to each other, as consolidation.

Answers and tapescript

Articles

My grandfather was a shopkeeper.

He lived in the north of England.

He had a fish and chip shop in an old village.

His family lived above the shop.

He made the best fish and chips in the area.

Some people came by bus to the shop.

He closed the shop once a week.

He went to have lunch with friends.

He liked to have a little whisky before bed.

Discussing grammar

Elicit the answers to number 1 as an example. Students work in pairs to complete the sentences. Encourage them to think about the reasons for their answers, looking back to the Grammar Reference if necessary.

Check the answers and elicit reasons for the choice of article, or no article (see bracketed text in *Answers*).

Answers

- 1 He has a boy and a girl. The boy is 22 and the girl is 17. (a = referred to for first time; the = the speaker and listener know about the girl and boy already)
- 2 His son is **an** engineer and his daughter is **a** student. (*an/a* = with professions jobs; *an* followed by a vowel sound)
- 3 He always has cheese sandwiches for lunch. (no article = plural countable noun in general, no article before meals)
- 4 All the family stayed at the Grand Hotel. (the = the speaker and listener know about the family already, the before the names of hotels)
- 5 A few people came by taxi to the party. (a = part of an expression of quantity; no article before some forms of transport; the = the speaker and listener know about the party already)
- 6 It was such a wonderful party. We had the best time ever. (a = exclamation + countable noun; the = with superlative)
- 7 I don't go out to work. I work at home on my computer (no article = with expressions to work and at home)
- 8 I do all my shopping on **the** Internet. What **a** great way to shop! (the = 'Internet' is unique; a = an exclamation with what + countable noun)

Check it

3 Elicit the correction to number 1 as an example. Students identify the mistake in the rest of the sentences and discuss why they are wrong. Again, let students refer to the Grammar Reference if necessary.

Check the answers and elicit reasons for the correction (see bracketed text in *Answers*).

Answers

- 1 He's a postman, so he has breakfast at 4.00 a.m. (a + a job)
- 2 Love is more important than money. (no article when talking in general)
- 3 I come to school by bike. (no article with by + form of transport)
- 4 I'm reading a good book at the moment. (a = referring to a thing for the first time, not specifying the number one)
- 5 'Where are the children?' 'In **the** kitchen.' (the = the speaker and listener know the kitchen referred to)
- 6 I live in **the** centre of town, near the hospital. (the = there's only one)
- 7 My parents bought a lovely house in the country. (a = referring to a thing for the first time, there is more than one lovely house)
- 8 I don't eat **bread** because I don't like it. (no article when talking in general)

EXTRA ACTIVITY

If your students need more practice on the contrast between no article for talking about things in general, and the definite article for talking about specific things, write the following examples on the board and elicit why the article is or isn't used:

I think ice-cream is delicious. (ice-cream in general)
The ice-cream in this café is delicious. (one specific type of ice-cream)

Write these words on the board and ask students to write pairs of sentences to highlight the article use:

money love chocolate cats life

ADDITIONAL MATERIAL

Workbook Unit 4 Ex. 12 Articles

READING AND LISTENING (SB p34)

Unusual places to eat

ABOUT THE TEXT

The theme of eating and drinking is carried through this skills section with a jigsaw reading task on unusual restaurants

Listening practice is provided with a recording of three people's accounts of visiting one of the restaurants.

The *Dinner in the Sky* concept originated in the Belgian capital, Brussels, but has been exported to many different cities. The location for *Ithaa* is Rangali Island in the Indian Ocean. It is part of the popular tourist destination of the Maldives /mɔːl'diːvz/. 's *Baggers* is in the city of Nuremberg, in the state of Bavaria, south-east Germany.

If your students would like to see more pictures of the three restaurants, they can go online and find a range of still and video images, along with reviews of each place.

Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. With weaker classes or if you are short of time, you could preteach/check some of the following vocabulary:

Dinner in the Sky: to hang, crane, loo (informal = toilet), afraid of heights, seat belt, branch (n = a restaurant that is part of a chain), sitting, sunken platform, courage, tiny, amazement, to wave, guest, to shout.

Ithaa: underwater, ceiling, pearl, oyster, seat, scuba diver, to descend, spiral stairs, aquarium, face-to-face, speechless, to get wet, crystal-blue, sharks, sting rays, turtles, tropical fish, coral, romantic, magical, to last.

's Baggers: touch-screen TV, automated, credit card, pot, spiral tube, connected to, patent, portion, to pay by direct debit, to leave a tip

- 1 Read the questions as a class and elicit a range of answers from the students.
- 2 Focus attention on the main title and on the pictures of the restaurants. Elicit students' initial reaction to each one. Read the introduction with the class and give students time to read the fact files. Deal with any vocabulary difficulties if you didn't pre-teach/check the items in About the text.

Elicit what is unusual about the three restaurants featured.

Answers

At *Dinner in the Sky*, people eat 50m up in the air. At *Ithaa*, people eat 5m under the sea. At *'s Baggers*, there are no waiters.

3 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 - Dinner in the Sky

Group B - Ithaa

Group C - 's Baggers

Get students to read their text quite quickly, asking others in their group for help with vocabulary. Monitor and help with any queries.

Get students to discuss questions 1–6, working in their A, B, or C groups and noting down the answers to each one. The answers are provided below for reference, but don't check the answers with the whole class at this stage.

Answers

Dinner in the Sky

- 1 It opened in Belgium but it now has branches in Paris, Dubai, Florida, and Las Vegas.
- 2 Diners sit at a huge table which hangs from a crane 50m in the air. Diners wear seat belts. The chefs prepare food in front of them on a sunken platform. You need a few drinks before you start eating, to get the courage to enjoy the view.
- 3 It opened in 2006.
- 4 The finest food is available on the menu. The food is delicious.
- 5 It costs £10,000.
- 6 Conversation is difficult. Diners have to shout because of the wind. You can't go to the loo until the table descends again.

Ithaa

- 1 It's on Rangali Island in the Maldives, 5m below the Indian Ocean.
- 2 It's the first underwater restaurant in the world, but you don't need to swim there. Diners eat face-to-face with sharks, stings rays, turtles, and tropical fish. There is also a colourful coral garden.
- 3 It opened in 2004.
- 4 It's mainly fish on the menu. The food is good.
- 5 It costs about £160 for dinner. You can stay at the hotel and sleep underwater for £7,500 a night.
- 6 There aren't many seats so it's difficult to get a reservation. The building will probably last only about 20 years.

's Baggers

- 1 It's in Nuremberg, Germany.
- 2 There are no waiters. You order everything yourself with touch-screen TVs and computers. It's the first automated restaurant in the world. You pick up a credit card when you arrive, put the card into the computer and order your meal on the screen. The food is put in a pot and sent down a spiral tube where it lands in front of you. You can send emails and text messages while you wait. You can pay by direct debit at the end of the month. You never have to leave a tip.
- 3 It opened in 2007.
- 4 Freshly cooked food.
- 5 It's about €8 (£6) a portion.
- 6 No problems.
- 4 Re-group the students, making sure there is an A, B, and C student in each group. Demonstrate the activity by getting a group of students to answer question 1 about their restaurant. Students continue exchanging the information in their groups. Remind them to refer to their notes and answer the questions in their own words, rather than read out sections of the reading texts. Monitor and help as necessary. Note down any common errors but feed back on them at a later stage.

During the feedback stage, get one student from the groups to summarize the answers for each question.

ustening

[CD 1: Track 54] Focus attention on the photos of three diners and say the names. Read the questions as a class.

Pre-teach/check on honeymoon, decor, surrounded, to complain, robots, disappointed, to get the idea, confused, sele, breeze, to be great fun, diamonds.

May the first recording as far as ... only takes twelve people and elicit the answer to the first question (see Answers below). Play the rest of the recording and get students to note down their answers.

Play the recording again only if students missed a lot of the information.

Let students check their answers in pairs before checking with the class.

Answers and tapescript

1 Alexander

He visited Ithaa with his wife.

The view was amazing. The food was delicious. It was the perfect honeymoon restaurant.

as expensive. It was difficult to get a reservation. The decor wasn't very exciting. They felt a bit bad eating white fish, when surrounded by

4 man at the next table spoke really loudly and complained about everything.

1 Hans

He visited 's Baggers with his sons.

The place was amazing and the children found it very exciting. They loved the touch-screen TVs and got the idea of how to order mmediately. They texted their mother to say how fantastic it was. The food was delicious.

The children thought the waiters would be robots, so they were a bit disappointed when there was nobody there.

An older lady sitting next to them was a bit confused so they helped her. She said she thought it was more for young people than people her age.

The went to Dinner in the Sky. She went alone but she made friends during the meal.

The view was amazing. The weather was perfect - just a little breeze. The other guests were all great fun. She soon made friends and the food was good. When everybody learnt her name, they started singing Lucy in the sky with diamonds' (a song written by John Lennon and Paul McCartney in 1967. It was covered by Elton John in 1974.) She was very frightened at first. She couldn't open her eyes and enjoy the view.

A few of the other guests felt frightened - they looked very pale.

T4.7 Unusual restaurants

1 Alexander

We were on honeymoon and we saw some brochures about this restaurant. It was my wife's birthday so I thought why not - it's expensive, but you don't find many restaurants like this. It was difficult to get a reservation because it only takes 12 people. When we arrived we had drinks on the deck above and someone gave us a talk about how they built the restaurant and then we took off our shoes and descended - down, down the spiral stairs and into the restaurant. Actually, the restaurant itself isn't very exciting, the decor I mean, but it doesn't need to be because what is totally amazing is the view - it takes your breath away. All around and above your head are hundreds, maybe thousands, of fish, all colours in a blue, blue sea. I was sitting opposite my wife when a turtle appeared just behind her head. In fact we were so busy looking at it all we almost forgot that we were there

to eat. The food was delicious, fish of course, but to be honest we felt a bit bad eating white fish, surrounded by white fish. There was just one problem, a guest at the next table. He spoke really loudly and complained about everything. We couldn't find anything to complain about. It was the perfect honeymoon restaurant.

I booked online of course. It's the only way you can book. And I went with my sons - they are 5 and 8 years old and I thought they would like it a lot. They were very excited. They had the idea that the waiters were robots, so when we arrived and there was nobody there at all they were a bit disappointed. But the whole place was amazing, it was like walking inside a computer, so the boys soon became excited again. We picked up a card and sat down at one of the big round, red tables. The boys loved the touch-screen TVs. They got the idea immediately and started choosing food from the pictures. While we were waiting they were texting their mother to tell her how fantastic it all was. In just a few minutes, pots with our meals inside came flying down the spiral tubing in the middle of the table. The boys couldn't believe it, they were shouting with excitement. We all had steak and salad and then the boys had baked bananas with ice cream and chocolate. It was delicious. There was an older lady sitting next to us. She was a bit confused so we helped her. She said, 'I think this is more for young people than people my age'. Maybe she's right.

3 Lucy

I was hungry when I arrived at the restaurant, but when I saw the crane I forgot about being hungry. I was so frightened. The host, David, said, 'Don't worry it's 100% safe'. Huh! I'm sure a few of the other guests felt like me - they looked very pale. Anyway we sat down at this huge table, fastened our seat belts and up, up, up we went. I couldn't look down. Everyone was saying 'What a wonderful view', but I just couldn't look. Then one of the waiters put a glass of wine in my hand and I opened my eyes and the view was amazing. People were waving to us from the ground. They probably thought we were mad. The weather was perfect, thank goodness, just a little breeze. I began to enjoy it. The other guests were all great fun, I didn't know anyone at the start but I soon made some friends and the food was good too, especially the prawns. The chef cooked them in front of us on a tiny cooker. But best of all, was at the end, when everybody learnt my name they started singing 'Lucy in the sky with diamonds'. No diamonds, but I was certainly in the sky. I was quite sorry when we came down to earth again.

What do you think?

Ask students to discuss the questions in the groups of three. Bring the class back together for the feedback session. Encourage students to give reasons for their opinions and examples from their own experiences as appropriate.

VOCABULARY AND LISTENING (SB p36)

A piece of ...

The vocabulary focus in this section covers expressions like a piece of ..., a kilo of ..., etc.

POSSIBLE PROBLEMS

Students may have problems saying prices in English, so you may need to point out the following:

• English tends to omit and and pence or cents with prices, e.g. £6.40 = six pounds forty NOT six pounds and forty pence

- p in prices can be read as pence or p, e.g. 50p = fifty p/ fifty pence
- Euro is pronounced /'juːrəu/.

Names and types of shop

Students may query the use of 's in words like *chemist's* and *newsagent's*. Explain that this means the *chemist's/newsagent's shop* but we don't need to say the word *shop*.

- A newsagent sells newspapers, magazines, cigarettes, sweets, and little items such as birthday cards.
- An off-licence sells alcoholic drinks and snacks for consumption elsewhere. The age at which people are legally allowed to purchase alcohol in Britain is 18.
 Shop staff may ask for identification (often called *ID*) if they are unsure of a customer's age.

NOTE

In exercise 2, students are asked to talk about prices of the things in their country (see the list in exercise 1 on SB p36). If you think they are unlikely to know, ask them to check before the class. It is also useful for them to know the exchange rate between the British pound and the US dollar and their own currency.

1 Focus attention on the photos and ask students to name any of the items shown.

Then focus attention on the list in exercise 1. Elicit the matching noun for *a loaf of (bread)*. Make sure students understand that some of the amounts can match with more than one noun.

Put students in groups of three or four to continue the matching task. Monitor and help as necessary.

Check the answers, dealing with any pronunciation difficulties as you go. Point out that *slice* and *piece* can sometimes be used interchangeably, e.g. *a slice/piece of cake*, *a slice/piece of bread*, but other collocations are more limited, e.g. you can't say *a slice of chewing gum.

Answers

- a piece of bread/cake/chewing gum/ham/paper
- a loaf of bread
- a bottle of beer/Coke/milk/wine
- a can of beer/Coke
- a kilo of apples/bananas/ham
- a litre of beer/Coke/milk/petrol/wine
- a packet of chewing gum/tissues
- a pair of jeans/socks
- a slice of bread/cake/ham
- a bunch of bananas/flowers
- 2 **T 4.8 [CD 1: Track 55]** Play the recording and get students to repeat chorally and individually. Check students stress the expressions correctly, with the weak form on *of*:

/əv/ a loaf of bread

a kilo of apples

Focus attention on the example price. Elicit a few more examples from the class, asking students from different countries if possible.

Put students in pairs or groups of three to talk about prices. In a multilingual class, put students of different nationalities together.

Elicit more examples in a short feedback session.

Tapescript

a piece of paper a lit

a loaf of bread a bottle of beer

a can of Coke a kilo of apples a litre of petrol

a packet of chewing gum

a pair of jeans a slice of cake a bunch of bananas

3 **T 4.9 [CD 1: Track 56]** Lead in to the listening stage by asking students which shops they use most frequently and why.

Focus attention on the list of shops and deal with any vocabulary difficulties (see *Note* above). Pre-teach/check the following items from the conversations: *The Times* (newspaper), *espresso*, *latte*, *carrot cake*, *aspirin*, *organic*, *veg* (short for *vegetables*). With weaker students, you could review and drill a number of different prices to prepare for question 4.

Read through the questions as a class, then play conversation 1 as an example and check the answers (See *Answers* below). Point out that some conversations have just one price and others have more numbers and prices, and in one conversation no price is given.

Play the rest of the conversations, pausing after each one and asking students to discuss their answers in pairs before checking with the class.

Answers and tapescript

Conversation 1

- 1 a newsagent's
- 2 The Times (newspaper) and a packet of chewing gum
- 3 £1, £20, £1.70

Conversation 2

- 1 a clothes shop
- 2 pairs of socks
- 3 £4.60, two, £9.20

Conversation 3

- 1 a café
- 2 two double espressos and a (medium) latte; two slices of chocolate cake and one slice of carrot cake
- 3 two (x2), three, one, £11.80

Conversation 4

- 1 a chemist's
- 2 aspirin and two packets of tissues
- 3 three, two, £7.40

Conversation 5

- 1 an off-licence
- 2 five cans of beer and four packets of crisps (but buys two cans of Coke instead of the beer)
- 3 five, four, eighteen (x3), twelve, two

Conversation 6

- 1 a supermarket
- 2 four slices of (organic) ham, a large piece of cheese, fruit and veg
- 3 three, four, £6.75, first

T4.9 Going shopping

- 1 A Just this copy of The Times, please.
 - B That's £1 exactly.
 - A Sorry, I only have a £20 note.
 - B No problem. I've got change.
 - A Thanks. Oh, and can I have a packet of chewing gum as well?
 - B OK. That's £1.79 now, please.
- 2 A Excuse me, how much is this pair of socks?
 - B They're £4.60 a pair.
 - A OK. Can I have two pairs, please? Have you got any in blue?
 - B I'm afraid they only come in grey and black.
 - A Never mind. A black and a grey pair, please.
 - B That's £9.20 altogether. How would you like to pay?
- 3 A Good morning. Can we have two double espressos, and a latte, please?
 - B What size latte?
 - A Just medium, please. Oh, and three slices of chocolate cake. It looks delicious.
 - **B** I'm afraid there are only two slices left, but the carrot cake's good too.
 - A OK. And one slice of carrot cake, then.
 - B Certainly. That's £11.80.
- 4 A Can you help me? I need something for a very bad cold.
 - B Yes, of course. Are you allergic to aspirin?
 - A No, I'm not.
 - B OK. Take these three times a day.
 - A Thank you.
 - B Do you want a bottle or a pack?
 - A I don't mind. A bottle's fine. And can I have two packets of tissues as well, please?
 - B Sure. Anything else?
 - A No, that's all. How much is that?
 - B That's £5.40 altogether.
- 5 A Five cans of beer and four packets of crisps, please.
 - B How old are you?
 - A Er ... I'm eighteen.
 - B Well, you don't look eighteen.
 - C He is eighteen.
 - B And you look about twelve! Have you got any ID?
 - A Not, with me, I haven't.
 - B Then I can't sell you the beer.
 - A Oh, OK, just the packets of crisps then and two cans of Coke.
- 6 A Good morning. What can I get for you?
 - B Er three, no, make that four slices of ham, please. Organic ham.
 - A OK. That's er, four slices. Anything else?
 - B Yes, can I have that large piece of cheese?
 - A The Cheddar?
 - B That's right. How much is that?
 - A £8.35. But you don't pay here. You pay at the check-out with your other goods.
 - B Oh, OK. And can you tell me where the fruit and veg are?
 - A They're on the first aisle, over there.
 - **B** Oh, thanks very much. I'm lost in this place. It's my first time and it's huge.
- 4 Read the lines with the class. Check comprehension and pronunciation of aisle /aɪl/ and ID (short for identification) /aɪ 'diɪ/.

Elicit the answers about line 1 as an example (see *Answers* in exercise 5 below). Then put students in pairs to discuss lines 2–6.

5 T 4.9 [CD 1: Track 56] Play the recording again and let students check their answers. Check the answers with the class.

Refer students to SB p123 and **T4.9**. Put students in pairs and let them choose one of the conversations. If a lot of students choose the same one, you may have to adapt their choice to ensure a range of conversations. If you have time in class, let students rehearse the lines until they have learnt them by heart. Monitor to check for good pronunciation, especially voice range and intonation.

Ask students to act out their conversation to the class. If you are short of time, get students to learn the lines at home and act out the conversations at the beginning of the next class.

Answers and tapescript

- 1 the assistant; change for a £20 note
- 2 the customer; socks
- 3 the assistant: chocolate cake
- 4 the assistant; aspirin
- 5 the assistant; identification to show that the customer is 18 or over
- 6 the assistant; fruit and veg

T 4.9

See exercise 3 above.

EXTRA ACTIVITY

Write the following questions on the board or on a worksheet:

- What are the shops like near where you live? What can you buy there?
- What are the shops like on the main street of your town or city? What can you buy there?
- What shops/places do you never use? Why?
- How do you feel about online shopping?

Give your answers to some of the questions as an example. Put students in groups of three or four. Ask students to discuss their shopping habits in their groups. Monitor and help as necessary.

Discuss the questions with the whole class. Encourage a range of opinions from the students, including what they don't like about shopping.

WRITING (SB p108)

Writing an email – Linking words but, although and however, so, and because

The aim of this writing section is to practise linking words in an informal email.

1 Read the introduction as a class. Brainstorm a few ideas and put them on the board to get students started, e.g. *family*, *job*, *where you live now*, etc.

Give students four or five minutes to write some notes, and let them compare with a partner. Tell the class that they will need the notes later in the lesson.

but, although, and however

2 Put students in pairs to compare the sentences. In feedback, elicit students' ideas and discuss the rules as a class.

Answer

But, although, and however all express contrast.

Although and however are more formal than but, and are often used in formal writing.

· But joins two clauses. It must go before the second clause.

 Although joins two clauses. It can go at the start of the sentence, in which case a comma separates the clauses. (It can also go in the middle of the sentence, in which case it is preceded by a comma.) Although can express a surprising contrast.

However joins two sentences, and introduces the second sentence.
 It is preceded by a full stop and followed by a comma.

3 Ask students to join the sentences with the linking words. Let them discuss their answers in pairs. Check the answers with the class.

Answers

1 I love ice cream, but I don't eat it often. Although I love ice cream, I don't eat it often. (I don't eat ice cream often, although I love it.) I love ice cream. However, I don't eat it often.

2 He's a good friend, but we don't have a lot in common. Although he's a good friend, we don't have a lot in common. (He's a good friend, although we don't have a lot in common.) He's a good friend. However, we don't have a lot in common.

3 She isn't English, but she speaks English very well. Although she isn't English, she speaks English very well. (She speaks English very well, although she isn't English.) She isn't English. However, she speaks English very well.

4 It rained a lot, but we enjoyed the holiday.
Although it rained a lot, we enjoyed the holiday.
(We enjoyed the holiday, although it rained a lot.)
It rained a lot. However, we enjoyed the holiday.

so and because

4 Ask students in pairs to match the sentences and patterns. In feedback, discuss the rules of use as a class.

Answers

1b 2a

so introduces a result or consequence; because introduces a reason.

5 Ask students to join the sentences with the linking words. Let them discuss their answers in pairs before checking with the class.

Answers

- I I don't eat broccoli because I don't like it.
 I don't like broccoli, so I don't eat it.
- 2 She went home because she was tired. She was tired, so she went home.
- 3 We didn't enjoy our holiday because the weather was bad. The weather was bad, so we didn't enjoy our holiday.
- 4 He worked hard, so he passed all his exams. He passed all his exams because he worked hard.
- 5 Lenjoy history lessons because I like the teacher.
 Like the teacher, so I enjoy history lessons.
- 6 It started to rain, so we stopped playing tennis.
 We stopped playing tennis because it started to rain.

6 Pre-teach/check twins, to be a bit of a handful, to grow up, farmhouse, land (n), produce (n), treats. Ask students to read the email quickly and answer the questions.

Then give students time to complete the email with the correct linking words. Let them check their answers in pairs before checking with the class.

Answers

Lindy is writing to Teresa.

She is replying to Teresa's email. Teresa has recently written to Lindy after nearly ten years.

Lindy tells Teresa about her marriage and divorce, her two children, her farmhouse in Wales, and her life in the country.

 1 although
 7 but

 2 but
 8 because

 3 so
 9 so

 4 so
 10 However

 5 However
 11 although

 6 because
 12 but

7 Ask students to refer to the notes they wrote in exercise 1. Put the class in pairs to talk about their friend.

Read the boxed phrases as a class and deal with any vocabulary queries. Give students time to write their email in class or set it for homework.

When the students have finished, ask them to exchange emails with a partner. You could ask the partner to mark up mistakes in the email with the correction symbols from Unit 1 SB p104.

SUGGESTION

If you have access to computers, students can write and send the emails to each other electronically.

If possible, display the emails on the classroom wall or noticeboard to allow students to read each other's work. If you check the students' work, point out errors but allow students to correct them themselves. Try to limit correction to major problems to avoid demoralizing the students.

ADDITIONAL MATERIAL

Workbook Unit 4

Ex. 13 Vocabulary - A loaf of bread

Ex. 14 Vocabulary - Food

EVERYDAY ENGLISH (SB p37)

Can you come for dinner?

This section focuses on the language of requests and offers and consolidates the use of *some* in questions like *Can I have some* ...?/Would you like some ...? It also covers *Can/Could I/you* ...? and more polite requests with *Would you mind* + *ing*?

A POSSIBLE PROBLEMS

would like Pre-intermediate students will be familiar with would like but may confuse it with like, especially in the use of the two auxiliary verbs do and would:

- * Do you like a coffee?
- * I like a cup of tea, please.

would you mind + ing This way of making polite requests may be new, and students may need help with the concept and how to reply to questions with Would you mind ...? In this context, mind = 'object to'. If the person agrees to the request, the answer is negative, e.g. Would you mind opening the window?

No, not at all. (= I'm happy to open the window.)

To answer negatively, it's common to say sorry and explain why you can't accept the request, e.g.

Would you mind lending me your mobile?

I'm sorry, I can't. I'm low on credit.

- Lead in to the section by asking students if they ever invite people to dinner. Elicit a range of examples from the class.
 - Focus attention on the picture. Elicit a description of what is happening and what the people are eating and drinking. Feed in new vocabulary as necessary, e.g. *rice*, *dessert*, *ice cream*, *salt*, *pepper*, *salad*.
- **T4.10** [CD 1: Track 57] Give students time to read through the lines. Deal with any vocabulary queries. Check students understand that *help yourselves* means 'serve yourselves' and *Is there any left?* means 'Is there still some (fruit) available?' Point out that *decaf* /'di:kæf/ is a common abbreviation of *decaffeinated*. Check pronunciation of *dessert* /di'z3:t/, recipe /'resəpi/, and guest /gest/.

Elicit the matching line for number 1 as an example (see *Answers* below). Give students time to complete the matching task, working individually. Students check their answers in pairs.

Play the recording and let students check their answers. Elicit the extra lines, playing the recording again if necessary.

Put students in pairs to practise the conversations. Monitor and check for good pronunciation, particularly sentence stress and the intonation. Students then continue practising in their pairs.

Answers and tapescript

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

T 4.10 Friends for dinner

- 1 A Would you like some more rice?
 - B No, thanks. But could I have another piece of bread?
 - A Of course. Do you want white or brown?
- 2 A Could you pass the salt, please?
 - B Yes, of course. Do you want the pepper, too?
 - A No, thanks. Just the salt.
- 3 A Can I have some water, please?
 - B Do you want still or sparkling?
 - A Just a glass of tap water is fine, thank you.
- 4 A Please, just help yourselves to the dessert.
- B We will. It looks fantastic. Did you make it yourself?
- A I did. It's my grandmother's recipe.
- 5 A Would anybody like some more ice cream?
 - B No, but I'd love some more fruit. Is there any left?
 - A There is a bit. It's all yours.
- 6 A How would you like your coffee?
- B Black, no sugar. Have you got any decaf?
- A No, sorry. I'm afraid not, but we've got decaf tea. Would that be OK?

- 7 A This is delicious! Would you mind giving me the recipe?
 - B No, not at all. I got it online. I'll give you the website.
 - A Thanks. I get lots of my recipes online too.
- 8 A Do you want some help with the washing-up?
 - **B** No, of course not. You're our guests!
 - A Well, I hope you have a dishwasher. There's a lot.
- 3 **T 4.11 [CD 1: Track 58]** Write *Can I have some water?* and *Could I have some water?* on the board. Ask *Which request is more polite?* (*Could I ...?*)

Elicit the answer to number 1 as an example (*Can/Could I ...?*). Give students time to complete the sentences, working individually. Check answers with the class, pointing out that in each case both *can* and *could* are possible, but *could* is more polite.

Read the example request and answer as a class. Elicit one or two further examples of requests and possible replies. Students work in their pairs to continue the task. Monitor and help as necessary.

Pre-teach/check *will do* (verb = be OK), *specials*, and *stranger*. Play the recording and let students compare their versions.

Answers and tapescript

T 4.11 Polite requests with can and could

- 1 A Can I have some apple juice, please?
 - **B** Sorry, we haven't got any apple juice. Will orange juice do?
- 2 A Could you tell me where Market Street is, please?
 - B Sorry, I'm afraid I'm a stranger here myself.
- 3 A Can I see the menu, please?
 - **B** Here you are. Today's specials are on the board over there.
- 4 A Could I use your iPad for a few minutes, please?
- **B** Eva's using it at the moment. But you can have it after her.
- 5 A Could you lend me £20, please?
- B Mmmm I can lend you ten, but not twenty.
- 6 A Can you take me to school, please?
- B Goodness, is that the time? We're going to be late!
- 7 A Can you help me with my homework, please?
 - B OK, but I'm not very good at maths.
- 8 A Could you give me a lift to the station, please?
- B Of course. What time's your train?
- 4 T 4.12 [CD 1: Track 59] Write Would you mind _____ (close) the window? on the board and elicit the correct form (closing). Explain that this is a polite way of making a request.

Focus attention on the example request and reply in the Student's Book. Point out that the answer is *no* if the person accepts the request. If students find this confusing, go through the examples in *Possible problems* above.

Give students time to reword sentences 5–8 with *Would* you mind ...? Encourage students to give a reply, too.

Tell students that each request has an extra line after it. Play the recording and let students check their wording. Play the recording again and get students to repeat. Check for accurate sentence stress and the small rise-fall in the intonation at the end of the question:

Would you mind lending me twenty pounds?

Answers and tapescript

Polite requests with Would you mind ...?

- A Would you mind lending me £20? I'll pay you back tomorrow.
- B No, not at all. Is twenty enough?
- A Would you mind taking me to school, please? I missed the bus.
- B Not again! That's the third time this week!
- A Would you mind helping me with my homework? I have no idea how to do it.
- B I don't mind helping you, but I'm not doing it for you.
- A Would you mind giving me a lift to the station? I've got a lot of heavy bags to carry.
- **B** Not at all. Are you ready to go now?
- 5 Focus attention on the examples and elicit complete sentences. If necessary, briefly review the difference between lend and borrow (lend = give temporarily; borrow = receive temporarily). With weaker students, you could write up possible collocations on the board, e.g. lend me ten euros/your pen/your mobile/your umbrella, etc. borrow your dictionary/some money/your pencil, etc. help me with my project/the grammar section/my homework/my job application, etc.

Put students in small groups to continue the task. Monitor and check for accurate formation of the requests and appropriate answers. Feed back and correct any common errors after the groupwork.

PHOTOCOPIABLE ACTIVITY

UNIT 4 Snakes and ladders TB p167

Materials: One copy of the worksheet (A3 if possible) for each group of three/four students. Each group will also need a dice and counters. (Optional: one copy of the answers from the bottom of the worksheet, cut off and supplied separately to one student in each group.)

Procedure: Explain that students are going to play a game of snakes and ladders to practise the grammar and vocabulary from Unit 4. Pre-teach/check the expressions students will need to play the game: *throw/roll the dice*, *It's my/your turn / I'm/You're next*, *That's right/wrong*, go up the ladder, go down the snake, We are the winners!

- Put students into groups of three or four, hand out copies of the board game, and the dice and counters.
 (Optional: you could appoint one student as a referee and hand out a copy of the answers from the bottom of the worksheet.)
- Look at the board game with the class. Explain that there are three different types of question in the game: say the missing word, e.g. square 2, 4, 6 correct the sentence (labelled Correct it!), e.g. square 3, 7, 9

choose the correct answer, e.g. square 5, 12, 16

• Explain the rules: students take it in turns to throw the dice, move the counter, and do the task on the square they land on. If the answer is correct, the player can throw again. If not, the player's turn ends. (Optional: if you have nominated a referee for each group, he/she doesn't give the correct answer from the *Answers* sheet in case another player lands on the

same square.) If a player lands on a ladder, they move to the top but only if they have answered the question at the bottom of the ladder correctly. If a player lands on a snake, they move to the bottom and wait until their next turn before throwing the dice again. The first student to reach 'Finish' is the winner.

- Students put their counters on 'Start' and take turns
 to throw the dice and move around the board.
 Monitor and check that students are playing the game
 correctly. Try to encourage students to check each
 other's answers, but be prepared to be the final judge
 if the groups don't have a referee with the answers.
- As a follow-up, elicit the parts of the game that students found difficult or were unsure about. Write a list on the board and refer students back to the relevant page(s) in the Student's Book, including the Grammar Reference, and/or Workbook.

Don't forget!

Workbook Unit 4

Ex. 10 Reading – Britain's favourite meal – fish and chips

Ex. 11 Listening – My favourite kind of meal

Ex. 15 Pronunciation – Dipthongs

Ex. 16-17 Just for fun!

Word list Unit 4 (SB p148 and TRD)

Remind your students of the Word list for this unit on SB p148. They could translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Teacher's Resource Disc



Unit 4 Test

Stop and Check 1 (Units 1-4)

Skills Test 1 (Units 1-4)

Pronunciation Book Unit 4

Video/DVD Episode 4

ADDITIONAL MATERIAL

Teacher's Resource Disc Communicative activity



Looking forward

Verb patterns • Future forms • Phrasal verbs Expressing doubt and certainty

The themes of hopes, ambitions, and plans provide the context for the presentation and practice of verb patterns and ways of talking about the future. Going to, will, and the Present Continuous for future are contrasted. The skills practice includes a Listening and speaking section on being 20-something, and a Reading and speaking section on a girl who has hope for the future. Everyday English practises the language of expressing doubt and certainty. The Writing syllabus continues with a section on writing to prepare a talk on 'my dreams for the future'.

LANGUAGE INPUT

ERAMMAR

- patterns (SB p38)
- going to, and Present Continuous
- future (SB p40)

- · Reviewing and extending knowledge of a range of verb patterns.
- · Understanding and practising ways of talking about the future.

WOCABULARY

Presal verbs (SB p44)

Understanding the difference between literal and idiomatic phrasal verbs.

EVERYDAY ENGLISH

Expressing doubt and certainty (SB p45)

Understanding and practising words and phrases that express degrees of certainty and doubt.

SKILLS DEVELOPMENT

READING

-coe for the future (SB p42)

A profile of a young woman who has hope for the future, despite her difficult childhood.

LISTENING

That can you say? (SB p40)

- -cw does it feel to be 20-something?
- 58 p41)

- Listening and responding to the start of six conversations T 5.8 (SB p125/TRD)
- Listening to six young people talking about their lives. **T5.10** (SB p125/TRD)

SPEAKING

Taking about you (SB p39)

Taking about you (SB p40)

when can we meet? (SB p41)

Tolepay (SB p42)

Taking about you (SB p44)

- Practising verb patterns in a personalized way.
- Practising talking about plans in a personalized way.
- Completing a diary information gap to practise the language of making arrangements.
- Roleplaying an interview between the main character from a reading text and an interviewer.
- · Practising phrasal verbs in a personalized way.

WRITING

meting for talking – My dreams for the Turne (SB p109)

Preparing and giving a talk about your future plans and dreams.

MORE MATERIALS

Tests (TRD)



STARTER (SB p38)

This starter activity gets students talking about themselves and previews their ability to form and use the verb patterns focused on later in the unit.

Focus attention on the sentence starters. Give one or two complete examples about yourself. Then give students a few minutes to prepare their sentences.

Elicit a range of sentences from the students. Don't feed back on any errors made with the verb patterns at this stage, but note how well students can use them.

I'D LIKE TO ... (SB p38)

Verb patterns

Students are likely to have come across several of the verb patterns in this unit, but they will probably not have seen them presented under the heading 'verb patterns'. It is worth explaining what a pattern is, i.e. something that repeats itself.

↑ POSSIBLE PROBLEMS

- · Mistakes of form are common with verb patterns.
 - *I'm thinking of work as a designer.
 - *She hopes finding a job soon.
 - *He want have a restaurant.
- Two possible patterns with *like* are also presented, and these cause problems of form and use.

Common mistakes:

- *I like play football. *I'd like having a drink.
- *I'm thirsty. I like a Coke.
- *Do you like to come to the cinema tonight?

In this unit, we suggest that for a general preference, *like* + -*ing* is used. Students might come across *like* + infinitive – this use of *like* has more of an idea of 'this is how I prefer to do things' rather than 'I enjoy'.

I like to keep my desk tidy.

The verb patterns presented in this unit are such high frequency items, that once you have presented them, they will automatically be revised and practised in many classroom activities. Students may still make mistakes in subsequent lessons, but you can refer them to the list of Verb patterns on SB p158.

Lead in by asking students general questions about their hopes and ambitions. If they are young, you could ask questions such as What job do you hope to get? Would you like to go to university/college? What would you like to study? Are you going to travel? If they are more mature, you could ask What do you hope to do in the next ten years? Would you like to travel? Where would you like to go?

1 Focus attention on the photos of the people and read the names aloud. Pre-teach/check fed up with, debts /dets/, IT (information technology), paramedic, stressful, kids (informal = children), to work abroad, to have a day off. Give students time to read what the people say. Remind students that What do they do? means 'What's their job?' Put students in pairs to discuss the questions about each person. Monitor and help.

Check the answers with the class. Elicit a range of possible predictions about what each person wants to do.

If students query the size of Abby's debt, explain that debts of up to £40,000 are common for students leaving university in Britain.

Answers

Tom is a student. He's fed up with school and exams.

Abby is a student in her last year at university. She's got debts of nearly £25,000.

Kelly is a paramedic. Her job is very stressful.

Alison is a housewife. She's got three children under seven and her husband works abroad a lot.

Martin works in IT. He needs a change.

Bill is a retired newsagent. He didn't have a day off for 40 years.

2 T5.1 [CD 2: Track 1] Focus attention on the example and give students time to read the other quotations. Deal with any vocabulary queries. Then put students in pairs to complete the matching task.

Pre-teach/check to regret, to owe, pretty good at, to do an evening course. Play the recording and let students check their answers. Elicit the name of each speaker for the quotations, then elicit any other information that students understood. Play the recording again if necessary.

Focus attention on the photos again. Ask students which person they most identify with and why.

Answers and tapescript

1 Abby 2 Tom 3 Martin 4 Bill 5 Kelly 6 Alison

T 5.1 Verb patterns

Tom

I'm sixteen and I'm fed up with school and exams. I'd like to leave now and get a job, any job. I want to earn some money, but my mum and dad say that I can't leave school. They think I'll regret it later, but I don't think I will.

Abby

I'm a student in my last year at university. I've got debts of nearly £25,000. I'm going to study hard for my exams because I hope to get a well-paid job. I hate owing so much money. I'm going for an interview next Friday. Wish me luck!

Martin

I work in IT. There's nothing I don't know about computers, but I need a change. I'm thinking of applying for another job with a company in New York. I saw it advertised online and it looks like the job for me. I'd love to work there for a couple of years.

Kelly

I'm a paramedic. I love my job, but it's very stressful. I'm looking forward to having a good break. We're going to Spain this summer. I'm planning to do nothing but read on the beach for two whole weeks!

Alison

I've got three kids under seven and my husband works abroad a lot of the time. I enjoy looking after the kids, but I'd love to travel too. Sometimes I get fed up with staying at home all day. I'm looking forward to going back to work in a year or two.

Bill

I'm a retired newsagent and I didn't have a day off for 40 years. Now I like sleeping late and planning holidays on the Internet for me and my wife. I'm pretty good at using a computer. We're going on holiday to Tuscany next year so I'm going to do an evening course in Italian.

[CD 0: Track 0] These sentences contextualize some of the key verb patterns covered in this section. There's no need to go into the grammar at this stage, as the patterns are clearly set out in the Grammar Spot.

Focus attention on the example. Play the recording and get students to complete the sentences. Give them time to compare their answers in pairs and decide who is speaking before checking with the class. Ask students to spell the missing -ing forms to make sure they drop the e where necessary, e.g. owing, using.

Answers and tapescript

- 1 I'd love to work there for a couple of years. Martin
- 2 I'm planning to do nothing but read on the beach. Kelly
- 3 I hate owing so much money. Abby
- 4 I get fed up with staying at home all day. I'm looking forward to going back to work. - Alison
- 5 I'm pretty good at using a computer. Bill
- 6 My mum and dad say that I can't leave school. Tom

T 5.1 Verb patterns

See exercise 2 above.

1 Read the three patterns as a class and elicit an example of each one (see Answers below).

Give students time to underline the other examples in exercises 2 and 3.

During feedback, ask students which verbs are followed by the infinitive, which are followed by -ing, and which are followed by preposition + -ing.

Answers

Verb + infinitive

Exercise 2

- 1 I'm going to study hard; I hope to get
- 2 I'd like to leave now; I want to earn some money
- 6 I'd love to travel

Exercise 3

- 1 I'd love to work there
- 2 I'm planning to do nothing
- 6 I can't leave school

Verb + -ing

Exercise 2

- 4 I like sleeping late
- 6 I enjoy looking after the kids

3 I hate owing so much money

Prepositions at, of, with and to + -ing

- 3 I'm thinking of applying for another job
- 5 I'm looking forward to having a good break

- 4 I get fed up with being at home; I'm looking forward to going back to work
- 5 I'm pretty good at using a computer
- 2 Focus attention on the pair of sentences and answer the question as a class. If students have problems putting the difference into words, ask Which refers

to all time? Which refers to now or the (near) future? If necessary, translate the two sentences and/or write the following sentences on the board to reinforce the difference:

I like Coke. (in general)

I'd like a Coke. (now)

I like working is a general, all-time preference. It applies to the past, present, and future.

I'd like to work refers to now or the (near) future.

3 Focus attention on the example. Then put students in pairs to complete the rest of the sentences, using the verb in the correct form.

Write the sentences on the board in the feedback to reinforce the different verb patterns. Point out that the verb work is in the infinitive after some verbs and -ing after others, and that we use -ing after prepositions like with, of, and to. The to in looking forward to is a preposition. If necessary, you could drill these sentences round the class.

Answers

I want to work in New York. I'd love to work in New York. I enjoy working in New York. I'm fed up with working in New York. I hope to work in New York. I'm thinking of working in New York. I'm looking forward to working in New York.

- ▶▶ Grammar Reference 5.1 p140
- ▶▶ Verb patterns p158

PRACTICE (SB p39)

Discussing grammar

1 T 5.2 [CD 2: Track 2] Read the instructions as a class and focus attention on the example. Put students in pairs to complete this exercise. Monitor and help as necessary. Play the recording and let students check their answers. If necessary, go over the patterns in some of the sentences, referring back to the rules as appropriate.

Answers and tapescript

- 1 I want to work in Paris. I'd like to work in Paris.
- 2 We like going to Italy for our holidays. We're thinking of going to Italy for our holidays.
- 3 She can't leave work early tonight.
- 4 I hope to see you again soon. I'd like to see you again soon.
- 5 He's good at playing sports games on the Wii. He enjoys playing sports games on the Wii.
- 6 Are you good at learning foreign languages?
- 7 We're looking forward to having a few days off soon.
- 8 I'm fed up with doing housework. I hate doing housework.

2 **T5.3 [CD 2: Track 3]** Focus attention on the example and the change in the verb pattern to *enjoy* + -*ing*. Give students time to change the sentences using the verbs that weren't correct in exercise 1.

Put students in pairs to read their sentences aloud. Then play the recording and let students check their wording. If necessary, go over the patterns in some of the sentences, referring back to the rules as appropriate.

Answers and tapescript

- 1 I enjoy working in Paris.
- 2 We're hoping to go to Italy for our holidays.
- 3 She wants to leave work early tonight. She'd like to leave work early tonight.
- 4 I'm looking forward to seeing you again soon.
- 5 He wants to play sports games on the Wii.
- 6 Do you want to learn foreign languages? Do you like learning foreign languages?
- 7 We're going to have a few days off soon. We'd love to have a few days off soon.
- 8 I don't want to do housework.

Making questions

3 T 5.4 [CD 2: Track 4] This exercise practises the verb patterns in question forms. Elicit the wording for the question in number 1 as an example. Then put students in pairs to complete the exercise.

Play the recording so that students can check their answers. Elicit how the conversations continue. Play the recording again if necessary.

Put students in pairs to practise the conversations. With weaker students, refer them to **T 5.4** on SB p124. Encourage students to use the correct sentence stress and intonation. If students have a lot of problems, play parts of the recording again as a model and drill key lines chorally and individually. Students then continue practising in their pairs.

Answers and tapescript

Making questions

- 1 A I hope to go to university.
 - B What do you want to study?
 - A I'm going to study philosophy and politics. I'd like to be prime minister.
 - **B** I think that's the worst job in the world!
- 2 A One of my favourite hobbies is cooking.
 - B What do you like making?
 - A Well, I love baking cakes, all kinds of cakes.
 - **B** OK, can I have a huge chocolate cake for my birthday?
- 3 A I'm bored.
 - B What would you like to do?
 - A Nothing. I'm happy being bored
 - B Well, that's OK then!
- 4 A I'm looking forward to the party.
- B Who are you hoping to see there?
- A No one special. I just like parties.
- B Me too!
- 5 A We're planning our summer holidays.
 - B Where are you thinking of going?
 - A We want to go camping this year.
 - B Ugh! Camping! I hate sleeping in tents.

Talking about you

4 Give your own examples first (talking about teaching English rather than learning!)

Put students in pairs to ask and answer the questions. Monitor and check that students are using the verb patterns accurately. Note any common errors, but don't feed back on these until after the pairwork. Students can also talk about their partner to the rest of the class during feedback.

ADDITIONAL MATERIAL

Workbook Unit 5

Ex. 1-3 Verb patterns

Ex. 4-5 I like and I'd like

SUGGESTION

Before moving on to the next presentation of *going to*, *will*, and Present Continuous for future, you could do some skills work – the Reading and Speaking section on SB pp42–3.

WRITING (SB p109)

Writing for talking - My dreams for the future

The aim of this writing section is to write a short talk, using the verb patterns and future forms from the unit. Students are encouraged to prepare their talk for presentation by marking pauses and thinking about sentence stress.

1 Read the instructions with the class and then give one or two personal hopes and ambitions as examples.

Give students time to prepare a few notes under the four headings in the Student's Book. Monitor and help as necessary. Then discuss students' future hopes and ambitions with the class. In larger classes, students can do this stage in groups.

Establish what is the most common, unusual, or inspiring hope or ambition.

2 T5.5 [CD 2: Track 5] Focus attention on the photo of Susannah. Ask students to guess what her hopes and ambitions might be.

Read the questions as a class. Then play the recording and get students to follow the text in the books. Deal with any vocabulary queries. Then check the answers to the questions. Establish if anyone in the class guessed Susannah's hopes and ambitions correctly.

Answers and tapescript

Definite plans: to visit and spend Christmas with her brother in Australia Not sure about; which course to study – fashion or landscape design Hopes, ambitions: to have own business and work for herself; to marry and have children

Dreams: to run a successful gardening company with about 20 employees; to design beautiful gardens; to have a beautiful house, two beautiful children, and a successful husband

T 5.5

See SB p109.

3 Ask students to read the text and underline useful expressions. Monitor and help as necessary. During the feedback stage, build up a list of useful language on the board. Also check the verb forms Susannah uses for the following parts of the talk:

definite plans: I'm going to ...

what she's not sure about: I'm thinking of ...

dreams: I'll ...

Sample answers

At the moment I'm ... I often dream about ... I have big plans and I'd like to ... My most immediate plans are ... I'm going to ... I need to make a final decision about ... I'm thinking of ... It's difficult because ... In five or ten years' time I would like to ... Perhaps I'll ... One day I hope to ... In my dreams I see myself ... I'll ...

- 4 Give students time to change the information in the first paragraph about themselves.
 - Put students in pairs to take it in turns to read their paragraph aloud. Monitor to check students' overall delivery.
- 5 Ask students to think about the structure of their talk before they start to write. Elicit the following plan and write the main headings on the board:

Introduction
Definite plans
Anything you're not sure about
Hope and ambitions
Dreams

Give students time to prepare their talk, using the headings and useful expressions they underlined in Susannah's talk.

When students are ready, show them how to mark pauses and underline stresses by writing the following two sentences on the board, and marking them up as shown. Tell them to use a different coloured pen from the one they used to write the text of their talk.

My most immediate plans // are holiday plans. // I'm going to visit my brother // who's working in Australia. //

Give students time to rehearse their talk, possibly for homework if there isn't time to do the presentations in the same lesson.

When students give their talk, ask them to come to the front of the class (or stand up in front of their group in larger classes) and make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes, but don't let them read the whole talk directly from the script.

Encourage the class/groups to ask questions to the presenter. Be generous with praise after students have presented their talk, as it can be rather nerve-wracking, especially for weaker students

HAVE YOU GOT ANY PLANS (SB p40)

will, going to, and Present Continuous for future

In this section, students review *going to* for plans and Present Continuous for future arrangements. These are contrasted with *will* for intentions made at the time of speaking. There is also practice of the prediction use of *will*, after *I think* ..., e.g. *I think it'll rain later*. Students are likely to be familiar

with the form of all these ways of referring to the future, but confusion over the use and interference from students' L1 can lead to mistakes.

A POSSIBLE PROBLEMS

In this unit, *will* to express a future intention decided as you speak is contrasted with *going to*, which expresses a pre-planned intention. Students might well perceive this conceptual difference quite easily, but will often forget to apply it. Knowing which future form to use can cause ongoing problems for many students.

Common mistakes:

'Have you booked a holiday yet?' *'Yes. We'll go to Spain.'

*What will you do tonight?

*What do you do tonight?

Students often use the base form of the verb to express a spontaneous offer or intention, rather than *will*.

'The phone's ringing.' *'OK. I answer it.'

*I open the door for you.

SUGGESTION

Making offers and expressing intentions are a regular part of day-to-day classroom communication, whether students are acting in roles or just being themselves. When you hear mistakes with the 'spontaneous decision' use of will, it is worth reminding students of the rule. They might learn it all the better for using it in a real context. For example, if a student offers to help you collect in some books and says I collect the books for you, remind students of the use of will and allow the student to self-correct to I'll collect the books for you.

1 T 5.6 [CD 2: Track 6] Focus attention on the photos and ask students to identify Pete and Debbie. Ask Who looks more positive? (Pete). Read questions 1–4 as a class. Focus on answers a—h and explain that there are two answers to each question, one from Pete and one from Debbie. Elicit Pete and Debbie's answer to question 1 as an example. (See Answers below).

Give students time to match the questions and sets of answers. Let them check their answers in pairs then play the recording for them to listen and check. Elicit who has more definite future plans (Pete).

Answers and tapescript

1d, h 2c, g 3a, e 4b, f

T 5.6 Have you got any plans?

- 1 Pete and Ben
- **B** Hi, Pete! What are you doing this evening?
- P Hi, Ben. I'm meeting my brother for a drink. Would you like to come?
- **B** Sorry, I can't. I'm working late this evening. But are you doing anything interesting this weekend?
- P Yes, I am. I'm going to stay with an old school friend. It's his birthday and he's having a party.
- **B** Are you going to have a party for your birthday?
- P Of course! I'm going to invite all my friends.
- **B** Great! I'll look forward to that! Hey, where are you going on holiday this year?
- P I'm going surfing for two weeks in Costa Rica. I'm really excited.

- B Wow, that sounds fantastic. I'm not going anywhere this year. I can't afford it.
- P Yeah, but that's 'cos you're saving to buy a flat.
- **B** I know. You can't have everything. Give my best to your brother. I'll see you later.

2 Debbie and Ella

- **E** Hey, Debbie! It's the weekend. Are you doing anything interesting?
- D No, I'm not. I'll give you a ring and maybe we can do something together.
- E Sorry, I can't this weekend. I'm going on holiday on Saturday.
- D Oh, lucky you! Where to?
- E Greece, for a week. Where are you going this year?
- **D** I can't decide. Perhaps I'll go cycling in France again. Hey, are you back from holiday for my birthday on the 25th?
- E Yes, I am. Are you going to have a party?
- D I haven't thought about it. Maybe I'll just celebrate at home with a few friends.
- E Nice idea! So what about tonight? What are you doing this evening?
- **D** Nothing much. I think I'll just watch a DVD and order a pizza. Hey, why don't you come round and join me?
- **E** OK, I'll do that, but I won't stay late. My plane leaves at eight in the morning.
- 2 Give students time to read the questions. Elicit any answers that students can remember from the recording. Pre-teach/check *I can't afford it* and *to save*. Then play the recording again to allow students to check/compare their answers.

Check the answers with the class.

Answers

- 1 He is working late.
- 2 It's his birthday and he's having a party.
- 3 He isn't going anywhere. He can't afford it.
- 4 She's going to Greece for a week.
- 5 On the 25th.
- 6 Her plane leaves at eight in the morning.

Talking about you

3 Give students a few moments to think about their answers to the questions in exercise 1. Ask and answer one or two of the questions across the class.

Then put students in pairs to ask and answer the questions. Monitor and check for correct tense use.

Highlight and correct any mistakes in the feedback session. Also ask students to tell the class about some of the partner's answers.

GRAMMAR SPOT (SB p40)

Read through the rules as a class. Additional explanation in L1 and/or the following notes may be helpful.

- Demonstrate the pronunciation of I'll /aɪl/. Elicit and check the pronunciation of the negative won't /wəunt/.
- 2 *Going to* can mean that you've already decided to do something, some time before you speak about it.
- 3 Point out that there is sometimes very little difference between *going to* and Present Continuous for future, e.g. What are you going to do in the summer?

What are you doing in the summer?

It's also a good idea to remind students that the verbs *go* and *come* are not generally used with *going to* but with the Present Continuous, e.g.

I'm going to go shopping. – *I'm going shopping. I'm going to come to France.* – *I'm coming to France.*

▶▶ Grammar Reference 5.2 p140

PRACTICE (SB p40)

Discussing grammar

1 **T 5.7 [CD 2: Track 7]** Elicit the answer to number 1 as an example. Put students in pairs to discuss the verb forms and choose the correct one.

Play the recording and let students check their answers. Ask students if they can remember the extra line in each conversation. Elicit a few answers then play the recording again for students to listen and check. Students then practise the conversations in pairs.

Answers and tapescript

Discussing grammar

- 1 A Have you decided which university to apply for?
 - B Oh yes, I'm going to apply for Oxford.
 - A Good luck! That's difficult to get into.
- 2 A I haven't got your mobile number.
 - B Really? I'll text it to you right now.
 - A Thanks. Do you have mine?
 - B Yes, I think so.
- 3 A We don't have any fruit in the house.
 - B I'm going shopping this afternoon. I'll get some apples.
 - A Great. I'll give you the money for them.
- 4 A My bag is really heavy.
 - B Give it to me. I'll carry it for you.
 - A Thanks.
 - B My goodness. What have you got in here?
- 5 A Tony's back from holiday.
 - B Is he? I'll give him a ring.
 - A I'm seeing him this evening. Do you want to come?
- 6 A What are we having for supper?
 - B I'm going to make spaghetti bolognese.
 - A Not again! We had that twice last week.

What can you say?

2 **T 5.8 [CD 2: Track 8]** This is a type of prompt drill, which requires students to make quick decisions as to which verb form to use in reply to the opening line of some conversations.

Play the first line as an example and elicit a range of possible answers, Make sure students use *going to* each time.

Play the rest of the recording, pausing after each opening line to allow students to respond. Keep the pace fairly brisk so that students need to respond quite quickly, but also make sure students from across the class can contribute, If students select the wrong verb form, highlight this quickly and allow them to self-correct.

Tapescript

What can you say?

- 1 Why are you looking forward to the weekend?
- 2 I haven't got your brother's new address.
- 3 Mary says she hasn't seen you for months.
- 4 Why are you dressed in old clothes?
- 5 Congratulations! I hear you've got a new job.
- 6 Are you doing anything interesting after class?
- T5.9 [CD 2: Track 9] Play the recording, pausing after each conversation, and let students compare their wording. If students had problems coming up with answers in exercise 2, refer them to T5.9 on SB p125 and get them to practise the conversations in pairs. Repeat exercise 2, using T5.8 and getting students to give different responses.

Tapescript

What can you say?

- 1 A Why are you looking forward to the weekend?
 - B Because I'm going to the theatre with friends.
- 2 A I haven't got your brother's new address.
 - B Haven't you? I'll give it to you now.
- 3 A Mary says she hasn't seen you for months.
 - B I know. I'll call her this evening.
- 4 A Why are you dressed in old clothes?
- B Because I'm going to help my dad in the garden.
- 5 A Congratulations! I hear you've got a new job.
 - B Yes, I'm going to work in New York.
- 6 A Are you doing anything interesting after class?
 - B No, I'm not. I'm just going home.

When can we meet?

4 This task consolidates the use of Present Continuous to talk about arrangements. Put students in A/B pairs. Tell the A students to look at the diary on p151 and the B students to look at the diary on p153. Explain that students need to ask and answer questions until they find a day when they are both free. Ask two students to read out the examples in the speech bubbles and to continue the conversation a little to model the activity.

Give students a few minutes to complete the task. If students finish early, ask them to arrange other meetings. Monitor and note any errors in the use of future forms.

Ask which day students have arranged to meet. Then feed back on errors by writing them on the board, without saying who made them, and asking the class to correct.

SUGGESTION

You could extend this activity by getting students to write their own real diary for the weekend, either on paper or in a computer diary. Put students in new pairs and get them to ask questions to find a good time when they could get together. If necessary, suggest a range of possible activities for them to choose from, e.g. going to a concert, playing squash, seeing a film, etc.

Will you, won't you?

5 Focus attention on the cartoon and the speech bubble. Ask *Is this an intention?/a plan?* (no). Elicit that *will* is used here to express a prediction. Then read number 1 as

an example. Highlight the contracted form *you'll* = *you will* and check the pronunciation of the negative *won't* /wəunt/. Also check the contracted form *it'll* /'ɪtl/.

Give students time to match sentences 2–6 with the correct endings in **B**. Monitor and check for correct verb forms and pronunciation. Note any errors to highlight after the listen and check stage.

[CD 2: Track 10] Tell students that there is an extra line in each exchange that they need to listen for. Play the recording and let the students check their answers. Elicit the extra lines, playing the recording again as necessary. Highlight and correct any errors from the matching stage. If students had problems with pronunciation, play the recording again and get them to repeat chorally and individually.

Answers and tapescript

Will you, won't you?

- 1 I think you'll pass your driving test. You won't fail again. It's your fourth time!
- 2 I think my team will win. They won't lose this time. They've got a new manager.
- 3 I think it'll be warm today. You won't need your jumper, just take a T-shirt.
- 4 I think I'll join a gym. I won't go on a diet. I like my food too much.
- 5 I think they'll get divorced. They won't stay together. They argue all the time.
- 6 I think I'll go by train. I won't fly. I hate flying.

SUGGESTION

If students have problems distinguishing the pronunciation of *won't* /wəont/ and *want* /wont/, you could try the following activity. Write these sentences on the board and get students to listen and repeat.

/D/ want /OU/ won't

I want to fly I won't fly

We want to go. We won't go.

Then say these sentences at normal speed and get students to decide if they hear want or won't.

We want to leave now.

I won't be late.

She won't marry him.

They want to have a party.

I won't know until tomorrow.

Tell me what you want.

You can then dictate the sentences and get students to practise saying them.

EXTRA ACTIVITY

Write the following sentences on the board or on a worksheet. Tell students there are one or two words missing in each one. Give students time to add the missing words and correct the sentences.

- 1 'What you like to drink?' 'I have a coffee, please.'
- 2 I can't go out because a friend coming round.
- 3 I'm looking forward seeing you again soon.

- 4 I'm thinking changing my job soon.
- 5 I seeing the doctor tomorrow about my back.
- 6 I want go to the party.
- 7 Phone me tonight. I give you my mobile number. Give students time to check their answers in pairs before checking with the class.

Answers

- 1 'What would you like to drink?' 'I'll have a coffee, please.'
- 2 I can't go out because a friend is coming round.
- 3 I'm looking forward to seeing you again soon.
- 4 I'm thinking of changing my job soon.
- 5 I'm seeing the doctor tomorrow about my back.
- 6 I want to go to the party.
- 7 Phone me tonight. I'll give you my mobile number.

ADDITIONAL MATERIAL

Workbook Unit 5 Ex. 6-10 Future forms

LISTENING AND SPEAKING (SB p41)

How does it feel to be 20-something?

ABOUT THE LISTENING

The theme of this section is the lifestyle and opinions of young people in their twenties. This age group has sometimes become known as the 'iGeneration', meaning that they are highly individualized and have little sense of community. (Sociologists also refer to the 'iGeneration' as the Internet generation, who have spent all or a good part of their lives using mobile technologies, including the iPhone, iPod, Wii, iTunes, iPad, etc.)

Exercise 2 refers to an 'iGeneration' poll that was commissioned by *The Times* national newspaper in the UK. The poll asked a sample of 18–30-year-olds questions on a range of topics, including their personal situation, employment, education, financial situation, and attitudes to moral issues. The opinions in the monologues, although not taken from any of the people interviewed in the poll, are representative of readers of *The Times* who wrote to the newspaper about their life as a twenty-something.

Some of the vocabulary in the *Listening* may be new, so be prepared to pre-teach/check the following items, especially with weaker classes: to have a shock, nephew /'nefjuː/, to feel grown-up, to train to be a lawyer /'lɔːjə/, miserable, to give something up, to pay rent, college, journalist, junior reporter, boomerang /'buːməræŋ/ (a curved stick that, when thrown in a particular way, comes back to the person who threw it).

- 1 Give a brief description of a person you know in their twenties. Focus attention on the prompts in the Student's Book and give students time to think of information about a person that they know.
 - Put students in pairs to talk about their chosen person and compare their lives. Monitor and help as necessary.

- 2 Pre-teach/check *poll* (an assessment of public opinion by asking questions to a representative number of people). Read the instructions as a class and check students understand what is meant by 'iGeneration' (see *About the text*). Elicit the meaning of *20-something* (a person who is 20–29 years old).
- 3 **T5.11** [CD 2: Track 11] Focus attention on the photos of the three speakers. Ask *What are their names and how old are they?* (Leo is 28, Elsa is 26, and Dan is 24.)

Read the questions as a class, then play the recording through once without stopping.

Give the students time to check their answers in pairs, before checking with the class.

Answers and tapescript

Leo is happy.

None of them feels grown-up.

Dan knows that he wants to be a journalist.

TISHI The 20-somethings!

Leo, aged 28

I had a real shock the other day. My little nephew, he's six, said to me 'Uncle Leo, when you were a little boy did they have telephones?' I couldn't believe it. I said: 'Of course we had telephones. How old do you think I am?' Then he said: 'But did you have mobile phones?' And I thought, 'did we?' I can't remember life without mobile phones but in fact — er, I think I was about eight when my dad got one. 'Yeah,' I said, 'When I was eight'. 'Aha!' said my nephew, 'I knew it. You are old'. I didn't like hearing that! I'm 28 and I don't feel grown-up at all. I have a great life — a good job, lots of friends, I go out with them most nights. I go to the gym every morning. I'm going to buy a flat by the river next year. Maybe when I'm in my 30s I'll get married and start a family.

Elsa, aged 26

I finished university and I started training to be a lawyer. I was earning good money and in many ways I had a good life but – er, the more I studied law the more I hated it, I was bored and miserable – so I decided to give it all up and go travelling. I was away for a year. I went to Australia, New Zealand, North and South America – it was fantastic, but then I arrived back home. I was now 24 and with no money, no job, and nowhere to live. I moved back with mum and dad – they're wonderful, they don't make me pay rent, but – oh dear – it's like being a little girl again. At the moment I'm working as a waitress just to make a bit of money and my dad keeps asking, 'When are you going to find a real job?' and mum says: 'When I was your age I was married with two children.' Married with kids! I don't feel old enough for that! I've got a boyfriend but we're not thinking of getting married. Maybe I'll train to be a teacher, now that's a real job.

Dan, aged 24

When I left home at 18 I thought that was it — 'goodbye mum and dad'. Now six years later I'm back! My college days were great — I worked hard and played hard but I left with huge debts — over £15,000. I thought, 'no problem, I'll just get a job and pay it back'. I moved into a flat with some friends and I was lucky I got a job pretty quickly, but ... I want to be a journalist and the only way is to begin at the bottom. I'm a very junior reporter for a small local newspaper. I love working there, but I only earn £16,000 a year. I couldn't afford the rent for the flat, so here I am, back with mum and dad. They call us the 'Boomerang Kids' — you know, kids who grow up, leave home, and then move back again. Lots of my friends are doing the same, my girlfriend is back with her mum too. One day we're hoping to marry and get a place of our own, but that probably won't be for a few years. You can't grow up when you're still at home with your parents. I'm fed up.

4 Focus attention on the example. Then give students time to complete the questions with the correct name.

Let the class check the names in pairs before checking with the class (see Answers below).

Ask and answer question 1 across the class as an example. Students then continue the task, working in their pairs. With weaker classes, let students ask and answer as many questions as possible, then play just the relevant section(s) of the recording so that students can answer any questions they missed.

Answers

- 1 How old is Leo's nephew?
- 2 How much did Dan owe when he left university? £15,000.
- 3 Why did Elsa give up studying law? She was bored and miserable.
- 4 How much does **Dan** earn as a junior reporter? £16,000 a year.
- 5 How long did Elsa go travelling? A year.
- 6 What guestions did Leo's nephew ask? 'When you were a little boy did they have telephones?' 'Did you have mobile phones?'
- 5 [CD 2: Track 11] Give students time to read the questions about Leo. Play just his recording from T5.11 again and then check the answers.

Repeat the procedure for Elsa and questions 5-8, and Dan and questions 9-12.

Ask students if they know any twenty-somethings like Leo, Elsa, or Dan, and which of the three is likely to be most successful in the future.

Answers

- He didn't like feeling old.
- 2 He has a great life with a good job, and lots of friends.
- He's going to buy a flat.
- 4 He'll marry maybe when he's in his 30s.

- 5 She went to Australia, New Zealand, and North and South America.
- 5 She's working as a waitress.
- When are you going to find a real job?'
- 8 Her mother was married with two children at Elsa's age.

- 9 Because he grew up, left home, and then moved back to his parents' house again.
- No, he doesn't. Lots of his friends are doing the same thing.
- It probably won't be for a few years.
- He says you can't grow up when you're still at home with your parents.

What do you think?

students a few moments to think about their answers the questions. Put students into small groups to discuss mer ideas.

and a short class feedback session, asking one student me each group to summarize what they talked about.

Establish what age most students think is the best time to leave home, and if the issue of 'boomerang kids' exists in their country. Elicit any personal experiences students feel happy to talk about with the class.

EXTRA ACTIVITY

You could revise past tenses and consolidate future forms by asking students to think about life for earlier and later generations of 20-somethings. Ask:

What was life like when your parents or grandparents were 20-something?

What will life be like when today's teenagers are 20-something?

Give students time to think about areas of life, writing notes under the following headings:

Family size and location Domestic life

The role of women

Education

Employment

Free time

Students can compare their ideas in small groups, or you could set it up as a project, with students presenting their ideas to the class with supporting visuals.

READING AND SPEAKING (SB p42)

Hope for the future

NOTE

The first exercise in the Reading and speaking section asks students to do some Internet research on Chernobyl and then to pool the information with the class. Give students time to do the research before the lesson, probably for homework. Encourage them to bring any visuals that they think will help to support the information they find.

ABOUT THE TEXT

The text is a personal account of a girl whose life was affected by the explosion at the Chernobyl /t ʃəˈnəubəl/ power station but who has gone on to establish a close relationship with an Irish family.

In the early hours of 26 April 1986, one of four nuclear reactors at the Chernobyl power station exploded. The city of Chernobyl is located in Ukraine /juːˈkreɪn/ (formerly part of the Soviet Union). The explosion and fire released large quantities of radioactive contamination into the atmosphere, which spread over much of Western USSR and Europe. It is considered the worst nuclear power accident in history. Much of the fallout was deposited close to Chernobyl, in parts of Belarus, Ukraine and Russia. More than 350,000 people resettled away from these areas, but about 5.5 million remain. Soil contamination is likely to be a concern for many years to come, adversely affecting the economic prospects of the area.

The Ukraine led the world in marking the 25th anniversary of the disaster in 2011 with church services and candlelit vigils. Tributes were paid to the many firefighters and clean-up workers who died soon after the accident from acute radiation poisoning.

In addition to Chernobyl, the places referred to in the text are Polessye /pp'lesi/ – a village in Belarus /belə'ruːs/ (a country in Eastern Europe), and Limerick /'lɪmərɪk/ (a county in the southwest of the Republic of Ireland and also the main town of the county).

The text is divided into an introduction and three main sections. There are opportunities for students to discuss ideas and offer their own opinions. The section closes with a roleplay of an interview with Palina, with a listen and compare task with a recorded interview.

There is no technical vocabulary, but students will need to deal with some new words. Encourage them to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. With weaker classes or if you are short of time, you could pre-teach/check some of following vocabulary: nuclear accident/disaster, to occur, to take away (= remove), depressed, expert (n), to pick mushrooms, forest, contaminated, to give someone a warm welcome, phrase book, to miss your family, delighted, biochemistry.

- 1 See *Note* above about the Internet research needed for this stage. Ask students to share the information they have found out. Get them to refer to the map on SB p42 to help explain the location of the accident, and present any other visuals they have found. Encourage a range of students to contribute and to discuss the topic across the class.
- 2 Focus attention on the photo of Palina and explain that she is the girl with two families. Give students a few moments to read the introduction. Read the questions as a class and check the answers. Again, refer to the map on p42 to locate the village.

Answers

- She comes from Polessye, a village in northern Belarus.
- She was born in 1988.
- · She had a lot of health problems.
- 3 Get students to read the section quite quickly. Monitor and help with any queries.

Give students time to do the true/false task. Remind them to correct the false statements.

Let students check their answers in pairs before checking with the class.

Answers

- 1 False. She was born two years later.
- 2 True
- 3 False. She has a brother.
- 4 False. The experts came to her school when Palina was eight.
- 5 True
- 6 False. A charity paid for the holidays.
- 7 False. She didn't speak a word of English.

4 Ask students if they ever spent a long time away from home when they were younger. Elicit how they and the rest of their family felt.

Give students time to read the section, again dealing with vocabulary as they go. Check if students' predictions were correct.

Let students discuss their answers in pairs/groups of three before checking with the class.

Answers

- 1 At first she used a phrase book, but she didn't need language to play with the family's children.
- 2 There was so much to choose from. She only knew her little village shop.
- 3 No, but she could speak a few words of English.
- 4 She visited them twice a year and often spent three months with them in summer.
- 5 Ask students to predict why Palina says she's so lucky. Give students time to read the section, again dealing with vocabulary as they go. Check if students' predictions were correct.

Check the reasons the text gives for Palina being lucky.

Answer

The time she spent in Ireland was improving her health and her English. John and Fiona offered to pay for her to study in Ireland and said she could stay with them full-time.

She's now studying biochemistry at the University of Limerick.

6 This final reading task helps students interpret the wider meaning of the text, with a series of quotations from the people mentioned.

Elicit the answer to number 1 as an example. Then put students in pairs to complete the task.

When checking with the class, elicit a range of answers from different pairs. If there is any disagreement, get students to justify their answers using the text.

Answers

- 1 Palina's parents
- 5 John and Fiona
- 2 The villagers

- 6 Chloe and Evan
- 3 Someone from the charity
- 7 John and Fiona

4 Palina

8 Palina

What do you think?

Pre-teach/check *homesick*. Put students in groups of three or four to discuss the questions. Monitor and help as necessary.

Elicit a range of answers from the groups during the feedback stage. Round off the discussion by asking students what they think of Palina and what adjectives they would use to describe her, e.g. *brave*, *caring*, *appreciative*, *hard-working*, etc.

Suggested answers

- People lost hope for the future. The farmers weren't able to sell their produce. Many people became ill and depressed. They couldn't pick wild food anymore.
- They lost all their customers after the accident. They didn't have a phone. Palina had no money to study.
- She probably was homesick because she couldn't speak English at first and she wasn't able to phone her parents.

Roleplay

T5.12 [**CD 2: Track 12**] Read the instructions as a class. Then put students in groups to prepare questions for the interview. Monitor and help as necessary. With weaker students, you could write a series of prompts on the board to help them with the questions, e.g. Where / come from?, What / happen / in 1986?, What / your family / do?, etc.

Divide the class into pairs and assign the role of Palina or the interviewer to each student. Ask two students to read the opening lines of their interview across the class. Students continue the roleplay in closed pairs. Monitor and note any common errors to feed back on after the roleplay. Fast finishers can change roles and try the roleplay again.

Tell students they are going to hear a version of the interview with Palina to compare with theirs. Pre-teach/check *produce* (n), *to get on well with, to pick up a language.*

Play the recording and let students compare the interview with their version.

Tapescript

An interview with Palina Yanachkina

I = interviewer P = Palina

- I Today I'm talking to Palina Yanachkina. Palina, it's nice to meet you. Can I ask you some guestions?
- P Of course.
- I I hear that you call yourself the girl with two families. Why is that?
- P Well, I have my family back home in the Ukraine and my family here in Ireland.
- 1 Where exactly do you come from?
- P I come from the village of Polessye not far from Chernobyl. I was born in 1988, just two years after the nuclear accident there. It was a terrible time for us.
- I I can understand that. What happened to your family?
- P My parents are farmers and after the accident they couldn't sell any of their produce. No one wanted to buy our meat or vegetables. We were very poor and ill – like many people in the village.
- I How awful, how miserable for you all.
- P But I was lucky. I had the chance to go to Ireland for a holiday and that was when I met my second family. I loved staying with them er, they were so kind to me. They looked after me so well.
- 1 Your English is excellent now. Did you speak English then?
- P Not a word. But I soon learnt, especially from the children. I got on really well with them.
- I So you picked up English bit by bit?
- P I had some lessons too and I came back to Ireland many times.
- I What are you doing now?
- P I'm studying here in Ireland. My wonderful Irish family are paying for my studies. I'm hoping to become a doctor one day and return to my village to help the people there. That's my big hope for the future.
- Well, I'm sure you'll do that one day. Thank you Palina, I've enjoyed talking to you.

VOCABULARY AND SPEAKING (SB p44)

Phrasal verbs – literal

The exercises in this section are staged to illustrate that phrasal earbs can have both literal and non-literal (idiomatic) meaning.

Don't read through the information on literal phrasal verbs at this stage. Explain that the words in this exercise

are used literally and so students should be able to work out the answers quite logically and easily. Elicit the answer to number 1 as an example.

Ask students to complete this exercise, working individually. Students check their answers in pairs before checking the answers with the class.

Answers

1 off 2 on 3 out 4 down 5 at 6 back

- 2 Focus attention on the cartoon and get students to match the phrasal verbs to the illustrations to check that they understand all the meanings. Get one student to mime one of the verbs as an example.
 - Put students in pairs or small groups to mime the actions and guess the phrasal verbs.
- 3 Check the answer to number 1 as an example. Ask students to complete the sentences with the correct phrasal verb. Remind them that they may need to change the form or tense of the verb.

Put students in pairs to read their answers aloud and compare the wording. Check the answers with the class.

Answers

- 1 I'm looking for my glasses. I can't find them anywhere?
- 2 I like these jeans. Can I try them on?
- 3 Those jeans look great. Turn round so I can see the back!
- 4 Don't drop litter on the floor! Pick it up!
- 5 Don't throw away that newspaper. I want to read it.
- 6 Why are all these lights on? Turn them off.

Phrasal verbs – idiomatic

Read through the examples of literal and idiomatic phrasal verbs with your students. Make sure they understand what is meant by a phrasal verb, and make it clear which phrasal verbs are literal and which are idiomatic (have a meaning that cannot be worked out logically from the parts). Focus on the meanings of the idiomatic phrasal verbs in brackets to help to illustrate this.

4 Match the first phrase with the correct cartoon as an example. Students match the remaining verbs individually. Check the answers with the class.

Answers

- 1 look after a baby
- 4 look up a word
- 2 fall out with someone
- 5 run out of milk
- 3 get on well with somebody
- 5 Check the answer to number 1 as an example. Ask students to complete the sentences with the correct phrasal verb from exercise 4.

Put students in pairs to read their answers aloud and compare the wording. Check the answers with the class.

Answers

- 1 'What does this word mean?' 'I don't know. I'll look it up.'
- 2 My boss is a great guy. I get on very well with him.
- 3 Leave little Emma with me. I'll look after her while you're out.
- 4 It was a terrible journey traffic jams all the way, and we nearly ran out of petrol.
- 5 I feel miserable because I **fell out with** my best friend at the weekend.

Talking about you

T 5.13 [CD 2: Track 13] Ask students to complete the questions with the correct phrasal verb. Remind them that they may need to change the form or tense of the verb.

Play the recording and let students check their answers. Then put students in pairs to practise asking and answering the questions. Monitor and check for accurate use of the phrasal verbs. Feed back and get students to correct any mistakes carefully.

Ask students to report back any interesting information they found out about their partner to the class.

Answers and tapescript

Talking about you

- 1 Where did you grow up? Do you still live in the same house?
- 2 How do you get on with your parents?
- 3 Do you ever fall out with your friends and stop speaking to them?
- 4 Would you like to be a doctor or nurse and look after people?
- 5 Are you good at **picking up** foreign languages?
- 6 Do you look up lots of words in your dictionary?

PHOTOCOPIABLE ACTIVITY

UNIT 5 Phrasal verbs pair-up TB p168

Materials: One copy of the worksheet cut up for each pair or group of three students.

Procedure: Explain that students are going to play a game in which they match phrasal verbs with pictures. Briefly review common phrasal verbs by writing gapped sentences on the board and eliciting the missing adverb/preposition, e.g.

I grew _____ in a big city. (up)

I don't feel too well. I need to lie _____. (down)

I lent her some money but she didn't pay me _____

Pre-teach/check the expressions students will need to play the game: It's my/your turn / I'm/You're next, That's right/wrong, That picture matches/doesn't match the verb.

- Put students into pairs/groups of three. Give each pair/group a set of jumbled verb cards and a set of jumbled picture cards. Tell students not to look at the verbs or pictures. Get them to lay out each set of cards separately, face down on the desk.
- Demonstrate the game with one pair/group. Students
 take it in turns to turn over one picture card and one
 verb card. If the cards match, the student makes a
 sentence using the phrasal verb. Provided the sentence
 is accurate, the student keeps the cards and has
 another turn. If the sentence isn't accurate, or if the
 cards don't match, the student turns the cards over
 again in the same position.
- Students play the game in their pairs/groups. Monitor and check that students are playing the game correctly. Try to encourage them to check each other's sentences, but be prepared to be the final judge if the pairs/groups disagree.

- Students play until all the cards have been matched.
 The student with the most cards is the winner.
- As an extension, you could get students to use the phrasal verbs in a story-building task. The stories can be as realistic or as silly as you think appropriate. Students use as many of the verbs as possible in their story. Monitor and help with vocabulary as necessary. Students can them read their stories to the class and vote for the best one.

ADDITIONAL MATERIAL

Workbook Unit 5

Ex. 15 Vocabulary - Phrasal verbs

EVERYDAY ENGLISH (SB p45)

Expressing doubt and certainty

The Everyday English syllabus continues with a focus on the language used to express doubt, e.g. I'm not sure, and certainty, e.g. Definitely! These will be practised and recycled in a natural way in the many discussion activities in this and later levels of Headway.

1 Focus on the picture and elicit that the woman isn't sure what to do. Pre-teach/check *certain* (= 100% sure). Give students time to read the three questions and possible answers. Deal with any vocabulary queries.

Read the first question and first two possible answers as an example. Elicit how certain the answers are (see *Answers* below). Give students time to complete the task, working in pairs. Monitor and help as necessary.

Check the grading of the responses with the class. Also point out the silent letter in *doubt* and check the pronunciation /daut/.

Answers

- 1 Of course he will. 100% certain He might do. – 75% certain Mmm ... maybe. – 50% certain I doubt it. – 75% certain No chance. – 100% certain
- 2 Yes, absolutely. 100% certain I think so. – 75% certain Mmm ... I'm not sure. – 50% certain I don't think so. 75% certain Definitely not. – 100% certain
- 3 Definitely! 100% certain Perhaps. – 75% certain They might do. – 50% certain Anything's possible. – 50% certain Not a chance. – 100% certain
- 2 T5.14 [CD 2: Track 14] Tell students they are going to hear three conversations, each starting with a question in exercise 1. Tell students they will hear expressions from exercise 1, but they may not be in exactly the same form as in the Student's Book.

Play the first conversation as an example and elicit the expressions and whether the speakers agree (See *Answers and tapescript* below). Play the remaining conversations.

Allow students time to underline the answers the people give and decide if they agree. Check answers.

Answers and tapescript

1 I doubt it; no chance. They agree.

2 Yes, absolutely; Mmm ... I'm not sure. They disagree.

3 They might do. Anything's possible; I don't think they have a chance (= no chance). They agree.

T 5.14 Expressing doubt and certainty

- 1 A Do you think Tom will pass his exams?
 - B I doubt it. He's fed up with school.
 - C I know. He has no chance at all. He wants to leave and get a job.
- 2 A Does Martin earn a lot of money?
 - B Yes, absolutely. He earns a fortune
 - C Mmm ... I'm not sure. He wants to change his job.
- 3 A Are England going to win the World Cup?
 - B They might do. Anything's possible, but I think it's very unlikely.
 - A Absolutely! I don't think they have a chance.
- Write the answers from exercise 2 on the board. Play the recording, pausing after each expression of doubt or certainty. Get students to mark the main stress and focus on the intonation. If necessary, also mark the linking between words.
 - 1 I doubt it.

He has no chance at all.

2 Yes, absolutely.

Mmm ... I'm not sure.

3 They might do.

Anything's possible

If students have a lot of problems, drill the pronunciation chorally and individually.

Put students in groups of three to practise the conversations. Get them to use the wording in **T 5.14** the first time they practise and then to repeat the questions, using their own replies. Monitor and check for good pronunciation.

T5.15 [CD 2: Track 15] Give students time to read the gapped conversation and deal with any vocabulary queries. Check students understand that Capricorn and Aquarius are star signs.

Read the first line in conversation 1 and elicit a possible reply (*Definitely/Absolutely/Of course it is.*). Give students time to complete the conversations, choosing words and phrases from exercise 1. Monitor and help as necessary.

Play the recording and let students compare their answers. Elicit the words used in the recording and check students' own answers are appropriate.

If you think your students need more pronunciation practice, get them to read their versions of the conversations in pairs.

Answers and tapescript

- 1 A Kelly's job is really stressful, isn't it?
 - B Absolutely. She's a paramedic.
 - A Is she having a holiday soon?
 - **B** I **think** so. She says she **might** go to Spain.
- 2 A Isn't it Rob's birthday next week?
- B Yes, definitely. It's on the 21st.
- A So he's a Capricorn.
- B No, I don't think so. I think he's an Aquarius.

- 3 A Do you think Anita and Paul are in love?
 - B Definitely. They're going to get married next June in Hawaii.
 - A Hawaii! Are you going to the wedding?
 - B No chance. I can't afford it.
- 5 **T 5.16 [CD 2: Track 16]** Give students time to read the list of questions. Deal with any vocabulary queries. Ask the first question across the class and elicit a range of answers.

Put the class into groups of four to continue asking and answering. Encourage them to vary the expressions they use in their answers. Monitor and check for appropriate use of the expressions and for good pronunciation. Note down any common errors and feed back on these after the group work.

Play the recording and let students compare their answers. If you think your students need more pronunciation practice, refer them to **T 5.16** on SB p125 and get them to read the conversations in pairs.

Tapescript

What's your opinion?

- 1 A Did Leo Tolstoy write War and Peace?
 - B Definitely. He wrote it in 1869.
- 2 A Is Nicole Kidman American?
- B I don't think so. I think she's Australian.
- 3 A Was Sherlock Holmes a real person?
- **B** Definitely not. He's from a book by a writer called Conan Doyle.
- 4 A Is the population of China more than two billion?
- **B** It might be. I don't know. It's definitely more than one billion.
- 5 A Do some vegetarians eat fish?
 - **B** I think so. I have a friend who's vegetarian and she eats fish.
- 6 A Is the weather going to be nice next weekend?
 - **B** I doubt it. It's cold and wet today.
- 7 A Are you going to be rich and famous one day?
 - B No chance. I'd like to be a bit richer than now, but I wouldn't like to be famous.
- 8 A Is your school the best in town?
 - B Absolutely. It's definitely the best.

Don't forget!

Workbook Unit 5

- Ex. 11 Pronunciation Confusing vowel sounds
- Ex. 12-13 Reading From refugee to Cambridge student
- Ex. 14 Listening Three teenagers and their ambitions
- Ex. 16-17 Just for fun!

Word list Unit 5 (SB p148 and TRD)

Remind your students of the Word list for this unit on SB p148. They could translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Teacher's Resource Disc

Unit 5 Test

Pronunciation Book Unit 5

Video/DVD Episode 5

ADDITIONAL MATERIAL

Teacher's Resource Disc

Communicative activity Unit 5



The way I see it

What ... like? • Comparatives and superlatives • Synonyms and antonyms What's on?

The theme of this unit is describing people and places. This provides a useful context to practise the grammar for this unit – What ... like?, and comparatives and superlatives. The text in the Reading and speaking section describes the multicultural diversity of London. In the Listening and speaking section, three people talk about who they most resemble in their family. The Everyday English syllabus continues with the language for talking about what's on in a city. and the Writing section practises relative pronouns in the context of describing your hometown.

LANGUAGE INPUT

GRAMMAR

What's she like? (SB p46)

Comparatives and superlatives (SB p47)

Pronunciation (SB p48)

- Understanding and practising information questions with What ...? and How ...?
- Reviewing and practising comparative and superlatives in comparing places and people.
- Practising pronunciation in comparative and superlative sentences.

VOCABULARY

Synonyms and antonyms (SB p52)

Understanding and practising synonyms and antonyms.

EVERYDAY ENGLISH

What's on? (SB p53)

• Practising the language to talk about what's on, and making suggestions about what to do.

SKILLS DEVELOPMENT

READING

Multicultural London (SB p50)

Four shorts profiles of people who left their home country to live in London.

LISTENING

Singapore, Shanghai, and Dubai (SB p47)

My family (SB p49)

- Listening for key words to complete a comparison of three cities. T6.4 (SB p126/TRD)
- Listening for gist and key information in recordings about families **T6.8** (SB p126/TRD)

SPEAKING

'Information' questions (SB p46)

Who are you like in your family? (SB p49)

What do you think? (SB p50)

Project (SB p50)

Rolepay (SB p53)

- Practising information questions with *What ...*? and *How ...*? in a personalized way.
- Practising talking about your family in a personalized way.
- · Discussing problems and reasons for emigration.
- Researching and presenting information about a person who has moved to your country.
- Roleplaying making plans for going out in London for a weekend on a budget.

WRITING

Describing my hometown - Relative pronouns who / that / which / where (SB p110)

· Talking about your hometown, understanding and practising the use of relative pronouns, preparing a description of your hometown and reading it aloud.

MORE MATERIALS

Photocopiables – What's it like? (TB p169), (TRD) Tests (TRD)



STARTER (SB p46)

The aim of this activity is to introduce the theme of describing people. It will also allow you to assess how well students can talk about age, looks, and personality.

Focus attention on the photo of Mia and ask What's she doing? She's relaxing at home.) Read the examples as a class. Then ewe students a few moments to think how else to describe her.

Elicit a range of answers, writing up a bank of descriptive language on the board as you go, e.g.

Se's about (25), in her 20s, a twenty-something.

She's got long dark hair and brown eyes/wavy hair/a nice smile/a nice figure.

Se's tall and slim/slender.

She seems friendly/happy/relaxed.

With weaker students, you could review a broader range of adjectives for describing looks and personality.

TELL ME ABOUT HER (SB p46)

What's she like?

This first presentation highlights different uses of like in information questions – Do you like ...?, What's she like?, and What does she look like? The question What's she like? also contrasted with How is she? as this is often an area of confusion for students.

⚠ POSSIBLE PROBLEMS

- The question What ... like? asks for a description. In this context like is used as a preposition, but students may only have experience of like as a verb, e.g. I like dancing./Do you like her?
- The answer to the question What ... like? does not contain like with the adjective.

'What's John like?' *'He's like nice.'

 Students may find What ... like? a strange construction to ask for a description. In English, How is she? is an inquiry only about her health, not about her character and/or looks, e.g.

'How is she?' 'She's very well/fine.'

T6.1 [CD 2: Track 17] Focus attention back on the photo of Mia. Tell students they are going to listen to the four conversations about her. Play the recording and get students to follow in their books.

Deal with the concept questions as a class. Elicit a range of answers and if students disagree, refer them back to the conversations, focusing on the answer to each question. Check the answers with the class.

Answers

'How's Mia?' asks about her health.
'Do you like Mia?' uses *like* as a verb.
'What does Mia look like?' asks for a physical description.
'What's Mia like?' means *Tell me about her in general*.

T 6.1

See SB page 46.

2 Focus attention on the examples. Ask one student to ask the question and three others to give the three answers. Elicit other possible answers, e.g. *I don't know her very well. Yes, she's one of my oldest friends*, etc.

Put students into pairs to continue asking and answering. Monitor and help as necessary.

Elicit a range of possible answers during feedback, correcting any mistakes carefully.

Possible answers

- 1 Do you like Mia? I don't know her very well. / Yes, she's one of my oldest friends. / No, I think she's a bit unfriendly. / She's OK.
- 2 How's Mia? She's doing fine. / She's been under the weather but she's OK now. / Not bad, but very busy at work.
- 3 What's Mia like? She's great. / She's really good fun. / She's a bit moody. / She's a good friend.
- 4 What does Mia look like? She's tall and slim, with dark wavy hair. / She's attractive. / She's got a nice figure.
- 3 T 6.2 [CD 2: Track 18] Elicit the answer to question 1 as an example. Give students time to match the rest of the questions and answers.

Let students check their answers in pairs before playing the recording as a final check.

Get students to ask question 1 across the class and use their own answer as an example. Put students in pairs to practise the questions, using their own answers each time. Monitor and check for appropriate answers. Note any common errors for correction after the pairwork.

Ask several pairs of students to ask and answer across the class to elicit a range of possible answers. Correct any mistakes carefully.

Answers and tapescript

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

T 6.2

- 1 A What's your teacher like?
 - B She's great! She helps us a lot.
- 2 A What sports do you like?
 - B Cycling and skiing.
- 3 A What does your brother look like?
 - B He's got blond hair and blue eyes.
- 4 A Do you like pizza?
 - B Mmm, I love it!
- 5 A What's the weather like today?
- B Lovely! Warm and sunny.
- 6 A How are your parents?
 - B They're OK. Busy as usual.

SUGGESTIONS

 If you think students need further practice in the question What ... like?, you could write the gapped sentences and word box below on the board or on a worksheet. Students complete the questions with the correct part of be and the words in the box.

Check the answers and, if necessary, remind students that What's ... like? means the same as Tell me about ...

the weather your boss your sister your flat your neighbours

1	'What	like?'	'She's nice. We're very close.'
2	'What	like?'	'It's cold and wet today.'
3	'What	like?'	'He's OK, but he shouts a lot.'
4	'What	like?'	'It's small but cosy. I love it.'
5	'What	like?'	'They seem very nice.'

Answers

- 1 'What's your sister like?'
- 2 'What's the weather like?'
- 3 'What's your boss like?'
- 4 'What's your flat like?'
- 5 'What are your neighbours like?'
- Further practice can be given by getting students to work with a new partner and repeat the questions in exercise 3. First get them to cover column B and give different answers, then cover column A and ask the questions from memory.
- ▶▶ Refer students to Grammar Reference 6.1 on p141.

PRACTICE (SB p47)

What's it like?

Focus attention on the photo of Shanghai. Ask *Have you ever been there? What's it like?* Elicit a range of descriptions/ impressions of the city from the class.

- 1 Read the instructions as a class and focus attention on the example. Pre-teach/check to do business and humid. Remind students to use the correct part of be in the questions 's or are and point out that one of the questions is in the past.
 - Ask students to complete the questions, working on their own. They should be able to do this quite quickly.

Let students check their answers in pairs

2 **T 6.3 [CD 2: Track 19]** Play the recording and let students check their answers.

Drill the questions around the class, or play and pause the recording and get students to repeat. Students then practise the conversation in pairs.

Answers and tapescript What's Shanghai like?

T =Tom M = Mia

T What's Shanghai like?

M It's very big and noisy, but it's very exciting.

T What's the food like?

M It's the best in the world! I just love Chinese food!

T What are the people like?

M They're very friendly, and they really want to do business.

T What was the weather like?

M When I was there, it was hot and humid.

T What are the buildings like?

M There are new buildings everywhere, but if you look hard, you can still find some older ones. too. 3 Model the questions and answers across the class, eliciting a range of possible answers.

Put students in closed pairs to continue the task. Monitor and note down any common errors for correction after the pairwork.

PHOTOCOPIABLE ACTIVITY

UNIT 6 What's it like? TB p169

Materials: One copy of the worksheet for each group of four students. Each group will also need a dice and counters.

Procedure: Explain that students are going to play a board game to practise question forms from Unit 6: What is he like? What does he like? What does he look like? How is he? Pre-teach/check the expressions students will need to play the game: throw/roll the dice, go back/forward one square, miss a go, have another go, It's my/your turn / I'm/You're next, That's right/wrong, We are the winners!

- Put students into groups of four and explain that students play in two teams of two. Hand out copies of the board game, and the dice and counters.
- Look at the board game with the class. Explain that most of the squares have a prompt for a question, many of them containing the word like. Some of the prompts are 'open' and can be interpreted in two ways, e.g. What / your best friend / like? can be What is your best friend like? or What does your best friend like? Explain that students need to listen carefully to the questions asked in the game and word their answer to match.
- Explain the rules: students play the game in their teams of two and take it in turns to throw the dice and move around the board. If a pair lands on a square with a prompt, the student who threw the dice forms the question and the other student gives an answer. If they get both right, they move forward one square. If they get either the question or answer wrong, their turn ends. Focus attention on the *Bonus words* in the middle of the board. Explain that if students can use any of the bonus words/phrases correctly in their answers, they move forward another square. Students should cross out the *Bonus words* as they use them. The first pair to reach 'Finish' are the winners.
- Students put their counters on 'Start' and take turns
 to throw the dice and use the prompts on the squares.
 Monitor and check that students are playing the game
 correctly. Try to encourage students to check each
 other's answers, but be prepared to be the final judge
 if the groups disagree.
- As a follow-up, get students to say some of the descriptions they used in the game to the rest of the class. Students guess who/what they have described.

ADDITIONAL MATERIAL

Workbook Unit 6
Ex. 1-2 Describing

SINGAPORE, SHANGHAI, AND DUBAI (SB p47)

Comparatives and superlatives

Students at pre-intermediate level are likely to be familiar with comparatives and superlatives already. This section extends basic coverage to include the uses of (not) as ... as in comparisons, a bit/a little + comparative, and a lot/much + comparative.

↑ POSSIBLE PROBLEMS

Although students will have practised comparatives and superlatives before, they are still likely to make mistakes:

- students often mix up the basic rules of -er/-est with short adjectives, and more/most with longer adjectives.
 - *She's more tall than me.
 - *He's the most rich man in the world.
- · they may form 'double' comparisons.
 - *You're more fitter than me.
- they often omit the before superlatives, use of instead of in with superlatives, and that instead of than in comparatives.
 - *She's tallest of the class.
 - *It's more expensive that I thought.
- irregular forms good/better/best and bad/worse/worst often need reviewing, as do the spelling changes –
 -ier/-iest with adjectives that end in -y and doubling of the consonant in short adjectives with one vowel and one consonant.
 - *He's the better player in the team.
 - *It's dryer here than in the north.
 - *This flat is biger than mine.
- as ... as to show that two things are the same or equal, and not as ... as to show that two things aren't the same or equal can sometimes cause confusion.

*He's as clever than his brother.

As well as difficulty in producing the correct from, students often need help with pronunciation, especially of weak forms. The Student's Book provides practice of the weak forms used in comparisons:

/9/ /9/

I'm older than Jane.

There is also a pronunciation task to highlight sentence stress and practise natural-sounding speech.

T6.4 [CD 2: Track 20] Focus attention on the photos of Singapore and Dubai. Ask What do you know about the cities? What are they like? Elicit a range of answers from the class.

Pre-teach/check financial centre, investment, cosmopolitan, climate. Check pronunciation of noisy /'noizi/ and busy /'bizi/, and check the comparative and superlative forms noisier/noisiest, and busier/busiest.

Read the instructions as a class. With weaker students, allow them to read the text through quickly before they listen. You could also write up the missing adjectives from the conversation on the board (*modern*, *young*, *hot*, *wet*, *dry*, *busy*) and tell students they will need to use them in different forms.

Point out that there is more information in the conversation than in exercise 1, but students just need to listen for the missing words. Sometimes students need to write more than one word in each gap.

Play the recording, without pausing if possible. Allow students to work in pairs to check/complete the text.

Answers and tapescript

See exercise 2 below.

2 **T 6.4 [CD 2: Track 20]** Play the recording again to let students check their answers to exercise 1.

Check the answers with the class, getting students to spell any forms that have a change from the base form, e.g. *hotter, driest*.

Answers and tapescript

The city

Singapore is older than Shanghai, but it's **a lot** smaller. Shanghai is **much** bigger than Singapore and **it's much** noisier, too.

Business

They're both top financial centres, but Singapore is **more** important. It's better for investment.

Buildings and people

Shanghai is more **modern** than Singapore, but it isn't as cosmopolitan. Dubai is **the** newest and **youngest** city, and it's the most **modern**.

Climate

Singapore is **hotter** than Shanghai. But it isn't **as** hot **as** Dubai. Dubai is the **hottest** place. Singapore is very humid, so it's **wetter** than Shanghai. But Dubai is the **driest**. It only rains for a few days a year.

Which is best?

For me Shanghai is the **best** because it's the **busiest** and the **most** exciting.

T6.4 Singapore, Shanghai, and Dubai

- T What did you think of Singapore? What's it like?
- M Well, Singapore is very old. It's older than Shanghai, but it's a lot smaller. Shanghai has a population of 20 million, and it's enormous! Shanghai is much bigger than Singapore, and it's much noisier, too.
- T Oh, OK. What about business? What's it like to do business in these places?
- **M** Well, they're both top financial centres, but Singapore is more important. It's better for investment.
- T Ah, right. And the buildings? Are they all new?
- M Yeah, there are a lot of new buildings in Shanghai, so it's more modern than Singapore, but it isn't as cosmopolitan. Half the population of Singapore are foreigners.
- T Wow! Really? What about Dubai? What's that like?
- M Dubai is the newest and youngest city, and it's the most modern. I like it because it has a 'can-do' feel to it.
- T What about the climate in these places? What was the weather like?
- M It's interesting. Singapore is very near the equator, so it's a lot hotter than Shanghai. But it isn't as hot as Dubai. Dubai is the hottest place. When I was there the temperature was over 40 degrees.
- T Wow! That's incredible!
- M Singapore is very humid, so it's wetter than Shanghai. But Dubai is the driest. It only rains for a few days a year.
- T Where did you like most of all? Where was best for you?
- M For me Shanghai is the best because it's the busiest and the most exciting. There are so many things to do – the best restaurants, theatres, shops. It's got everything!

3 Focus attention on the topic headings in the text in exercise 1 and elicit as many of Tom's questions as possible. Play the recording again if students have problems. Write the questions on the board (See *Answers and tapescript* below).

Put students in pairs to ask and answer the questions. Monitor and check for accurate use of comparatives and superlatives. Note any common errors and highlight and correct these after the pairwork. If students have major problems with pronunciation, you could focus on SB p48 exercises 1 and 2 before doing the *Grammar Spot*.

GRAMMAR SPOT (SB p47)

1 As a class, elicit the comparative and superlative of each adjective. Make sure students spell the forms that have a spelling change in the comparative and superlative (see *Possible problems* above). Also check pronunciation carefully, particularly the weak form /ə/ on the comparative ending -er. You could do this as a repetition drill.

Put students in pairs to work out the rules for -er/-est, and more/the most.

Answers

Adjective	djective Comparative Superlative		
old	older	(the) oldest	
small	smaller	(the) smallest	
new	newer	(the) newest	

Rule: add -er/-est to one-syllable adjectives.

Adjective	Comparative	Superlative	
busy	busier	(the) busiest	
noisy	noisier	(the) noisiest	
dry	drier	(the) driest	

Rule: adjectives ending in y, change y to i and add -er/-est.

Adjective	jective Comparative Superlative		
big	bigger	(the) biggest	
wet	wetter	(the) wettest	
hot	hotter	(the) hottest	

Rule: short adjectives ending in one vowel + one consonant, double the consonant and add -er/-est.

Adjective	Comparative	Superlative
important	more important	(the) most important
modern	more modern	(the) most modern
exciting	more exciting	(the) most exciting

Rule: adjectives of 3+ syllables are preceded by *more* and *the most*, and do not have *-er/-est* added.

Note: Some two-syllable adjectives can take *-er/-est*, e.g. *cleverer/cleverest*, or *more/most*, e.g. *more clever/most clever*. Other two-syllable adjectives have to take *more/most*, e.g. *more normal*, *most careful*.

2 Elicit the form and spelling of the comparative and superlative forms of these irregular adjectives. Check the pronunciation of better /'betə/, worse /w3:s/ and worst /w3:st/.

Answers

Adjective	Comparative	Superlative
good	better	(the) best
bad	worse	(the) worst

3 Focus attention on the sentences and the patterns highlighted in **bold**. Ask *Which sentence describes* a small difference and which a big difference? (small difference = It's a bit/a little (bigger); big difference = It's a lot/much (smaller)).

Point out that *as* ... *as* is used to say that two things are the same or equal, and *not as* ... *as* to show that two things aren't the same or equal. Point out the weak forms /ə/ in *as* ... *as*.

/ə/ /ə/ It isn't as hot as Dubai.

▶▶ Grammar Reference 6.1–6.2 on p141

EXTRA ACTIVITY

If you think your students would benefit from additional practice with comparatives and superlatives, get them to compare some cities in their country in the same way as Mia did on SB p47. Put students in pairs/small groups to compare the cities. Monitor and check for correct use of comparatives and superlatives. Highlight and correct any mistakes carefully after the pair/group work.

PRACTICE (SB p48)

Pronunciation

1 **T 6.5 [CD 2: Track 21]** This short pronunciation exercise aims to practise the weak forms and linking between words in connected speech, along with the vowel /I/ in the ending *-est*.

Play the first sentence and highlight the weak forms in older /ˈəuldə/ and than /ðən/.

Play the second sentences, pointing out the weak forms on as ... as and the linking between /t/ and /d/ and /d/ and between /s/ and /d/ and /d

/ /ə/ /ı

But I'm not as old as John. He's the oldest.

Get students to repeat the sentences chorally and individually.

Tapescript

Pronunciation

I'm older than Jane. But I'm not as old as John. He's the oldest.

EXTRA ACTIVITY

If you would like to give your students further practice with linking, you can dictate the following sentences and get students to mark the links. Students then practise saying the sentences.

- 1 I'm not as clever as my dad.
- 2 It's the most interesting article in the book.
- 3 I don't know anyone as tall as Edward.
- 4 What's the fastest animal in the world?
- 5 Tim isn't as ambitious as his sister.
- 6 You're a lot more intelligent than me.
- **T6.6** [CD 2: Track 22] T6.7 [CD 2: Track 23] This task highlights the main stresses used in sentences with comparative forms. Elicit the comparative form of *clever*. Focus attention on the conversation and ask students to guess why some of the words are in capitals (they carry the main stresses).

Play recording **T6.6** and let students just listen. Play it again, getting students to repeat line by line. Insist on accurate sentence stress and intonation.

Elicit the comparative forms of the other adjectives (kinder, funnier, better looking, more ambitious). Ask two students to demonstrate the conversation across the class with the adjective kind.

Put students in pairs to continue the task using the other adjectives. Monitor and check for accurate use of the comparatives and for good pronunciation. If students have problems or sound 'flat', play the recording again as a model and drill key lines chorally and individually. Students then continue practising in their pairs. Play recording **T6.7** for students to listen and compare.

Tapescripts

T 6.6

See SB p48.

T 6.7

- A Who's kinder, you or Ben?
- 8 Me, of course. I'm much kinder than Ben. He isn't nearly as kind as me!
- A Who's funnier, you or Ben?
- B Me, of course. I'm much funnier than Ben. He isn't nearly as funny as me!
- A Who's better looking, you or Ben?
- **B** Me, of course. I'm a lot better looking than Ben. He isn't nearly as good looking as me!
- A Who's more ambitious, you or Ben?
- B Me, of course. I'm much more ambitious than Ben. He isn't nearly as ambitious as me!

Comparing people

exercises in this section provide accuracy and fluency exercise of comparatives and superlatives.

Focus attention on the photos and check pronunciation of the names Agnes /ˈægnəs/, Marcel /maːˈsel/, and Marilou /mæriˈluː/.

Give students time to read the profiles. Check comprehension of *interior designer* and *financial advisor*. Deal with any other vocabulary queries. Ask a few check questions, e.g. Who is the oldest? (Marilou) Who has the biggest house? (Kevin), Who is happier, Marcel or Marilou? (Marcel), etc.

Focus attention on the example in exercise 3. Check students understand that sometimes more than one word is needed to fill in the gaps. Elicit the other missing answers about Agnes (see *Answers* below). If students query the second answer *Kevin doesn't have as many children as Agnes*) explain that we can use *as ... as* with *much* and *many*.

Give students time to complete the task, working individually. Let students check their answers in pairs before you check with the class.

Answers

- 1 Agnes has the largest family. She has three children. Kevin doesn't have as many children as Agnes. He has just two.
- 2 Marilou is the oldest. She's 41. Marcel is the youngest. He's only 25. Agnes is a bit older than Kevin. She's 34, and he's 32.
- 3 Kevin works the longest hours 60 hours a week. Agnes doesn't work as many hours as Kevin, but she still works hard. She works harder than Marcel, who only works 35 hours a week.
- 4 Kevin earns the most. He has the best/highest salary. Marilou has the worst/lowest salary. Marcel doesn't earn anything like as much as Agnes. She earns nearly twice as much as him.
- 5 Agnes has a bigger house than Marilou, but it isn't as big as Kevin's. He has a huge house – six bedrooms! Marcel has the smallest house.
- 4 Focus attention on the example. Elicit another way of comparing the women's age, e.g. *Agnes isn't as old as Marilou. / Marilou is older than Agnes.* Then elicit one or two more comparisons of the woman (see *Possible answers* below).

Give students time to continue comparing the women, focusing just on the *Life Data* section of the profiles. Encourage students to think of different ways of wording their comparisons. Monitor and check for accurate use of comparatives.

Repeat the procedure for the men, getting students to work from just the *Life Data* section of the profiles.

Elicit a range of sentences from the class. Correct any mistakes of form and pronunciation carefully.

Possible answers

Agnes and Marilou

Agnes is younger than Marilou./Agnes isn't as old as Marilou./Marilou is older than Agnes.

Agnes has a larger family than Marilou./Marilou doesn't have as many children as Agnes.

Agnes doesn't work as many hours as Marilou./Marilou works longer hours than Agnes.

Agnes earns a lot more than Marilou./Agnes earns a lot better/higher salary than Marilou./Agnes earns three times as much as Marilou. Agnes's house is as big as Marilou's.

Kevin and Marcel

Marcel is younger than Kevin./Marcel isn't as old as Kevin./Kevin is older than Marcel.

Kevin has a larger family than Marcel./Marcel doesn't have as large a family as Kevin.

Marcel doesn't work as many hours as Kevin./Kevin works longer hours than Marcel.

Kevin earns a lot more than Marcel./Kevin earns a lot better/higher salary than Marcel./Kevin earns more than twice as much as Marcel. Kevin's house is much bigger than Marcel's./Marcel's house is much smaller than Kevin's./Marcel's house isn't as big as Kevin's.

5 Focus attention on the *Personality* section in the profiles. Ask one or two check questions, e.g. *Who is the happiest?* (*Agnes*) *Is Marcel more ambitious than Kevin?* (*No, he isn't.*) Focus attention on the example and elicit a complete example, e.g. *Marilou isn't as happy as Marcel, but she's more intelligent.*

Put students in pairs to make more sentences. Remind them they will need superlatives when comparing all three of the people. Encourage students to think of different ways of wording their comparisons. Monitor and check for accurate use of comparatives and superlatives.

Elicit a range of sentences from the class. Correct any mistakes of form and pronunciation carefully.

Possible answers

Agnes is the most intelligent. She's also the happiest. Kevin is the most ambitious.

Marilou is more intelligent than Marcel, but she isn't as intelligent as Agnes.

Marcel is more ambitious than Marilou, but he isn't as ambitious as Agnes or Kevin.

Marcel and Kevin are happier than Marilou, but they aren't as happy as Agnes.

6 Read the questions as a class. Then put students in groups of three or four to discuss their answers. Monitor and check for accurate use of comparatives and superlatives, and for good pronunciation. Note down any common errors to highlight and correct after the groupwork. Elicit a range of answers from each group. Encourage students to give reasons for their opinions.

EXTRA ACTIVITY

Write the following sentences on the board or on a worksheet. Tell students there is a mistake in each one. Give students time correct the sentences, then check with the class.

- 1 'What's London like?' 'I like it very much.'
- 2 'What's your school like?' 'It's like nice.'
- 3 'What does Maria like?' 'She's tall with long blonde hair.'
- 4 He's more older than he looks.
- 5 Jessica's as tall than her mother.
- 6 London is more expensive that Paris.
- 7 Who is the most rich man in the world?
- 8 Claridges is the more expensive hotel in town.

Give students time to check their answers in pairs before checking with the class.

Answers

- 1 'What's London like?' 'It's (very exciting).'
- 2 'What's your school like?' 'It's nice.'
- 3 'What does Maria like?' 'She likes (cycling and swimming).'
- 4 He's older than he looks.
- 5 Jessica's as tall as her mother.
- 6 London is more expensive than Paris.
- 7 Who is the **richest** man in the world?
- 8 Claridges is the most expensive hotel in town.

SUGGESTION

A general knowledge quiz is a fun way of consolidating comparative and superlative forms. Divide students into teams of four or five. Give each team an area to research, e.g. cities, buildings, animals, distances, mountains, rivers, etc. Write example questions on the board, e.g. What's the tallest building in the world? (the Burj Khalifa in Dubai) Which river is longer, the Mississippi or the Nile? (the Nile) Give students time to prepare their questions. Monitor and help as necessary.

Put all the questions together and nominate a question master if you don't want to take the role yourself. Teams take it in turns to answer the questions, gaining two points for each correct answer. Make sure that teams don't answer the questions that they set. The team with the most points at the end are the winners.

ADDITIONAL MATERIAL

Workbook Unit 6

Ex. 3-7 Comparatives and superlatives

LISTENING AND SPEAKING (SB p49)

My family

ABOUT THE LISTENING

This section focuses on comparisons in families and provides the opportunity to review *like* as a preposition (*I'm very like my Mum.*) and as a verb (*We like the same films.*). Students listen to three people of different ages talking about which family member they resemble, physically and in terms of personality. This provides a springboard for the final stage in which students talk about their own family.

Some of the vocabulary may be new, so be prepared to pre-teach/check the following items, especially with weaker classes: to be like someone, to talk forever, to be the same size as someone, a twin (brother), fair (hair), to mix up (= confuse), to sound (nice), to love someone to bits (informal = very much), thin (adj).

1 Focus attention on the adjectives and check the pronunciation of the words. Deal with any comprehension queries or let students use a dictionary to check any new words. As an additional check, you could elicit pairs of adjectives with broadly opposite meaning, e.g. messy and tidy, kind and selfish, moody and cheerful, lazy and ambitious, shy and noisy.

Give an example of the adjectives that apply to you. Do this in context, in a natural way, e.g. *I'm quite a cheerful person but I can also be a bit moody sometimes. I think that I'm tidy, but my husband thinks I'm very messy!*

Elicit a range of further examples from the class.

T 6.8 [CD 2: Track 24] Focus attention on the people in the chart. Ask *What are their names and how old are they?* (*Sally is 20, Jamie is 16, and Rachel is 28.*)

Read the questions as a class. With weaker classes, check students understand that *Who is he/she like?* = *Who is*

he/she similar to? Point out that the speakers talk about similarities and differences in their family, but at this stage students should focus on just the similarities.

Play the recording through once without stopping. Give students time to check their answers in pairs. Play selected sections of the recording only if students missed a lot of the information.

Check the answers with the class.

Answers and tapescript

	Sally	Jamie	Rachel
Who is he/ she like?	her mum	twin brother	father
In what ways?	interested in same things/ films/books; talk a lot; have same hair/eyes and are same size – can wear mum's clothes	look a lot like each other – people mix them up; similar in character; both love art/ theatre/ books	look the same —both quite tall/ faces similar

T 6.8 Me and my family

Sally

Well, I'm very like my mum. We're interested in the same kind of things, and we can talk forever. We like the same films and the same books. I look like my mum, too. We have the same hair, the same eyes. And she's the same size as me, so I can wear her clothes! My sister's a bit older than me. Her name's Lena. We're quite different. She's very tidy, and I'm messy. She's much tidier than me. And she's very ambitious. She wants to be a doctor. I'm a lot lazier. I don't know what I want to do.

Jamie

I'm not really like my mum or my dad, but I'm a twin. I've got a twin brother called Rob, and we look a lot like each other. He's just a bit darker than me. I've got blonder hair. His is more kind of fair.

But people are always mixing us up. People come up to me and say hello and start a conversation, and I have no idea who they are. It's quite funny. I just say 'Yeah?' or 'Really?' We're very similar in character. We both love art and theatre and books, but he's a bit moody and quiet. I'm a lot noisier. I guess he's quite shy. And I'm definitely cleverer than him!

Rachel

People say I'm like my father. Hmm. Not sure about that. We do look the same. We're both quite tall, and I suppose our faces are similar. But my father's a very selfish man, and I hope I'm different from him. I hope I'm a bit kinder. He doesn't talk much. He isn't very cheerful. I'm a lot happier than him. He doesn't sound very nice, does he? He's OK, but there are things about him that I really don't like. I have a sister, Jenny, and we do everything together. I love her to bits. But she's prettier than me and thinner than me, so I hate her!

T6.8 [CD 2: Track 24] Read the questions as a class. With weaker classes, you could review the comparative forms of the adjectives in exercise 1 to help students with the comparisons.

Elicit as much information as possible about Sally and Lena. Then put students in pairs to discuss the differences between the other pairs of people.

Play the recording again if necessary and let students check/complete their answers.

Check the answers with the class.

Answers

Sally and Lena Lena is older. Lena is much tidier than./Sally is messier. Lena is very ambitious — wants to be a doctor. Sally is a lot lazier — doesn't know she wants to do.

Jamie and Rob Rob has darker hair than Jamie./Jamie is blonder. Rob's a bit moody and quiet/quite shy. Jamie is a lot noisier. Jamie says he's cleverer than Rob, probably as a joke.

Rachel and her father Her father's a very selfish man. Rachel hopes she's a bit kinder. He isn't very cheerful. She's a lot happier than him.

Rachel and Jenny Jenny is prettier and thinner than Rachel. Rachel says she hates Jenny, but just as a joke.

4 T 6.8 [CD 2: Track 24] Focus attention on the gapped sentences. Let students complete as many sentences as they can. Then play the recording and let students complete their answers.

Check the answers with the class.

Answers

Sally

- 1 We like the same films.
- 2 And she's the same size as me.

Jamie

- 3 We're very similar in character.
- 4 We both love art.

Rachel

- 5 I hope I'm different from him.
- 5 This is the personalization stage, which should generate a lot of language. Feed in useful language students can use to talk about their family, checking the pronunciation as you go:

Similarities

I'm (very) like ...

I look (a lot) like ...

We have the same/a similar ...

(She) has the same ... as me.

We both like/have ...

We're both ...

Differences

I'm not really like ...

I'm different from ... in many ways.

(He's) a lot ...er/more ... than me.

Also review/check useful nouns: build/size/body shape, sense of humour, smile/laugh, character/personality, interests, likes and dislikes, etc.

Give a brief example about yourself and someone in your family. Then put students in groups of three or four to talk about themselves. Monitor and check for accurate use of comparatives, *like* as a verb and preposition, and good pronunciation. Note any common errors but don't highlight and correct these until after the groupwork.

Elicit a range of examples from the class during the feedback. Students can talk about themselves or about a classmate from their group and so practise *he/she* forms.

READING AND SPEAKING (SB p50)

Multicultural London

NOTE

At the end of this section, there is a project activity on interviewing a person who lives in the students' own country, but who wasn't born there. You will need to build in time for students to do some research and make notes on the person's experience as a homework task. If students aren't studying in their own country, they can talk about a person that they already know or contact family/friends to assist in the research. Students then give a short presentation about their country from the foreigner's point of view. In larger groups, you may need to stage the presentations across a series of lessons or get students to give their presentations in groups.

ABOUT THE TEXT

This section moves the focus from describing people onto places – specifically four people's experiences of living and running businesses in London.

Reading and speaking practice is provided by getting students to read just two of the four profiles and then share information with other students.

The people featured in the text all live in north London. Stroud /'straud/ Green Road is the local hub and shopping area for Stroud Green – a suburb in the London Borough of Haringey. This is a multicultural area and the four people featured in the text are from different parts of the world:

- · Burkan, a florist, originally from Turkey.
- Ming, a man from Qingdao, a major city in eastern China, who specializes in Chinese medicine.
- Luz-Elena, a restaurateur from Tuluá, a city in western Colombia.
- Mehul, a dental surgeon from Nyeri, a town located in the central highlands area of Kenya /'kenjə/.

Two of the people talk about becoming a British citizen. The process of naturalization involves fulfilling a number of criteria, including proof of language competence and passing a 'Life in the UK' test.

Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. With weaker classes or if you are short of time, you could pre-teach/check some of following vocabulary:

Introduction: the globe (= the world), land (n = country) **Burkan:** florist's shop, customer, system, citizen, hectic **Ming:** herhal medicine, surrounded by foreigner to miss

Ming: herbal medicine, surrounded by, foreigner, to miss a person, settled

Luz-Elena: to divorce, shock (n), to fall in love, to serve food, to miss a place

Mehul: patient (n), religion, generation, democratic, welcoming, to better yourself.

1 Read through the instructions as a class and give students a few moments to read the list of qualities. Check comprehension of honest, to have a career, to bring up children, society, and free.

Give students time to number the list in order of importance. Put students in pairs to compare and discuss their answers. Then form groups of three or four and get students to compare their answers again. If you have a multilingual class, put students together from different countries to encourage a wide exchange of experiences from different cultures.

Bring the students back together to discuss the qualities as a class. Try to establish what is the single most important factor to the majority of students.

2 Focus attention on the photo and ask students if there are any areas like this in their hometown. Focus attention on the heading and ask *What do you think 'The world in one street' means?* (there are people of many nationalities in one area). Then write the following countries on the board and elicit the corresponding words for the people:

Turkey – Turks; China – Chinese; Afghanistan – Afghanis; Pakistan – Pakistanis; Vietnam – Vietnamese; Colombia – Colombians; Poland – Polish; Kenya – Kenyans; France – French

Go through the instructions as a class and give students time to read the introduction. Deal with any vocabulary difficulties.

Check the answers to the questions.

Answers

London is the most multicultural city in the world.

People from many countries and cultures live on Stroud Green Road.

3 Focus attention on the photos of the four people and their profiles.

Give students a few moments to read the profiles and check the answers.

Answers

Burkan is from Istanbul in Turkey. He has a flower shop called *The Sunflower Gallery*.

Ming is from Qingdao in China. He runs a Chinese Medical Centre. Luz-Elena is from Tuluá in Colombia. She has a restaurant called *Los Guadales*.

Mehul is from Nyeri in Kenya. He runs a dental surgery.

4 Tell students that they are going to read about two of the four people and then exchange information with other students. Put students into groups of four. Let each group choose the people they want to read about. Check their choices. If you have a lot of groups choosing the same people, you may need to assign two texts to each group, to ensure an even spread of content for the information exchange in exercise 5.

Get students to read their texts quite quickly. You could set a time limit of about 5–6 minutes. Monitor and help with any queries.

Get students to discuss questions 1–7, working in their groups and noting down the answers to each one. The answers for each group are provided below for reference but don't check the answers with the whole class at this stage.

Answers

- Burkan came to England in 1986 to study business at college. Ming came to England in 2000 because his daughter wanted to study in England.
- Luz-Elena came to England when she was 19. Her parents divorced and her mother wanted to make a new start.
- Mehul came to England when he was 16 because he wanted to study medicine. He had an uncle in London.
- 1 Burkan found it quiet. He didn't know anybody and he wanted to go home.
 - Ming says life was impossible for the first few years. It was hard to find work. It was difficult to talk to people.
 - Luz-Elena says it was an enormous shock at first. She thought everything in Europe would be wonderful, but she arrived in bad weather and London wasn't as exciting as she expected.

 Mehul says it was very hard at first. The drive from the airport surprised him. He arrived in summer and the weather was good, but his first winter was the coldest winter for years.
- 3 Burkan first had a restaurant. Customers in his florist shop come from many different cultures. He learns something new every day. Ming says people in the West are more interested in herbal medicine now.
 - Luz-Elena's restaurant is becoming more popular, especially with Europeans. She loves her work. She says it's the most interesting job in the world. She thinks it's not just serving food, it's giving an experience of her culture.
 - Mehul says he loves that his patients are of all nationalities, religions, and colours. He's seeing the third generation of the same families.
- Burkan says things are more organized in England. Life in Turkey is faster and more hectic.
 - Ming says in Chinese culture children and parents stay together and people are surrounded by family, but in England it's different. Luz-Elena says there is more opportunity in England than in Colombia.
 - Mehul says that the roads were bigger and busier than in Kenya. (He also says that England is a democratic country, so people are free, which implies that his country isn't.)
- 5 Burkan is married and he has a daughter.
 - Ming's daughter is married and she has a son. They are settled in England and he sees his daughter every day. His wife is very close to her family in China.
 - Luz-Elena got married, but the marriage didn't work. She has two children.
 - Mehul says his children were born in England and all their friends are English.
- Burkan says there is a system that works in England. He loves London and he's a British citizen now. For now, he wouldn't think of living anywhere else.
 - Ming says things got easier as his English improved, but he still feels like a foreigner. He misses his friends and colleagues.
 - Luz-Elena is very thankful that she came to England and she loves bring in the country. She goes to Colombia every year, but she misses England when she's there.
 - Mehul says England is a democratic country where people are free. He also thinks England is a welcoming society. He became a British citizen 24 years ago. He says Britain gave him an education and the apportunity to better himself.
- Burkan would like to go back to Istanbul one day.

 Ming thinks he and his wife will return to China.

- Luz-Elena doesn't say specifically, but she is very happy in England and it seems unlikely that she will go back home.

 Mehul says that he feels British now and that England is his country and his home.
- 5 Re-group the students, making sure there is at least one student who has read each text in each group. Demonstrate the activity by getting a group of students to answer question 1.
 - Students continue exchanging the information in their groups. Remind them to refer to their notes and answer the questions in their own words, rather than read out sections of the reading texts. Monitor and help as necessary. Note down any common errors, but feed back on them at a later stage.
 - During the feedback stage, get one student from the groups to summarize the answers for each question.
- 6 Refer students back to the list of qualities in exercise 1. Elicit which of the qualities are important to Burkan as an example (see *Answers* below).
 - Give students time to discuss the questions in their groups. Check the answers with the class.

Answers

Burkan – a safe and honest society; a good education for children and adults; the opportunity to find work and have a career. He found these qualities in England.

Ming – a good education for children and adults; the opportunity to find work and have a career; a good place to bring up your children. He found these qualities in England, but he misses the Chinese attitude to family.

Luz-Elena – a good education for children and adults; the opportunity to find work and have a career. She found these qualities in England.

Mehul – a good education for children and adults; the opportunity to find work and have a career; a society where people are free to say and do what they want. He found these qualities in England.

What do you think?

Read the questions as a class. Elicit possible examples of culture shock, e.g. problems with understanding a new language.

Students work in their groups to discuss the questions. Monitor and encourage as much speaking as you can. If appropriate, make one student in each group the discussion leader, responsible for asking the questions and making sure everybody has a chance to speak.

Elicit a rage of ideas in a short feedback session. If appropriate, elicit students' experiences of living in a different country.

Sample answers

Aspects of culture shock include:

- the language barrier
- differences in levels of openness in society
- differences in attitudes to the family and expectations of the role of men and women
- differences in educational standards and roles of teacher and student
- differences in the culture of the workplace and the roles of boss and staff
- cultural expectations in greetings, general conversation, and in everyday situations

- style of housing

- style of food and cooking

transport and ways of driving

Reasons for leaving ones own country include:

looking for a better education and career opportunities

- being able to earn money to support the family who are still in the person's country of birth

- falling in love with/marrying a person from another country

- learning a specific language, often English, to improve opportunities

- wanting to share the benefits of a particular society and culture, e.g. stability, freedom of speech

- wanting to be part of a specific culture, sometimes due to family background

- escaping from difficult conditions including war, poverty, illness, lack of education

- escaping from political or religious persecution and/or the threat of imprisonment

escaping from difficult family relations

Project

See the *Note* at the start of this section. Read the task as a class and elicit a few examples of people students might contact, e.g. a person in their neighbourhood, someone from their workplace, a person who runs a business near their home/workplace, etc.

Ask students to use some of the following headings to help them do the research and organize their notes:

Name

Age

City and country

Job/Education

When/Why left own country

Family

First impressions of new country

What he/she likes

What he/she finds difficult

Intend to stay or go home?

Set the research task for homework. If appropriate, encourage students to bring some visuals/recordings to support their presentation, e.g. a map and photos or a recording of the person they interviewed. If you have access to computers, students can give their talk with the support of a presentation program.

When students give their presentation, ask them to come to the front of the class (or stand up in front of their group in larger classes) and make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes, but don't let them read the information from a script. Encourage the class/groups to ask questions to the presenter. Be generous with praise after students have presented their talk, as it can be rather nerve-wracking, especially for weaker students

WRITING (SB p110)

Describing my hometown - Relative pronouns who / that / which / where

The overall theme of describing people and places is continued in this writing section with a description of the students' hometown. Language support is provided with a Grammar Spot and practice on relative pronouns.

Focus attention on the sentence opener and complete it about yourself as an example. Give students one or two minutes to complete the sentence. Ask a few individuals to share their information with the class.

Write a complete example on the board and point out that where is a relative pronoun, and I was born starts a relative clause.

1 Read the notes and sentences as a class. Point out that the relative pronouns in **bold** are used to give more information about the noun that goes before them. Also highlight that who and that replace the pronoun he, it, etc.:

I met a man who is from my town. (NOT I met a man who he is from my town.)

2 Give students time to complete the rules. Let them check in pairs before checking with the class.

Answers

- · Who is for people.
- · Which or that is for things.
- · Where is for places.
- 2 Elicit the answer to number 1 as an example. Give students time to complete the exercise. Let students check their answers in pairs before checking with the class.

Answers

- 1 There's the boy **who** broke the window.
- 2 That's the palace where the Queen lives.
- 3 There are the policemen who caught the thief.
- 4 I bought a watch which/that stopped after two days.
- 5 Here are the letters which/that arrived this morning.
- 6 That's the hospital where I was born.

ABOUT THE TEXT

Pittsburgh /'pitsb3:g/ is in the state of Pennsylvania /'pensəl'veiniə/ in north-eastern US. It has an industrial heritage and historically it was known for the production of iron, steel, and coal. Its modern economy is largely based on healthcare, education, technology, and financial services.

Linda Barnicott is a Pittsburgh artist who has painted many places and scenes of life in the city. She uses rich pastel colours and is popular with the local population and a wider international audience. Andy Warhol /'wo:haul/ was a US artist who had an important influence on modern art and music, particularly the Pop Art style. He is particularly know for his images of

ordinary objects like the *Campbell's Soup Can* and screen prints of famous people like Marilyn Monroe.

There are a number of new words to help make the description vivid. Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. With weaker classes or if you are short of time, you could pre-teach/check some of following vocabulary: bank (of a river), to cross, thriving, dozen, iron /'aɪən/, steel, steel mill, to suffer, to hurry to work, deserted, surrounded by, to inspire, to display, to raise (a child), liveable (= good for living in), tough /t \(\Lambda f /. \)

3 Check pronunciation of the name of the city /'pɪtsb3:g/. Ask *What do you know about Pittsburgh?* Elicit any information students may know.

Focus attention on the pictures of the city. Elicit further information about the city from the images (it has an industrial past, a river runs through it, etc.).

Give students time to read the gapped text through quickly. Focus attention on the example. Then give students time to complete the text, working in pairs. Monitor and help as necessary.

Check the answers with the class.

Students then answer questions 1–7, working in their pairs. Check the answers.

Answers

Description

1 which/that 2 who 3 which/that 4 where 5 which 6 which/that 7 who 8 who

Questions

- 1 It's in Pennsylvania, USA, on the banks of three rivers.
- 2 There are over 400.
- 3 It's named after William Pitt, the Prime Minister of Britain in the
- 4 It was a thriving, industrial town. It had dozens of factories that produced iron and steel.
- 5 It is thriving again with theatres, shops, and restaurants.
- 6 Linda Barnicott and Any Warhol.
- 7 They're tough and friendly. They have lived through good and bad times. They make the writer proud to be from Pittsburgh.
- Write the headings on the board and get students to brainstorm possible words and phrases for each section of their notes.

Give students time to write notes about their hometown under the headings. Monitor and help as necessary.

Get students to write their description in class or set it for homework. If appropriate, students can provide a few visuals to support their description, e.g. a map, historical and contemporary images, photo of famous people/product from the town/city, etc.

5 Ask a few students to read out their descriptions for the class. When students give their talk, ask them to come to the front of the class (or stand up in front of their group in larger classes) and make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes, but don't let them read the whole talk directly from the script.

Encourage the class/groups to ask questions to the presenter. Get students to compare some of the towns and cities during a short feedback session. This gives the opportunity to recycle comparatives and superlatives from earlier in the unit.

If possible, display the descriptions on the classroom wall or noticeboard to allow students to read each other's work. If appropriate, you could get students to vote for the description they think is most interesting. If you check the students' work, point out errors but allow students to correct them themselves. Try to limit correction to major problems to avoid demoralizing the students.

VOCABULARY (SB p52)

Synonyms and antonyms

1 Check that students know what synonyms and antonyms are: synonyms are words that are the same or similar in meaning; antonyms are words that are opposite in meaning. If appropriate, you can reinforce the point by eliciting some examples of synonyms and antonyms in the students' own language.

Read the extract as a class. Check the answers to the questions.

Answers

Synonyms – hard and difficult Antonyms – easier and hard/difficult

2 Focus attention on the picture and get students to read the conversation quickly. Ask What are they talking about? (the weather). Then elicit what is wrong with the conversation. (It uses the adjective lovely four times.) Get students to substitute lovely with the adjectives provided. Point out that students will need to change one

Elicit the new wording for the conversation. Drill the lines chorally and individually if necessary. Then get students to practise the conversation in pairs.

Answers

A It's a lovely day, isn't it?

of the verb forms.

B Yes, it's beautiful.

A But it wasn't very nice yesterday, was it?

B No, it was horrible.

Synonyms

3 T 6.9 [CD 2: Track 25] Give students time to read the gapped sentences. Deal with any vocabulary queries. Point out the use of *pretty* in conversation 2 to mean the same as 'quite'.

Put students in pairs to complete the conversations. If available, they can use a dictionary to check the meaning of some of the words, but encourage them to pool their knowledge and try to guess first.

Play the recording and let students check their answers. Elicit as many of the extra lines as possible. Play the recording again if necessary.

Put students in pairs to practise the conversations. If they have problems with the stress and intonation, play the recording again line by line and get students to repeat.

Answers and tapescript

Synonyms

1 A Jane comes from a very rich family.

- **B** Really? I knew her uncle was very **wealthy**. They have a house in the south of France, don't they?
- 2 A Was Sophie angry when you were late?
 - B Yeah. She was pretty annoyed, it's true. She shouted for a bit, then she calmed down.
- 3 A Jack's such an intelligent boy!
 - B Mm. He's very clever for a ten-year old. He has some interesting things to say, as well.
- 4 A I've had enough of winter now.
 - B I know. I'm fed up with all these dark nights. I need some sunshine.
- 5 A Dave and Sarah's flat is small, isn't it?
 - **B** Mm. It's **tiny**. I don't know how they live there. It's only big enough for one person.
- 6 A Are you happy with your new car?
 - **B** Yes, I'm very **pleased** with it. It goes really well. And it's much more reliable than my old one.
- 4 Elicit examples of synonyms for one or two of the adjectives (see *Answers* below). Give students time to list synonyms for the adjectives. Again, they can use a dictionary to help them and share their ideas with a partner. With weaker classes or if you are short of time, you could write a range of synonyms on the board (see *Answers* below) and get students to match them to the adjectives in exercise 4.

Elicit a range of answers from the class, checking spelling and pronunciation as you go.

Answers

cold - freezing, cool, chilly

good-looking – handsome (men), beautiful/pretty (women), attractive amazing – incredible, unbelievable, brilliant, fantastic, wonderful crazy – mad, stupid (e.g. idea) big – large, huge, enormous new – modern, recent, contemporary old – elderly (e.g. person), ancient (e.g. building) awful – terrible, dreadful

5 Elicit one or two examples of the adjectives in exercise 4 in context, e.g. *That was an amazing film, wasn't it? It's so cold today,* etc.

Put students in pairs to write their sentences (one for each adjective in exercise 4). Monitor and help as necessary. Focus attention on the example in the Student's Book. Point out that *You bet!* is used to mean 'I completely agree.' Get two pairs of students to give another example across the class.

Put students in groups of four to continue the task. Monitor and check for suitable replies to the sentences. Elicit an example exchange for each adjective in a short feedback session.

Possible answers

'My new neighbour is good-looking.' 'Really? Is she very pretty?' 'My brother's new car is amazing – so fast and comfortable.' 'It sounds fantastic.'

'That driver was crazy for speeding.' 'I know, he must be mad.' Their new house is really big.' 'Yes, I heard it was enormous'.

'Have you seen the design of the new hospital.' 'Yes, it's much more modern than the old one.'

'Rome is full of old buildings.' 'I know, it's an ancient city.'

'Wasn't that meal awful?' 'You bet! It was terrible.'

'It's so cold here today.' 'Yes, it's freezing in my flat.'

Antonyms

6 Remind students what antonyms are: words that are opposite in meaning. Say a few adjectives and elicit the opposites, e.g. boring ≠ interesting, clever ≠ stupid, etc.

Read the instructions as a class and focus attention on the picture. Elicit the way in which the speakers agree (messy and not very tidy). Stress to students that the use of not very + antonym is common in English and is a good way of avoiding being directly negative.

7 Check comprehension of *miserable*, *polite*, *naughty* /'nɔːti/, and *clean*. Focus attention on the example. Then put students in pairs to complete the task. Allow students to use dictionaries if they have access to them.

Check the answers with the class, checking spelling and pronunciation as you go. (Note that there may be other possible answers, but those given are likely to be known by students at this level.)

Answers

easy \neq difficult, hard noisy \neq quiet miserable \neq happy, cheerful polite \neq rude naughty ≠ good, well-behaved exciting ≠ boring, dull clever ≠ stupid clean ≠ dirty

8 **T 6.10 [CD 2: Track 26]** Remind students of the use of *not very* + antonym when agreeing with someone. Get a pair of students to read out the first sentence and the response as an example.

Put students in pairs to complete the exercise. Monitor and help as necessary.

Play the recording and let students check their answers. Play the recording again and get students to repeat the sentences. Drill the lines chorally and individually if necessary.

Get students to practise the conversations in pairs.

Answers and tapescript

Antonyms

- 1 A That man was so rude to me!
 - **B** Yes, he wasn't very polite, was he?
- 2 A Some people are so stupid!
 - B Well, not everyone's as clever as you!
- 3 A Dave's flat is always so dirty!
- B Mm, it isn't very clean, is it?
- 4 A His wife always looks so miserable!
- **B** Yeah, she never looks very happy, does she?
- 5 A Their children are so naughty!
 - **B** Yes, they aren't very well-behaved, are they?
- 6 A This lesson is boring!
 - B True. It isn't very interesting. I can't wait for it to end.

ADDITIONAL MATERIAL

Workbook Unit 6

Ex. 10 Vocabulary – Synonyms and antonyms

EVERYDAY ENGLISH (SB p53)

What's on?

This section focuses on the language used when talking about the entertainment you can enjoy in a city. This includes the language of making suggestions and also key question forms finding out about times, venues, prices, etc. The listings are for a range of places in London (see *Notes* below), but the language used is typical of the entertainment information available about any city from a range of sources.

NOTES

The magazine and places referred to in this section are:

Time Out – a weekly listing magazines with information about exhibitions, concerts, films, theatre, fashion, literature and other forms of entertainment, including eating out and clubbing. Editions are currently published for many of the major cities of the world including London, Chicago, New York, Beijing, Moscow, Mumbai, Abu Dhabi, Sydney, and Barcelona.

British Museum – the famous museum of human history and culture, located in central London. Established in 1753, its collections, which number more than 13 million objects, are amongst the largest and most comprehensive in the world and originate from all continents.

Royal Academy of Arts – refers to both the society of artists, whose members use the letters RA after their names, and the building where the Academy's exhibitions take place, located in the Piccadilly area of London. Notable RAs include John Constable, David Hockney, and Tracey Emin. The Academy was founded in 1768 with the mission to promote the arts in Britain through education and exhibitions.

Royal Festival Hall – a large concert hall located on the south bank of the River Thames. It seats 2,500 people and is used as a venue for music, dance, and talks. The London Philharmonic Orchestra performs the majority of its London concerts there.

Odeon Cinema – a British chain of cinemas, which is one of the largest in Europe. The flagship cinema, the Odeon Leicester Square, is one of the largest cinemas in Britain and host to many of London's film premières.

Her Majesty's Theatre – a theatre located in Haymarket, part of London's West End theatre district. In recent years, the theatre has specialised in hosting large-scale musical productions, partly due to the wideness of the stage. Andrew Lloyd Webber's *The Phantom of the Opera* has played continuously at Her Majesty's Theatre since 1986.

Symbols used

Film – The current cinema film classifications in Britain are given below. U, 15, and 18 are referred to in the cinema listing on SB p53:

U - Universal, suitable for all ages.

PG – Parental Guidance, certain scenes may be unsuitable for children under 8.

12A – generally not recommended for children under 12; children under 12 only admitted if accompanied by an adult, aged at least 18 years.

15 - only those over 15 are admitted.

18 - only those over 18 are admitted.

R18 – only those over 18 are admitted and only at licensed cinemas due to adult nature of the content.

Transport – the symbol that indicates the nearest Underground station is: **→**

1 Lead in to the topic by asking students how they find out about things to do in their town/city (local newspaper/ magazine, the Internet, mailings direct from a cinema/ theatre, friends/family/colleagues, etc.).

Focus attention on the leaflets and the information in the magazine. Check comprehension of *What's on?* (= What's happening at local places of entertainment?). Remind students that this question can be used to talk about TV and radio, e.g. *What's on Channel 5?* Also check *listings* (information about entertainment and activities found in newspapers/magazines).

There are a number of new words in the listings but encourage students to use the context, pool their knowledge, or use dictionaries if they have access to them. With weaker students or if you are short of time, you could check the following: pottery, statue, pharaoh, senior (n), to reveal, symphony, orchestra, to perform, gang, matinee.

Focus attention on one of the listings and elicit the type of information given (place, address, type of entertainment, contact number/booking line, nearest Underground station, times and prices, and a short description. Cinema listings also give the age classification – see *Notes* above).

Elicit the answer to the first question as an example (see *Answers* below). Then put students in pairs to complete the task. Set a time limit to encourage students to look for just the information they need. Monitor and help as necessary.

Check the answers with the class.

Answers

- · It's free.
- · Yes, it is.
- · It's on for only one night.
- · My Favourite Fairy.
- · Yes, because booking is recommended.

EXTRA ACTIVITY

Put students in pairs/small groups to write more questions about the entertainment in the listings. Students then exchange papers and answer each other's questions.

2 **T 6.11 [CD 2: Track 27]** With weaker classes, give students time to read the gapped conversations before they listen. Elicit suggestions for possible missing words.

Point out that some of the gaps need more than one word. Play the recording and let students complete the conversations. Let them check their answers in pairs. Play the recording again only if students missed a lot of the key words.

Check the answers with the class.

Answers and tapescript

What's on?

- 1 A What shall we do today?
 - B I'm not sure. How about going to the cinema?
 - A Mmm ... I don't really feel like seeing a film.
- 2 B OK. Would you like to go to an exhibition?
 - A That sounds interesting! What's on?
 - **B** Well, there's a Van Gogh exhibition.
 - A is it any good?
 - B I think it looks really good!
- 3 A Where is it on?
 - **B** It's on at the Royal Academy.
 - A What's the nearest Underground?
 - **B** Piccadilly Circus.
 - A How much is it?
 - B It's £12, and £8 for students.
 - A What time is it open?
 - B From ten till six.
 - A Right! Good idea! Let's go!
- T 6.11 [CD 2: Track 27] Play the recording again. Then put students in pairs to practise the conversations. Monitor and check for good pronunciation. If students have problems or sound 'flat', play the recording again as a model and drill key lines chorally and individually. Students then continue practising in their pairs.
- 4 Put students in new pairs to practise similar conversations, using exercise 2 as a model. With weaker students, elicit a complete conversation from the class, writing key language on the board to provide support during the pairwork. Monitor and help as necessary.

If you have time, students can act out their conversations to the class.

Read the instructions as a class. Before students start, get them to decide individually how they would like to spend the £50. With weaker students, elicit the language that they might need to use and write the key expressions on the board:

What shall we do?

How about ...?

Would you like to ...?

I don't really feel like ...

I'm not really sure about ...

I think I'd prefer to ...

Is it any good?

Where is it on?

That sounds/looks (good).

Good. That's decided. Let's go.

Put students in pairs to plan their weekend. Remind them that they have only £50 for entertainment for the whole weekend. Monitor and help as necessary. Note any common errors, but don't highlight and correct these until after the pairwork.

Elicit a range of weekend plans from the class during the feedback. If appropriate, students can vote for the weekend that they think sounds most interesting.

SUGGESTION

Students can produce a listings page for their own city, or for a city that they know well. Students can work in pairs/small groups for this and do research online either in class or for homework.

Let students decide how to divide up the writing fairly and give them time to produce their page. Remind them to include some images. If students have access to computers they can design up their page, using SB p53 as a model. If appropriate, you can display the listings students have written on the classroom walls.

Don't forget!

Workbook Unit 6

Reading - Three great things to do in London. Ex. 8

Listening - Visiting London. Ex. 9

Pronunciation - Word stress Ex. 11

Ex. 12-13 Just for fun!

Word list Unit 6 (SB p148 and TRD)

Remind your students of the Word list for this unit on SB p148. They could translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Teacher's Resource Disc



Unit 6 Test

Progress Test 1 (Units 1-6)

Skills Test 1 (Units 1-6)

Pronunciation Book Unit 6

Video/DVD Episode 6

ADDITIONAL MATERIAL

Teacher's Resource Disc

Communicative activity Unit 6



Living history

Present Perfect • for and since • ever and never • Word formation Agree with me!

The theme of living history provides an ideal context for the presentation and practice of the Present Perfect because it shows how the past links with the present. The first grammar presentation highlights the 'unfinished past' use of the Present Perfect. The second highlights the 'experience' use of the Present Perfect. The theme of living history is carried through the skills practice with a Reading section on living in a stately home, and a Listening and speaking section on researching your family history. Vocabulary practice is on the use of suffixes in word formation and the Everyday English section is on the use of question tags when asking for agreement. The Writing syllabus continues with writing a biography of a famous person.

LANGUAGE INPUT

GRAMMAR

Present Perfect, for and since (SB p54) Present Perfect - ever and never (SB p56)

- Practising Present Perfect and Past Simple, and time expressions with for and since.
- · Understanding and practising the Present Perfect with ever and never for experiences.

VOCABULARY

Word endings and word stress (SB p57)

· Understanding word endings, and practising patterns in word stress.

EVERYDAY ENGLISH

Agree with me! (SB p61)

· Practising question tags with falling intonation when asking for agreement.

SKILLS DEVELOPMENT

READING

Living in a stately home (SB p58)

An article about a stately home that has been in the same family for over 450 years.

LISTENING

Word stress (SB p57)

A family history (SB p60)

- · Listening to key words to understand patterns in word stress.
- Listening for key information in a recording about family history. T7.10 (SB p127/TRD)
- Understanding referencing in a conversation. **T7.11** (SB p127/TRD)

SPEAKING

Asking questions (SB p55)

Talking about you (SB p57)

What do you think? (SB p58) What do you think? (SB p60)

- Practising questions with *How long* ...? in a personalized way.
- Practising questions with Have you ever ...? in a personalized way.
- Discussing questions about living in a stately home and inheriting wealth.
- Discussing questions about researching family history.

WRITING

A biography - Ordering paragraphs: Two Kennedys (SB p111)

 Talking about famous families, ordering a model text, writing a biography of Caroline Kennedy from notes, researching the life of a famous person and writing his/her biography.

MORE MATERIALS

Photocopiables – How long have you …? (TB p170), (TRD





STARTER (SB p54)

This is intended as a check that students can form the Past Simple and past participle of regular and irregular verbs.

Ask students to work in pairs to help each other with the answers. Refer them to the irregular verbs list on p158 to check their answers. Then elicit the verbs, checking the pronunciation as you go.

Answers		
Base form	Past Simple	Past participle
live	lived	lived
have	had	had
be	was/were	been
give	gave	given
go	went	been/gone
eat	ate	eaten
know	knew	known
meet	met	met
move	moved	moved
work	worked	worked
write	wrote	written

Live, move, and work are regular. All the others are irregular.

A HOUSE WITH HISTORY (SB p54)

Present Perfect, for and since

⚠ POSSIBLE PROBLEMS

This is the first unit in *New Headway Pre-Intermediate*, *Fourth edition* where the Present Perfect is dealt with. Two main uses of Present Perfect Simple are covered in this unit – 'unfinished past' in the first presentation, and 'experience' use in the second. In Unit 11, Present Perfect Simple is revised, and the Present Perfect Continuous is introduced.

The approach used in this section is to check students' ability to recognize and use the Present Perfect, and also to contrast its use with the Past Simple. The context used is a pair of parallel texts about a flat in London (see *Notes* below) – one in the Present Perfect and the other in the Past Simple.

Present Perfect/Past Simple Students will be familiar with the form of the Present Perfect but are still likely to make mistakes. However, the key areas of confusion are likely to be in the use of the Present Perfect, particularly when contrasted with the Past Simple. The Present Perfect is used to refer to actions 'completed some time before now, but with some present relevance', and so joins past and present. In English, we can say *I have seen the Queen* (at some indefinite time in my life), but not **I have seen the Queen yesterday*. In many other European languages, the same form of *have* + the past participle can be used to express both indefinite time (Present Perfect) and finished past time (Past Simple). Many languages use a present tense to express unfinished past.

Common mistakes include:

- *I have watched TV last night.
- *When have you been to Russia?
- *I live here for five years.

*She is a teacher for ten years.

*How long do you know Paul?

for/since Both these time expressions are frequently used with the Present Perfect to answer the question *How long* ...?

- We use for with a period of time, e.g. an hour, two weeks.
- We use *since* with a point in time, e.g. *2010*, *May*. Students often mix them up:

*I've been here since two months.

There are lots of opportunities for controlled and freer practice, but don't expect your class to have mastered the difference between Present Perfect and Past Simple by the end of the unit. Be prepared to review and consolidate the main uses across the rest of the course.

NOTES

The flat described in the texts is in the London area of Soho /'səuhəu/, a long-established entertainment area located in the West End. Situated in London's Piccadilly, The Ritz Hotel is part of the Ritz chain and is considered one of the best hotels in the world.

Karl Marx (1818–83) was a German writer and philosopher, best known for establishing the principles of communism in *The Communist Manifesto*, written in 1848. Marx lived in London, where he wrote *Das Kapital*, his explanation of the class struggle and the way capitalism works.

The images in the section include one of the blue plaque on the building where Marx lived. This custom of fixing a plaque to a building commemorates the link between important figures from the past and the places where they lived and worked.

1 [CD 2: Track 28] Focus attention on the photos and ask students to identify John. Ask What does he look like? (He's about 30. He's got dark hair and a beard.) What does he like doing? (He likes riding a motorbike.)

Pre-teach/check press photographer, receptionist, and to get around town.

Play the recording and get students to follow in their books. Check the answers with the class (see *Notes* above). Ask *What's the name of the newspaper where John works?* (*The London Gazette*).

Answers and tapescript

- 1 He lives in Soho, in London. His flat is in Dean Street.
- 2 He's a press photographer.
- 3 He met her at university.
- 4 No, they don't have any children yet.

John John

Hi! I'm John. I live in London. I have a flat in Dean Street, Soho. I've lived here for three years. I'm a press photographer. I've worked for *The London Gazette* since 2010. My wife's name is Fay. We've been married for two years. We met at university. Fay's a receptionist at the Ritz Hotel.

I get around town on a motorbike. I've had it since I was 25. Fay goes by bus. We don't have any children yet.

2 Focus attention on the pictures of John's flat today and in the 19th century. Pre-teach/check *philosopher*, *historian*, and *foreign correspondent*.

Give students time to read about John's flat. Put students in pairs to discuss their answers to the questions. If appropriate, allow them to use L1 to discuss the tense use. Check the answers with the class. As a follow-up, refer back to the picture of John's flat today and ask students

back to the picture of John's flat today and ask students to identify the blue plaque. Then focus on the plaque in close-up. Ask *Can you see similar plaques in your country?*

Answers

John's flat is famous because Karl Marx lived there from 1851–56. The verbs in bold are in the Past Simple. This is because the actions and the time period are finished.

SUGGESTION

If students had problems with analysing the tense use in exercise 2, you could focus on the *Grammar Spot* and/or Grammar Reference 7.1 before doing exercises 3, 4, and 5.

3 Focus attention on the example and ask Why is this sentence about John? (He still lives in the flat.)

Put students in pairs to complete the task. Monitor and help as necessary. With weaker classes, you could get students to ask *Is the action finished?* about each sentence. Check the answers with the class.

Answers

1	How long has he lived in the flat?	J
2	How long did he live in the flat?	KM
3	Where does he work?	J
4	How long has he worked there?	1
5	What was his job in London?	KM
6	Which newspaper did he write for?	KM
7	How long has he been married?	J
8	How long was he married?	KM

4 **T7.2 [CD 2: Track 29]** Demonstrate the activity by getting a pair of students to ask and answer question 1 across the class. Students ask and answer all eight questions, working in their pairs. Monitor and check for correct question formation and tense use.

Play the recording so students can check their answers. If students had problems with pronunciation, play the recording again, pausing to drill the sentences and paying particular attention to the weak form <code>has/həz/</code> in the Present Perfect questions. Then get students to practise the questions and answers again in their pairs.

Answers and tapescript Questions and answers

- 1 How long has he lived in the flat? John has lived in the flat for three years.
- 2 How long did he live in the flat? Karl Marx lived in the flat for five years.
- 3 Where does he work? John works for *The London Gazette*.
- 4 How long has he worked there? John has worked there since 2010.

- 5 What was his job in London?
 Karl Marx was a foreign correspondent for an American newspaper.
- 6 Which newspaper did he write for? Karl Marx wrote for The New York Daily Tribune.
- 7 How long has he been married? John has been married for two years.
- 8 How long was he married? Karl Marx was married for 38 years.

GRAMMAR SPOT (SB p55)

1 Read the sentences as a class and then get students to discuss the questions in pairs. Check the answers with the class. If necessary, reinforce the tense use by explaining that the Past Simple is used to refer to dead people because what they did in their lives is finished. The Present Perfect sentences refer to living people because they describe past actions that have some continuity with the present, i.e. these people can still do more of these things in their lives.

Then give students time to find more examples of the tenses in the texts.

Answers

Karl Marx **lived** there for five years. – Past Simple. The action is now finished because Marx is now dead.

John **has lived** there for three years. – Present Perfect.

The action continues to the present because John still lives there now and can live there in the future.

More examples

Past Simple

J: met

KM: moved, worked, wrote, was, had

Present Perfect

J: 've worked, 've been, 've had

KM: -

2 Elicit the form of the Present Perfect. Check the positive, negative, and question forms.

Answers

Positive: I/we/you/they + have + past participle

he/she/it + has + past participle

Negative: I/we/you/they + haven't + past participle

I/we/you/they + hasn't + past participle

Questions: Have + I/we/you/they + past participle

Has + he/she/it + past participle

3 Read the examples as a class. Ask students to discuss the difference between *for* and *since* in pairs.

Answers

for is used with a period of time. since is used with a point in time.

- ▶▶ Grammar Reference 7.1 on p141
- 5 Read the instructions with the class. Elicit one or two examples, e.g. John has lived in the flat for three years. Karl Marx lived there for five years. John doesn't have any children yet. Karl Marx had seven children.

Refer students back to the texts and get them to discuss differences and similarities between the two men. Monitor and check for correct tense use and good pronunciation. Note down any common errors and highlight and correct these carefully after the pairwork.

Elicit a range of answers from the class.

Possible answers

Differences

John has lived in the flat for three years. Karl Marx lived there for five years.

John and Fay have been married for two years. Karl Mark and Jenny von Westphalen were married for 38 years.

John doesn't have any children yet. Karl Marx had seven children. John is a press photographer. Karl Marx was a foreign correspondent.

Similarities

John lives in a flat in Dean Street and Karl Marx lived there, too. John works for a newspaper and Karl Marx worked for a newspaper, too. John is married and Karl Marx was married, too.

PRACTICE (SB p55)

for or since?

1 Briefly review the rule in the *Grammar Spot: for* is used with a period of time, and *since* is used with a point in time, e.g. *for ten minutes, since January 2010*.

Elicit the answer for the first time expression. Then put students in pairs to complete the task.

Answers

for half an hour since 2001 since I was 14 for a long time since ten o'clock for three months

since October since last Tuesday for a couple of weeks

2 17.3 [CD 2: Track 30] Elicit possible matches to the first line in column A as an example. Then give students time to match the remaining lines and make sentences. Monitor and help as necessary.

Put students in pairs and let students read their sentences aloud to their partner.

Play the recording so that students can compare their answers. If students had problems with pronunciation in the earlier stage, play the recording again, pausing and drilling the sentences around the class.

Get students to make similar sentences about themselves. Monitor and help as necessary. Let students read their sentences out to the class. Highlight and correct any errors carefully.

Answers and tapescript for or since?

- 1 I've known John for three years. We met at university.
- 2 I last went to the cinema two weeks ago. The film was really boring.
- 3 I've had this watch since I was a child. My grandpa gave it to me.
- 4 I lived in New York from 2005 to 2007. I had a great time there.
- 5 I've lived in this house since 2008. It's got a beautiful garden.
- 6 We last had a holiday two years ago. We went to Spain.
- 7 I haven't seen you for ages. What have you been up to?
- 8 We haven't had a break for over an hour. I really need a coffee.

Asking questions

3 **T7.4 [CD 2: Track 31]** Focus attention on the example and then give students time to complete the conversation.

Play the recording and let students check their answers. Elicit why the different tenses are used in each question (see bracketed text below).

Drill the three questions round the class, paying particular attention to the intonation on the *Wh*- questions. Then put students in pairs to practise the conversation.

Answers and tapescript

Asking questions

- A Where do you live, Susan? (Present Simple, because it is true now.)
- B In a flat near the town centre.
- A How long have you lived there? (Present Perfect, because it is unfinished past starting in the past and continuing until now.)
- B For three years.
- A Why did you move there? (Past Simple, because it asks about a finished past event.)
- B Because we wanted to be in a nicer area.
- 4 T7.5 [CD 2: Track 32] This activity provides controlled speaking practice in manipulating the question forms of three different tenses. Model the first conversation with a confident student. With weaker students, elicit a range of possible answers to the questions.

Put students in pairs to practise the conversations. Ideally, get them to do this by just using the prompts and not writing out the lines. With weaker students, you could write out the first conversation for extra support.

Play the recording so that students can compare their answers. Ask two or three pairs to act out one of their conversations for the class at the end.

Sample answers and tapescript

- 1 A What do you do?
 - B I work for an international company.
 - A How long have you worked there?
 - B For two years.
- A What did you do before that?
- B I worked for a charity.
- 2 A Do you know Dave Brown?
 - B Yes, I do.
 - A How long have you known him?
 - **B** For five or six years.
 - A Where did you meet him?
 - B We were at university together.
- 5 Focus attention on the examples and elicit possible endings for each verb given. Drill the pronunciation if necessary, making sure students can reproduce the weak form *have* /həv/ in the Present Perfect questions. Also elicit possible follow-up questions in the Past Simple.

Put students in pairs to ask and answer questions, ideally working with a new partner. Monitor and check for accurate question formation and tense use. Note down any common errors and highlight and correct these carefully after the pairwork.

During feedback, you can ask students to report back about their partner, using the two tenses, e.g. Maya has lived in Cairo for two years. She went there to study at the university.

PHOTOCOPIABLE ACTIVITY

UNIT 7 How long have you ...? TB p170

Materials: One copy of the worksheet for each student.

Procedure: Explain that students are going to do a class survey to find out how long people in the class have had, been, or done certain things. Briefly review the use of *for* or *since* with time expressions. Call out the following time expressions and ask students to repeat with *for* or *since*, e.g. *March* – *since March*.

three weeks (for), a very long time (for), last weekend (since), half an hour (for), the beginning of the class (since), I was born (since), a very long time (for), Christmas (since).

- Hand out a copy of the worksheet to each student. Pre-teach/check to be able to (used to talk about ability when can isn't possible, e.g. How long have you been able to speak English?), to have an Internet connection, to be awake. Give students a few moments to read through the prompts in the first column and deal with any other vocabulary queries.
- Demonstrate the activity with the class. Write For and Since on the board. Ask a student the first question How long have you been a student of English? If the student gives an answer with for, write the answer under For on the board. Ask the question to the same student again, but this time elicit the answer with since and write it under Since on the board.
- Explain that students should ask each question to a different student and record their name and answers with *for* and *since* each time. If one of the questions isn't relevant to a student, the person asking should move on and ask another classmate. With weaker students, you could elicit more of the questions from the prompts, drilling the intonation as necessary. Students stand up and walk around the classroom, interviewing each other, and writing the relevant names and answers.
- When students have finished, elicit examples from the class, e.g. Loukas has worked for a marketing company for a year. He's worked there since last September.
- As an extension, you could ask students to work out who has been/had/done different things for the longest. Choose two or three of the questions and get students to stand in a line according to their answer, e.g. who has been a student of English for the longest or who has known their best friend for the longest. In larger classes, students can work in groups of about eight.

ADDITIONAL MATERIAL

Workbook Unit 7
Ex. 1-4 Present Perfect

AN ARCHAEOLOGIST (SB p56)

Present Perfect - ever and never

⚠ POSSIBLE PROBLEMS

See *Possible problems* on TB p86 for key areas of confusion with the Present Perfect.

This second presentation covers the use of the Present Perfect to talk about an experience some time before now. It also consolidates the use of the Past Simple to refer to finished actions at a definite time in the past.

The adverbs *ever* and *never* are frequently used with the 'experience' meaning of the Present Perfect. These are both 'indefinite' time references – *ever* (= at any time up to now), *never* (= at no time up to now). *Ever* is often used with the Present Perfect and a superlative to talk about the best/biggest/most exciting etc. thing experienced up to now. Common mistakes include:

*Did you ever try Japanese food?

*We didn't ever seen a play in English.

*I never went to the US in my life.

*He hasn't never won a competition.

*It's the best film I ever see in my life.

NOTES

Although the main character in the interview is fictitious and artefacts from the tomb of Tutankhamun /tu:tən'ku:mən/ are some of the most travelled in the world, probably the best-known exhibition tour was *The Treasures of Tutankhamun* tour, which ran from 1972 to 1979. This exhibition was first shown in London at the British Museum from March 30 until September 30, 1972.

A Land Rover is a powerful, four-wheel-drive vehicle designed for travelling over rough or steep ground.

1 Focus attention on the photos of Frieda and ask What's her job? (She's an archaeologist /ɑːki'ɒlədʒɪst/). Preteach/check to live abroad, to have a passion for, and ancient civilizations. Give students a few moments to read the introduction and check the answers to the questions.

Answers

Frieda is German.

She's been to Egypt, Kenya, Algeria, China, and South Africa. Her passions are history and ancient civilizations. Her greatest love is Africa, and she has written books about ancient Egypt.

2 T7.6 [CD 2: Track 33] Pre-teach/check to discover, professor, archaeology /aːki'ɒlədʒi/, tomb /tuːm/, and pharaoh /'feərəu/. Focus attention on the example questions in place in the article. Ask two students to read this section of the interview across the class.

Put students in pairs to complete the article with the questions. Monitor and help as necessary.

Play the recording and let students check their answers.

Answers and tapescript

T7.6 Frieda Hoffmann – archaeologist and writer

I = Interviewer F = Frieda

Frieda Hoffmann was born in Germany, but she has lived most of her life abroad. She has a passion for history and ancient civilizations. Her greatest love is Africa and she has written several books about ancient Egypt.

- I Frieda, you've travelled a lot in your lifetime. (1) Which countries have you been to?
- F Well, I've been to a lot of countries in Africa and Asia, but I've never been to South America.
- 1 (2) When did you first go abroad?
- F When I was six, my family moved to England.
- I (3) Why did you move there?
- **F** Because my father got a job as Professor of History at Cambridge University.
- I (4) Have you always been interested in archaeology?
- F Yes, I have. When I was ten, there was an exhibition of Tutankhamun, the Egyptian king, in London. My father took me to see it and I was fascinated. After that I knew that I wanted to go to Egypt and be an archaeologist.
- 1 (5) How many times have you been to Egypt?
- F Twenty times at least. I go as often as I can.
- I (6) Have you ever discovered anything?
- F Yes, I've made some very important discoveries. I was the leader of a team that discovered some ancient tombs near Cairo.
- 1 You've written books about Egypt, haven't you? (7) How many books have you written?
- **F** I've written three about the pharaohs. And I've written a book about a journey I made from Cairo to Cape Town.
- I (8) How did you travel? By train? By car?
- F In a Land Rover, of course!
- I In all your travels, (9) have you ever been in any dangerous situations?
- **F** Oh, goodness, yes! I've often been in danger. But in situations like that you learn so much about yourself.
- 3 Get two students to read the examples across the class. Elicit the next question with *ever* and the answer (*Has she ever been to South America? No, she hasn't.*) Drill the pronunciation if necessary, making sure students can reproduce the weak form *has* /həz/ in the Present Perfect questions. If students query the use of *ever*, simply explain it means 'at any time in your life'.

Put students in pairs to continue the task. Point out that they will need to use the Past Simple in some of the questions. With weaker students, you could elicit the tenses students need for each question before they start or focus on the *Grammar Spot* before the pairwork.

Monitor and check for accurate question formation and tense use. Check any errors carefully during the feedback.

Answers

- Which countries has she been to? She's been to Egypt, Algeria, Kenya, South Africa, and China.
- · Has she ever been to South America? No, she hasn't.
- When did she move to England? She moved to England when she was six.
- Where did her father get a job? He got a job at Cambridge University.
- When did she see the Tutankhamun Exhibition? She saw the exhibition when she was ten.
- How many times has she been to Egypt? She's been there 20 times at least.
- · How many books has she written? She's written four books.

GRAMMAR SPOT

1 Read the instructions as a class. Give students time to think about the answers to the questions. Let students check in pairs before checking with the class.

Answers

You've travelled a lot in your lifetime. (Present Perfect refers to an experience some time in your life.)
Which countries have you been to? (Present Perfect refers to an experience some time in your life.)
When I was six, my family moved to England. (Past Simple refers to a definite time in the past.)

- 2 Read the examples as a class. Point out that the verb form with *never* is positive and that you can't say *I haven't never been to South America. If appropriate, get students to translate ever and never into their own language.
- ▶▶ Grammar Reference 7.2 on p142

PRACTICE (SB p57)

Present Perfect or Past Simple?

1 **T7.7 [CD 2: Track 34]** Pre-teach/check *car crash*, *to be injured*, and *to break a bone*. Tell students they are going to hear a second interview with Frieda. Give students a few moments to read through the gapped lines and predict the answers.

Play the recording through once. Let students check their answers in pairs before checking with the class.

Elicit any further information the students understood from the script, playing the recording again if necessary. Put students in pairs to practise the questions and answers.

Answers and tapescript

I = Interviewer F = Frieda

- 1 I You moved to England when you were six. Do you go back to Germany much?
 - F No, I don't. I've been back a few times to visit relatives, but I've never lived there again. I feel more English than German now.
- 2 | What did you study at university?
 - F I studied Ancient History at Cambridge.
 - I Did you enjoy it?
 - **F** Yes, I did. The course was amazing, and Cambridge was a great place to live.
- 3 | Have you ever had an ordinary job?
 - F Of course I have! I've done all sorts of things. After university I didn't have any money.
 - I So, what did you do?
 - F I worked in a restaurant. I hated it!
 - I Why didn't you like it?
 - F Because the hours were so long, and the people I was working with were horrible.
- 4 I You said you've often been in danger. What's the most dangerous situation you've ever been in?
 - F Well, I had a very bad car crash in Cairo. I was seriously injured and broke several bones. I spent three months in hospital. I was very lucky. I nearly died.

2 This stage consolidates the use of Present Perfect to ask about experiences and the Past Simple to ask followup questions about specifically when an experience happened.

Check the pronunciation of *Sahara* /səˈhɑɪrə/ and *Nile* /naɪl/. Focus attention on the example and ask two students to read the questions and answers across the class. Drill the pronunciation if necessary, making sure students can reproduce the weak form *has* /həz/ in the Present Perfect questions and the strong form /hæz/ in the short answers.

Put students in pairs to ask and answer the questions. Monitor and check for accurate question formation, tense use, and pronunciation. Check any errors carefully during the feedback.

Answers

- 1 A Has she ever crossed the Sahara?
 - B Yes, she has.
 - A When did she do that?
 - B When she was in her early thirties.
- 2 A Has she ever walked the Great Wall of China?
 - B Yes, she has.
 - A When did she do that?
 - B In 1995.
- 3 A Has she ever travelled up the Nile?
 - B Yes, she has.
 - A When did she do that?
 - B When she was a student.
- 4 A Has she ever worked in a restaurant?
 - B Yes, she has.
 - A When did she do that?
 - **B** After she left university.

Talking about you

3 Get two students to read the example exchanges across the class. Give students time to read the list of cues in the box and deal with any vocabulary queries.

Get students to choose the question they want to ask. With larger classes, you may need to divide the class into two groups and set up two mingle activities.

Students stand up and ask everyone their question, making a note of the answers. Monitor and check for accurate question formation, tense use, and pronunciation. Note any common errors, but don't feed back on these until after the activity.

When students have finished, get them to sit down and decide what they are going to say about their classmates when they report back to the class. Elicit information from a range of students in the class.

ADDITIONAL MATERIAL

Workbook Unit 7

Ex. 5-6 Present Perfect and Past Simple

Ex. 7-9 Present Perfect + adverbs

VOCABULARY AND PRONUNICATION (SB p57)

Word endings and word stress

- 1 Lead in by writing the noun endings -er, -ian, and -ist on the board, and asking students to tell you any jobs they can think of that finish with the endings, e.g. teacher.

 Focus attention on the examples in the Student's Book and get students to underline the -er, -ian, and -ist endings.
- 2 T7.8 [CD 2: Track 35] Focus attention on the words in the box and point out the stress markers ('). Get students to say the words aloud round the class.

Elicit the job from *photograph* and check the word stress: *pho'tographer*. Put students in pairs to make the names of jobs from the words. Monitor and help as necessary.

Play the recording so that students can check their answers. Deal with any comprehension queries. Then play the recording again and get students to repeat chorally and individually. Check that they stress each word correctly, writing the words on the board and marking the stresses as necessary.

Answers and tapescript

Word endings		
pho'tographer	poli'tician	in'terpreter
re'ceptionist	mu'sician	li'brarian
'scientist	ac'countant	elec'trician
'farmer	'decorator	'lawyer/'lo:jə/
artist	'actor	

3 Pre-teach/check to compete, behaviour, to employ, and to inherit. Read the instructions as a class. Elicit the first missing noun and adjective from the charts as examples. Get students to spell their answers to show that they have made the correct changes.

Put students in pairs to complete the charts. Monitor and help as necessary.

Check the answers with the class.

Answers Noun	Verb	Noun	Adjective
compe ^¹ tition	com'pete	fame	'famous
expla nation	ex'plain	'difference	'different
be'haviour	be'have	'critic	'critical
invi¹tation	in'vite	am'bition	am'bitious
¹visitor	'visit	suc'cess	suc'cessful
'student	'study	help	'helpful
de'cision	de'cide	'kindness	kind
dis'cussion	dis'cuss	friend	'friendly
em'ployment	em'ploy	'danger	'dangerous
in'heritance	in'herit	health	'healthy
co'llection	co'llect	responsi bility	res'ponsible

Word stress

4 **T7.9 [CD 2: Track 36]** This stage encourages students to work out patterns in word stress from different groups of examples.

Briefly check comprehension of *syllable* by writing a long word on the board and asking students to mark the syllable divisions, e.g. *un / i / ver / si / ty*. Also check the number of syllables (5).

Put students in pairs to look at the examples and answer the questions.

Play the recording. Ask students to listen and check their answers. Then play the recording again and get students to repeat the words.

Answers and tapescript

With two-syllabled nouns and adjectives, the stress is on the first syllable.

With two-syllabled verbs, the stress is on the second syllable. With nouns ending in *-tion* and *-sion*, the stress is on the syllable before *-tion* and *-sion*.

The stress shifts depending on the part of speech (see script below)

T7.9 Word stress

Two-syllabled nouns and adjectives: nouns

'danger 'kindness 'critic 'artist 'difference

adjectives

'dangerous 'healthy 'friendly 'famous 'different

Two-syllabled verbs

in'vite ex'plain dis'cuss em'ploy de'cide com'pete

Nouns ending in -tion/-sion

invi'tation expla'nation compe'tition am'bition de'cision

EXTRA ACTIVITY

Students can practise using the words from this section by choosing 6–8 examples and working them into a short anecdote, either true or fictitious. Give students time to choose their words and plan their anecdote. Monitor and help as necessary.

Then put students in groups of three to tell their anecdotes. Monitor and check for good pronunciation of the words from this section. Be prepared to drill any words students get wrong.

SUGGESTION

You can review the word stress patterns in this section by getting students to create 'odd one out' sets. Write the following examples on the board and elicit the word that has different word stress (*politics*):

employment ambition politics accountant

Put students in pairs/groups of three to create six sets of words, each containing one word with different word stress. They can use words from SB p57 and from earlier units of the book. Students then exchange words and test another group.

ADDITIONAL MATERIAL

Workbook Unit 7

Ex. 13 Vocabulary - Word endings

READING (SB p58)

Living in a stately home

ABOUT THE TEXT

The theme of living history is carried through in this section with an article about a couple who live in a stately home that has been in the same family for hundreds of years.

Chatsworth /'tʃætswəθ/ House is located in the Peak District area of Derbyshire /'dɑːbiʃə/, a hilly area in the English Midlands. It is home to the Duke of Devonshire, Peregrine Cavendish /'kævəndɪʃ/, and has been in the Cavendish family since 1549. The house is set in a large area of parkland, and contains a unique collection of priceless paintings, furniture, sculptures, and other artefacts. Chatsworth is a popular tourist destination.

The people mentioned in the text are:

painters – Raphael (1483–1520, one of the most important Italian artists of the Renaissance), Van Dyck (1599–1641, a Flemish painter known for his portraits), and Rembrandt (1606–69, a Dutch artist considered one of the greatest in Europe).

literary characters and actresses – Mr Darcy (the main male character in the novel *Pride and Prejudice* written by Jane Austen (1775–1817) in 1813); Keira Knightley, (1985–, a British actress who starred in the *Pirates of the Caribbean* film series. In *The Duchess* in 2008, she played Georgiana Cavendish, Duchess of Devonshire).

royalty and politicians – King William III (1650–1702, was king of Britain and Ireland from 1680 until his death), Queen Mary II (1662–1694, William's wife; their joint reign is often referred to as that of 'William and Mary'), Edward VII (1841–1910, British king from 1901 until his death), George V (1865–1936, British king from 1910 until his death; he was king when Britain was at war with Germany during World War I), Queen Mary (1867–1953, George's wife), William Cavendish (1720–1764, the 4th Duke of Devonshire and prime minister of Great Britain from November 1756 to May 1757).

Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. With weaker classes or if you are short of time, you could pre-teach/check some of the following vocabulary:

film crew, to inherit, estate, generation, magical, staircase, acre /'eikə/, staff, to be worth, horse trial (a competition in which people race horses over difficult terrain and jumps), period films, aristocracy, vast, ancestors, fit for a king, to impress, royalty, suite, to have influence.

- 1 Pre-teach/check *stately home* (= a large house with grounds, often occupied by an aristocratic family now or in the past). Focus attention on the photos and elicit possible answers to the questions as a class.
- 2 Focus attention on the question openers and elicit possible endings, e.g. Where is the house? How old is it? Who owns it? How many people visit it ever year? How much does it cost to run?

Put students in pairs to write some more questions. Monitor and help as necessary. Elicit a range of questions, building up a set of examples on the board.

- 3 Get students to read the article quite quickly and check how many of their questions were answered. If necessary, set a time limit of about five minutes to encourage students to read quickly and look for the information they need. Monitor and help with any queries.
 - Get students to ask and answer the questions on the board across the class. If there is no information in the text, students can answer *The text doesn't say*.
- 4 Pre-teach/check to raise money and how to read the names of kings and queens, e.g. George V = George the fifth.

 Ask students to answer the questions, working individually. Ask them to refer back to the article and underline the key sections that gave them the answers.

 Let students check their answers in pairs before checking with the class.

Answers

- 1 The family has lived in Chatsworth since 1549/for over 450 years. Peregrine Cavendish and Amanda have lived there since 2006.
- 2 Chatsworth is a magical place, and he feels lucky to be able to share it with their visitors.
- 3 300 the number of rooms; 35,000 the acres of land; 500 the staff; £500m – the value of the whole estate; £5m – the approximate annual cost; 600,000 – the number of visitors in 2010.
- 4 It has been open to the paying public since 1949.
- 5 It raises money from visitors and from the film industry.
- 6 The Duke's ancestors built a house fit for a king. It was designed to impress, and to persuade royalty to visit.
- 7 Edward VII was a frequent visitor between 1901 and 1910. George V and Queen Mary visited in 1913.

Language work

This section helps to consolidate the tenses covered earlier in the unit. Elicit the correct tense for number 1 as an example. Let students work in pairs to complete the task.

Elicit a range of answers from the class during the checking stage. Write up any sentences that the students disagree on. Get students to analyse these and give the correct tense.

Answers

- 1 The 12th Duke has lived in Chatsworth since 2006. (he still lives there)
- 2 His father **died** in 2004. (action finished at a definite time in the past)
- 3 The Cavendish family has owned the house for over 450 years. (they still own it)
- 4 In 2010 around 600,000 **visited** the house, (action finished at a definite time in the past)
- 5 William and Mary didn't visit in 1686. (action finished at a definite time in the past)
- 6 William Cavendish was prime minister for a year. (action finished at a definite time in the past)

What do you think?

Elicit examples of houses similar to Chatsworth in the students' own countries. Put students in groups of three or four to discuss the questions. Monitor and help as necessary.

Elicit a range of answers from the groups during the feedback sage. Round off the discussion by asking students if they enjoy visiting houses like Chatsworth and why/why not.

SUGGESTION

If your students are interested in the topic in this section, you could set up a debate with the title *It's good that historic houses stay in the hands of historic families*. Divide the class into two large groups and get one to brainstorm arguments for the statement and the other arguments against. Monitor and help as necessary.

Then put students into groups of six, three students from the 'for' group and three from 'against'. Nominate a leader for each group to ensure that students listen to each person's argument, and that they use English! Give students time to have their discussion.

Elicit a range of opinions from the students. Round off the feedback by asking students for their own opinion abut the original statement. If possible, establish if the class in general is for or against the statement.

LISTENING AND SPEAKING (SB p60)

A family history

ABOUT THE LISTENING

This section gives the opportunity to focus on the idea of living history in a more personalized way, with a focus on researching family history. Genealogy has become very popular in recent years and the researching of family trees has become much easier thanks to the Internet and access to online records.

Students listen to David talking about researching his family history and then to a conversation between David and his grandmother. The conversation takes place on 'Skype' – an Internet network that you can use to make telephone calls. The tasks are listening for specific information and understanding referencing in the conversation.

Key places mentioned in the script are:

Newcastle /'njuːkæsəl/ is a large city and port on the River Tyne in north-east England. The city used to have a large coal-mining and shipbuilding industries, but most of these have now closed down.

Perth $/p3:\theta$ is the capital and largest city of the Australian state of Western Australia.

The Orkney /'ɔːkni/ Islands are a group of islands off the north coast of Scotland. They comprise approximately 70 islands of which 20 are inhabited. Farming and fishing are the traditional industries.

Some of the vocabulary may be new, so be prepared to pre-teach/check the following items, especially with weaker classes: great-grandmother/children, ancestors, Norwegian, to make a living, dressmaker, shipyard, to keep in touch. Also check the pronunciation and silent s in island /'aɪlənd/.

1 Lead in to the topic by saying what you know about your grandparents as an example. Put students in small groups to discuss the question. Monitor and help as necessary. Elicit a range of answers in a short feedback session. 2 **T7.10 [CD 2: Track 37]** Focus attention on the map of Australia and the photo of David. Read the instructions to exercise 2 as a class. Ask Where is he from? (England, but he lives in Perth), How old is he? (33), What is he interested in? (researching his family history).

Focus attention on the other maps and give students a few moments to read the questions. Play the recording without stopping. Put students in pairs to compare their answers. Play the recording again if necessary and let students check/complete their answers.

Check the answers with the class. Elicit any further information that students understood. Ask prompt questions if necessary, e.g. What nationality is David's wife? (Australian) How old is his grandmother? (89), etc.

Answers and tapescript

- 1 He's lived in Perth for nearly 10 years.
- 2 The two 'Alices' in his life are his daughter and his grandmother.
- 3 She lives in Newcastle.
- 4 They were all born on the Orkney Islands.
- 5 They were farmers.
- 6 The family's ancestors came over to Scotland.
- 7 Their ancestors were Norwegian.
- 8 It became difficult for Alice's great-grandparents to make a living in farming.

T740 David Taylor Bews

I come from Newcastle in England, but now I live in Perth, Australia. I've been here nearly ten years. My wife, Jodie, is Australian and our children, Russell and Alice, were born here. Alice is named after my grandmother, her great-grandmother, Alice Bews. She's 89 now and still lives in Newcastle. Lately I've become really interested in my family history back in the UK. I've started speaking to my grandmother about it. I've found out that she was the youngest of nine children and the only one to have been born in England. Her eight brothers and sisters were all born in Scotland. They came from the very north of Scotland, from some islands called the Orkneys. They worked there as farmers over a hundred years ago. My grandmother told me that hundreds of years before that our family's ancestors were actually Norwegian - they came over to Scotland in the 9th century. She says that's why we all have blonde hair in our family. Anyway, it became more and more difficult for my great-grandparents to make a living farming, so they travelled south. They finally arrived in the north of England, in Newcastle, with their eight children. Alice was born soon after they arrived.

3 **T7.11** [CD 2: Track 38] Focus attention on the photo of David's grandmother, Alice. Point out that she is comfortable using technology and check students have heard of 'Skype' (see *About the listening* above).

Give students time to read the questions. Play the recording as far as when she was just 17 and elicit the answer to the first question. Then play the rest of the recording without stopping. Put students in pairs to compare their answers. Play the recording again if necessary and let students check/complete their answers.

Check the answers with the class. Elicit any further information that students understood. Ask prompt questions if necessary, e.g. Where were Alice's parents born? (the Orkneys) How many of Alice's brothers and sisters are still alive? (none, she's the only one left), etc.

Answers and tapescript

- 1 she married when she was just 17 Alice's mother
- 2 I can't remember him at all Alice's father
- 3 She was a cleaner and a dressmaker. She had nine children.
- 4 They got work in the shipyards Alice's two eldest brothers
- 5 It wasn't unusual in those days getting married young
- 6 They live all over the world Alice's grandchildren and greatgrandchildren. They live in Australia, New Zealand, and America.
- 7 He helps me keep in touch with you all David's cousin Peter
- 8 It's all really wonderful, isn't it? using technology like email, Skype, and texting to keep in touch.

Talking to Grandma

D = David AB = Alice Bews

- D So Grandma, your parents were both born in the Orkney Islands, is that right?
- **AB** Yes, my mother was called Jane. She grew up there and she married when she was just 17.
- D And you were her ninth child?
- AB Yes, I was the only one born in England. Times were really hard for my mother – you see my father died when I was three. I can't remember him at all.
- D So what did your mother do?
- AB She worked as a cleaner and a dressmaker.
- D She had two jobs and a big family, that's ...
- AB Oh, yes, she was an amazing lady. But my two eldest brothers ...
 -er, they got work in the shipyards so that helped too. Ah all my brothers and sisters have died now I'm the only one left.
- D I know. Did you marry young, Grandma?
- AB Oh, no. I didn't marry until I was 22.
- D That's still young.
- AB It wasn't unusual in those days. And I had only three children.
- D But now you have lots of grandchildren and great-grandchildren.
- AB I do. They live all over the world not just in Australia.
- D I know. I have cousins in New Zealand and America. But cousin Peter still lives near you, doesn't he?
- AB Yes, he does. He helps me keep in touch with you all with this 'Skype' thing.
- D Yeah, this 'Skype' is amazing, isn't it?
- AB Oh yes. I love it. I talk to all my grandchildren and I've seen all my great-grandchildren. I email sometimes too. Email, Skype, and texting it's all really wonderful, isn't it?
- D It is, Grandma. It's just great talking to you. I've got lots more questions for next time.
- 4 Focus attention on the sentence opener and elicit the ending. Put students in small groups to complete the task. With weaker classes, elicit the tense students will need to talk about Alice's ancestors (Past Simple), and which tense to refer situations/actions that continue up to the present in David and Alice's life (Present Perfect). You could also write key words on the board as prompts to help students remember the stages. Monitor and help as necessary.

Elicit sections of the story from a range of groups. Encourage students to help and correct each other if they get information in the wrong order.

Sample answer

David's ancestors came over to Scotland from Norway in the 9th century. They moved to the Orkney Islands and worked there as farmers over a hundred years ago.

David's great-grandparents were both born in the Orkney Islands.

They had nine children and eight of them were born in Scotland.

It became more and more difficult for the family to make a living in farming, so they travelled south to Newcastle. Their youngest child, David's grandmother Alice, was born soon after they arrived.

Alice's father died when she was only three. Life was very hard for her mother. She worked as a cleaner and a dressmaker, and she had a big family. Alice's two eldest brothers got work in the shipyards so that helped the family.

Alice married when she was 22 and she had three children.

Alice is now 89 and she still lives in Newcastle. She has lots of grandchildren and great-grandchildren, living in all over the world.

David's cousin Peter still lives near Alice and he helps her keep in touch with the rest of the family.

David also comes from Newcastle, but he's lived in Perth for nearly ten years. His wife, Jodie, and their children, Russel and Alice, were born in Australia. Alice is named after David's grandmother, Alice Bews.

What do you think?

Read the questions as a class. Elicit possible answers to the first question.

Students work in their groups to discuss the questions.

Monitor and encourage as much speaking as you can. If appropriate, make one student in each group the discussion leader, responsible for asking the questions and making sure everybody has a chance to speak.

Elicit a range of ideas in a short feedback session. If appropriate, elicit students' experiences of researching their own family history online.

EXTRA ACTIVITY

You could ask students to roleplay the next Skype conversation between Alice and David. Put students into new pairs and assign the roles, or let students choose who they want to be. Give them a few minutes to prepare what they are going to say. Feed in any new vocabulary as necessary. With weaker students, you could write prompts on the board for the key stages of the conversation:

- saying hello
- asking how are you and about general news
- talking about family's news from different countries
- · asking questions about family history
- saying goodbye and agreeing a time for the next conversation

If possible, get students to sit facing each other, as if they are looking at each other on a computer screen. Monitor and help as students do the roleplay. Note any common errors in tense use, but don't highlight and correct these until after the pairwork.

WRITING (SB p111)

4 biography – Ordering paragraphs: Two Kennedys

The aim of this writing section is to write a biography, realized into appropriate paragraphs. The text and task pre provide an opportunity to review linking words and eative pronouns.

ABOUT THE TEXT

The characters chosen for the biography are two members of the American political family, the Kennedys. Students are likely to know about John F. Kennedy (JFK) and his assassination at the age of 46. They will be less familiar with his only surviving child, Caroline Kennedy.

John F. Kennedy JFK was the 35th President of the United States, serving from 1961 until his assassination in 1963. After military service during World War II in the South Pacific, he entered the world of politics. He became President in 1960, and was the youngest elected to the office, at the age of 43.

In 1953 he married Jacqueline Bouvier, the daughter of a wealthy stockbroker.

Events during JFK's presidency included the 1961 Bay of Pigs Invasion (the area on the south of Cuba which is famous for the failed attack by American-backed Cubans), the 1962 Cuban Missile Crisis (a period of heightened international tension when the Soviet Union began to build bases for nuclear missiles in Cuba), the building of the Berlin Wall, the Space Race (the rivalry between the United States and the Soviet Union to launch unmanned satellites, send people into space, and land them on the Moon), the African American Civil Rights Movement, and early stages of the Vietnam War.

Kennedy was assassinated on November 22, 1963, in Dallas, Texas. Lee Harvey Oswald was charged with the crime, but was shot and killed two days later by Jack Ruby before a trial could take place. The authorities concluded that Oswald was the lone assassin, but also allowed for the possibility of an accomplice.

Caroline Kennedy Caroline is an American author and lawyer. She is the only surviving child of John E. Kennedy and Jacqueline Bouvier Kennedy. At the time of her father's presidency she was a young child and after his death in 1963, her family settled in New York, where she attended school. Kennedy graduated from Harvard, the prestigious university in Massachusetts, and worked at New York City's Metropolitan Museum of Art. In the 2008 presidential election, Kennedy endorsed Democratic candidate Barack Obama.

- 1 Read the instructions as a class and elicit a few examples, e.g. the British royal family, the Beckhams, the Freuds, etc. Give students time to think of other examples, then put them in pairs to exchange ideas.
 - Elicit a range of examples from the class and reasons why these people are famous. Ask students if they think they deserve their fame.
- 2 Check comprehension of biography. Focus attention on the photo and ask students what they know about John F. Kennedy. Elicit the abbreviations for his name (JFK) and a few examples of facts about his life. Check comprehension of the abbreviations Sr. (senior) and Jr. (junior) and how they are used to refer to family members of different generations of the same name.

You could pre-teach/check some of the words from the text on the board as prompts to help students predict JFK's life: wealthy and powerful, tragedy, plane crash,

elected to the US Senate (the more important of the two parts of the law-making body), died at birth, Space Race (see About the text above), assassinated.

Put students in pairs to discuss what else they know, using the above prompts if appropriate. Monitor and help as necessary.

3 Focus attention on the example and ask why this is the start of the biography (it gives information about JFK's birth and his family). With weaker students or if you are short of time, you could pre-teach/check the following new vocabulary: ambassador, mayor, to fight (past: fought), to sink (past: sank), to graduate, leader.

Put students in pairs to put the paragraphs in order. With weaker students, you could write up examples of types of words they can use to help them, e.g. dates and time references, e.g. *then/a year later, at the time of ...*, linking words, e.g. *however*, words that refer back to earlier points, e.g. *This.*

Check the answers with the class. Briefly check the words in the text that helped students decide the order.

Answers

1b (was born, etc./John's life was not easy)

2 d (As a child, .../... in 1940)

3 c (The following year, .../in 1943/in 1944 ... killed in a military plane crash)

4 a (This was a huge tragedy .../in 1952 ... elected to the US Senate)

5 g (A year later, in 1953, .../In 1960, they had a son, John Jr.)

6f (Around the time of John Jr's birth)

7 e (However, .../was assassinated)

- 4 Focus attention on the photo of Caroline and ask students to read the facts about her. Deal with any vocabulary queries. Tell students to use the information to write a biography of Caroline. With weaker students, you could elicit how to separate the facts into paragraphs before students start writing:
 - 1 From Born: November 27... to ... grew up there.
 - 2 From In 1968 ... to ... died in car crash in 1969.
 - 3 From Graduated ... to ... died in 1994, aged 64.
 - 4 From *Has had many tragedies ... to ... campaign*. Get students to write their biography in class or set it for homework. Monitor and help as appropriate.
- 5 Read the task as a class and elicit a few examples of characters students would like to write about. If you have access to computers or encyclopaedias, students can do their research and make notes during class time. If not, set the research for homework. With weaker students, write up some of the following headings to help them do the research and organize their notes:

Name and date of birth, family

Early life

Education and early career

Marriage and children?

Later career and role in public life

Death?

Remind students to include information about any successes or failures/problems the person experienced during these stages.

Give students time to write their biography in class or set it for homework. If appropriate, get students to include photos and other visuals in their work.

If possible, display the texts on the classroom wall or noticeboard to allow students to read each other's work. You could ask them to vote for the most interesting biography. When you check the students' work, point out errors but allow students to correct them themselves. Try to limit correction to major problems to avoid demoralizing the students.

SUGGESTION

You could ask students to present the information they research to the rest of the class in the form of a short talk. Encourage them to bring some visuals/recordings to support their presentation, e.g. a map and photos, an MP3 or recording on CD. If you have access to computers, students can give their talk with the support of a presentation program.

When students give their presentation, ask them to come to the front of the class (or stand up in front of their group in larger classes) and make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes, but don't let them read the information from a script. Encourage the class/groups to ask questions to the presenter. Be generous with praise after students have presented their talk, as it can be rather nerve-wracking, especially for weaker students.

EVERYDAY ENGLISH (SB p61)

Agree with me!

⚠ POSSIBLE PROBLEMS

The idea of a follow-up question or tag is a feature of many languages. However, the way this is formed is often simpler in other languages than in English with the use of a single word or fixed phrase to express the idea of 'Is that right?'/'Do you agree with me?'

Tags are used in spoken English but not in formal written English.

The rules for forming tags are fairly simple and students should have few problems recognizing how the system of tags works. The basic rules are:

- The question tag uses the same verb as the main part of the sentence. If this is an auxiliary verb, e.g. *have*, or a modal verb, e.g. *can*, then the question tag is made with the auxiliary verb.
- We use *do/does* in Present Simple tags, and *did* in Past Simple tags.
- If the main part of the sentence is positive, the question tag is negative; if the main part of the sentence is negative, the question tag is positive.

He's a teacher, isn't he?

You don't work in advertising, do you? They've bought a new house, haven't they? The other factor with question tags is intonation. The two main patterns are as follows:

- If the question tag is a real question where you want to know the answer, you use rising intonation.
- If you already know the answer or you are simply asking for agreement, you use falling intonation.

The Student's Book limits the practice to just the pattern with falling intonation – those question tags that ask for agreement. Exercise 4 also covers the need to add more information after answering a question with a tag.

The aim of this section is to give students exposure to a common feature of spoken English and to have some fun practising at dialogue level. Don't expect students to be using question tags spontaneously with correct intonation by the end of the lesson.

T7.12 [CD 2: Track 39] Check students can distinguish rising and falling intonation. Write the following sentences and arrows on the board:

You're new here, aren't you?

You're new here, aren't you?

If necessary, exaggerate the voice range to make the contrast clearer.

Focus attention on the sentences and on the tags highlighted in bold. Play the recording, pausing at the end of each sentence if necessary, and get students to just listen. Ask *Does the intonation go up or down at the end of the sentences?* (down)

Play the recording again and get students to practise the sentences. Drill the intonation as necessary, but not so much as to make students self-conscious.

Read the notes on question tags as a class. Stress that the speakers aren't really asking questions, they are inviting others to agree with their opinion. The falling intonation pattern reinforces this.

Answers and tapescript

The intonation goes down in all the sentences.

Question tags

It's really wonderful, isn't it?
You come from Scotland, don't you?
Life wasn't easy then, was it?
You've lived in England for years, haven't you?

T7.13 [CD 2: Track 40] Give students time to read the conversations. Check students understand who could be speaking each time (1 a couple/two close friends, 2 a mother and child, 3 a couple/two close friends, 4 two members of the same family/two close friends).

Focus attention on the question tags. Put students in pairs to work out how question tags are formed. If appropriate, allow students to use L1 for this stage.

Elicit the rule for forming question tags. Get students to refer back to the conversations in the Student's Book to help them explain.

Focus attention on the arrows in conversation 1 and play the first recording as an example. Get students to mark the arrows on the second question and check the

intonation (falling). Put students in pairs to practise the conversation. Monitor and check for falling intonation. Play the recording again as a model if necessary.

Repeat the procedure for conversations 2–4, pausing after each one to allow students to practise in their pairs. Drill the intonation as necessary, but not so much as to make students self-conscious.

Answers and tapescript

See Possible problems on TB p96 for the main rules.

T7.13 It's a lovely day, isn't it?

- 1 A It's a lovely day, isn't it?
 - B Yes, it is! Beautiful!
 - A We all love days like this, don't we?
 - B We certainly do!
- 2 A Mummy! Our cat isn't very big, is she?
 - B No, she isn't. She's just a kitten.
 - A And she loves fish, doesn't she?
 - B She does! It's her favourite food!
- 3 A We had such a good holiday, didn't we?
 - B We did. We had a great time.
 - A And it wasn't too expensive, was it?
 - B No, it wasn't. It wasn't expensive at all.
- 4 A The baby looks just like her mother, doesn't she?
 - B Uh huh. Same blue eyes, same nose.
 - A But she's got her father's blonde hair, hasn't she?
 - B Yes, she's very fair.
- 3 Elicit the tag for question 1 as an example. With weaker classes, elicit what form each tag will be, positive or negative. Then give students time to complete the exercise, working individually.

Let students check in pairs before checking with the class.

Answers

- 1 It was a great party last night, wasn't it?
- 2 Dave knows everything about computers, doesn't he?
- 3 You went to school with my brother, didn't you?
- 4 Learning a language isn't easy, is it?
- 5 Our English has improved a lot, hasn't it?
- 6 We haven't had a break for ages, have we?
- **T 7.14 [CD 2: Track 41]** This stage highlights the tendency to give additional information when answering a question with a falling tag.

Pre-teach/check *patience*, *to fix*, and *to program computers*. Elicit the matching sentence for number 1 as an example. Point out that answering just *Yes*, *it was* could sound abrupt or even rude. Give students time to complete the matching task.

Play the recording and let students check their answers. Play the recording again and elicit the intonation pattern on the question tags (falling) and the reason why (the speakers aren't really asking questions, they are inviting others to agree with their opinion.) Students practise saying the conversations in pairs.

Answers and tapescript

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

T 7.14

- 1 A It was a great party last night, wasn't it?
 - B Yes, it was. I really enjoyed it.
- 2 A Dave knows everything about computers, doesn't he?
- **B** Yes, he does. He can fix them and program them.
- 3 A You went to school with my brother, didn't you?
 - B Yes, I did. We were really good friends.
- 4 A Learning a language isn't easy, is it?
 - **B** No, it isn't. It needs a lot of practice and patience.
- 5 A Our English has improved a lot, hasn't it?
- B Yes, it has. We're all much better now.
- 6 A We haven't had a break for ages, have we?
 - B No, we haven't. It's time for one right now.
- 5 T7.15 [CD 2: Track 42] Refer students to the conversations on SB p156. Pre-teach/check miserable, Never mind, romantic, to save up, charming, to have a good voice, to hit the highest notes, a waste of money, rubbish (= informal for really bad), to deserve to lose, to support.

Put students in pairs and give them time to read the conversations and choose their two. With weaker classes, elicit the tags for conversation 1 as an example (see Answers below). Point out that there are a different number of possible tags in each conversation.

Give students time to add the tags to their chosen conversations. Monitor and check for accurate formation of the tags.

Give students a few moments to rehearse their conversations in closed pairs. Monitor and help.

Get students to act out their conversations to the class. Try to ensure that most of the eight conversations are covered.

Play the recording and let students compare their wording. If you would like your students to have further practice, you can get them to choose two more conversations and practise them in pairs.

Answers and tapescript

- 1 A It's horrible weather today, isn't it?
 - B Awful!
 - A The rain makes you miserable, doesn't it?
 - B Yup! And wet!
 - A Never mind. We need the rain, don't we?
 - B I suppose so.
- 2 A It's so romantic here, isn't it?
 - B Yes, it's beautiful!
 - A And the sea looks so inviting, doesn't it?
 - B I think I'll go for a swim before breakfast. I've got time, haven't I?
 - A Of course you've got time! We're on holiday, aren't we?
- 3 A You don't like Ann, do you?
 - B Er ... she's all right.
 - A But you didn't talk to her all night, did you?
 - **B** Well ... she was talking to Jim, wasn't she?
 - A She's very interesting, actually.
 - **B** But she never listens, does she? She just talks and talks and talks!

- 4 A I'd love to buy that car!
 - B But we haven't got any money, have we?
 - A I thought we had lots.
 - **B** But we spent it all on a new kitchen, **didn't we**?
 - A Oh, yes! So we did. Never mind.
 - B We can save up, can't we?
 - A Er ... OK.
- 5 S We had a lovely holiday, didn't we, Dave?
- D We did. It was very relaxing.
- 5 And the weather was marvellous, wasn't it, Dave?
- D Yep. We were very lucky.
- **S** And we met some nice people, **didn't we**, Dave?
- D We did. Charming people.
- 6 A Kate Burton's a fabulous actor, isn't she?
 - B Very good.
 - A And she's got such a good voice, hasn't she?
 - B Yes, it's amazing!
 - A She can hit the highest notes, can't she?
 - B Yeah, I don't know how she does it.
- 7 A We love each other very much, don't we?
 - B We do.
 - A And we want to get married one day, don't we?
 - B One day, yeah.
 - A And we'll have six children, won't we?
 - B Er ... yeah. Six, that's right.
- 8 A That was a terrible match, wasn't it?
 - B Awful! Waste of money!
 - A Albertino played really badly, didn't he?
 - B He was rubbish! He didn't do a thing right all night, did he?
 - A We deserved to lose, didn't we?
- B I'm afraid so! I don't know why I support them!

Don't forget!

Workbook Unit 7

- Ex. 10 Reading - 14,000 miles on a 'pizza delivery bike'
- Listening Till death us do part Ex. 11
- Ex. 12 Pronunciation – Sentence stress
- Ex. 14 Just for fun!

Word list Unit 7 (SB p149 and TRD)

Remind your students of the Word list for this unit on SB p149. They could translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Teacher's Resource Disc



Unit 7 Test

Pronunciation Book Unit 7

Video/DVD Episode 7

ADDITIONAL MATERIAL

Teacher's Resource Disc

Communicative activity Unit 7



Girls and boys

have to/don't have to • should/must • things to wear • at the doctor's

This unit looks at aspects of gender from a range of perspectives and introduces the functional language of obligation and advice. The first presentation focuses on have to/don't have to and the second presents should and must. Skills practice is provided in the form of a Listening and speaking section on a female heptathlete, and a Reading and speaking section on two families with very different profiles. Vocabulary practice is on things to wear, and the Everyday English section focuses on the functional language used at the doctor's. Writing practice is provided with a section on formal letters and emails.

LANGUAGE INPUT

GRAMMAR

have to/don't have to (SB p62)

Pronunciation (SB p63)

should/must (SB p64)

- Understanding and practising have to/don't have to to talk about obligation.
- Recognizing and practising the different ways of pronouncing have/has/had.
- Understanding and practising should and must to give advice.

VOCABULARY

Things to wear (SB p68)

Understanding and practising the vocabulary of clothes and accessories.

EVERYDAY ENGLISH

At the doctor's (SB p69)

· Understanding and practising the vocabulary of illnesses, symptoms, and visiting the doctor.

SKILLS DEVELOPMENT

READING

Families with all boys and girls (SB p66)

· A jigsaw reading about two families.

LISTENING

Listen and compare (SB p65)

Heptathlon champion (SB p65)

Brothers and sisters (SB p66)

- Listening and comparing advice for problems with your own ideas. T 8.5 (SB p129/TRD)
- Listening for key information in a recording about a female athlete. T 8.6 (SB p129/TRD)
- Listening for key information in a recording about family. T 8.7 (SB p129/TRD)

SPEAKING

Talking about sports (SB p63)

Giving advice (SB p65)

What do you think? (SB p65)

What do you think? (SB p66) Dress Person X (SB p68)

- Discussing sports done by boys and girls, and talking about sports in a personalized way.
- Practising should and must to give advice to people with a range of problems.
- · Discussing questions about how people become successful.
- Discussing questions about what makes the ideal family.
- Playing a guessing game to practise the vocabulary of things to wear.

WRITING

Letters and emails (SB p112)

Writing a formal letter and an email to a friend.

MORE MATERIALS

Photocopiables – You are what you wear (TB p171), (TRD ____) Tests (TRD ____)



STARTER (SB p62)

The aim of this *Starter* is to set up the theme of the unit and to get students talking about girls and boys. It also provides an opportunity to review comparatives.

Focus attention on the list and get students to write G for *girls* or B for *boys* next to each item. Give your own opinion about one of the activities first, then elicit opinions from the class. Encourage some lively debate across the class!

YOU HAVE TO CLING ON! (SB p62)

have to/don't have to

⚠ POSSIBLE PROBLEMS

This section introduces *have to*, which expresses obligation. This may be new to some of your students. Students also get the opportunity to review *can/can't* for possibility.

The *Grammar Spot* gives an overview of the question, negative, and past forms of *have to*. Although you can expect form mistakes, the main area of confusion is often with *must*. Students often don't realize that *must* with second and third persons sounds very authoritarian. Students may use *must* to refer to a general obligation, when *have to* would sound more natural. *Should* is more appropriate for mild obligation or advice. In this unit *must* is taught to express strong advice and strong obligation. Common mistakes:

*You've got hiccups. You must drink a glass of water.

*My parents must work six days a week.

Student's Book p63 has an exercise to highlight the different pronunciations of *have*, *has*, and *had*. The forms are presented in context in pairs of sentences – one with *have* for possession followed by *a*, and the other with *have to*. In the examples with *have/has/had* followed by *a*, the final sound of the verb is voiced:

I have /hæv/ a good job.

He has /hæz/ a nice camera.

We had /hæd/ a good time.

In the examples with *have to*, the final sound of the verb is unvoiced:

I have /hæf/ to work hard.

She has /hæs/ to train a lot.

We had /hæt/ to get up early.

Note that Unit 8 does not cover the difference in meaning between *mustn't* (= it isn't allowed) and *don't have to* (= it isn't necessary), although there is an exercise in the Workbook to cover this point.

Have to is presented in the context of an interview with a female climber, Tilly Parkins. Tilly is Australian and is recognized as one of the best climbers in the world. In the photo on SB p62, she is shown on Moon Hill Crag in the Yangshuo Mountains in southern China. It is considered one of China's most challenging crags and is one of Yangshuo's most visited tourist attractions. It has an elevation of approximately 380 metres. The climbing routes are predominantly overhanging, requiring both

great strength and stamina. The photo of Tilly on Moon Hill Crag was taken by Adam Pretty, a professional sports photographer also from Sydney, Australia.

1 Pre-teach/check climb /klaim/, climber /'klaimə/, and climbing /'klaimiŋ/. Check students understand that the b is silent in each word. Lead in to the section by asking Have you ever been climbing? What is a good climber like? (strong, organized, decisive, etc.) What clothes and equipment does climber often use? (special boots, and a helmet, ropes and harnesses, etc.)

Focus attention on the photo and ask the questions. Elicit a range of answers from the class. Check students understand that the image is a real photo taken in a real place (see *Possible problems* above).

Answers

The figure on the left of the image about a third of the way up is of a woman. She is climbing the Moon Hill Crag in the Yangshuo Montains.

2 **T8.1** [CD 2: Track 43] Pre-teach/check the following items from the recording: to be fit, to train, to go to the gym, cardiac technologist, dawn, brave, tourist spot.

Give students time to read the questions. Play the recording through once without stopping. Let students discuss the questions in pairs. If necessary, play the recording again and let students check/complete their answers.

Check the answers with the class. Elicit any further information that the students understood. Then ask students for their initial reactions to Tilly and her hobby.

Answers and tapescript

- · She trains at the gym.
- She's a cardiac technologist
- · It was difficult and very beautiful.
- · Adam Pretty is brilliant sports photographer.
- . It's what she loves doing. It's her life. It's who she is.

Interview with Tilly Parkins

I = Interviewer TP = Tilly Parkins

- I Tilly, I'm sure you have to be very fit and strong to go climbing. How often do you have to train?
- TP I don't have to train every day, just two or three times a week, that's enough. I go to the gym. At the weekend I try to get out of the city onto rock, but sometimes I have to work at the hospital.
- I What do you do at the hospital?
- TP I'm a cardiac technologist. I help doctors treat people with heart diseases
- I Oh, wow! That's interesting. The photograph of Moon Hill Crag is amazing. Was it a difficult climb?
- TP Difficult and very beautiful.
- I I can see that. It's like a painting. What time of day was it?
- TP It was just after dawn. I had to climb very early in the morning. You can't climb later in the day it's too hot, over 35°C.
- I Who took the photograph?
- TP A brilliant sports photographer called Adam Pretty.
- I He's a brave man.
- TP Oh, he didn't have to climb with me. He took the photo from a nearby tourist spot.
- Wise man! Rock climbing is such a dangerous sport and you've climbed in some of the most difficult places in the world. Why do you do it?
- TP It's what I love doing. It's my life. It's who I am.

T 8.1 [CD 2: Track 43] If you think your students will find exercises 3 and 4 difficult, you could go through the *Grammar Spot* first. Focus attention on the photo of Tilly and on the example. Give students time to complete the sentences, working individually.

Let students check their answers in pairs. Then play the recording again as a final check.

Answers and tapescript

- 1 I'm sure you have to be very fit and strong to go climbing.
- 2 How often do you have to train?
- 3 I don't have to train every day, just two or three times a week, that's enough.
- 4 Sometimes I have to work at the hospital.
- 5 1 had to climb very early in the morning.
- 6 You can't climb later in the day, it's too hot.
- 7 He didn't have to climb with me.

T 8.1

See exercise 2 above.

4 T 8.2 [CD 2: Track 44] Focus attention on the example and elicit the missing word in the second gap.

Students complete the questions and answers, working individually. Play the recording and let students check their answers.

Put students in pairs to practise the questions and answers. Monitor and check for good stress and intonation. If students have problems, play the recording again as a model and drill key lines chorally and individually. Then let students repeat the pairwork.

Answers and tapescript

- 'How often **does** she have to **train**?'
 'Two or three times a week.'
- 2 'Does she have to work at weekends?' 'Yes, she does sometimes.'
- 3 'Why did she have to climb Moon Hill Crag just after dawn?' 'Because later it gets too hot and you can't climb in the heat.'
- 4 'Did Adam have to climb the rock?' 'No, he didn't. He took the photo from a tourist spot.'

GRAMMAR SPOT (SB 663

- 1 Read through the notes as a class.
- 2 Get students to complete the sentences with the forms of *have to*, then check the answers. Point out that *have to* uses the auxiliary verb *do/did* to make the question and negative forms.

Answers

Do you have to work late in your job? No, I don't have to work late usually. But I had to work late yesterday.

3 Give students time to match the verbs with their meanings. Then check the answers. Reinforce the meanings by eliciting sentences using the four verbs in context.

Answers

possible can not possible can't necessary have to not necessary don't have to

▶▶ Grammar Reference 8.1–8.2 on p142–3

PRACTICE (SB p63)

Pronunciation

1 **T8.3 [CD 2: Track 45]** See *Possible problems* on TB p100 for notes on the pronunciation of the forms of *have*. Focus attention on the sentences. Ask *Is the vowel sound the same or different in each sentence?* (the same).

Play the recording and let students listen to the different pronunciations. Ask students to focus on the word that follows the forms of *have/has/had* and explain that this affects how *have/has/had* is pronounced. Play the recording again, pausing after each sentence and get students to repeat. Drill the sentences around the class.

Tapescript

Pronunciation

- I have a good job.
 I have to work hard.
- 2 He has a nice camera. She has to train a lot.
- 3 We had a good time. We had to get up early.

Talking about sports

2 Check comprehension of all of the sports in the box, using mime where possible and checking pronunciation as you go. Students may need help with the vowel sounds in squash /skwpʃ/, baseball /'beɪsbɔːl/, surfing /'sɜːfɪŋ/, and skydiving /'skaɪdaɪvɪŋ/.

Focus attention on the questions in the table. Give students time to read them, and deal with any vocabulary queries. Model the activity by choosing a sport and getting students to ask you questions.

When they have guessed your sport, put students in pairs to play the game. Monitor and check for accurate question formation and use of short answers. Feed back on any common errors after the pairwork.

3 Elicit one or two examples and then get students to continue the task, working in small groups.

Check the answers with the class. During the feedback, ask students if they think that girls and boys or men and women should be able to compete against each other in mainstream sports like football, athletics, etc.

Answer

The sports in exercise 2 are done by both boys and girls/men and women.

Sports in which men and women compete include sailing and horse riding events such as showjumping, and some categories of car racing. Tennis has mixed doubles games, with a man and a woman in each team.

4 Elicit one or two examples of sports that students do or that they like. Put students into pairs to continue the task. Monitor and check for accurate use of verb forms. Feed back on any common errors after the pairwork. Ask students to feed back about their partner and so practise he/she forms.

SUGGESTION

You could practise the past of *have to* by asking students to discuss rules at home when they were younger. Write the following questions on the board or on a worksheet:

- 1 What did you have to do to help around the house?
- 2 Did you have to be home by a certain time?
- 3 Did you always have to tell your parents where you were going?
- 4 What rules did you have to follow?

Put students in small groups of three or four to discuss the questions. In the feedback, ask one student from each group to summarize the comments made.

ADDITIONAL MATERIAL

Workbook Unit 8 Ex. 1-6 have to

WHAT'S YOUR ADVICE? (SB p64)

should/must

⚠ POSSIBLE PROBLEMS

See TB p100 for note on possible confusion between *must* and *have to*. The *Grammar Spot* in this section reviews the question, negative, and *he/she/it* forms of modals. There is an introduction to modal auxiliary verbs on p143 of the Grammar Reference. You could ask students to read this before you begin this section.

Must (strong obligation) and should (mild obligation) present few problems of meaning in the context of advice, but learners often want to use an infinitive with to after them:

- *You should to do your homework.
- *You must to see the doctor.

Should expresses an opinion and is often introduced with *I think* ...:

I think you should ask for a pay rise.

Note that we usually introduce a negative opinion with *I don't think* + *should*, rather than with *I think* + *shouldn't*:

I don't think you should leave your car there.

It is possible to form questions with *must*, but *have to* is more common.

What time do we have to leave? (rather than What time must we leave?)

There are two websites referred to in this section: olganon.org – Online Gamers Anonymous, and speechtips.com, a site that offers advice on speechwriting and public speaking.

- 1 Lead in by writing *problem page* on the board, and asking *Where can you find a problem page?* (newspapers, magazines, online). Elicit the sort of problems people write about (family problems, problems at work/school, problems with health/wellbeing, etc.) Ask if students ever read problem pages and why/why not.
- 2 Pre-teach coach (n = trainer), to miss the fun, to get angry, the army, a disaster, nervous, to shake, to control your nerves. Give students time to read the four problems. Put students in pairs to explain the headings and talk about the advice they would give. Monitor and help as necessary. Note if students use should or must correctly, but don't focus on mistakes, as the aim at this stage is to set the context and find out what students know.

Elicit an explanation for the headings and any advice students would give during a brief feedback session.

3 Pre-teach preparation, audience, worldwide, to become addicted, to be common (= happening very often), to get to the top, doubt/daut/(n).

Ask students to read answer **a** and elicit the correct name (*Mark*). Give students time to match the rest of the problems with Annie's advice and write in the names. Let students check their answers in pairs before checking with the class.

Answers

1 d (Tracy) 2 b (Paula) 3 a (Mark) 4 c (Billy)

GRAMMAR SPOT (58 p.64)

1/2 Put students in pairs to discuss the questions. Then have a whole-class discussion at the checking stage. Emphasize that *must* and *should* are followed by a base infinitive, without *to*, and without adding *-s* in the *he/she/it* forms.

Answers

- 1 He must get professional help expresses stronger advice.
- 2 We do not use *do/does* in the question and negative. We do not add -s with *he/she/it*.
- ►► Grammar Reference 8.3–8.4 on p143
- 4 T 8.4 [CD 2: Track 46] Explain that this stage contains some more advice for the four people in exercise 2. Preteach/check firmly, to suffer, speech, jealous.

Elicit the first missing word in number 1 as an example. Then give students time to complete the task. Monitor and help as necessary.

Tell students that the recording is in a different order from the advice in exercise 4. Play the recording and let students check their answers. Establish who each piece of advice is for.

If your students need more pronunciation practice, drill key sentences round the class, paying particular attention to the strong stress on the modals, and the wide intonation range used when giving advice.

You should explain how you feel to your coach and your mother.

Answers and tapescript

1 Tracy 2 Paula 3 Mark 4 Billy

T 8.4 Advice from Annie

Dear Mark.

Good preparation is the answer. You must prepare well and practise a lot. The first thirty seconds are the most important. You should begin with a personal story. It will relax you and the audience. You **should** write your speech down but I **don't think you should** read it aloud to the group. Just make notes to help you remember it. For more help, you **should** visit *speechtips.com*.

Dear Paula

More and more people worldwide have become addicted to this. He must get professional help, but this is difficult because he won't accept that he has a problem. I think you should show him this letter, and visit the website *olganon.org*. Tell him firmly that he **must** change his ways or he'll lose his wife and family. Talk to all your friends and family about the problem – you **shouldn't** suffer alone.

Dear Billy,

These feelings are very common between brothers and sisters. I'm sure your parents love you and your brother just the same, so you shouldn't worry about this. When you're older, you'll get your own phone, and your own clothes! You **must** talk to your parents about how you feel. And you **shouldn't** feel jealous of your brother. He's older than you, that's all!

Dear Tracy,

The fact is, that to get to the top in sport you have to train very hard indeed. You should talk to someone else about your doubts. I don't think you should listen to just your friends. You **should** explain how you feel to your coach and your mother. However, in the end, the decision is yours and yours alone. You **must** decide your own future.

EXTRA ACTIVITY

There are a number of examples of the different uses of get on SB p64, e.g. get up, get back from work, get angry, get to the top, etc. As a vocabulary extension, you can ask students to work in pairs and underline these uses. Students can then practise the expressions by using some of them in a short anecdote.

PRACTICE (SB p65)

Giving advice

T 8.5 [CD 2: Track 47] Give students a few moments to read the list of problems. Check comprehension of to bully, to be hopeless at sth, to twist your ankle, to behave strangely (of a computer), and to make a funny noise.

Focus attention on the examples and elicit possible advice for the second problem.

Give students a few minutes to think of advice for each problem, then put the class in groups of three or four to continue the task. Monitor and note any common errors to correct after the groupwork.

Play the recording and let students compare their ideas. Establish which of their advice was similar to the recording and which was different.

Sample answers and tapescript

- 1 You should have a warm bath./You shouldn't worry about it.
- 2 You must try to get to know her./You should talk to your brother about it.
- 3 You should try and get a good night's sleep./You shouldn't revise until late
- 4 You must tell your teacher and your parents./You shouldn't get angry.
- 5 You should find a hobby that you enjoy./You shouldn't worry about it.
- 6 You must rest./You should see a doctor.
- 7 You should call computer support./You should take it back to the shop.
- 8 You must find out what the problem is./You should take it to the garage.

T 8.5 Giving advice

- 1 A I can't sleep at night.
 - B You must do more exercise during the day. Why don't you walk to work? And you shouldn't drink so much coffee just before bedtime.
- 2 A I don't like my brother's new girlfriend.
 - **B** I don't think you should tell your brother. I think you should try to find some good things about her.
- 3 A I've got an important exam tomorrow, and I'm really nervous.
 - **B** I don't think you should study any more today. You must get a good night's sleep tonight. Don't worry. I'm sure you'll pass and if you don't it's not the end of the world.
- 4 A A boy in my class is bullying me.
- **B** You must tell your teacher or ask your mum to talk to the teacher.
- 5 A I'm hopeless at all sports.
 - **B** You shouldn't worry about that. Lots of people aren't very sporty. Think about all the things you are good at.
- 6 A I fell over and I think I've twisted my ankle.
 - **B** Ooh it looks bad! You must go to the doctor or better still A and E and ask for an X-ray. I'll drive you. I don't think you should walk on it.
- 7 A My computer's behaving very strangely.
 - B Mine does that all the time. You should do what I do, turn it off, wait a while, then turn it on again. It's the only thing that ever works for me.
- 8 A My car's making a funny noise.
- **B** It sounds bad, you shouldn't drive it. You must ring the garage.

What do you think?

2 Focus attention on the sentences starters, verbs forms, and possible endings. Elicit an example for *learn English*. Give students time to prepare sentences from the charts according to their opinion. Monitor and help as necessary. Put students in pairs to compare their ideas, then elicit a range of sentences for each example.

If you want students to get consolidation of the forms, you can get them to write out their sentences.

Sample answers

If you want to learn English, you must/have to learn the grammar. If you want to learn English, you should buy a dictionary/you shouldn't translate very word.

If you want to be successful, you must/have to work hard. If you want to be successful, you should work hard/you should go to university.

If you want to keep fit, you should do some sport/you shouldn't smoke.

EXTRA IDEA

For more practice of *must* and *should*, get students to think of advice for someone coming to their country for six months. Put students in groups of three of four and make a poster with five or six examples with *must* and five or six with *should*, e.g. *You must try to learn the language. You should bring a lot of warm clothes in winter.* Display the posters on the classroom walls. If appropriate, get students to vote for the best one.

ADDITIONAL MATERIAL

Workbook Unit 8

Ex. 7 should

Ex. 8 have to or should?

Ex. 9-10 must

LISTENING AND SPEAKING (SB p65)

Heptathlon champion

ABOUT THE LISTENING

This section features another woman who has excelled in sport, the heptathlete, Jessica Ennis.

Jessica Ennis was born in 1986 in Sheffield, a city in the north of England. She is the former World Heptathlon Champion, having won a gold medal in Berlin in 2009. She competes in both the heptathlon (seven events) and pentathlon (five events). The listening section focuses on Jessica's success in the heptathlon, which consists of the following events: 100 metre hurdles, high jump, shot put, 200 metres, long jump, javelin throw, and the 800 metres.

The people and places referred to in the recording are Berlin, Jamaica /dʒəˈmeɪkə/, and Tony Minichiello /mɪnɪˈtʃɪeləu/, Jessica's coach.

Some of the vocabulary may be new, so be prepared to pre-teach/check the following items: *gold medal, to injure, sporting career, physio* (short for *physiotherapist*), *determined, to be an influence on someone, to work for a charity, patience, aggressive, to compete, proud.*

1 Lead in to the section by asking What events are there in athletics? Which events do you enjoy watching or taking part in? Elicit a range of answers from the class.

Focus attention on the photo of Jessica and read the instructions to exercise 1 as a class. Check pronunciation of *hurdles* /'h3:dlz/ and *javelin* /'d3ævlɪn/.

Focus attention on the pictures and elicit the correct event for number 1. Put students in pairs to continue the matching task.

Check the answers with the class.

Answers

1 200 metres 2 shot put 5 800 metres

3 100 metre hurdles

6 javelin throw7 high jump

4 long jump

2 **T 8.6 [CD 2: Track 48]** Ask students what type of person they think Jessica is (*strong, fit, determined*, etc.). Give students time to read the sentences. Check comprehension of *to recover* and the silent letters in the pronunciation of *knee* /ni:/ and *wrist* /rɪst/.

Play the recording as far as *World Athletic Championships in Berlin* and elicit the answer to number 1. Play the rest of the recording without stopping. Put students in pairs to compare their answers. Play the recording again if necessary and let students check/complete their answers. Check the answers with the class.

Answers and tapescript

1 Berlin 4 a charity 7 never 2 ankle 5 aggressive 8 gold medal

3 nine 6 get a dog

T 8.6 Jessica Ennis – Britain's first world heptathlon champion! I = Interviewer J = Jessica Ennis

- Nice to meet you, Jessica. Congratulations on your gold medal at the World Athletic Championships in Berlin.
- J Thank you very much.
- 1 You won in Berlin, but I know that just a couple of years ago you injured your ankle very badly. Were you worried that your sporting career was over?
- J Yes, I was very worried. I missed the Olympics in China and I had to work hard with physios and doctors for nine months – but now I'm fine.
- 1 You're obviously a very determined girl.
- J Yeah, my mum always said that from a young age I was very determined. I knew what I wanted.
- I Is your mum a big influence in your life?
- J Yes, she is. She works for a charity. She helps people with drug problems. You have to have a lot of patience for that. My mum's got that. My dad's a painter and decorator. He was born in Jamaica, he moved here when he was 13.
- I I can see your parents are important to you. I'm sure you have a good coach too.
- J Yes, Tony Minichiello. He's a really good coach, but we often fight, I...
- I You fight?
- J Well, we do spend a lot of time together. He's always saying 'Come on, come on, you must be more aggressive,' and I'm not really like that. He says that I must only think about athletics, he didn't even want me to get a dog.
- I Did you get a dog?
- J Oh, yeah. I have a beautiful chocolate labrador, called Myla.
- 1 So, do you think that you should have other interests, not just athletics?
- J Yeah, but when I'm competing I go into my own little world. I don't see my boyfriend, I ...
- I You have a boyfriend?
- J Yep, Andy. I only spoke to him once on the phone when I was in Berlin. I had to concentrate on competing. I know I won in Berlin but I can still improve. I have to work on my long jump and javelin and I know I can run more quickly. It's the small things that make a difference in the end.
- I I hope you have time to feel proud of being world champion.
- J Oh, yes. I keep my medal by my bed and when I look at it I think 'Oh my goodness, I won. I'm world champion'. Sometimes I can't believe it.
- I It's a fantastic achievement. Well done and good luck in the next Olympics.
- J Thank you.

3 T 8.6 [CD 2: Track 48] Give students time to read the questions. Play the recording through again without stopping. Let students check their answers in pairs before checking with the class.

Answers and tapescript

- 1 She injured her ankle very badly.
- 2 In her job, she helps people with drug problems.
- 3 He's Jamaican. He's a painter and decorator.
- 4 Jessica's coach wants her to be more aggressive but she isn't like that. He says she must only think about athletics.
- 5 Her parents, boyfriend, and dog.
- 6 She needs to improve in the long jump and javelin, and she knows she can run more quickly

T 8.6 Jessica Ennis – Britain's first world heptathlon champion! See exercise 2 above.

What do you think?

Give an example of a successful person that you admire. Put students in small groups to discuss the questions. Ask one student to lead the discussion and make sure everybody has an opportunity to speak. Ask another student to be prepared to summarize what the group said for the class at the end.

WRITING (SB p112)

Letters and emails – Formal and informal expressions

The aim of this writing section is to write a formal letter and an informal email using appropriate expressions.

1 Lead in by asking students how often they write letters and how often emails. Ask students why sometimes a letter is more appropriate than an email (it is a formal situation or you don't know how to contact a person by email).

Elicit a possible match for number 1 as an example. Put students in pairs to do the rest of the task.

Check the answers to the matching tasks and how formal the expressions are. (See the *Answers* in exercise 4 for the 'rule' for using *Yours faithfully* and *Yours sincerely*.)

Elicit similar opening and signing off expressions from the students' own language.

Answers

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

2 and 4, e and f are formal. The others are informal.

2 Focus attention on the photo of the school in the advertisement. Give students time to read the text. Check comprehension of *fees*, *accommodation*, and *principal*.

A formal letter

3 Explain that an Italian student of English, Gianna, wants to come to England to study. Ask students to read through her letter quickly. Ask some simple check questions, e.g. What Gianna's full name? (Gianna Lombardo) Where is she from? (Rome), Who is the letter addressed to? (the principal) Why is Gianna writing? (to get information about studying at the school).

Elicit the first missing word in the letter as an example. Give students time to complete the letter with the words and phrases from the box.

Let students check their answers in pairs before checking with the class.

Answers

1 advertisement 2 interested in 3 frequently 4 However

6 application form7 some information8 to hearing

9 sincerely

5 to improve

4 Run through the labels used for the different parts of the letter. Then read the questions as a class. Put students in pairs to compare the formal letter in English with conventions in their own language, and to discuss the questions.

Elicit the main differences from a range of students, along with examples of greetings and endings for formal and informal writing in the students' own language. Then summarize the key conventions for writing formal letters.

Answers

There are sometimes variations in positioning some of the key sections and also different conventions in American English, but the following gives an overview of the main conventions:

- The writer's address and the date are in the top right-hand corner.
- The recipient's full name and address is top left but lower than the date.
- Use the correct greetings. If you know the recipient's name, use the correct title and just the person's surname:
 - for a man Dear Mr (Smith).
 - for a woman Dear Ms (Smith). You can also write Dear Mrs (Smith) for a married woman, and Dear Miss (Smith) for an unmarried woman, but only if you know that this is how they prefer to be addressed.
- · If you don't know the recipient's name, write:
 - for a man Dear Sir
 - for a woman Dear Madam
 - if you are not sure of their sex Dear Sir or Madam
- Match the correct ending to the greeting:
- start with Dear Mr/Ms/Mrs/Miss (Smith), end with Yours sincerely.
 with Dear Sir/Madam/Sir or Madam, end with Yours faithfully.

 A tip is to remember that faithfully is more formed (they both bodies).
- A tip is to remember that *faithfully* is more *formal* (they both begin with 'f').
- End the letter with your handwritten signature and your full name.
- Use formal language, avoid slang, abbreviations, and contracted forms, e.g. I would not I'd.
- Use standard phrases, e.g. I look forward to hearing from you.

An informal email

5 Elicit the equivalent line to *It was great to hear from you*. Put students in pairs to match the rest of the lines. Check the answers.

Answers

It was great to hear from you. – Thank you for your letter of 1st November.

Thanks for ... - Thank you for ...

I want to ask about ... – I would like to enquire about ...

I'm sorry about ... - I apologize for ...

I'm sorry to have to tell you that ... - I regret to inform you that ... I'm sending you a copy of ... - Please find enclosed a photocopy of ... If you need any more help, ... - If you require further assistance, ...

6 Tell students that Gianna has also emailed her friend Steve. Give students time to read the email. Ask Why has she emailed Steve? (to tell him about her plans to visit England).

Focus attention on the highlighted lines in the email. Elicit the more formal wording for the first example.

Ask students in pairs to continue the task. Then get students to underline other examples of informal language in the email.

Check the answers.

Answers

I'm thinking of coming = I am interested in coming use English a lot in my new job = use English frequently in my job I want (need!) some extra lessons = I now feel that it is necessary to study further

especially for my pronunciation = I would especially like to improve my pronunciation

an ad = an advertisement

I'd love to = I would also like to

Can't wait to hear from you = I look forward to hearing from you

Other examples of informal language:

Direct personal references: You know I have to use English... - as you

are always telling me ..., Isn't that quite near you?

Contractions, e.g. I'm, isn't, etc.

Exclamations, e.g. need!, I should try to improve this! Missing subject pronoun, e.g. Can't wait to hear from you. Ideas linked by a dash, e.g. especially for my pronunciation - as you are always telling me ...

- Read the task as a class and refer students back to headings and structure of the formal letter shown on SB p112. Give them time to plan their letter and think
 - how to position their address and date
 - their own language learning history and reasons for wanting to learn more English.

Refer students to Gianna's email for length and remind students of the key points of informal style. Give students time to write their letter and email in class or set one of them for homework.

When the students have finished, you could ask them to exchange their work with a partner and mark up mistakes in the letter and email with the correction symbols from Unit 1 SB p104.

SUGGESTION

If you have access to computers, students can write and send the emails to each other electronically.

If you check the students' work, point out errors but allow students to correct them themselves. Try to limit correction to major problems to avoid demoralizing the students.

READING AND SPEAKING (SB p66)

Families with all boys or all girls

ABOUT THE TEXT

The theme of gender and expectations about boys' and girls' behaviour is explored in this skills section with a jigsaw reading task on two families - one with all sons and the other with all daughters. This gives students an opportunity for not only reading practice, but also some freer speaking.

The two families in the texts are the Tibbetts and the Cafearos. Marianne and Jon Tibbett have four daughters, aged from eight to fourteen years old, while Karen and Steve Cafearo have four boys, aged from nine to seventeen. Steve works for Jaguar /'dzægjuə/ Cars, a British luxury car manufacturer.

The families first featured in a programme on British TV. The aim of the programme was to ask what it is like to be a 'minority parent' in your own home, i.e. a mother surrounded by boys and men, or a father in a house of girls and women. The two families agreed to swap homes for a long weekend to experience the differences at first hand. During the swap the parents of the girls went to live with the boys of the other family, and vice versa. The outcome of the experiment was that both couples thought they had the better life with their original family, but they also learned a lot about themselves. Encourage students to use the context to help them with new vocabulary, or use a dictionary when necessary. With weaker classes, or if you are short of time, you could pre-teach/check some of following vocabulary: accountant, delighted, to kick balls, to race around, to feel left out, dunno (informal = I don't know), to wonder, to laugh, ballet shoes, passionate about, mess, exhausting,

1 Lead in to the topic by giving a brief description of your own family profile. Get students to ask the questions across the class and identify the all-girl families and the all-boy families. Elicit examples of how their profile affects their family. With larger classes, you could set up the survey in groups and then get students to report back.

attention, haulage / ho:lid3/, dream (n), superhero, fabulous, fascinated, to be not on the go (to be very active/busy), to dive, to apologize, to cry, to go go-karting,

to join in, reality.

describe girls.

- 2 If possible, let students use a dictionary to help them with this task. Read through the adjectives and check pronunciation of gentle /'dzentl/, boisterous /'boisteros/, and loud /laud/. If students, don't have access to dictionaries, deal with any comprehension queries. Put students in pairs/groups of three to discuss the questions. Monitor and help as necessary. Elicit a range of opinions from the class. Establish which adjectives most students think describe boys and which
- 3 Focus attention on the photos and ask What's special about the families? (one family has all sons, and the other all daughters). What do they like doing? (the girls like horse-riding and the boys like football and riding bikes).

Pre-teach/check *outnumbered*, *the opposite sex*, and *to swap*. Give students time to read the introduction to the article and find answers to the questions.

Let students compare their answers in pairs before discussing as a class.

Answers

The aim was to find out if an all-boy family is different from an all-girl family and what it is like to be outnumbered by the opposite sex in your own home.

The two families are Marianne and Jon Tibbett and their four daughters, and Karen and Steve Cafearo and their four sons. They had to swap homes.

4 Pre-teach/check to behave, first impressions, and to bring up. Put students into two groups, A and B. (With larger classes, you may need to have multiple sets of the two groups.) Assign a text to each group and remind students to read only their text:

Group A - the Cafearo family

Group B - the Tibbett family

Get students to read their text quite quickly. Monitor and help with any vocabulary queries.

Get students to discuss questions 1–8, working in their A or B groups and noting down the answers to each one. The answers for each group are provided below for reference, but don't check the answers with the whole class at this stage.

Answers

Group A - the Cafearo family

- 1 Steve is a manager for Jaguar Cars and Karen is an accountant.
- 2 They've been married 22 years.
- 3 Karen is the oldest of four children and she always wanted a big family.
- 4 Steve is very sporty and loves football, so he enjoys having sons who like the same things.
- 5 The boys are very active. They kick balls and race around on their bikes. They don't see danger and they see everything in black and white. They don't like being asked about their lives and feelings. They love each other but they fight and fall out a lot. Karen has strict rules for the boys. They can't wear their shoes upstairs and they have to tidy their rooms.
- 6 Karen laughed because there were ballet shoes and riding boots everywhere. The girls are as passionate about dancing and horseriding as her boys are about football and rugby. Karen was shocked by the mess.
- 7 The girls wanted to chat and ask questions. They helped in the kitchen, but they didn't want to play in the garden. Karen was surprised how nice the girls were to each other. She had fun shopping with them she misses doing this with her boys. There was a big change in Steve he was more sensitive and gentle.
- 8 Karen says that girls need more attention and that they are harder to bring up.

Group B - the Tibbett family

- 1 The Tibbetts run a haulage business.
- 2 They've been married 16 years.
- 3 Marianne is an only child and it was her dream to have a big family.
- 4 Jon loves having four daughters. The girls think he is a superhero dad.
- 5 The girls are very chatty. Most of the time they get on very well.
- 6 Marianne expected the boys to be loud and boisterous but they were quiet and polite on the first day. They followed the house rules from their own home, e.g. taking off their shoes before going upstairs.

- 7 The boys were constantly on the go and very competitive. They raced around the garden and dived into the pool. When two of them fell out, Marianne tried to make them apologize, as she does with her girls, but this made things worse. The little one went away, cried, and then forgot all about it. There was a big change in Jon he became much more competitive. They went go-karting for the first time and Jon wanted to win as much as the boys did.
- 8 Marianne says that boys are exhausting and that they are harder to bring up.
- 5 Re-group the students into A/B pairs. Demonstrate the activity by getting a pair of students to answer the first question. Students continue exchanging the information about their family in closed pairs. Remind them to refer to their notes and answer the questions in their own words, rather than reading out sections of the reading text. Monitor and note down any common errors to feed back on at a later stage.

During the feedback stage, get one student, different pairs in turn, to summarize the answers for each question. Elicit general reactions from the class about the family swap and the parents' opinions about boys and girls.

What do you think?

Read the questions as a class. Check comprehension of *pros and cons* and *ideal*. Elicit a few responses to the first questions. With weaker students, you could list categories for house rules to help set up the final discussion point, e.g. family time, time children/teenagers spend on computers or watching TV, cooking, housework/chores, keeping the house tidy, family activities, etc. If necessary, remind students to use *had to* to talk about their family rules in the past.

Put students in small groups to discuss their opinions. Ask one student to lead the discussion by asking the questions and making sure everybody speaks. Ask another student to be prepared to summarize what the group said for the class at the end. Elicit examples of house rules students experienced and build up a list of rules for the ideal family on the board.

SUGGESTION

You could put students in groups to draft a list of class rules. Elicit examples from each group and get students to decide on a definitive set that they are all happy with. Students then make a poster showing the rules for display on the classroom wall.

Listening – Brothers and sisters

ABOUT THE LISTENING

The recording for this final task consists of three short monologues in which people talk about their brothers and sisters and their expectations for their future family. The second speaker has the girl's equivalent of the boy's name Peter. The pronunciation is the same, but the spelling is P - E - T - A.

Students shouldn't have many problems with the vocabulary, but you could check the following items: elder (brother/sister)/the eldest, the baby (= the youngest child), kids, step-dad.

6 T8.7 [CD 2: Track 49] Read the instructions and the questions as a class. Tell students that the second speaker is called Peta, which is the girl's equivalent of the boy's name Peter.

Play the first recording through once without stopping. Let students answer the questions in pairs before checking with the class.

Play recordings 2 and 3, stopping at the end of each one to check the answers. Play the recording again if necessary to allow students to listen for anything they missed first time. Elicit students' reactions to the speakers. Ask if students

share any of their opinions.

Answers and tapescript

David

- 1 David has two brothers.
- 2 He's the middle/second child.
- 3 He liked being the baby before his younger brother was born. His relationship with his brothers is great now.
- 4 He was very jealous when his younger brother was born. The three boys had lots of fights when they were young.
- 5 Yes, he thought his younger brother, Rob, was his mum's favourite.
- 6 He'd like to have at least three kids, perhaps three boys.

Peta

- 1 Peta has four brothers.
- 2 She's the eldest/first child.
- 3 She quite likes her baby brother.
- 4 She doesn't like being the eldest of so many boys and she doesn't like her name. She hates all her brothers apart from the baby. She says they're annoying and very boring.
- 5 Yes, the baby, Henry, is everybody's favourite.
- 6 She says she doesn't want any children and then says maybe one daughter.

Stewart

- 1 Stewart is an only child.
- 2 -
- 3 He loves his mum and his step-dad is nice.
- 4 His parents divorced and he didn't like growing up with just his mum. His mum married again and it took him a long time to get on with his step-dad. Stewart was jealous of him.
- 5 -
- 6 His wife is an only child too and they want to have lots of children.

T 8.7 Brothers and sisters

1 David

I'm one of three brothers. I'm the middle one. There was just Mark, my elder brother, and me for years. I liked that, I liked being the baby, but then Rob was born when I was seven and I was so jealous. I thought he was our mum's favourite. We had lots of fights as kids, but now it's great. I'd like to have at least three kids – three boys like us would be great.

2 A girl called Peta

My mum and dad called me Peta when I was born because they wanted a boy! Then they had four boys after me. I don't like being the eldest of so many boys and I don't like my name. I'm going to change it to Petra when I'm 18. I quite like the baby, Henry — he's everybody's favourite — but I hate the others. They're annoying and very boring — all they do is play noisy computer games and talk about football. I don't want any children when I grow up — well, maybe one daughter.

3 Stewart (27)

I'm an only child. My mum and dad divorced when I was just three years old so I grew up with just my mum. I love my mum, but I didn't like the situation, I was her whole world. This was difficult for me. Then, when I was thirteen she married again and that was difficult too. It took me a long time to get on with my step-dad. He's really nice, but I was jealous of him for years. I've just got married. My wife's an only child too and we both definitely want to have lots of children.

EXTRA ACTIVITY

Set up a vocabulary follow-up to the reading by asking students to find all the 'activity' words in the text. Students write them on the board and then test their partner by miming the action to show the meaning. Students can then personalize the language by talking about the activities they like/used to like and the ones they never do/did. The words in the text are: kicking balls, racing around on bikes/in the garden, playing football, dancing, horse-riding, playing rugby, cooking, playing in the garden, shopping, diving, going go-karting.

VOCABULARY AND SPEAKING (SB p68)

Things to wear

This section reviews and extends the vocabulary of clothes and accessories, and also gives the opportunity to revise and practise parts of the body.

SUGGESTION

Exercise 2 asks students to revise the vocabulary of parts of the body, as well as clothes and accessories. With weaker classes or if you are short of time, you could ask students to brainstorm and list the words for parts of the body as part of their homework before the lesson. Key words include: head, face, ears, nose, neck, chest, arms, wrists, fingers, waist /weist/, legs, feet.

1 Focus attention on the pictures and elicit the names of one or two of the items of clothing. Put students in pairs to continue naming the items, matching them to words in the *Things to wear* section. Check answers and deal with any pronunciation problems.

Answers

earrings, make-up, a cap, a scarf, jeans, boots, socks, sunglassess, tights, belt, a watch, pyjamas, aftershave, a skirt, a shirt and tie

2 Read the instructions as a class. Say a few items from the *Things to wear* section and elicit the correct part of the body, e.g. a belt – round the waist, a cap – on the head, etc. Put students in pairs to continue the task. Remind them to label the parts of the body on Person X. Monitor and help as necessary. Check for accurate understanding of the vocabulary and good pronunciation.

Check the answers in the class, dealing with any pronunciation problems as you go. If necessary, remind students that certain words for clothes and accessories appear in the plural, e.g. shorts, pyjamas, sunglasses, jeans. Remind students we can't say *I need a new (shorts). Elicit the correct form – I need some new/a new pair of (shorts).

Answers

a belt - round the waist

a jumper - on the top half of the body

shorts - on the bottom half of the body

a cap - on the head

make-up - on the face

a skirt /sk3:t/ - on the bottom half of the body

boots/bu:ts/- on the feet

pyjamas /pə'dʒq:məz/- on both halves of the body

socks - on the feet

a blouse /blauz/ - on the top half of the body

a ring - on the finger

a suit /suit / - on both halves of the body

a watch - round the wrist

a dress - on both halves of the body

aftershave - on the face/cheeks/chin

sunglasses - on the face/nose

earrings - in/on the ears

sandals - on the feet

tights - on the legs

trainers – on the feet a jacket – on the top half of the body

a scarf - round the neck

a bikini /bɪ'kiːnı/ – the top on the chest and the bottoms on the bottom half of the body

jeans /dai:nz/ - on the bottom half of the body

a shirt $/\int 3tt/-$ on the top half of the body and tie /tai/- round the neck

a T-shirt - on the top half of the body

3 Pre-teach check casual /'kæʒuəl/ and its opposite smart, and the materials leather, wool, denim, cotton, silk, gold, and silver. Elicit examples of things usually only worn by boys/men (a tie) and women (a dress).

Put students in groups of three or four to discuss the questions. Monitor and help as necessary. Check for accurate use of the vocabulary and good pronunciation. Note any common errors to feed back on and correct after the groupwork.

Elicit the answers from a range of groups.

Answers

- Boys/men: aftershave, a shirt and tie
 Girls/women: a skirt, a blouse, a dress, a bikini, tights, make-up,
 earrings (though men do sometimes have pierced ears)
 Both: a belt, a jumper, shorts, a cap, socks, boots, pyjamas, a ring,
 a suit, a watch, sunglasses, sandals, trainers, a jacket, a scarf, jeans,
 a T-shirt
- Not clothes: aftershave, make-up, earrings, a belt, a cap, a ring, a watch, sunglasses, a scarf
- 3 Casual: shorts, a bikini, jeans, a T-shirt, a jumper, a cap, trainers,

Smart: a shirt and tie, a suit

Both: a skirt, a blouse, a dress, tights, make-up, earrings, a belt, socks, boots, a ring, a watch, sunglasses, sandals, a jacket, a scarf

4 Winter: boots, a jumper, a scarf, socks, tights, a jacket Summer: a bikini, sandals, a T-shirt, shorts, sunglasses

5 leather: belt/skirt/cap/boots/sandals/trainers/dress/jacket wool: jumper/skirt/dress/cap/socks/cap/suit/tights/jacket/scarf/tie denim: jeans/skirt/dress/trainers/jacket/shorts/belt/blouse/ bikini/shirt **cotton:** shorts/cap/skirt/jumper/socks/pyjamas/blouse/dress/jacket/scarf/bikini/jeans/shirt/T-shirt

silk: skirt/dress/blouse/shirt/jacket/pyjamas/scarf/tie/bikini/suit

gold: watch/earrings/ring
silver: watch/earrings/ring

Dress Person X

4 Demonstrate the activity by giving an example: Person X is wearing jeans, a cotton T-shirt, sandals, and sunglasses. Person X is also wearing earrings and a little make-up. (Person X is a woman dressed for a casual situation such as shopping or meeting friends.) Remind students not to give the answer away too soon by using gender-specific clothes too early in their description, and definitely not to use he or she!

Give students a few moments to plan their description. Students then play the game across the class. In larger classes, students can work in groups. Students can also think of different situations for Person X if they want to. Keep the pace fairly brisk and the focus on fun. You can note any common errors but don't feed back on these until after the game.

PHOTOCOPIABLE ACTIVITY

UNIT 8 You are what you wear TB p171

Materials: One copy of the worksheet for each student.

Procedure: Explain that students are going to do a discussion activity to practise *should/have to/must* and the vocabulary of things to wear. Briefly review the vocabulary on SB p68 by pointing to different items of clothing, accessories, and materials and eliciting the correct word. Check the pronunciation as you go.

- Hand out a copy of the worksheet to each student.
 Explain that the ten statements deal with different aspects of clothes and fashion, some are to do with serious issues like cruelty to animals and buying cheap clothes, and others are to do with what is appropriate or stylish. Pre-teach/check indoors, professional (adj), creative, cruel. Give students a few moments to read through the ten statements and deal with any other vocabulary queries.
- Explain that students need to record their response to each statement on the line underneath. If they strongly agree, they put a cross very close to agree; if they strongly disagree, they put a cross very close to the other end of the line; they can also put their cross at any position between the two extremes to indicate where their opinion falls. Pre-teach/check expressions students can use in their discussion, e.g. What do you think? I completely agree/disagree with this, Yes, me too./I'm not sure, I don't really know about this one, It doesn't make any difference to me, I think people can/must/should ...
- Give students time to work through the statements and record their response to each one. Monitor and help as necessary.

- Put students into groups of three or four for the discussion stage. In a multilingual class, put students from different cultures together. If students in a monolingual class are not all the same age, group students of different ages together to ensure a range of opinions. Ask students to take it in turns to lead the discussion and ask what the others think about each statement. Encourage them to give examples from their own experience wherever possible. Monitor and help as necessary. You could note down common errors in the use of should/have to/must and the vocabulary of things to wear but don't feed back on these until after the task.
- Bring the class back together and ask groups to summarize their opinions on one or two of the statements.
- As an extension, you could ask students to think about their own attitude to clothes and prepare a short talk. Ask questions to prompt students' ideas e.g. Do you think clothes are to make you look good or just keep you warm? Can you tell a lot from the way people dress? What proportion of an annual income should people spend on clothes? How/Where do you buy your own clothes? How often do you update your wardrobe? etc. Give students time to make a few notes to help them with their talk.
- Students give their talks to the class, or to their classmates in small groups.

EVERYDAY ENGLISH (SB p69)

At the doctor's

This section deals with vocabulary and functional language of going to the doctor's.

Lead in to the section by asking students about their own experiences, without getting too personal, e.g. When did you last go to the doctor's? What's your doctor like?

Alternatively, lead in by writing a few of the symptoms of a cold on the board, e.g. a sore throat, a runny nose, a high temperature, a terrible headache. Say I've got a terrible headache. What should I do? and elicit advice from different students.

1 Focus attention on the pictures and get students to read out the words and phrases in the box. Check pronunciation of *diarrhoea* /'daɪə'riə/.

Elicit the correct word for picture **a**. Then get students to match the illnesses with the pictures.

Check the answers.

Answers

a food poisoning b flu

d a cold

f diarrhoea

c a twisted ankle

e a sore throat

g an allergy

2 T8.8 [CD 2: Track 50] Pre-teach/check symptom /'simptəm/ and diagnosis /'daiəg'nəusis/. Ask students to read through the list of symptoms. Check comprehension of to cough /kpf/, to blow your nose, to have a fever, to ache /eik/, to hurt, glands, swollen, to

swallow, to be sick (= to vomit), to sneeze /snizz/, to itch /ɪt ʃ/. Use mime and demonstration to aid comprehension and drill the pronunciation as necessary.

Get students to complete the table with the names of the illnesses from exercise 1.

Play the recording and let students check their answers. Then put students in pairs to practise saying the lines. Monitor and check for good pronunciation. Write up the phonetics for any problem words and drill them again.

Answers and tapescript

T 8.8 Symptoms and diagnoses

- A I can't stop coughing and blowing my nose.
- B You've got a cold.
- A I've got a fever and my whole body aches.
- B You've got flu.
- A It hurts when I walk on it.
- B You've got a twisted ankle.
- A I keep going to the toilet.
- B You've got diarrhoea.
- A My glands are swollen, and it hurts when I swallow.
- B You've got a sore throat.
- A I keep being sick, and I've got terrible diarrhoea.
- B You've got food poisoning.
- A I start sneezing and itching when I'm near a cat.
- B You've got an allergy.
- 3 T 8.9 [CD 2: Track 51] Focus attention on the photo and ask students to identify the doctor and Edsom. Ask Where is he from? (Brazil) and What does he do? (He's a student.)

Get students to cover the text of the conversation on the right of the page. Pre-teach/check sickness, to lie down, to take a temperature, to have an infection, antibiotics, to be allergic to penicillin, liquids, take things easy (= relax), a prescription.

Give students time to read the questions. Check comprehension of *the matter* (= the problem) and *to prescribe*.

Play the recording through once. Let students check their answers in pairs before checking with the class.

Answers and tapescript

- 1 He's had a bad headache for a few days and he's got a sore throat. He feels hot, especially at night. He can't sleep because he feels hot and he starts coughing when he lies down.
- What seems to be the problem? Any sickness or diarrhoea? Do you feel hot? Does this hurt? Are you allergic to penicillin?
- 3 She thinks he has an infection.
- 4 She prescribes antibiotics/penicillin.
- 5 She tells him to take things easy for a couple of days, to drink plenty of liquids, and to take things easy.
- 6 He has to pay £7.20 for the prescription.

T 8.9 At the doctor's

- D = doctor E = Edsom
- **D** What seems to be the **problem**?
- E Well, I haven't felt well for a few days. I've had a bad headache and now I've got a sore throat.
- D Any sickness or diarrhoea?
- E Well, I haven't been sick.

- D Do you feel hot?
- E Yes, especially at night. I feel hot and I start coughing when I lie down.
- D OK, I'll just take your temperature. Ah, yes. You do have a bit of a fever. Now, let me see your throat. Open your mouth wide, please.
- E Can you see anything?
- D Yes, your throat looks very red. Does this hurt?
- E Ow!
- **D** And your glands are **swollen**. You just have a bit of an infection. You need antibiotics. Are you allergic to penicillin?
- E No, I'm not.
- **D** Good. Now, you **should** take things easy for a couple of days and you **must** drink plenty of liquids. I'll write you a prescription.
- E Thank you. Do I have to pay you?
- **D** No, no. But you'll have to pay for the **prescription**. It's £7.20.
- E Right. Thanks very much. Goodbye.
- 4 T 8.9 [CD 2: Track 51] Focus attention on the gapped conversation. Elicit the first two missing words as examples.

Put students in pairs to complete the rest of the conversation. Point out that sometimes students need more than one word to fill the gaps.

Play the recording again and let students check their answers.

Answers and tapescript

See exercise 3.

5 Put students in pairs to act out the scene. If possible, move the chairs around so that the students are facing each other across a desk. Give the doctors some simple props, e.g. a pad and pen for writing the prescription. Remind the doctors to mime taking Edsom's temperature.

With weaker classes, you could drill the doctor's questions first, focusing on the intonation. Give students time to act out the scene in their pairs. Monitor and check for good pronunciation. If students have a lot of problems or sound 'flat', drill key lines chorally and individually. Students then continue practising in their pairs.

For the free roleplay stage, ask students to imagine they don't feel very well and to write down a list of symptoms. Get students to change roles and act out a new conversation with a different set of symptoms. Students continue changing roles and repeating the scene with different information each time. Monitor and help as necessary. Check for accurate use of the key language and for good pronunciation. Note any common errors but don't highlight and correct these until after the pairwork.

EXTRA ACTIVITY

There are a number of words with silent letters in this unit. As an extension to the vocabulary and pronunciation coverage, get students to look through the unit again and note down the words with silent letters. Ask them to write the phonetic transcription for each word. Students can then take turns to write the phonetics for a word on the board and get the rest of the class to guess and spell the word.

Words in rubrics that contain silent letters are: which, who, where, listen, answer, talk, guess, know, write.

Other words in this unit include:

- pp62-3 foreign, climber, climb, climbing, enough
- pp64–5 should, bought, doubt, knee, wrist, physiotherapist, chemist, fight
- pp66-7 daughter, delighted, mustn't, white, laugh, exhausting, fight
- pp68-9 diarrhoea, coughing, walk, scene, should, while

Don't forget!

Workbook Unit 8

- Ex. 11 Reading The helicopter pilot
- Ex. 12 Listening The train driver
- Ex. 13 Vocabulary Verb + noun
- Ex. 14 Pronunciation Sounds and spelling
- Ex. 15 Just for fun!

Word list Unit 8 (SB p149 and TRD)

Remind your students of the Word list for this unit on SB p149. They could translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Teacher's Resource Disc

Unit 8 Test

Stop and Check 2 (Units 5-8)

Skills Test 3 (Units 0-0)

Pronunciation Book Unit 8

Video/DVD Episode 8

ADDITIONAL MATERIAL

Teacher's Resource Disc

Communicative activity Unit 8



Time for a story

Past Perfect and narrative tenses • Joining sentences Feelings • Exclamations

This unit looks at the theme of storytelling in different genres. Both grammar sections use adaptations of a fable by Aesop to contextualize the target language of narrative tenses and the Past Perfect, and conjunctions of time, result, reason, and contrast. Skills practice is in the form of a Listening and speaking section on two classic writers, and a Reading and speaking section with a picture story of The Strange Case of Dr Jekyll and Mr Hyde. Vocabulary practice is on adjectives that describe feelings and the Everyday English focuses on exclamations with so and such. The Writing section carries through the theme of stories with tasks to help students write a review of a book or film.

LANGUAGE INPUT

GRAMMAR

Past Perfect and narrative tenses (SB p70)

Pronunciation (SB p71)

Joining sentences (SB p72)

- Reviewing Past Simple and Continuous, and practising Past Perfect to talk about the past.
- · Recognizing and practising the contracted form of had.
- Understanding and practising conjunctions of time, result, reason, and contrast.

VOCABULARY

Feelings (SB p76)

Understanding and practising adjectives that describe feelings.

EVERYDAY ENGLISH

Exclamations with so and such (SB p77)

Understanding and practising exclamations with so, so much/many, such, and such a/an.

SKILLS DEVELOPMENT

READING

Good and evil (SB p74)

• A picture story of the classic novel *The Strange Case of Dr Jekyll and Mr Hyde*.

LISTENING

My favourite writer (SB p73)

 Listening for key information in a recording of an interview about two famous writers. **T 9.8** (SB p130/TRD)

SPEAKING

Your ideas (SB p73)

Speaking (SB p73)

What do you think? (SB p74)

Write a conversation (SB p77)

· Completing sentences with conjunctions in a personalized way.

· Talking about the last book you read.

· Discussing questions about a classic novel and talking about stories from your childhood.

· Writing and performing a conversation to practise exclamations.

WRITING

Writing about a book or a film - Referring back in a text (SB p114)

 Talking about the last film you saw, analysing the referencing in two model texts, and planning and writing a review of a book or film.

MORE MATERIALS

Photocopiables – You'd never believe it! (TB p172), (TRD) Tests (TRD)





STARTER (SB p70)

The aim of this activity is to set up the theme of storytelling and for students to share what they know about famous characters in literature.

NOTES

The characters featured in the Starter section are:

- Hamlet from the play of the same name by William Shakespeare (1564–1616). Hamlet is one of Shakespeare's famous tragedies, believed to have been written between 1599 and 1601. Hamlet, the main character, is the Prince of Denmark and the play shows how he gets revenge on his uncle Claudius for murdering his father and then succeeding to the throne and marrying Gertrude (Prince Hamlet's mother). The photo shows British actor Laurence Olivier as Hamlet in one of the most famous scenes from the play in which he holds the skull of Yorick, once the King's jester.
- Oliver Twist from the novel of the same name by Charles Dickens (1812–70). Published in 1838, the story is about an orphan Oliver Twist, who has a miserable life in a workhouse and then is sent to work with an undertaker. He escapes and travels to London where he meets Fagin and the Artful Dodger, leaders of a gang of pickpockets. The photo shows an actor in a famous scene from the story, in which Oliver holds up his bowl in the workhouse and asks for more food.
- Sherlock Holmes and Dr Watson from a series of novels by Sir Arthur Conan Doyle (1859–1930). Sherlock Holmes is one of the most famous and popular detectives in English literature. The character is famous for his intellectual prowess and astute observation when solving difficult cases. Dr Watson is his friend and confidant. According to the stories, Holmes and Watson lived at 221b Baker Street in London. The picture shows Holmes and Watson on a train, discussing the details of a case.
- Alice from Alice's Adventures in Wonderland by Lewis Caroll (1832–98). Written in 1865, the story is about a girl called Alice who falls down a rabbit hole into a fantasy world (Wonderland) full of strange people and animals. The picture shows Alice and the White Rabbit, one of the first characters she meets in the story.
- Lead in to the topic by asking How often do you read stories? Are they in your own language or in English? Elicit a range of answers from the class.

Focus attention on the pictures and read the instructions as a class. Put students in groups of three or four to discuss and name the characters. Check the answers.

Answers

Hamlet from the play of the same name by William Shakespeare
Oliver Twist from the novel of the same name by Charles Dickens
Sherlock Holmes and Dr Watson from the novels by Sir Arthur Conan

Alice from Alice's Adventures in Wonderland

2 Elicit what students know about *Hamlet*. Students discuss the stories in the pictures in their groups.

Elicit a summary of the stories in a short feedback session. Round off by asking if students have read any of the books or seen films of them, and if they enjoyed them.

AESOP'S FABLES (SB p70)

Past Perfect and narrative tenses

ABOUT THE TEXT

Both presentations in this unit use an adaptation of a short story by Aesop /'iːsɒp/, an ancient Greek writer who lived in about 600 BC. His stories are known as Aesop's fables – short stories, often with animals as characters, that illustrate a moral lesson. Famous fables students may be familiar with include *The Tortoise and the Hare* ('slow and steady wins the race') and *The Ant and the Grasshopper* ('it is best to prepare for days of necessity').

⚠ POSSIBLE PROBLEMS

Unit 3 covered the difference between Past Simple and Past Continuous. (See TB p32 for *Possible problems* associated with these tenses.) This unit extends the coverage of narrative tenses with a review of Past Simple and Continuous and the introduction of the Past Perfect, which expresses an action completed before another action in the past.

This is probably the first time your students will have met the Past Perfect. Students will be familiar with the components that make up the form of the tense (had + past participle) and the concept doesn't usually present students with many problems. Students need to understand the relationship between the Past Simple and Past Perfect and using stories provides a natural context for this.

Students may confuse the contracted form of the Past Perfect 'd (had) with the contracted form of would. She said she'd bought the tickets. (= had) She said she'd buy the tickets. (= would)

- 1 Lead in to the section by asking students if they have ever heard of Aesop and his stories. Pre-teach/check *fable* (a traditional story that teaches a moral lesson). Focus attention on the picture of Aesop and on the picture in the story. Read the instructions as a class and check pronunciation of *bear* /beə/.
 - Elicit a description of the picture.
- 2 Pre-teach/check huge, terrified, to hide (hid, hidden), to pretend to be dead, to bend (bent, bent) down, to sniff, to whisper, to wander away, companion.

Give students time to read the story. Check that they understand the moral. If students choose *True friends are hard to find*, direct them to the final paragraph of the fable and the bear's advice.

Answer

The moral of the story is Choose your friends carefully.

3 T9.1 [CD 3: Track 1] This stage reviews question formation in the Past Simple and Past Continuous before students focus on the Past Perfect.

Elicit the first question as an example. With weaker students, remind them to look carefully at the tense in the answer and/or refer back to the story to help them decide on the correct tense.

Play the recording and let students check their answers. You could get students to ask and answer the questions in pairs, if you think they need more practice.

Answers and tapescript The bear and the travellers

- 1 Where were the travellers walking? Along a country road.
- 2 Why were they going to the city? Because they were looking for work.
- 3 What did they see in the woods? They saw a huge bear.
- 4 What **did** the men do?

One hid in a tree, the other pretended to be dead.

- 5 What did the bear do? It bent down, sniffed, then wandered away.
- 4 T 9.2 [CD 3: Track 2] Give students time to read lines 1–5. If they query the use of the tense in bold, get them to focus first on the task of positioning the lines. Read the first paragraph as a class and elicit the lines that go in the first two gaps (1 and 3).

Put students in pairs to complete the task. Monitor and help as necessary. With weaker students, you could position the lines as a class activity, referring students to the use of linking words, pronouns, etc. as clues.

Play the recording and let students check their answers. Elicit students' reaction to the story and whether they agree with the moral.

Answers and tapescript

The bear and the travellers

Two travellers were walking slowly along a country road. They were going to the city because they were looking for work. They were tired because they had walked twenty miles and they were hungry because they hadn't eaten all day.

Suddenly, in the woods in front of them, they saw a huge bear. The men were terrified. One of them ran away, climbed a tree, and hid.

The other man fell to the ground and pretended to be dead. **He had heard that bears don't like eating dead meat.** The bear came towards him. It bent down, sniffed him, and whispered something in his ear. Then it wandered away.

After the bear had gone, the other man came down from his tree and went to see how his friend was. He wanted to know what the bear had said to him.

"The bear gave me some advice," said his companion. "He said, 'Next time you go on a journey, travel with someone who won't leave you at the first sign of danger."

The moral of this story is ... Choose your friends carefully!

GRAMMAR SPOT (SB p71)

1/2/3 Put students in pairs to work through the tasks. With weaker students, you could discuss each task as a class before moving on to the next one.

Answers

- 1 were looking Past Continuous saw – Past Simple had walked – Past Perfect
- 2 They were hungry because they hadn't eaten all day.
- 3 had + the past participle
- ▶▶ Grammar Reference 9.1 p144
- 5 T 9.3 [CD 3: Track 3] This stage gives students initial practice of the Past Perfect with the support of using the lines from exercise 4. With weaker students, you could go through the *Grammar Spot* first.

Ask question 1 as an example and elicit the answer, referring students back to exercise 4 if necessary.

Put students in pairs to continue the task. Monitor and help as necessary.

Play the recording and let students check their answers. Get them to practise in pairs again.

Answers and tapescript

T 9.3 Questions and answers

- 1 Why were the travellers tired? Because they had walked twenty miles.
- 2 Why were they hungry? Because they hadn't eaten all day.
- 3 Why did one of them pretend to be dead?
 Because he had heard that bears don't like eating dead meat.
- 4 When did the other man come down from the tree? After the bear had gone.
- 5 What did he want to know? He wanted to know what the bear had said to his friend.

PRACTICE (SB p71)

Pronunciation

1 **T9.4 [CD 3: Track 4]** The contracted form of d can be difficult to hear, so this stage focuses on distinguishing the sound in context

Ask *Do you hear 'd?* and play sentence 1 as an example. Play the rest of the recording and get students to write their answers.

Check the answers with the class, playing the recording again as consolidation. Refer students to T9.4 on SB p130 and get them to practise saying the sentences. If necessary, highlight the pronunciation of the contracted forms they'd /ðeɪd/ and he'd /hiːd/, the weak from of had in sentence 4: had gone /həd gɒn/. Drill the sentences as necessary.

Answers and tapescript

Pronunciation

- 1 They'd walked twenty miles. 🗸
- 2 One man hid in a tree.
- 3 The other pretended to be dead.
- 4 When the bear had gone, the man came down.
- 5 He felt bad because he'd left his friend. <

SUGGESTION

The form 'd is the contraction of both had and would. If you think students would benefit from further discrimination and pronunciation practice of 'd, you can read out the following sentences and get them to write had or would for each one.

Check the answers (see brackets below) and then dictate the sentences. Get students to practise the sentences in pairs.

- 1 I called at Jack's house, but he'd gone out. (had)
- 2 We'd like to go to the zoo today. (would)
- 3 When I got to the shop, it'd already closed. (had)
- 4 I'd love to visit your country one day. (would)
- 5 I was so tired last night! I'd had such a busy day! (had)
- 6 I think she'd like to go for a meal. (would)

Discussing grammar

2 This task highlights the difference in meaning between the narrative tenses in this section. With weaker students, you could review the difference between Past Simple and Past Perfect as a class first. Write the following sentences on the board. Ask students to name the tenses in each sentence. Then ask What happened first? about each sentence.

When we arrived, Anna made some coffee. (both Past Simple; we arrived)

When we <u>arrived</u>, Anna <u>had made</u> some coffee. (Past Simple, Past Perfect; (Anna made some coffee)

Put students in pairs to discuss the sets of sentences. If appropriate, allow them to use L1 for this if they need to. Monitor to help and also to assess students' ideas about the tense use. If students have problems understanding the concept of each tense, be prepared to do a remedial presentation on the board (see *Suggestion* below).

Elicit the differences as a class, referring back to Grammar reference 9.1 as necessary.

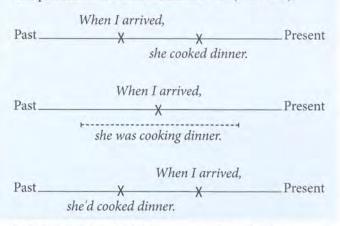
Answers

- 1 sentence 1 Past Simple for past actions that followed each other (1 = 1 arrived, 2 = she cooked dinner)
 - sentence 2 Past Continuous for an action in progress at a particular time in the past
 - sentence 3 Past Perfect for an action completed before another action in the past (1 = she cooked dinner, 2 = 1 arrived)
- 2 sentence 1 Past Simple for a fact that was true at a particular time in the past.
 - sentence 2 Past Perfect for a fact that was true before another fact in the past (1 = she lived in France, 2 = she spoke good French)
- 3 sentence 1 Past Simple with while for two actions that happened at the same time

- sentence 2 Past Perfect for an action completed before another action in the past (1 I did my homework, 2 I listened to music)
- 4 sentence 1 Past Simple for past actions that followed each other (1= I got home, 2 = the children went to bed) sentence 2 Past Perfect for an action completed before another action in the past (1 = the children went to bed, 2 = I got home)
- 5 sentence 1 Past Simple for past actions that followed each other (1 = she gave me a book, 2 – I read it) sentence 2 – Past Perfect for an action completed before another action in the past (1 = I read a book, 2 – she gave me a copy of the same book)

SUGGESTION

It can be helpful to explain the use of narrative tenses in a visual way with timelines. Write the three sentences from number 1 in exercise 2 on the board. Underline the tenses and elicit the names from the class. Also check comprehension of the contraction we'd (= we had).



3 T 9.5 [CD 3: Track 5] Elicit the matching line for number 1 as an example. Give students time to complete the task, working individually.

Let students check their answers in pairs before playing the recording as a final check.

Answers and tapescript

- 1 I was nervous on the plane because I'd never flown before.
- 2 When I'd had breakfast, I went to work.
- 3 I met a girl at a party. Her face was familiar. I was sure I'd seen her somewhere before.
- 4 I felt tired all yesterday because I hadn't slept the night before.
- 5 My wife was angry with me because I'd forgotten our anniversary.
- 6 The little girl was crying because she'd fallen over and hurt herself.

PHOTOCOPIABLE ACTIVITY

UNIT 9 You'd never believe it! TB p172

Materials: One copy of the worksheet cut in half for each pair of students.

Procedure: Explain that students are going to do a dictation activity and then reorder the dictated text to form two short news stories. Briefly review the tenses students can expect to use in the dictation stage – the Past Simple, the Past Continuous, and the Past Perfect.

 Put students into A/B pairs and hand out the relevant half of the worksheet to each student. Pre-teach/check masked, to grab, garden path, wealthy, widow, disillusioned, consumer society, to barter (to exchange goods or services for other goods or services without using money), publisher.

- Make sure students are positioned so that they can't see each other's worksheet. Briefly review the punctuation marks: full stop, comma, open quotation mark, close quotation mark, capital (H). Also review language students may need when during the dictation stage: Can you repeat that? How do you spell that? Is that double or single (r)? Is that a new sentence?
- Tell students that the stories are divided across sentences so that a dictated section may end midsentence. Demonstrate the activity by getting an A student to dictate their first section to student B, who should write the lines in the space provided.
- Students take it in turns to dictate their lines and write them in the spaces provided. Monitor and help as necessary.
- When they have finished the dictation stage, they can check their wording against their partner's worksheet.
- Get students to work out the order of the lines to form the two news stories. Remind students to look carefully at the first and last word of each section, and at the punctuation, to help them make the links. Monitor and help as necessary.
- Get students to read the stories aloud to make sure they have ordered the lines correctly.

Answers

Student A

1a 2n 3g 4h 5k 6b 7i 8j

A Polish woman couldn't believe it when her dog came home after being stolen nearly 50 kilometres away. Edyta Kowalska had gone to Warsaw for the day with her dog, Cherry. While they were walking down the road, a car suddenly stopped and three masked men jumped out. After they'd grabbed the dog, they drove off. 'It was terrifying. I thought they were going to attack me,' said Edyta. 'I reported it to the police, but I don't think they took it seriously.' Edyta spent five days looking out for Cherry. Then suddenly she saw the dog coming up the garden path. 'I couldn't believe it. She was a bit thin, but she had got home. That's all that matters.'

Student B

1f 2o 3c 4l 5m 6d 7p 8e

A German grandmother has said she's healthier, wealthier, and happier since giving up cash 15 years ago. Heidemarie Schwermer, a widow, gave up her home in Dortmund in 1996 after her children had left. She left her home because she was feeling disillusioned with the consumer society. She now travels around with just a suitcase, laptop, and mobile phone. 'I can live without money. I can get everything I need by bartering and getting presents,' she said. She has written a book about her lifestyle. After her publishers had offered her a cash payment, she suggested the money went to charity. 'It can make many people happy instead of just one,' she said.

 As an extension, give students a few moments to think of a possible title for each story. Students compare their ideas and vote for the best title.

ADDITIONAL MATERIAL

Workbook Unit 9
Ex. 1-3 Past Perfect

THE SHEPHERD BOY (SB p72)

Joining sentences

ABOUT THE TEXT

See TB p113 for notes on Aesop's fables. Students may be familiar with the tale of the shepherd boy who tricks local villagers into thinking a wolf is attacking his flock. The moral of the story is also a familiar one – don't tell lies; even if a liar tells the truth, no one believes them. The story starts with the expression *Once upon a time ...*, which is traditionally used at the beginning of children's stories to mean 'a long time ago' or 'in the past'.

↑ POSSIBLE PROBLEMS

This is the first time that a number of conjunctions have been brought together in a grammar presentation.

Students may have problems with choosing the correct conjunction in context and also with word order.

Time

The conjunctions of time covered in this section are: when, while, as soon as, after, before, as, and until. They can go at the start of the sentence or in the middle when used to join two clauses.

- We use *when*, *as soon as, before*, and *after* to say that things happen one after another or in a sequence.
- We use *when*, *while*, and *(just) as* to say that things happen at the same time. These are often used with a continuous form, especially for longer actions.
- We use *until* to mean 'up to the time when'.

Result and reason

So introduces a result or consequence; because introduces a reason.

He was bored so he went for a walk. (cause → result)
He went for a walk because he was bored.
(result → cause)

Contrast

But and although both express contrast, Although is more formal than but, and is often used in more formal writing.

- But joins two clauses. It must go before the second clause.
- Although joins two clauses. It can go at the start of the sentence, in which case a comma separates the clauses. (It can also go in the middle of the sentence, in which case it is preceded by a comma.) Although can express a surprising contrast.
- 1 Focus attention on the heading to the fable and on the pictures. Pre-teach/check *shepherd*, *hill*, *wolf*, *sheep*, *to lie* (= not tell the truth), *to kill*.

Write *Once upon a time* ... on the board and elicit the start of the story as a class. Put students in pairs to

continue telling the story from the pictures. Monitor and help as necessary. Check students take turns to describe the action of the story.

2 T 9.6 [CD 3: Track 6] Pre-teach/check to shout, to smile, to believe, to set (of the sun), to appear, to attack, terror, ashamed.

Read the story as a class as far as ... had an idea and elicit the first linking word. Give students time to complete the task, working individually. With weaker students, you could go through the task and analyse the use of the linkers as a class.

Put students in pairs to check their answers. Ask students what they think the moral of the story is. Play the recording and let students check their answers.

Ask students if they think the story is a good way of teaching the moral about being honest.

Answers and tapescript The boy who cried wolf

Once upon a time there was a shepherd boy who looked after the sheep in the hills near his village. He thought his job was very boring. One day, (1) while he was sitting under a tree, he had an idea. He decided to have some fun, (2) so he went down to the village and shouted 'Wolf! Wolf!' at the top of his voice.

(3) As soon as the villagers heard the boy, they stopped work and raced to the hills to help him. But (4) when they got there, they saw nothing. They returned to their work. (5) After they'd gone, the shepherd boy smiled to himself.

A few days later, the boy did the same thing again. He ran into the village and shouted 'Wolf! Wolf!' The villagers didn't know whether to believe him or not, but they were worried about their sheep (6) so they had to help him. They went back to the hills. Again there was no wolf. They were angry (7) **because** the shepherd boy had lied again, but he just laughed.

Then, the next day, just (8) **as** the sun was setting, a wolf really did appear, and it began attacking the sheep. In terror, the boy raced down the hill to the village, shouting 'Wolf! Wolf!' (9) **Although** the villagers heard his cries, they did nothing to help. This time they really didn't believe him.

The shepherd boy climbed back up the hill to look for the sheep, but the wolf had killed them all. He was so ashamed of himself that he sat down in the moonlight and cried.

The moral of this story is ... You should not lie. A liar will not be believed, even when he tells the truth.

3 Elicit the first answer as an example. Encourage students not to look back at the text as they complete the answers. Check the answers with the class.

Answers

While he was sitting under a tree. As soon as they heard the boy. After the villagers had gone. As the sun was setting.

GRAMMAR SPOT

- 1/2 Read the notes as a class. Then ask students to look for other examples of the conjunctions in the story in exercise 2.
- ▶▶ Grammar Reference 9.2 pl44

4 This stage consolidates the use of the conjunctions. Get students to do the task without looking back at the story. Check the answers.

Answers

- 1 They didn't find the wolf, so they went back to work.
- 2 They helped the boy because they were worried about their sheep.
- 3 Although they heard his cries, they didn't do anything to help.
- 5 Focus attention on the prompts and the pictures, and elicit the beginning of the story.

Put students in pairs to continue telling the story. Monitor and help as necessary. Check for accurate use of the tenses and conjunctions. Note down any common errors and highlight and correct these after the pairwork.

PRACTICE (SB p73)

Discussing grammar

1 T9.7 [CD 3: Track 7] Ask students to read the pairs of sentences. Check comprehension of *naughty, to burn food*, and *supper*. Elicit the complete sentence for number 1 as an example. Point out that the conjunction can come at the start of the sentence or in the middle, e.g. *When I'd done my homework, I went to bed./I went to bed when I'd done my homework*. Give students time to complete the task individually. Remind students that one verb needs to be in the Past Perfect. Monitor and help as necessary.

Play the recording and let students compare their answers. If you want students to have further pronunciation practice, get them to read the sentences aloud.

Answers and tapescript

Discussing grammar

- 1 When I'd done my homework, I went to bed.
- 2 After I'd driven two hundred miles, I stopped for a coffee.
- 3 As soon as she'd passed her driving test, she bought a car.
- 4 I didn't go to Italy until I'd learned Italian.
- 5 Although I'd read the book, I didn't understand the film.
- 6 His mother sent him to bed because he'd been naughty.
- 7 She'd burnt the food, so we went out to eat.
- 8 She cooked a lovely supper, but unfortunately I'd eaten a large lunch.
- 2 Pre-teach/check to shave, to retire, to wake up, and to lock the doors. Elicit the correct word in sentence 1 as an example. Give students time to complete the task. Let students check their answers in pairs before checking with the class.

Answers

1 When 2 while 3 until 4 as soon as 5 as 6 Before 7 After

Your ideas

3 Elicit a range of possible endings for the first sentence as a example, e.g. ... the weather was awful/our hotel wasn't great/we'd been there lots of times before, etc. With weaker students, you could elicit endings for all the sentences to provide additional support. Give students time to complete the sentences, working individually. Monitor and help as necessary.

Put students in pairs to compare their sentences. Elicit a range of possible endings from the class. Correct any mistakes carefully.

Sample answers

- 1 We enjoyed the holiday, although the weather was awful.
- 2 As I sat the plane, I felt nervous because I'd never flown before.
- 3 I lived in Sweden for a year, but I didn't learn much of the language.
- 4 I met my wife while I was studying at university.
- 5 I wanted to get fit, so I joined the local gym.
- 6 My phone rang just as I was leaving for work.
- 7 Although I didn't feel well, I went to the party.
- 8 We watched TV until all the programmes finished.

EXTRA ACTIVITY

You can use the sentences in exercise 3 as opening lines for an anecdote. Choose one of the sentences yourself and tell a short anecdote based on the situation and context in the sentence. Give students time to choose one or two of the sentences and prepare their anecdote(s). Put students in pairs or groups of three to tell their anecdotes. Monitor and check for accurate use of the tenses and conjunctions. Note down any common errors and highlight and correct these after the pairwork. Get students to tell a few anecdotes to the class in a short feedback session.

ADDITIONAL MATERIAL

Workbook Unit 9

Ex. 4-5 Joining sentences

LISTENING AND SPEAKING (SB p73)

My favourite writer

SUGGESTION

The *Speaking* stage of this section asks students to talk about the last book they read. You could set up the task as a mini-project, leading to a series of short presentations. You can ask students to make notes on the book for homework. Ask them to include information about the title and author, the type of book, the main characters, the plot, and their opinion of the book.

Students give a short presentation about their book and invite the class to ask questions about it.

ABOUT THE LISTENING

This section continues the theme of storytelling with a profile of two writers of classic literature, Charles Dickens and Robert Louis Stevenson.

Charles Dickens (1812–70) is considered one of the greatest novelists of the Victorian period. He was responsible for creating some of the best-known and

most-loved characters in English literature including David Copperfield, Oliver Twist, and the miser Scrooge from *A Christmas Carol*. His stories gave vivid depictions of the hardship of Victorian life, especially for poor people and children. He died of a stroke in 1870 and was buried in Westminster Abbey.

Robert Louis Stevenson (1850–94) was a Scottish novelist, poet, and travel writer. His best-known books include *Treasure Island, Kidnapped*, and *The Strange Case of Dr Jekyll* /'dʒekl/ and Mr Hyde (see TB p120 and SB pp74–5). Stevenson was a celebrated writer during his own lifetime. He suffered periods of illness throughout his life. As an adult, he travelled to warmer climates for his health and wrote about his travels. He died on the island of Samoa at the age of 44 and was buried there.

Some of the vocabulary is new, so be prepared to preteach/check the following items, especially with weaker classes: alive, novel (n), inequality, to change society, unfortunate, autobiography, miserable, generous, to fall in love, sadness, poetry, adventure, hero \neq villain, pure, treasure, battle (n), psychological, split personality.

1 Focus attention on the photo of Dickens. Elicit a few guesses about the writer from the class but don't confirm or reject students' ideas at this stage.

Read the sentences as a class. Then put students in pairs to discuss the information.

2 T 9.8 [CD 3: Track 8] Focus attention on the chart and check comprehension of the categories in the first column. Allow students time to read the information in the chart, and tell them it contains some mistakes. Tell students they are going to listen to a radio programme in which an interviewer talks to a guest, Tom, about Dickens' life and work.

Play the recording as far as *died in 1870*. Elicit the answers to the first two questions from exercise 1 (He was English, he wrote in the 19th century) and elicit the first corrections to the chart (When? nineteenth century). Play the rest of the recording for students to complete the task. Check the remaining answer to exercise 1.

Answers and tapescript

1 English 2 19th century 3 ordinary people

T 9.8 My favourite writer

I = Interviewer T = Tom

Part 1

- I Tom, you chose Charles Dickens as your favourite writer. Can you tell us a little about him? When was he alive?
- T He wrote in the nineteenth century. He was born in England in 1812 and died in 1870.
- I What did he write? What sort of books?
- T He wrote novels and short stories.
- I And tell us ... why is he famous?
- T At the time he was writing there was a lot of inequality between the rich and the poor. Dickens wanted to change society. He wrote about people who were poor, and hungry, or ill, or who were unfortunate in some way. Dickens created some of the most famous characters in English literature.

- I What are his best-known books?
- T There are quite a few, but possibly *David Copperfield*, which has a lot of autobiography in it, and *Oliver Twist*, and after that *A Christmas Carol*. In this book we meet a character called Scrooge ...
- I Ah! The man who hated Christmas!
- T That's right. At the beginning of the story Scrooge is a miserable character who refuses to spend any money to help his poor family. But by the end he is a changed man kind, generous, and full of love for people around him.
- I What was Dickens' personal life like?
- T Mmm. A mix of good and bad. His parents were poor. Dickens became very rich. He married and had ten children.
- I Ten!
- T Yes. But he left his wife because he fell in love with an actress. He didn't get divorced in those days it was impossible, absolutely out of the question. So there was a lot of sadness in his life.
- I Oh, dear! Poor Mr Dickens!
- 3 Put students in pairs to compare their answers to exercise 2. Play the recording again, or just sections of it, to allow students to check/complete their answers.

Answers and tapescript

	Charles Dickens nineteenth century	
When?		
Kind of books	novels and short stories	
Reasons for success	wrote about people who were poor, hungry, or ill	
Best-known books	David Copperfield Oliver Twist A Christmas Carol	
Best-known character	Scrooge, a miserable man who becomes happy	
Personal life	married, but left his wife ten children – a mix of good and bad; a lot of sadness in his life	

T 9.8

See exercise 2.

hear Alice talking about the life and work of Robert Louis Stevenson. Elicit a few guesses about the writer from the class but don't confirm or reject students' ideas at this stage. Focus attention back on the chart and remind students to listen for the key information to complete it. Play the recording as far as ... nineteenth century as an example. Play the rest of the recording and let students complete as much of the chart as they can. Put students in pairs to compare their answers. Play the recording again to allow students to check/complete their answers.

Elicit any other information students understood about the two writers. Ask if they have read any of the books mentioned, and what they thought of them.

Answers and tapescript

	Robert Louis Stevenson		
When?	second half of nineteenth century		
Kind of books	novels, poetry, and also a travel writer		
Reasons for success	great story teller; wrote about adventure, danger, and horror		
Best-known books	Treasure Island The Strange Case of Dr Jekyll and Mr Hyde		
Best-known character	Dr Jekyll – has a battle inside himself between his good side and his evil side		
Personal life	often ill as a child; married an American woman with children from earlier marriage; no children together travelled a lot; died very young – just 44		

T 9.9 My favourite writer

I = Interviewer A = Alice

Part 2

- I Now, Alice. You chose Robert Louis Stevenson. Tell us about him. When was he writing?
- A Well, he was born in 1850, and he died in 1894, so he was writing just after Dickens, in the second half of the nineteenth century.
- I And ... what did he write?
- A He wrote novels, and poetry, and he was also a travel writer.
- I Oh! Quite a lot! Tell us ... why is he famous?
- A Well, he isn't as famous as Dickens. But he's very popular because he's a *great* story teller. His stories are about adventure, danger, and horror. His heroes are pure, and his villains are dark.
- I What are his best-known books?
- A There's a children's book called *Treasure Island*, and there's a travel story about going around France, but the most famous is *The Strange Case of Dr Jekyll and Mr Hyde*.
- I And they, I suppose, are his most well-known characters?
- A Yes. The book was an immediate success. It's about a man who has two sides to his character, one good and one bad. The man, Dr Jekyll, has a battle inside himself between his good side and his evil side.
- I This is the psychological idea of someone with a split personality?
- A Yes. In everyday speech we say about someone 'Oh, he's a real Jekyll and Hyde', meaning there are two sides to their personality.
- I Fascinating! Tell us about his personal life.
- A As a child he was often ill. He married an American woman who had children from an earlier marriage, but they didn't have any children together. He travelled a lot, to Europe and the United States. He died very young, when he was just 44.
- I Well, thank you, Alice, for telling us about Robert Louis Stevenson.

Speaking

Give a brief description of a book that you have read as an example. Give students a few moments to think about their book and write brief notes. Monitor and help as necessary.

With smaller classes, students can describe their books to the whole class. Divide larger classes into groups of three or four. Students describe their book and then invite questions from the rest of the class/their group. If appropriate, students can vote for the book that they think sounds most interesting.

READING AND SPEAKING (SB p74)

Good and evil

ABOUT THE TEXT

This section links back to *Listening and speaking* section with an adaptation of Robert Louis Stevenson's novel *The Strange Case of Doctor Jekyll* /'dʒekl/ *and Mr Hyde*. It also consolidates the grammar from the grammar sections.

First published in 1886, the novel tells the story of a London lawyer named Gabriel John Utterson who investigates the strange relationship between his old friend, Dr Henry Jekyll and an evil character, Edward Hyde. It transpires that the doctor has created a special potion that turns him from a good person into the evil Mr Hyde. The narrative is often thought to represent the battle between good and evil and the impact of the novel is shown by the use of the phrase 'a Jekyll and Hyde character', meaning a person who seems to have two different personalities, one good and one bad.

Encourage students to use the context to help them with new vocabulary, or use a dictionary when necessary. With weaker classes or if you are short of time, you could pre-teach/check some of following vocabulary: silent/silence, to attack, to catch (caught /kɔːt/, caught), ugly, evil, wretch /ret ʃ/, to show no regret, to write a cheque, well-respected, to mention, to turn pale, to murder, maid, to witness, to strike (struck, struck) (= carry out a violent action without warning), to suspect, wild, voice, master (n), to lock, laboratory, servant, to sound different, to break down a door, to take poison, to create a potion, cruel, violent, to take pleasure in sth, innocent, to pray, strength, to get rid of, monster.

1 Lead in to the section by asking students what they can remember about Robert Louis Stevenson from the Listening and speaking section. Write notes on the board and build up a profile of the writer.

Focus attention on the picture story and give students a few moments to get an idea of what it is about. Check the answers to the questions.

Answers

- 1 It's set in London, in 1886.
- 2 It's a horror story (with elements of crime).
- 3 It's fiction.
- 2 Elicit the name of the first character as an example. Then give students time to find the names/roles of the other characters. Set a time limit of a minute to encourage them to focus on just the characters at this stage.

Let students check in pairs before checking with the class.

Answers

- 1 Dr Jekyll / dzekl/
- 2 Mr Hyde /haid/
- 3 Gabriel Utterson / gerbrial 'Atasan/
- 4 a maid
- 5 the servants

T 9.10 [CD 3: Track 10] This task divides the story into three sections. Breaking the narrative allows you to check comprehension of the plot as you go along, and also creates suspense and interest to read on.

Give students time to read all the questions and deal with any vocabulary queries.

Focus attention on frames 1–3. Play the relevant section of the recording and get students to follow the text in their books. Put students in pairs to answer questions 1–4. Encourage them to use the pictures to help with vocabulary, or they could use a dictionary. Monitor and help with any queries. Check the answers with the class. Repeat the above procedure for frames 4–7, and then 8–12. Pause the recording after each set of frames to allow students to talk about their answers in pairs before checking with the class.

Answers and tapescript

Frames 1-3

- 1 The attack happened in a dark street in London. My Hyde, a man who looked ugly and evil, attacked a woman. He hit her with a long wooden stick and kicked her.
- 2 Mr Hyde showed no regret for what he had done. To buy the woman's silence, he wrote her a cheque.
- 3 The cheque was signed in the name of Dr Jekyll, a well-known and well-respected man.
- 4 Dr Jekyll didn't want to answer questions about Mr Hyde and the attack on the woman. Utterson didn't understand who Mr Hyde was and why the cheque from his was signed in the name of Dr Jekyll.

Frames 4-7

- 1 A year later a murder took place on another dark street in London. My Hyde murdered an old man while he was walking home. He used the same stick as the attack on the woman. A maid witnessed the crime and recognized Mr Hyde.
- 2 He suspected that Dr Jekyll had helped Mr Hyde to escape.
- 3 He said that Hyde would never return.
- 4 Dr Jekyll's behaviour became more and more unusual. He locked himself in his laboratory and refused to open the door. His servants were worried because when they heard his voice, it sounded different.
- 5 When they broke down the door, they found Mr Hyde lying dead on the floor. He had taken poison. He wearing Dr Jekyll's clothes but there was no sign of the doctor.

Frames 8-12

- 1 Dr Jekyll said he believed that inside every human being there was a good side and an evil side.
- When Jekyll drank the potion, his whole body changed. The good, kind doctor became cruel, ugly, and evil. To change back from Mr Hyde, he had to drink another potion.
- 3 He enjoyed being bad.
- 4 His attacks became more and more violent. He took pleasure in hurting innocent people.
- 5 He began to change into My Hyde without taking the potion. Jekyll hoped that Hyde would disappear, but he always returned. The potion to turn Hyde back into Dr Jekyll no longer worked as it had lost its strength.
- 6 Dr Jekyll couldn't get rid of Mr Hyde, so to kill the evil man, he had to die, too.

T 9.10 The strange case of Dr Jekyll and Mr Hyde, by Robert Louis Stevenson

London, 1886

1 Late one night, a lawyer, Gabriel Utterson, was walking home through dark, silent streets when he saw a man attacking a woman. Utterson ran after him and caught him. The man's name was Mr Hyde, and he looked ugly and evil.

2 Mr Hyde showed no regret for what he had done. To buy the woman's silence, he wrote her a cheque. Utterson noticed that the cheque was signed in the name of Dr Jekyll, a well-known and

well-respected man.

3 Utterson was worried. He was Dr Jekyll's lawyer and also his friend. He went to visit him. As soon as he mentioned Mr Hyde, Dr Jekyll turned pale and became angry. Utterson was confused. Who was Mr Hyde?

- 4 A year passed. One night an old man was murdered as he was walking home. A maid witnessed the crime and recognized the killer. Mr Hyde had struck again! The police went looking for Hyde, but he had disappeared.
- 5 Again, Utterson went to visit his friend Dr Jekyll. He suspected that Dr Jekyll had helped Mr Hyde to escape. When questioned, the doctor replied in a strange, wild voice that Mr Hyde had gone forever.
- 6 Over the next few weeks Dr Jekyll's behaviour became more and more unusual. He locked himself in his laboratory and refused to open the door. His servants were worried. When they heard his voice, it sounded different. They asked Utterson for help.
- 7 Utterson and the servants broke down the door. Mr Hyde was lying dead on the floor. He had taken poison. But why was he wearing Dr Jekyll's clothes? And where was the doctor? Were Dr Jekyll and Mr Hyde one and the same person?
- 8 On the desk was a letter addressed to Mr Utterson. In it, Dr Jekyll tried to explain himself. He said he believed that inside every human being there was a good side and an evil side.
- 9 Jekyll had created a potion. When he drank it, his whole body changed. The good, kind doctor became cruel, ugly, and evil. He called this other man Mr Hyde. To change back, he had to drink another potion.
- 10 But after a time Jekyll found that he liked changing into Mr Hyde. He enjoyed being bad. He became more and more violent and cruel. He took pleasure in hurting innocent people.
- 11 Finally Dr Jekyll couldn't control Mr Hyde anymore. He began to change into this monster even without taking the potion. Jekyll hoped and prayed that Hyde would disappear. But Hyde always returned.
- The potion to turn Hyde back into Dr Jekyll no longer worked. It had lost its strength. Dr Jekyll could no longer get rid of the evil Mr Hyde. He had to kill this monster. But to kill Mr Hyde, Dr Jekyll also had to die.
- Get students to mask the text under each frame and focus only on the pictures. Demonstrate the activity by asking a student to start the story from frame 1 and getting another to continue as far as frame 2. Put students in new pairs to continue the task. With weaker students, you could write key words for each frame on the board. Monitor and help as necessary. Get students to tell the story round the class as final check. Encourage students to help each other if they make a mistake in the plot.

What do you think?

Read the questions as a class and deal with any comprehension queries. Put students in small groups to discuss their opinions. Ask one student to lead the discussion by asking the questions and making sure everybody speaks.

Ask another student to be prepared to summarize what the group said for the class at the end. Check students understand that 'a Jekyll and Hyde character' is a person who seems to have two different personalities, one good and one bad, and so it isn't a compliment.

Elicit examples of stories students remember from their childhood and the theme of good vs evil.

SUGGESTION

If your students have access to stories in English, e.g. from a school library or sets of guided readers, you could set up a class book club to encourage students to read more. This could be a 'formal' club that meets at a regular time or more informal with students just exchanging information in smaller groups. Students can talk about the book they are reading at the time and write short reviews/recommendations for other members of the club. (See the *Writing* section TB p123.)

VOCABULARY AND SPEAKING (SB p76)

Feelings

1 Lead in to the section by asking *How are you feeling today?* Elicit a range of adjectives and write them up on the board. Focus attention on the adjectives. Elicit an example of an adjective with positive meaning and one with negative meaning.

Put students in pairs to categorize the adjectives. Monitor and help as necessary.

Check the answers with the class, dealing with any pronunciation problems as you go.

Answers

Positive: delighted, proud, amazed

Negative: angry, nervous, stressed, upset, homesick, jealous, scared, lonely, disappointed

2 Focus attention on the pictures and give students time to read the captions. Ask *How is the girl in picture 1 feeling?* and elicit possible adjectives (*nervous*, *stressed*).

Put students in pairs to match the adjectives from exercise 1 with the pictures. Remind them that sometimes more than one adjective is possible.

Check the answers. Check students understand that nervous in English means 'worried that a future event (e.g. an exam, interview, performance) won't go well.' It doesn't mean the same as stressed or uptight and isn't used to describe someone's general character. If you are upset, you are unhappy or disappointed because something unpleasant has happened. If you feel stressed, you feel tension and anxiety because of difficulties in your life.

Possible answers

1 nervous, stressed

2 disappointed, upset

3 proud, delighted, amazed

4 lonely, upset

5 homesick

6 angry, stressed

7 scared

8 upset, lonely

9 jealous, angry

3 **T 9.11 [CD 3: Track 11]** Focus attention on the example. Check the contraction I'd (= I had) and elicit another possible example.

Give students time to complete the sentences with their own ideas. Monitor and help as necessary.

Let students compare their ideas in pairs. Then play the recording and let students compare with the recording. Elicit a range of possible endings from the class, correcting any misunderstanding in the use of the adjectives and problems with tenses.

Sample answers and tapescript

- 1 I was delighted because I'd won £1,000 in a competition.
- 2 I was stressed because I had ten bills and no money to pay them.
- 3 I was proud because I'd worked so hard and passed all my exams.
- 4 I was amazed because my teachers didn't expect me to pass.
- 5 I was upset because no one remembered my birthday.
- 4 T9.12 [CD 3: Track 12] Give students time to read the lines in A. Point out the use of *get* + adjective, in *get scared/upset*. Give students time to read the line in B. Check comprehension of *Cheer up! Calm down!* and *Chill out!* If students query the use of *so much* or *so* + adjective, explain that these are way of making the meaning stronger but don't go into a grammatical explanation of their use. This is covered in the *Everyday English* section on SB p77.

Ask students to match the lines, working individually. Play the recording and let students check their answers. If your students need help with pronunciation, you could play the recording again, pausing after each line so that students can repeat.

Put students in pairs to practise the conversations as given in exercise 4. Then get them to practise again, this time continuing two of the conversations. With weaker students, you could elicit possible wording for one of the conversations from the class. Monitor and help as necessary. Check for good pronunciation. If students have problems or sound 'flat', drill key lines chorally and individually. Students then continue practising in their pairs.

Ask some students to act out their conversations to the class.

Answers and tapescript

- 1 A Sometimes I feel really lonely.
 - B Cheer up! You've got me! I'm your best friend!
- 2 A I've got so much to do! And the baby's crying! Help!
 - B Calm down! You're so stressed! Chill out!
- 3 A Guess what? I've just won £10,000!
 - B That's fabulous! I'm delighted for you! Can I have some?
- 4 A When I watch the news on TV, I get scared.
- B I know what you mean. The world's a scary place.
- 5 A I get upset when people are so horrible.
 - B Yes, but people can be really nice as well.

SUGGESTION

Elicit the adjectives in exercise 1 that can be used with *get*: *get angry/nervous/stressed/upset/homesick/jealous/scared/lonely/disappointed*. Students can practise the phrases by talking about themselves, e.g. *I get stressed when (I have a driving lesson)*. *I get upset when (people are cruel to animals)*.

EVERYDAY ENGLISH (SB p77)

Exclamations with so and such

This section builds on the previous vocabulary work on feelings, with a focus on *so* as an intensifier which emphasizes an adjective. Students also practise *so much/many* + nouns and *such* in exclamations. Students met some of these uses in context in exercise 4 on SB p76, e.g. *I've got so much to do! You're so stressed!* but this section gives students an overview of the rules and plenty of practice.

⚠ POSSIBLE PROBLEMS

The rules for using *so* and *such* are fairly straightforward, but students often confuse the words, especially in free speaking.

- so + adjective/adverb
- such a/an + adjective + singular noun
- such + adjective + plural or uncount noun
- · so many + plural noun
- so much + uncountable noun

Common mistakes:

- · I have never known so cold weather.
- · She's such nice person.
- · It was a such good film.

The rules are set out in Grammar Reference 9.3 on SB p144.

1 T9.13 [CD 3: Track 13] Focus attention on the photo and ask *Where are they?* (At the cinema). Focus attention on the sentences and play the recording. Check the answer to the question. Check students understand that so emphasizes the adjective and makes it stronger.

Answers and tapescript

So is more spoken than written.

T 9.13

- A What an amazing film!
- B I was scared!
- C I was really scared!
- D I was SO scared!
- 2 T 9.14 [CD 3: Track 14] Write *I was so surprised!* on the board and elicit the rule *so* + adjective. Put students in pairs to compare the rest of the sentences and form the rules. Monitor and help as necessary. With weaker students, you could read the sentences as a class and build up a set of rules on the board.

Check the rules with the class and refer students to Grammar Reference 9.3 on SB p144.

Play the recording and get students to repeat the sentences chorally and individually. If they have problems, write the sentences on the board and mark the main stresses (See tapescript below). Point out that *so* and *such* are strongly stressed because they are being used for emphasis.

Answers and tapescript

See Possible problems above for the rules.

T 9.14

I was so surprised!
It was such a shock!
It was such an awful day!
You have such crazy ideas!
We had such terrible weather!
There were so many problems!
I've got so much work!

3 Pre-teach/check the meaning and word category for badly-behaved (adjective) and mess (noun). Elicit the answer for sentence 1 as an example.

Give students time to complete the sentences, working individually.

Let students check their answers in pairs before checking with the class.

Answers

- 1 That was such a good book! You must read it!
- 2 The film was so scary that I couldn't watch it!
- 3 Jane and Pete are such nice people!
- 4 But their children are so badly-behaved!
- 5 There were **so many** people at the party!
- 6 They made such a mess!
- 7 I've spent so much money this week!
- 8 I've had such an awful day!
- **T 9.15 [CD 3: Track 15]** Pre-teach/check *welcoming, the sight of blood, control* (n), *a penny.* Elicit the matching sentences for number 1 in exercise 3 as an example.

Put students in pairs to complete the matching task.

Play the recording and let students check their answers.

Demonstrate the practice stage by getting students to cover exercise 3. Say the second line for number 1 *I'll lend it to you. You'll really like it.* and elicit the first line *That was such a good book! You must read it!* Students continue the practice, working in their pairs. Then get them to cover exercise 4 and repeat the procedure. Monitor and check for good pronunciation. If students have problems or sound 'flat', drill key lines chorally and individually. Students then continue practising in their pairs.

Answers and tapescript

- 1 That was such a good book! You must read it! I'll lend it to you. You'll really like it.
- 1 The film was so scary that I couldn't watch it!
 I hate the sight of blood and people killing each other.
- 3 Jane and Pete are such nice people!
 They're always so welcoming and pleased to see you.
- 4 But their children are so badly-behaved! The parents have no control at all!
- 5 There were so many people at the party! I didn't manage to talk to everyone.

- 6 They made such a mess! I'm glad I didn't have to tidy up.
- 7 I've spent so much money this week! I haven't got a penny left!
- 8 I've had such an awful day! I need a drink to cheer me up!
- 5 Read the instructions and topics as a class. With weaker classes, elicit possible exclamations for each topic:
 - It was such a good party! / We had so much fun!
 - It was such a long journey! / I'm so tired!
 - I've got so many problems! / My life is so problematic/ stressful/difficult!
 - That was so scary! / I was so frightened! / It was such a frightening experience!
 - That was such a disgusting/awful meal! / That was so disgusting/awful!
 - They've bought such an amazing flat! / This flat is so amazing!
 - You do/He does such stupid things! / You're/He's so annoying/irritating!

Put students in pairs to choose their topics. If a lot of students choose the same ones, you may have to adapt their choice to ensure most of the topics are covered.

Give students time to write their conversations. Monitor and help with preparation and give them time to rehearse. Let some pairs act out their conversations to the class.

WRITING (SB p114)

Writing about a book or film – Referring back in a text

The aim of this writing section is to write a review of a book or film. The writing skill covered is understanding pronoun referencing, including subject, object, and relative pronouns. Students start by discussing films that are popular, then analyse the referencing in a model paragraph. Students discuss what they know about the story of Frankenstein and then read and analyse a model text, before making notes for their own book or film review.

ABOUT THE TEXT

The book chosen for the model text in this section is *Frankenstein* written by the British novelist Mary Shelley (1797–1851) and published in 1818. Mary, her husband, and two other writers decided they would have a competition to see who could write the best horror story. After thinking about possible storylines, Mary had a dream about a scientist who created life and was horrified by what he had made. This became the basis of the plot for the novel. The novel has had a considerable influence across literature and popular culture. Some of the most iconic images of the monster are taken from the 1930s films starring English actor Boris Karloff.

1 Model the activity by telling students about a film you have seen recently. Give students time to complete the sentences about a film they have seen. Monitor and help as necessary. Put students in pairs to talk about their films. Elicit descriptions of a few films in a short feedback session.

2 Give students a few moments to read the paragraph. Elicit what the first word in bold refers to. Then put students in pairs to continue the task.

Check the answers. If necessary, point out that the words in bold are all pronouns. We use pronouns to replace nouns when we don't want to repeat the same words.

Answers

It = the film
They = two friends
it = the film
That = the fact that they said the acting was terrible
it = the acting
This = the fact that his/her parents rarely go to the cinema
they = his/her parents
it = the film

3 Focus attention on the picture and check pronunciation of Frankenstein / fræŋkənstain/. Give students a few minutes to read the questions, and note any information they know.

Ask students to discuss their ideas with a partner, then with the class. In feedback, discuss students' ideas, but don't deny or confirm any speculations at this stage. Students will check their ideas in exercise 4.

4 Pre-teach/check explorer, human being, graveyard, bones, depressed, to refuse, to attack, to chase, tale, complex. Ask students to read the review of the novel, Frankenstein, and check their predictions.

Check the answers with the class. Ask students if they were surprised by anything they learnt in the review.

Answers

- 1 Frankenstein is both a book and a film.
- 2 It is a horror story, with elements of science fiction and romance.
- 3 (Victor) Frankenstein is a scientist.
- 4 Victor Frankenstein makes a human being from dead bodies, but it is huge and ugly and scares people. The monster wants Frankenstein to make it a wife. Frankenstein refuses, the monster kills various people, and is chased by Frankenstein. Both Frankenstein and the monster die in the end.
- 5 No. the ending is sad.
- 5 Focus attention on the first word in bold and elicit what it refers to. Ask students to read the review again and complete the task.

Let students check with a partner before checking with the class.

Answers

it = the novel Frankenstein
they = people
it = the monster
these = bones and bodies
it = the monster
This = making a wife for the monster
itself = the monster
the first = the first movie
which = the character of the monster

6 Read the instructions as a class. Check students understand that *plot* refers to the main events that make up the story.

Put students in pairs to find information in the review for each heading.

Check the answers with the class.

Ask students to choose their own book or film and prepare notes under the headings in exercise 6. If students need to do any research and you have access to computers or encyclopaedias, let students use them during class time. Monitor and help as necessary.

Give students time to write their review in class or set the task for homework. If appropriate, get students to include photos and other visuals in their work.

If possible, display the reviews on the classroom wall/ noticeboard to allow students to read each other's work. You could ask them to vote for the most interesting review. When you check the students' work, point out errors but allow students to correct them themselves. Try to limit correction to major problems to avoid demoralizing the students.

Answers

- · title and author: Frankenstein, Mary Shelley
- · type of book/film: horror/science fiction
- characters: Captain Robert Walton (an explorer), Victor Frankenstein (a scientist), the monster, Frankenstein's brother, friend, and wife (Elizabeth)
- plot: Frankenstein has discovered the secret of life and makes a human being from dead bodies, but it is huge and ugly and it scares people. The monster feels lonely and wants Frankenstein to make it a wife. Frankenstein refuses, the monster kills various people, and is chased by Frankenstein. Both Frankenstein and the monster die in the end.

Don't forget!

Workbook Unit 9

Ex. 6 Vocabulary – Homonyms
Ex. 7 Listening – A love story
Ex. 8 Reading – Love story
Ex. 9 Narrative tenses – Revision
Ex. 10 Pronunciation – Pronunciation of -ea
Ex. 11–12 Just for fun!

Word list Unit 9 (SB p149 and TRD)

Remind your students of the Word list for this unit on SB p149. They could translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Teacher's Resource Disc

1SC

Unit 9 Test

Pronunciation Book Unit 9 Video/DVD Episode 9

ADDITIONAL MATERIAL

Teacher's Resource Disc Communicative activity Unit 9



Our interactive world

Passives • Compound nouns • Words that go together • On the phone

The themes of this unit are communication and technology. The story of the development of the mobile phone is used to contextualize and practise passives. The Vocabulary syllabus continues with a focus on collocation. The Reading and speaking section carries through the theme with an article about five firsts on the Internet. In the Listening and speaking section, a man complains about aspects of modern life. Everyday English practises useful telephone language, and the Writing section focuses on planning and linking ideas in a pros and cons essay.

LANGUAGE INPUT

GRAMMAR

Passives (SB p78)

Practising passive forms, and the difference between active and passive.

VOCABULARY

Words that go together (SB p81)

Practising collocations – noun + noun, verb + noun, adverb + adjective.

EVERYDAY ENGLISH

On the phone (SB p85)

Understanding and practising key language for making and receiving phone calls.

SKILLS DEVELOPMENT

READING

There's a first time for everything (SB p82)

· A jigsaw reading on five Internet firsts.

LISTENING

Inventions that changed the world (SB p80)

Internet firsts (SB p82)

Modern life drives me crazy! (SB p84)

On the phone (SB p85)

- Listening for key information in a recording about inventions. T10.3 (SB p131/TRD)
- Listening to five people talking about Internet firsts. T 10.10 (SB p132/TRD)
- Listening to a conversation about modern life. T 10.11 (SB p132/TRD)
- Listening to phone numbers and phone conversations. T10.14 (SB p132/TRD)

SPEAKING

Speaking (SB p80)

Talking about you (SB p81)

What do you think? (SB p84)

Roleplay (SB p84)

Roleplay (SB p85)

- What can you do on your mobile phone? (SB p79) Discussing current and future mobile phone use.
 - Ranking important inventions and discussing your opinions as a class.
 - · Practising collocations in a personalized way.
 - Talking about what you and people of different generations find annoying.
 - Roleplaying a conversation after a difficult day.
 - Roleplaying three telephone conversations in different situations.

WRITING

Discussing pros and cons - Social networking sites (SB p115)

Discussing the pros and cons of Facebook, and planning and writing an essay.

MORE MATERIALS

Photocopiables – Passives quiz (TB p173), (TRD) Tests (TRD)





STARTER (SB p78)

The *Starter* introduces students to the form of the Present Simple passive in contexts they will be familiar with – public notices – and also provides a quick review of past participles. This is a good way of gently easing students into the main grammar area of the unit.

1 Lead in to the topic by asking students for examples of typical notices in public places.

Focus attention on the notices and check the answers as a class. Elicit a range of possible places for each notice.

Answers

English is spoken here – In a tourist information office/shop/hotel/restaurant, at a travel information desk/customer information desk/money exchange bureau/ticket office Mobile phones must be switched off – In a cinema/theatre/lecture hall/library/church/museum, at an airport security check/police

hall/library/church/museum, at an airport security check/police station/petrol station, at the doctor's/dentist's/in a hospital. Travel cards are sold here — At a rail/metro/bus ticket office, at a travel/information kiosk/hotel reception, in a shop/newsagent's

2 Give students time to focus on the past participles in the notices. Elicit the answers and check which are regular and irregular.

You could go on and elicit other verbs that are used in signs and notices, e.g. closed (This section has been closed for cleaning), served (Food is served all day), checked (These toilets are checked every 30 minutes), left (All coats and bags must be left in the cloakroom), collected (Tickets can be collected from the box office from 11.00–20.00.), made (All our food is made with local ingredients), etc.

Answers

spoken - irregular switched - regular sold - irregular

THE MOBILE PHONE (SB p78)

Passives

ABOUT THE TEXT

This text provides a natural context for passive forms. It plots the rise of the mobile phone from a luxury item to an everyday object, and from a huge, impractical block to a small, user-friendly mini-computer.

One of the pioneers of the mobile phone, Martin Cooper, is featured in the text. Cooper was born in 1928 in Chicago. In the 1970s, he led the team that developed the handheld mobile phone. Cooper placed the first mobile phone call on April 3, 1973 from the streets of New York City.

Although the vocabulary in the text isn't overly technical, you may want to pre-teach/check some of the following items, especially with weaker students: battery, apps (applications = pieces of software that can run on the Internet, on a computer, on a phone, or other electronic device), oversized, luxury, pocket-sized, to stare, brick, to own, trillion, multimedia gadget, feature (n), Internet browsing, gold, diamond, landline, to replace.

⚠ POSSIBLE PROBLEMS

English generally makes more use of the passive voice than many other languages. For example, the equivalent of *one* is often used in French (*on*) and in German (*man*) instead of the passive. In English, *one* is much less common, and it can sound very formal and distant. *They* is sometimes used to replace the passive in less formal English.

They make good cars in Sweden./Good cars are made in Sweden.

This section introduces passive forms in four main tenses: Present Simple, Past Simple, Present Perfect, and will Future, including question forms. The tenses are introduced together in context, rather than dealt with one at a time. The exploitation makes use of parallel sentences so that students see how active sentences are expressed in the passive. You will need to be prepared to deal with mistakes of form, including omitting or using the wrong part of be, and mistakes with the past participle:

*Our car repair last week.

*Our car was repair last week.

*Our car was repairing last week.

*Our car already be repaired.

The presentation and practice exercises provide thorough practice of the form and use of the passive.

1 Talk about your own mobile phone use as an example. Then ask the questions across the class and elicit a range of answers.

Answers

In American English, a mobile phone is called a 'cell phone' (or in spoken language, sometimes just a 'cell').

2 Focus attention on the photo and ask your students a few general questions about mobiles, e.g. How many different mobiles have you had? How have they changed over time? When do you think the first mobile call was made?

Tell students they are going to read about the first mobile phone call. Focus on the introduction and pre-teach oversized, luxury, pocket-sized, to store, and brick. Ask students to read the text and answer the questions. Check the answers with the class.

Answers

- 1 Martin Cooper
- 2 On April 3, 1973 in New York
- 3 It was like a brick. It was over 20 cm long and weighed 1.3 kg.
- 3 T10.1 [CD 3: Track 16] Tell students they are going to read about the history of mobile phones and find out some interesting facts about their use now. Ask students to read sentences 1–6 and deal with any vocabulary queries. (See *About the text* for notes on vocabulary.)

Focus on the Fact File. Play the recording and get students to follow the text in their books. Read sentence 1 and ask *True or false?* as an example.

Students decide whether the other sentences are true or false. Let students check their answers in pairs before checking with the class.

Elicit students' initial reaction to the information in the text.

Answers and tapescripts

- 1 X 30 million phones are sold in the UK every year.
- 2 X The first text message was sent in 1989.
- 3 X Smart phones were introduced in 2007. Camera phones have been sold since 2002.
- 4 X There are over 500,000 apps for Apple's iPhone.
- 5 X The most expensive phone costs £6 million.
- 6 X We throw away 100 million phones a year.

T 10.1

See SB page 79.

Active to passive

4 T10.2 [CD 3: Track 17] Elicit the passive sentence from number 1 as an example. Get students to underline the other passive sentences in the text, working individually. With weaker classes, tell students to focus on the verbs in bold in the text.

Play the recording and let students check their answers.

Answers and tapescript

- 1 The first mobile phone call was made in 1973 by Martin Cooper.
- 2 Mobile phones are owned by almost six billion people worldwide.
- 3 30 million phones are sold in the UK every year.
- 4 Camera phones have been sold since 2002.
- 5 A lot of amazing features have been added.
- 6 The Goldstriker phone is decorated with over 550 diamonds.
- 7 100 million mobile phones are thrown away every year.
- 8 Some people believe that eventually all landline telephones will be replaced by mobile phones.

GRAMMAR SPOT (SB p79)

1 Read through the sentences as a class. Elicit how the passive is formed. With weaker students, write an example sentences on the board, and label it to consolidate the form.

to be + past participle

Mobiles phones <u>are owned</u> by almost six billion people.

You could write parallel sentences on the board to highlight the difference between the active and passive versions, e.g.

- a Almost six billion people own mobiles phones.
- **b** Mobiles phones <u>are owned</u> by almost six billion people.

In sentence **a** (active), the main interest is the number of people. In sentence **b** (passive), the main interest is the mobiles.

Answers

We form the passive with the appropriate form of *to be* and the past participle.

2 Focus attention on the examples. Then put students in pairs to complete the table. Check the answers with the class.

Answers

Present	Past	Present	will
Simple	Simple	Perfect	future
are owned are sold is made is decorated are thrown	was made was sent were sent were introduced	have been sold have been added	will be replaced

▶▶ Grammar Reference 10.1 on p144

Focus attention on the examples. With weaker students, highlight the form of the passive infinitive after modals: *might be used* = modal + *be* + past participle. Elicit one or two more examples of how students use their phones. Then put students in small groups to continue discussing the questions. Monitor and check for correct use of the passive forms. Elicit a range of opinions from the class. Highlight and correct any mistakes carefully during feedback.

SUGGESTION

If your students are interested in the topic, you could get them to discuss mobile etiquette in their own country. Write some prompts on the board to help focus the students' ideas:

- Where can mobiles be used?
- · Where shouldn't they be used?
- What annoys you about other mobile users?
- Have you ever been asked to turn your phone off? When?
- Would you like mobiles to be banned in some situations?

PRACTICE (SB p80)

Inventions that changed the world

1 T10.3 [CD 3: Track 18] Pre-teach/check invention, inventor, and to invent. Check the past participle of the verb (invented). Focus attention on the pictures and read the instructions as a class. Go through the list of inventions and deal with any vocabulary queries. Briefly review how we read dates in English by dividing the century from the years, e.g. 1440 – fourteen forty. With weaker students, elicit all the dates in the list from the class.

Ask two students to read and complete the examples across the class. With weaker students, elicit some further examples from students in open pairs.

Put students in pairs to continue the activity. Monitor and check for correct passive forms. Highlight and correct any errors before the listening stage.

Ask What nationality were the inventors? What were their jobs? Pre-teach/check government official, printer, physicist, journalist, and deaf. Play the recording and get students to check their answers to the matching stage and listen for the information about nationalities and jobs. Play the recording again only if students missed a lot of the information.

Check the answers with the class. Elicit students' reactions to the information and if they found anything surprising.

Answers and tapescript

The oldest invention is paper (105 AD) and the newest is the personal computer (1976).

the telephone: 1876; a Scottish scientist and teacher to the deaf the printing press: 1440; a German printer paper: 105 AD; a Chinese government official the ballpoint pen: 1938; a Hungarian journalist the personal computer (PC): 1976; two American computer engineers television: 1924; a Scottish engineer radio: 1901; an Italian physicist

T 10.3

- 1 Paper was invented in 105 AD by a Chinese government official called T'sai Lun.
- 2 The printing press was invented in 1440 by a German printer called Johannes Gutenberg.
- 3 The telephone was invented in 1876 by Alexander Graham Bell. Bell was born in Scotland, but he moved to America and became a scientist and a teacher of the deaf.
- 4 The radio was invented in 1901 by Guglielmo Marconi, an Italian physicist.
- 5 Television was invented in 1924 by a Scottish engineer, John Logie Baird.
- 6 The ballpoint pen was invented in 1938 by the Hungarian journalist Laszlo Biro.
- 7 The Apple PC was invented in 1976 by two American computer engineers, Steve Jobs and Steve Woznak. The name Apple was chosen because it was Jobs' favourite fruit.

Speaking

2 Read the instructions as a class and demonstrate the activity by saying which invention you think is most important. Give students time to rank the inventions in order of importance. Elicit a range of opinions from the class, getting students to give reasons for their answers. With larger classes, students can do the discussion stage in groups. The discussion should lead to some lively debate. Make a note of any common errors in the use of the passive but don't feed back on these until after the discussion stage. Establish which invention is the most important for the majority of the class.

Passive forms

3 T10.4 [CD 3: Track 19] This task consolidates the passive in a range of tenses in the context of facts about online communication. The businesses/facilities included in the task are:

Google (a popular search engine)

eBay (a popular online auction site)

YouTube (a website that allows people to show videos they have made on the Internet)

Twitter (a free Internet service for posting short messages, known as 'tweets')

Facebook (a social networking site)

Amazon (one of the largest online shopping sites)

Pre-teach/check to post sth on YouTube and to found (founded, founded). Check students understand that this means to start a business and is nothing to do with the irregular past of find.

Focus attention on the example. With weaker students,

go through all the sentences and check the tense that students will need to use.

Give students time to complete the sentences, working individually. Let students check their answers with a partner and discuss which numbers and dates they think are correct. Play the recording as a final check. Elicit students' reactions to the information and if they found anything surprising.

Answers and tapescript

All things online

- 1 Over 90 trillion emails are sent every year.
- 2 Nearly 5.5 billion questions are answered by Google every day.
- 3 eBay was invented in 1995 by Pierre Omidyar, a French scientist.
- 4 Nearly 5 billion items have been sold on eBay since it began.
- 5 60,000 new video films are posted on YouTube every week.
- 6 The first Twitter message was sent by American businessman, Jack Dorsey, in 2006.
- 7 Facebook has been translated into 76 languages since it began.
- 8 The online store, Amazon.com was founded by Jeff Besoz, in his garage in 1994.
- 4 T10.5 [CD 3: Track 20] This stage practises question forms in the passive, using information that students are already familiar with. Focus attention on the example. Drill the pronunciation of the question and answers, chorally and individually. With weaker students, you could elicit and drill all the questions forms before students do the pairwork.

Put students in pairs to ask and answer the questions. Monitor and check for correct formation of the passive forms. If students have a lot of problems, drill key questions and answers across the class, then let students practise again in closed pairs.

Play the recording and let students check their answers. If you think they need more practice, refer them to T10.5 on SB p131 and get them to ask and answer the questions again.

Answers and tapescript

Questions and answers

- 1 A How many emails are sent every year?
 - B Over 90 trillion. Isn't that amazing?
- 2 A How many questions are answered by Google every day?
- B Nearly 5.5 billion. It's incredible.
- 3 A When was eBay invented?
 - B In 1995.
 - A Who was it invented by?
 - B A French scientist called Pierre Omidyar.
- 4 A How many items have been sold on eBay since it began?
 - **B** 5 billion. Actually 5 billion and one. I've just bought something!
- 5 A How many films are posted on YouTube every week?
 - B 60,000 new videos every week.
- 6 A When was the first Twitter message sent?
 - B In 2006.
 - A Who was it sent by?
 - **B** An American businessman called Jack Dorsey.
- 7 A How many languages has Facebook been translated into?
 - B 76. And there'll be more.
- 8 A When was Amazon.com founded?
- B In 1994.
- A Who was it founded by?
- B Jeff Besoz.

ADDITIONAL MATERIAL

Workbook Unit 10

Ex. 1-5 Passives

Ex. 6 Active or passive?

PHOTOCOPIABLE ACTIVITY

UNIT 10 Passives quiz TB p173

Materials: One copy of the worksheet cut in half for each pair of students.

Procedure: Explain that students are going to do a quiz to practise passive forms in the Present Simple and Past Simple. Briefly review Present Simple and Past Simple passives by writing the following prompts and possible answers on the board:

Where / oranges / grow?

a Arizona b Florida c Washington

When / the radio / invent?

a 1745 b 1895 c 1901

Elicit the questions in the correct tense and get students to tell you the answers:

Where are oranges grown? Florida.

When was the radio invented? 1895.

- Put students into A/B pairs and hand out the relevant half of the worksheet to each student. Pre-teach/ check Welsh/Wales, antibiotics, credit card, to launch, printing press, haggis (a traditional dish made from in the inner organs of a sheep, oatmeal, and seasonings don't mention that this is a Scottish dish, as this will give away the answer). Give students time to read through their prompts and then deal with any other vocabulary queries. If necessary, explain that the Burj Khalifa is currently the tallest building in world and is located in Dubai.
- Point out that students will need to use the Present Simple and Past Simple passives in their questions, and that the correct answer is circled each time on the question sheets. With weaker classes, you could put all the A and all the B students into separate groups and get them to prepare the questions.

Wording for questions Student A

- 1 When was the first Harry Potter book written?
- 2 Where is Welsh spoken outside Wales?
- 3 When were antibiotics introduced?
- 4 Where were the Olympics held in 2008?
- 5 When was the credit card invented?
- 6 Where are Volvo cars made?
- 7 When was the Soviet Union broken up?
- 8 Where was ice cream first produced?
- 9 When was the Burj Khalifa built?
- 10 Where was the Internet first developed?

Student B

- 1 Where was the first underground built?
- 2 When was eBay launched?
- 3 Where are Ducati motorbikes made?
- 4 When was the euro introduced?

- 5 Where was The Lord of the Rings filmed?
- 6 When was the printing press invented?
- 7 Where is haggis eaten?
- 8 When was Facebook created?
- 9 Where was the World Cup held in 2010?
- 10 When was aspirin first used?
- Demonstrate the activity with two students. Student A asks question 1 and gives the three possible answers. Student B gives the answer he/she thinks is correct. Explain that students get one point for each correct answer and that they should keep a note of their score. Students do the quiz in their pairs. Monitor and help as necessary. Also check for accurate formation of the passive forms. If students have a lot of problems, go through the questions and answers again at the end of task to reinforce the correct forms.
- As an extension, students can write their own passive questions and three possible answers. This can be done as a class quiz, with the students in teams, or in pairs with students working with a new partner.

VOCABULARY AND SPEAKING (SB p81)

Words that go together

The aim of this section is to further develop students' awareness of an important feature of English – collocation. The items in this section have been chosen because of their high frequency and to highlight common mistakes in verb + noun collocations.

NOTE

This section encourages dictionary work, so if you think your students won't all have their own dictionaries, or if you want students to all use the same edition, you will need to provide a class set for students to work from. Students with access to computers can also work from an online dictionary.

Noun + noun

Read the notes about nouns as a class. Point out that sometimes compound nouns are written as one word, e.g. *businessman*, sometimes two, e.g. *text message*, and sometimes, although less commonly, with a hyphen, e.g. *T-shirt*. Explain that there aren't any rules and that native speakers sometimes have to check the spelling of compound nouns (and dictionaries sometimes disagree!) Ask students if they can think of any other examples of compound nouns.

1 T 10.6 [CD 3: Track 21] Tell students they are going to hear four compound nouns. With weaker students, you could play the recording and write the words up on the board as added support.

Play the recording, pausing after each word. Elicit which word is stressed in the compound nouns. Play the recording again. Ask students to listen and repeat. If necessary, exaggerate the stress pattern, as students often tend to give both words equal stress.

Answers and tapescript

The stress is on the first word in compound nouns.

T 10.6

text message

businessman

newsagent

cellphone

2 T10.7 [CD 3: Track 22] Focus attention on the lists and elicit a few examples. Check students stress the first word in each compound.

Put students in pairs to form as many compound nouns as possible from the lists. Get them to check in their dictionary if the compounds are spelt as one word, two words, or hyphenated.

Play the recording and let students listen and check. Ask students to say the words aloud to their partner. Monitor and check students stress the first word. If necessary, play the recording again and get students to repeat chorally and individually.

Go through the list again, checking if the compounds are written as one or two words. Check students understand the difference between *program* (a set of instructions given to a computer) and *programme* (a show or other item on the TV or radio).

Answers and tapescript

business card, business deal, businessman, business news, computer games, computer program, computer virus, laptop, phone call, phone card, phone number, radio news, radio programme, radio waves, website

EXTRA ACTIVITY

You can give further practice of the compound nouns in this section by getting students to play a guessing game. Students think of sentences to define the compound nouns and then see if the rest of the class/their partner can guess it. Demonstrate the activity, e.g.

T This is a small computer that you can carry around.

S A laptop.

T Yes, that's right.

Elicit some more examples if necessary, e.g. *These are words you send to someone on their mobile phone (text message)*. Students play the game in pairs or across the class.

Verb + noun

3 Elicit the noun that doesn't go with *send* in number 1 as an example. Put students in pairs to complete the task. If they are checking in a dictionary, tell them to check the nouns first. This is more likely to tell them which verbs go with the nouns than vice versa.

Check the answers with the class. Elicit the correct verb to go with the nouns (see bracketed text below).

Answers

You can't say:

- 1 *send a phone call (make a phone call)
- 2 *start an idea (have/come up with an idea)
- 3 *make the housework (do the housework)
- 4 *do a photo (take a photo)
- 5 *take a coffee (have a coffee)
- 6 *play yoga (do yoga)
- 4 Focus attention on the examples. With weaker students, check the Past Simple and past participle of the irregular verbs (send, sent, sent / make, made, made / do, did, done / take, took, taken).

Get students to write their sentences, using a noun that collocates with each verb. Then ask several students to read aloud their sentences for the class to comment on.

Adverb + adjective

Read the notes on adverbs and adjectives as a class. Point out that when *well-* and *badly-* are used to form compound adjectives, they are usually written with a hyphen. Read the examples aloud and point out that both parts of adjectives are generally stressed.

5 T10.8 [CD 3: Track 23] Pre-teach/check *rare* (= not cooked for very long). Elicit the answer to number 1 as an example. Give students time to complete the task, working individually.

Let students check in pairs before playing the recording as a final check. Ask students which sentence the cartoon relates to (sentence 5).

Ask students to practise the sentences. Monitor and check students stress the compound adjectives correctly. If necessary, play the recording again and get students to repeat chorally and individually.

Answers and tapescript

- 1 She has a wonderful job. She's very well-paid.
- 2 I didn't enjoy that novel. It was really badly-written.
- 3 You don't need to spend a lot of money on clothes to look well-dressed.
- 4 Our office is really well-equipped. We have all the latest machines.
- 5 I hope their children don't come. They're so badly-behaved.
- 6 Can I have my steak very well-done, please? I don't like it rare.
- 7 Surely you've heard of Elizabeth Taylor? She was really well-known.

Talking about you

6 T 10.9 [CD 3: Track 24] Ask and answer question 1 across the class as an example. Give students a few minutes to think of answers to the questions. Then put them in pairs to ask and answer.

Play the recording. Ask students to listen and compare their answers.

To give further practice, refer students to **T 10.9** on SB p132 and get them to practise the conversations in their pairs.

Tapescript

- 1 A Do you ever play computer games?
- B No, but my nephew does, all the time.
- 2 A Which websites do you visit most often?
 - **B** Google, Wikipedia and BBC recipes. I get all my recipes online now.
- 3 A Do you send a lot of text messages?
 - **B** I do. It's a great way to make arrangements. I text all the time.
- 4 A Who does the most housework in your home?
 - **B** Not me! My mum always says 'Oh I'll do it, you're so slow.'
- 5 A What size shoes do you take?
 - B 36. We've got small feet in our family.
- 6 A How do you like your steak?
 - B I like it rare. I don't like it well-done.
- 7 A Is your school well-equipped?
 - B Not really. But I think we're getting interactive whiteboards soon.

ADDITIONAL MATERIAL

Workbook Unit 10

Ex. 10 Vocabulary - Compound nouns

READING AND SPEAKING (SB p82)

There's a first time for everything

ABOUT THE TEXT

The importance of the Internet in everyday life is reflected in the choice of five short articles on Internet 'firsts', including the first Internet café, search engine, blog, virus, and social networking site. These provide a natural context for recycling and reviewing passive forms.

The people, places, and Internet facilities mentioned in the articles are:

Internet café

Ivan /'aɪvən/ Pope, an artist, writer and entrepreneur who created a Cybercafé for one weekend at the Institute of Contemporary Arts. He is also credited with first using the word *Cybercafé*.

Cyberia, the first Internet café in the UK, providing computers with Internet access as well as food and drinks. Opened in September 1994 in London, Internet access could be bought for £3-an-hour, but download times were extremely slow. Cyberia was nevertheless a hit and generated a range of similar businesses across the world, including those mentioned in the text: the Binary Café (Canada) CompuCafé (Finland) PCBang (South Korea), and @Café (New York).

Search engine

Alan Emtage was born in Barbados and studied computer science at McGill University in Montreal. Emtage conceived and implemented the original version of *Archie*, the world's first search engine. Emtage worked with Mike Parker and Bill Heelan at McGill and *Archie* was released on September 10, 1990. Other search engines referred to in the text are: *Excite*, *Yahoo* /jaɪ'huɪ/, *Lycos* /'laɪkɒs/, and, of course, *Google*.

Blog

Justin Hall is an American freelance journalist who is credited with being a pioneer blogger.

Jorn Barger is an American blogger, best known as editor of *Robot Wisdom*, an influential early blog. Barger coined the term *weblog* to describe the process of 'logging the web' as he surfed.

Virus

John von Neumann was a Hungarian-American mathematician. The first academic work on the theory of computer viruses (although the term 'computer virus' was not used at that time) was done in 1949 by von Neumann. In his work he described how a computer program could be designed to reproduce itself.

Bob Thomas is credited with writing one of the first computer viruses, *Creeper*, in the early 1970s when at BBN, a technology company based in Cambridge, Massachusetts. The first piece of anti-virus software, *The Reaper*, was created in response to *Creeper*. It was also a self-replicating program, which spread through the system and removed the virus from infected computers. Other viruses referred to in the text are: *Brain, Michelangelo, Love Letter*, and *StormWorm*.

Social networking site

Randy Conrads attended Oregon State University, graduating in 1972. He is best known for founding *Classmates.com*. Other networking sites referred to in the text are *Friends Reunited*, *LinkedIn*, *MySpace*, and the biggest worldwide, *Facebook*. A film about *Facebook* called *The Social Network* was released in 2010. The film portrays the founding of *Facebook* and the resulting lawsuits over ownership. It stars Jesse Eisenberg as founder, Mark Zuckerberg.

Exercise 7 focuses on a small set of Internet-related words, most of which are not covered in the texts. Although the vocabulary in the Reading texts isn't overly technical, there are a number of new words for students to deal with. Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. With weaker classes, or if you are short of time, you could pre-teach/check some of following vocabulary, or set it for homework: to access/access (n), to evolve/ evolution, to share, event, inspired, commercial, to extend, to exchange, to connect, routine (adj), searchable, database, archive /'aːkaɪv/, to launch, blogger, to identify, fears, to replicate, to detect (a virus), forerunner, to infect (a computer), to spread, basement, to reignite /ri:1g'naɪt/, member, details.

1 Lead in to the topic by giving one or two examples of how you use the Internet. Put students in groups of three or four to brainstorm and list other uses. Monitor and help as necessary.

Give students time to read the introduction and compare their ideas with the uses mentioned. Elicit a range of uses from the class in a brief feedback session.

Sample answers

shopping, banking, working/doing business, meeting people/chatting online/sending emails, studying, sharing photos, looking up information/maps, listening to music, watching videos/TV programmes/films, reading books/newspapers/articles/blogs, playing games/watching sport

2 Focus attention on the heading of each article. Then give students a few moments to read the lines from the articles and do the matching task. Deal with any vocabulary queries if you didn't pre-teach some of the vocabulary in About the text.

Check the answers, asking students which words helped them link the lines to the articles.

Answers

1D 2A 3B 4C 5E

3 Read the instructions as a class. Put students in groups of 3 and let them choose which article(s) they want to read. With weaker students, get them to work in five groups with one article each to reduce the amount of reading. Get students to read their article(s) quite quickly and make notes. Monitor and help with any queries. The answers for each article are provided below for reference, but don't check the answers with the whole class at this stage.

Answers

Article 1 Ivan Pope [nationality not given]

First café with Internet access -1994, London.

First commercial café, *Cyberia* – 1995, London, quickly became fashionable. Cafés extended across world, different names in different countries. Internet cafés evolution of traditional cafés. Now less important – Internet access from laptops and phones.

Article 2 Alan Emtage from Barbados, then Mike Parker and Bill Heelan [nationality not given]

First searchable database - 1989, McGill University, Montreal

Ist database created lot of interest, Pope joined by Parker and Heelan – helped develop system called *Archie*. Search engines quickly became big business and more followed – *Excite* in 1993, *Yahoo/Lycos* in 1994 (60 million documents –largest of its time), *Google* launched in 1997 – now has 620 million visitors every day.

Article 3 Justin Hall, American

Jorn Barger [role, nationality not specified]

First blog –1994, website called *Justin's Links from the Underground*. [where not specified]

At first information about Internet, then wrote about personal life – attracted many readers. Word *blog* (short for *weblog*) invented by Jorn Barger, December 1997. Now estimated number of bloggers – 100 million worldwide. Hall been called 'founding father of personal blogging' by *New York Times*.

Article 4 John von Neumann, German mathematician; Bob Thomas, engineer from Cambridge, Massachusetts

Viruses predicted by von Neumann – 1949. [where not given]

First virus written by Thomas - 1971. [where not specified]

First virus called *Creeper* detected on ARPANET (forerunner of Internet) – early 1970s; *Creeper* didn't damage computers – message appeared on screen 'I'm the Creeper, catch me if you can!' More damaging viruses developed in 1980s with spread of personal computers – *Brain*, 1986; *Michelangelo*, 1991; *Love Letter*, 2000; *Storm Worm*, 2007.

Article 5 Randy Conrads, American [though nationality not specified]

First social networking site called *Classmates.com* – 1995. [where not specified]

1990s Internet access grew – possibility of reconnecting with old friends. Classmates.com immediately popular – exchanging life stories with old schoolmates/school romances reignited = 100 marriages in 1 year! Idea copies in many countries – Friends Reunited in UK; business

networking site *LinkedIn* (60 million+ members) and *MySpace* (180 million members) began 2003. Biggest site is *Facebook* created 2004 by Harvard University students — went worldwide in 2006; 750 million+ users; a film, *The Social Network*, been made about it. Development of micro-blogging site, *Twitter*.'

4 Regroup the students, making sure that each article is covered by at least one student in each group.

Demonstrate the activity by getting two or three students to give the names and nationalities from their article. Students continue exchanging the information about their Internet first in their groups. Remind them to refer to their notes and give the information in their own words, rather than reading out sections of the articles. Monitor and check for use of the passive and key vocabulary. Note down any common errors but feed back on them at a later stage.

During the feedback stage, elicit general reactions from the class about the history of the Internet firsts and how important they are in students' own lives.

5 Give students time to read the other articles and find the answers to the questions.

Let students check in their groups before checking with the class. Elicit students reactions' to the information in the articles and any personal experiences they want to discuss.

Answers

- 1 There is less need for Internet cafés now because people can connect to the Internet from their laptops and mobile phones.
- 2 The name of an Internet café in South Korea.
- 3 Archie was a searchable database. Its name comes from the word 'archive' without the 'v'.
- 4 The word *blog* is short for *weblog*. It was invented by Jorn Barger in December 1997.
- 5 The virus *Love Letter* broke hearts in 2000 by sending emails saying 'I love you' to tens of millions of computers.
- 6 Facebook has more users. MySpace has 180 million users and Facebook has more than 750 million.

Listening

ABOUT THE LISTENING

The recording for this final task consists of five short monologues in which people talk about the Internet firsts from the *Reading and speaking* section. Students listen and match the speakers to the firsts and focus on the parts of the recordings and key words that helped them. Students shouldn't have many problems with the vocabulary, but you could check the following items: in touch with, to tweet (= send messages on *Twitter*), to have an account, to keep up to date, to make contact, warning, frozen (of a computer), helpline.

6 T 10.10 [CD 3: Track 25] Read the instructions and focus attention on the photos of the speakers. Make sure students understand that the speakers don't mention the actual name of each Internet first. Play the recording through once without stopping and get students to match the speakers to the firsts. Let students check their answers in pairs before checking with the class.

Play the recording again to allow students to focus on the key words and sentences. With weaker students, pause the recording after each speaker and elicit the key words as a class activity. Elicit the words and phrases that helped students with the matching stage (see *Key words* below). Elicit students' reactions to the speakers. Ask if students share any of their opinions.

Answers and tapescript

Henry - blog

Key words: writer, maybe I'll write a novel, I write about my thoughts, my work, all my travels, I've written a kind of work biography, I have so many visitors and comments, I feel in touch with the world

Sandy - social networking site

Key words: I have an account, I like sharing photos with friends, it's a nice way of keeping up to date and sometimes making contact with old friends.

Liz - virus

Key words: a terrible shock, warning, everything was completely frozen, I rang the helpline, It had even infected the Stock Exchange.

Martin - Internet café

Key words: There aren't many left in my town, people have home computers and laptops these days, there are more and more places where you can access the Internet.

Barry - search engine

Key words: I conduct most of my life online, I book everything, I shop online, I check symptoms, I download recipes. I like the way 'google' has become a verb, I'll just google that and find out.

T 10.10

1 Henry

It's made for me. I'm a frustrated writer. One day maybe I'll write a novel. I write about my thoughts, my work, all my travels and I've even written a kind of work biography. I'm so pleased that I have so many visitors and comments. I feel in touch with the world. I tweet too.

2 Sandy

Yeah, I have an account and I go on it fairly often. I like sharing photos with friends. I love seeing their photos too, and it's a nice way of keeping up to date with them and sometimes making contact with old friends. I don't use it for anything more. Some people communicate a lot about their lives on it - I couldn't do that.

3 Liz

Actually it was a terrible shock. I went back to my machine and the screen was bright purple with large red letters across it saying WARNING. Everything was completely frozen. I rang the helpline and they said they'd had over fifty calls from people with same thing. It had even infected the Stock Exchange. Who are the sad individuals who do this, I want to know!

4 Martin

There aren't many left in my town. Just one, I think, on the High Street. It's because so many people have home computers and laptops these days and there are more and more places where you can access the Internet. I used them a lot when I was travelling.

5 Barry

I do so much online – I think I conduct most of my life online. I book everything – cinema, travel, my sports club; I shop online – clothes, food, presents; I check symptoms if I'm ill (actually, I've stopped doing this because I got too frightened by the answers); I download recipes. I could go on and on. I like the way 'google' has become a verb. I'm always saying 'I'll just google that and find out.'

7 Check the pronunciation of the items in the box. Then put students in groups of three or four to discuss their meaning. With weaker students, establish why type of word each one is (see *Answers* below). Monitor and help as necessary.

Check the answers with the class. Consolidate the meaning by eliciting sentences from the class about their own experiences, e.g. *Spam is just so annoying! I get lots of it every day.*

Answers

bookmark (verb/noun) – v = to record an Internet website, file, etc. in an electronic way so that you can easily find it again; n = a recorded file **download** (verb/noun) – to copy a file/material from one computer system to another or to a disk; n = the downloaded file/material **inbox** (noun) – a folder where a person's emails are received and held **mouse** (noun) – a small handheld device which is moved across a mat or flat surface to move the cursor on a computer screen **log in** (verb) – to go through the stages to begin using a computer, database, or system

spam (noun) – irrelevant or unwanted messages sent on the Internet to a large number of users

EXTRA IDEAS

- If your students are interested in the Internet, you could set up a project for them to research. Ask What else would you like to know about the Internet? Get students to brainstorm and list questions, e.g. How and when did YouTube start? Who had the idea for Wikipedia?, etc. Divide up the topics across the class with students working in pairs or small groups. Get them to do the research at home and report back to the class.
- Alternatively, students can brainstorm and list
 other inventions or discoveries that they think have
 revolutionized modern life. Set some questions to
 help students focus their research, e.g. When was it
 invented/discovered? Who invented/discovered it? How
 did it develop over time? In what ways has is changed
 our everyday life? Get students to do the research at
 home and report back to the class. They can then vote
 for the most important invention or discovery.
- With either option, encourage students to bring some visuals/recordings to support their presentation, e.g. a map and photos, an MP3 or recording on CD. If you have access to computers, students can give their talk with the support of a presentation program.
- When students give their presentation, ask them to come to the front of the class (or stand up in front of their group in larger classes) and make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes, but don't let them read the information from a script. Encourage the class/groups to ask questions to the presenters. Be generous with praise after students have presented their talk, as it can be rather nerve-wracking, especially for weaker students

WRITING (SB p115)

Discussing pros and cons - Social networking sites

The aim of this writing section is to help students write a discursive essay using linking words. The writing skills covered include planning and organizing notes, understanding the main purpose of each paragraph, and using linking words correctly.

- 1 Lead in by talking about your own use and opinion of social networking sites. Read the instructions as a class and ask students to write down their likes and dislikes of these sites. Ask students to share their ideas with a partner, and then with the class.
- 2 Pre-teach/check advantages/pros and disadvantages/cons. Check students understand that in the text they are going to write it's important to have a balance of positive and negative points.

Give students time to read the notes. Check comprehension of flooded with requests, private life, tagged (another user has included an image of you that might be available across the network) and addicted. Ask students how many of their ideas are included in the notes and elicit further pros and cons from the class as appropriate, e.g. It's good fun, It can help build businesses; People can write false/nasty things about you, It can be difficult to delete content. Check which pros and cons students think are the most important.

3 Ask students to read the text and discuss the purpose of each paragraph in pairs.

Answers

Check the answers.

Paragraph 1: expresses advantages/pros Paragraph 2: expresses disadvantages/cons Paragraph 3: expresses personal view

4 This stage highlights the use of linking words often used in discursive essays. Elicit where the first two linkers go as an example.

Put students in pairs to discuss where to put the rest of the linking words. Monitor and help as necessary. With weaker students, you could do the first paragraph as a class stage, with students working in pairs for paragraphs 2 and 3.

Get students to read out sections of the text with the linkers in place. Remind them to give any changes in punctuation. Write up on the board any sections that the students disagree on. Go through these with the class, helping students understand the use and/or position of the linkers (see *Overview of linkers* in *Answers* below).

Answers

Completed text

Social networking sites, such as Facebook, **clearly** have many advantages. **First of all**, they are an excellent way of keeping in touch with people in your life, **both** family and friends, **and** they are a great way of finding old friends. **Also**, you can communicate with these people at any time you want and in many ways, **for example** you can share your photos, your favourite music, and videos with them. **Another advantage is that you** can join groups with similar interests to yourself, **such as** sports, hobbies, and your work.

However, social networking sites also have many disadvantages. Firstly, you are often flooded with requests from unknown or unwanted 'friends'. Secondly, friends and family may find out too much about your private life and what is more you may hear about boring events in their lives. You can also be tagged in pictures that you don't want others to see. Finally, perhaps the biggest problem is that you can waste too much time on Facebook. Some people can even become addicted to it.

Despite the disadvantages, social networking sites are definitely here to stay. They are now one of the main means of communication worldwide. **The fact is that** we can't imagine our lives without them.

Overview of linkers

clearly – adverb used to that what you are saying is true; goes after an auxiliary verb or the verb be, or before a main verb.

First of all/Firstly, Secondly/Another (advantage) is that, Finally, — used when listing a number of similar points; usually go at the start of a sentences, followed by a comma.

both – used to show that your point refers to two things; goes before a noun.

and – used to link two clauses to give more information.

Also, /also – introduces a new piece of information; can go at the beginning of a sentence, followed by a comma, or goes between before a main verb, after the verb to be, and after a modal.

for example – introduces one or more examples; can link two clauses or go at the beginning of a sentence, followed by a comma.

such as – introduces one or more examples; goes in the middle of a sentence before a noun.

however, – introduces a contrast; often goes at the start of a sentence, followed by a comma.

what is more – used to introduce ad additional point; often goes at the start of a sentence, followed by a comma.

perhaps — used to say that you are not certain about something; can go at the start of a sentence, after the verb to be, or before a main verb.

even – used to give emphasis; goes between before a main verb, after the verb to be, and after a modal.

despite – introduces a contrast; goes before a noun or an -ing form.

The fact is that – used to give emphasis to the statement that follows; goes at the start of a sentence.

- 5 Give students time to add in any additional ideas to the text, working in pairs. Monitor and help, checking that students use an appropriate linker to join the new ideas to the existing text.
- 6 Ask students to choose one of the topics and brainstorm the advantages and disadvantages, Students can then work in pairs to check and help each other with further ideas. Monitor and help as necessary.

Give students time to write their essay in class or set it for homework. If possible, display the essays on the classroom wall/noticeboard to allow students to read each other's work. You could ask them to vote for the most interesting essay. When you check the students' work, point out errors but allow students to correct them themselves. Try to limit correction to major problems to avoid demoralizing the students.

LISTENING AND SPEAKING (SB p84)

Modern life drives me crazy!

ABOUT THE LISTENING

This section broadens the theme of the unit from technology to talking about modern life in general. The focus is on frustrations of everyday situations like travelling, using technology, and having too much to choose from in coffee bars.

Objects and places mentioned in the script are a *Game Boy* (a small portable gadget that you play computer games on) and *Starbucks* (an international chain of coffee bars with more than 17,000 stores in 55 countries). The types of coffee referred to in the recording are *latte*, *skinny latte* (with low-fat milk), *soya latte* (with soya milk), *cappuccino*, *Frappuccino* (a selection of coffees blended with ice and other ingredients, usually topped with whipped cream) *single/double shot* (of black coffee).

Some of the vocabulary may be new, so be prepared to pre-teach/check the following items, especially with weaker classes: to drive you mad/crazy, carriage (on a train), to grunt, to book online, password, recorded message, operator, to hold (= not put the phone down), traffic jam, nightmare (= a difficult or annoying situation), parking meter.

- 1 Lead in to the topic by telling the class three or four things that really annoy you. Then ask students to write down three things that annoy them. Give them a minute to think, and make sure that they write on a small piece of paper that they can hand to you. Collect the pieces of paper and keep them on your desk or in a box for when you do exercise 7 later in the lesson.
- 2 Focus attention on the photos of Jack. Ask *How old do you* think he is? (About 40.) Where is he in each photo? What problems is he having? Elicit the answers from the class.

Answers

Pictures from top:

On a train; a lady is talking on her mobile and a boy is playing a computer game while Jack is trying to read his paper.

On his computer; there is a problem with Jack's password.

On the phone; Jack is waiting to talk to an operator and having to listen to an answerphone message and music.

In his car; there is a problem with the traffic/another driver.

In a car park; the parking is very expensive.

In a coffee shop; there are a lot of different types of coffee to choose from.

3 T10.11 [CD 3: Track 26] Tell students they are going to hear Jack talking to his friend Alan about the stressful day he's had. Read the instructions and the items in the list. Deal with any vocabulary queries.

Tell students they don't need to understand every word to be able to do the task, and just to listen and tick the relevant topics in the list.

Play the recording through once without stopping. Students listen and tick the correct topics. Let students check their answers in pairs before checking with the class.

Answers and tapescript

the girl behind him the little boy parking booking a ticket traffic coffee bars

T 10.11 It drives me crazy!

A = Alan J = Jack

A Hi Jack! Over here! How was your journey?

J Huh! Not good! Not good at all.

A Why was that?

J Well, there was this girl in the seat behind and she was talking loudly on her mobile phone the *whole* journey. I know *every* thing about her life. I even know what she's going to wear when she goes out on Saturday night *and* I know what she's *not* going to wear.

A That drives me mad too! You know, not long ago trains had quiet carriages where you couldn't use your mobile phone.

J Well, they don't anymore. I couldn't read my paper with her yak, yak, yakking behind me. She told the same thing to at least four friends. Then I had this kid opposite me with his mother. He ...

A What was he doing to annoy you?

J He had one of these mini-computer things ...

A A Game Boy!

- J Yeah, one of those and he was head down playing this thing all the time zing, ping, bang all those noises coming from it. He never looked up once. When his mum asked him to say hello he just grunted, 'uh!'. So impolite!
- A I know. Kids these days, they're so badly-behaved. Did you book your ticket online this time?
- I I tried to.

J What happened?

- A Well, I followed the instructions, one by one, and got right to the end and it asked me for my password. Password? I didn't know I had one for train travel. So I thought 'OK, I'll ring instead.'
- A Maybe not the best idea.
- J Er no, so I rang the train company and of course I got the usual recorded message – you know the type of thing: 'I'm afraid all our operators are busy at the moment.' Then music and 'Thank you for holding. I'm afraid our operators are still busy.' And more music, so I gave up. I bought a ticket at the station.

A It drives you mad, doesn't it? Life's too short to spend so long on the phone. Still, I usually do enjoy travelling by train.

J Me too, usually. It's better than driving. I hate driving into town these days. There's too much traffic. It's just jam after jam. And it's impossible to find a parking space. Parking's a nightmare! And car parks and parking meters are so expensive.

A I know. I remember when you could park all day for 50p. Come on let's get out of here. Let's get a coffee.

J OK, but not Starbucks. I can't stand Starbucks.

A Why? I like the coffee.

J It's the size of the cups. They're all huge. Even the small one is too big for me and the biggest is so big, it's enormous, and there's so much choice – latte, skinny latte, soya latte, cappuccino. Frappuccino, single shot, double sh...

A OK! OK! Modern life! There's a small coffee bar round the corner. Let's go there. 4 T10.11 [CD 3: Track 26] Elicit one or details about what made Jack's day stressful. Put students in groups of three or four to continue pooling their knowledge. With weaker students, you could do this as a class stage, writing up key points under each of the relevant topics from exercise 3. Play the recording again. Let students discuss each of

Jack's complaints in as much detail as possible. If students have problems getting all of the details, play selected sections of the recording again.

Check the answers with the class.

Answers

The girl talked loudly on her mobile phone the whole journey.

The little boy played on his Game Boy, which made a lot of noise.

He was also impolite.

He couldn't book a ticket online because he didn't have a password. When he tried to phone, he got a recorded message.

It's impossible to find a parking space, and car parks and parking meters are very expensive.

There is too much traffic, and there are always traffic jams. Cups of coffee are too big, and there is too much choice.

5 Give an example of when you've had a similar complaint to Jack. Allow students a few minutes to think of examples of their own. Elicit examples across the class and let students ask questions as appropriate. Establish which aspects of life students find most annoying.

What do you think?

6 Read the instructions as a class. Elicit possible complaints for one or two of the generations as examples. With weaker classes, feed in useful language and write it up on the board, e.g.

I want + noun

I really want to ...

I can't ... / I'm not allowed to ...

(Young people) never ...

People are always ... + -ing

It drives me mad when ...

I hate the way people ...

Why do (older people) ...?

I can't stand it when ...

The thing that annoys me is ...

Put students in groups of three or four to discuss their ideas. Monitor and help as necessary.

Elicit a range of answers from the class. Establish which generation students think complain the most.

Sample answers

very young children

I want my mummy/daddy.
I don't want to go to bed now.

teenagers

I want a new mobile.

I can never stay out later than 10 p.m.

parents

Why do my children always behave badly in shops?

I hate the way my children won't each fruit and vegetables.

the middle-aged

It drives me mad when people have their iPod on loud. Why do teenagers hang around on street corners all the time?

old people

Young people never say *please* or *thank you* any more. My children are always saying how difficult life is.

7 Read out some of the pieces of paper you collected at the start of the lesson. Ask the class to guess who wrote each one. Keep the pace here fairly brisk and move on if students are not sure of the answer.

SUGGESTION

If you would like to extend the topic of what annoys people, you can set up a class survey on everyday frustrations. Get students to brainstorm ideas as a class. Elicit a range of ideas and write them on the board, e.g. queuing in shops and public places, people who drop litter, opening packaging, people who aren't polite when they're driving, getting a parking ticket, unhelpful shop staff, etc.

Ask students to choose their favourite eight frustrations and write survey questions, e.g.

What do you think of people who don't queue? Are they:

a extremely frustrating?b very frustrating?c a bit frustrating?d not frustrating?

Students write or type their questions onto a worksheet and then survey the rest of the class. Ask students what aspects of life students find most frustrating.

Roleplay

Read the instructions as a class. Put students in pairs to write the conversation. Tell them to decide first who they are, and how old they are. Then tell them to make a short list of things that went wrong. They can use ideas from the listening, from the What do you think? section, or their own ideas. With weaker students, you could brainstorm other ideas as a class, e.g. arriving late for work/school, having computer problems, being given a lot to do at work/school, losing something, breaking something, getting lost, etc. You could also feed in suitable responses for the character who is listening to the person who's complaining, e.g. Oh, dear. What happened then? That sounds awful. You poor thing, etc.

Give students time to prepare their conversations. Monitor and help as necessary. Let students rehearse their conversation a couple of times before acting it to the class. If you are short of time, you could get students to learn their lines at home and act out the conversations at the beginning of the next class.

EVERYDAY ENGLISH (SB p85)

On the phone

A POSSIBLE PROBLEMS

There is a specific way of saying telephone numbers in English which may be different from the students' own language.

- Telephone numbers are said one by one. We don't put numbers together as many languages do, e.g. 71 is seven one, not seventy-one. 0 is pronounced /əu/ in British English and read as zero in American English.
- In British English, two numbers the same are usually read as *double*, e.g. 33 is *double three*. American English uses *two two*, etc, not *double two*. There is a

slight pause between groups of numbers when the phone number is long, e.g. 020 (pause) 7927 (pause) 4863. The intonation falls at the end of each group, e.g.

020 7927 4863

- In the UK, home telephone numbers generally have six digits, e.g. 633488. They are preceded by an area code, e.g. 020 is the code for London. Numbers beginning 07 are mobile numbers. In the UK, 0800 indicates a freephone number for which there is no charge to the person making the call. It is read 0/əu/eight hundred.
- The emergency services in the UK is 999 (= nine, nine, nine). There are a number of providers for directory enquiries, reached by dialling 118 plus another three digit number e.g. 118 500 or 118 888.
- 1 T10.12 [CD 3: Track 27] Focus attention on the phone numbers. Play the recording and get students to repeat. Check they mark the pauses between the sets of numbers and the falling intonation. Then ask students to practise the telephone numbers in pairs. Monitor and check. Correct and drill any mistakes carefully. Check how the four numbers mentioned were expressed.

Answers and tapescript

0 = /ou/ 00 = double /ou/ 99 = double 9 0800 = /əʊ/ eight hundred

T10.12 On the phone

07700 900 333 0049 021 37474 0115 496 0499 0800 142 2466

2 T10.13 [CD 3: Track 28] Tell students they are going to hear four telephone numbers. Play the first number as an example and get students to say it back to you.

Play the recording to the end and get students to write the numbers. Let students compare their answers in pairs before checking with the class. Make sure students read the answers correctly as phone numbers, with the correct grouping, pauses and intonation, use of /əu/ and double.

Answers and tapescript

01632 960200 0207 9460558 029 2018 0763 0061 44 501277

3 Read the instructions as a class. Tell students the number for emergency services and directory enquiries in the UK (see *Possible problems* above). Give two or three examples of phone numbers that are important to you.

Put students in pairs or groups of three to discuss the questions. Alternatively, students can do this as a mingling activity. Monitor and check for correct reading of the phone numbers. Note any common errors and highlight and correct them after the discussion stage. Drill key numbers as appropriate. Establish which students in the class have a good memory for numbers. Ask students if they think having a mobile phone has made people less good at remembering phone numbers.

4 T10.14 [CD 3: Track 29] Read the instructions and questions as a class. Check comprehension of *landline*. Tell students they are going to hear four conversations between people who are connected through work. Write up the names used in the conversations in random order on the board: Carol, Brian, Flora, Emma, and Adam.

Play conversation 1 as an example and elicit the answers to the questions. Play the rest of the recording and get students to note down the answers. Let students check their answers in pairs before checking with the class. Play relevant conversations again if students missed any of the key information.

Answers and tapescript

Conversation 1

- 1 Adam is speaking to Brian.
- 2 They're on a mobile.
- 3 They are away from the office.
- 4 Brian wants to rearrange a meeting.
- 5 They work together and they know each other well.

Conversation 2

- 1 Adam is speaking to Carol.
- 2 They're on a landline.
- 3 Carol is in the office and Adam isn't.
- 4 Adam wants to speak to Brian. He asks Carol to take a message.
- 5 They work together and they know each other well.

Conversation 3

- 1 Emma is speaking to the receptionist, Donna, and then to Brian's secretary, Flora.
- 2 They're on a landline.
- 3 The receptionist and secretary are in the office. Emma is at Digby and Moss Associates.
- 4 Emma wants to speak to Brian. He isn't available at first and then his secretary puts her through.
- 5 They don't know each other.

Conversation 4

- Carol is speaking to Flora.
- 2 They're on a landline.
- 3 The secretary is in the office and Carol isn't.
- 4 Carol wants to speak to Brian. He isn't available and she leaves a message.
- 5 They know each other well.

T 10.14

A = Adam (businessman) B = Brian (businessman, Adam's friend)

C = Carol (Brian's wife) D = Donna (receptionist)

E = Emma (businesswoman) F = Flora (Brian's secretary)

1 Brian and Adam

A Sorry Brian, you're breaking up. I couldn't hear that.

- **B** I know Adam, it's not a good **line**. But, listen, I'm calling because I can't **make** it on Thursday. Are you free on Friday?
- A Friday? I'm not sure. Can I get back to you?
- B Sure. That's fine. Text me. Speak later!

2 Adam and Carol

- A Hello, Carol, it's Adam. I'm trying to get hold of Brian.
- C I'm afraid he's not in. Have you tried his mobile?
- A Yeah. I tried that first but he's not answering.
- C It's probably switched off.
- A Oh, OK. Can you give him a message then?
- C Of course.

3 Donna, Emma, and Flora

- D I'm afraid Brian's line's busy. Would you like to hold?
- E Yes, please.
- D It's ringing for you now.
- E Thank you.
- F Hello. Brian Doyle's office. Flora speaking.
- E This is Emma Smith from Digby and Moss Associates.
- F Oh, good morning Ms Smith. I'll put you through immediately.

4 Flora and Carol

- C Hi, Flora. Can I speak to Brian, please?
- F Oh, I'm afraid he has someone with him at the moment. Is it urgent?
- C Just tell him Carol rang and I'll see him this evening.
- F Will do. I hope there isn't a problem.
- 5 T10.14 [CD 3: Track 29] Elicit the first missing word as an example. Put students in pairs to complete the conversations. Monitor and help as necessary. With weaker students, you could put the missing words in random order up on the board to provide additional support.

Play the recording again and let students check their answers.

Answers and tapescript

See exercise 4.

6 Put students in new pairs and let them choose one of the four conversations. If a lot of students choose the same one, you may have to adapt their choice to ensure they cover all four conversations. If you have time in class, let students rehearse the lines until they have learnt them by heart. Monitor to help with pronunciation. Ask students to act out their conversation to the class. If you are short of time, get students to learn the lines at home and act out the conversations at the beginning of the next class.

Roleplay

Tell students they are going to roleplay three conversations from situations provided in the Student's Book. Explain that students need to make a decision or suggestion, or come to an agreement in the conversations.

Put students in A/B pairs and refer the A students to SB p152 and the B students to p154. Give them time to read their roles

and situations, and deal with any vocabulary queries. Check students understand who has to start the conversation each time: 1 Student A, 2 Student B, and 3 Student A. With weaker students, elicit the key language students will need for each call and write up key words on the board as prompts.

Give students time to prepare their roles. Monitor and help as necessary. If possible, put students' chairs back to back, so they can't see each other's lips when they do the roleplay and so they have to rely on what they hear.

When students have finished, ask a few pairs to perform one of their calls again in front of the class.

Don't forget!

Workbook Unit 10

Ex. 7 Reading – Look who we found on the Internet!

Ex. 8-9 Listening - Disastrous Internet dates

Ex. 11 Pronunciation - Silent letters

Ex. 12 Just for fun!

Word list Unit 10 (SB p149 and TRD)

Remind your students of the Word list for this unit on SB p149. They could translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Teacher's Resource Disc

Unit 10 Test

Pronunciation Book Unit 10

Video/DVD Episode 10

ADDITIONAL MATERIAL

Teacher's Resource Disc

Communicative activity Unit 10





Life's what you make it!

Present Perfect Continuous • Tense Review • Birth, marriage, and death Good news, bad news

The overall theme of this unit is life's ups and downs. The story of an extraordinary music teacher provides the context for contrasting the Present Perfect Simple and Present Perfect Continuous. Tense practice is also provided in an information gap on the singer Charlotte Church. Listening and speaking gives further consolidation of the main tenses with a focus on two friends who haven't met since school. Reading and speaking has a focus on four generations of the Getty family. The Vocabulary and listening and Everyday English sections are linked by practising the vocabulary of birth, marriage, and death, and the language of giving good and bad news. The Writing section focuses on filling in forms.

LANGUAGE INPUT

GRAMMAR

Present Perfect Continuous (SB p86)

- Tense review (SB p86)
- Reviewing Present Perfect Simple, and understanding and practising Present Perfect Continuous.
- · Reviewing and consolidating the key tenses covered in the course.

VOCABULARY

Birth, marriage, and death (SB p92)

Understanding and practising the vocabulary of birth, marriage, and death.

EVERYDAY ENGLISH

Good news, bad news (SB p93)

Understanding and practising the language of giving good and bad news.

SKILLS DEVELOPMENT

READING

Four generations of Gettys (SB p90)

Profiles of four members of the Getty family and the problems they experienced in their lives.

LISTENING

haven't seen you for ages! (SB p89)

- Listening for key information in a conversation between two old friends. T 11.4 (SB p133/TRD)
- Listening and completing key questions in part 2 of the conversation. T11.5 (SB p133/TRD)
- Listening for key information about someone's life. T 11.6 (SB p133/TRD)

SPEAKING

Talking about you (SB p87)

Tense review (SB p88)

Alison's life (SB p92)

Poleplay (SB p89)

What do you think? (SB p90)

Project (SB p90)

- Practising Present Perfect Simple and Continuous in a personalized way.
- Asking and answering questions in an information gap to review key tenses.
- · Roleplaying a conversation with a friend you haven't seen for a long time.
- · Discussing and comparing the lives of the people featured in the reading text. · Researching and presenting information on a famous family.

WRITING

Filling in forms (SB p116)

Practising following instructions on an application form, and completing a form.

MORE MATERIALS

Photocopiables – Present Perfect picture race (TB p174), (TRD



STARTER (SB p86)

This section provides a brief preview of the new structure: the Present Perfect Continuous. Use it as an opportunity to see how well students cope, but don't go into a full presentation of the tense at this stage.

- 1 Ask the question to the class and elicit one or two examples. With weaker students, you could briefly review the use of *for* and *since*.
 - Students work in pairs to ask and answer the questions. Ask a few students to report back about their partner.
- 2 Answer your students' questions.

ANYONE CAN SING! (SB p86)

Present Perfect Continuous and tense review

ABOUT THE TEXT

The introduction of the Present Perfect Continuous and the tense review is contextualized in a profile of a choirmaster, Gareth Malone, who has helped to make choral singing more popular and convince people that anyone can sing in a number of reality TV series.

Several places and institutions are mentioned in the profiles.

Bournemouth /'boɪnməθ/ is a town on the south coast of England, popular as a seaside resort, a centre for English language schools, and as a place to live after retirement.

A *grammar school* in the UK is usually for children aged 11–18 who have passed a special examination.

The University of East Anglia is a public research university established in 1963 and based in Norwich, the biggest city in the East Anglian region.

The London Symphony Orchestra (LSO) is a major orchestra in the UK and one of the best-known orchestras in the world. Since 1982, it has been based in London's Barbican Centre, one of the largest performing arts centres in Europe.

The Royal Academy of Music is the UK's oldest music school, located in central London. The BBC (British Broadcasting Company) is one of the largest broadcasters in the world with headquarters in the City of Westminster, London. A BAFTA (British Academy of Films and Television Arts) is a prize given each year by BAFTA for the best films, TV programmes, actors, etc.

SUGGESTION

You could ask students to read Grammar Reference 11.1 on the Present Perfect Continuous for homework before beginning this presentation. They don't need to spend more than 5–10 minutes on it and tell them not to worry if they don't understand it all.

↑ POSSIBLE PROBLEMS

The tenses covered in previous units and reviewed here are:

Present Simple and Continuous – Unit 2 (TB p20) Past Simple – Units 3 (TB p32) and Unit 9 (TB p113)

Present Perfect Simple - Unit 7 (TB p86)

In Unit 7, several uses of the Present Perfect Simple were presented and practised. Your students should be familiar with the form of the Present Perfect by now, but they are still likely to make mistakes in the different uses of the tense.

In this unit, the Present Perfect Continuous is dealt with relatively lightly. This is because at pre-intermediate level, it is unrealistic to expect students to perceive all the differences of meaning between Present Perfect Simple and Continuous.

Common mistakes of form

- *I been learning English for three years.
- *I've learn English for three years.
- *I've been learn English for three years.

The concepts expressed by the Present Perfect Continuous are often expressed in other languages by either a present tense or a form of the Present Perfect Simple. Many languages manage without the need to express the ideas inherent in the continuous aspect, but it is used very naturally in English, e.g. *I've been learning English for three years* sounds much more natural than *I've learned English for three years*. But *I've lived here all my life* sounds better than *I've been living here all my life*, because the continuous aspect often implies a temporary action.

When the Present Perfect refers to an activity with a result in the present, it can be difficult to know whether to use the simple or continuous tense. The following two sentences refer to the same action, but mean very different things:

I've painted the bathroom. (a completed action and the result is that the bathroom painting is finished)

I've been painting the bathroom. (a recent activity which may or may not be finished)

If a completed quantity is stated, the Present Perfect Simple must be used, not the Continuous. This is because of the idea of activity in progress in the continuous and the idea of completion in the simple, e.g. *I've written three letters today.* Finally, students may need reminding that some verbs, e.g. *know*, *like*, etc. are not used in continuous tenses.

Common mistakes of use

- *I learn English for three years.
- *I've been knowing her for a long time.
- *I've been writing three letters today.
- *I'm hot because I've run.
- 1 This is a light-hearted lead-in to the topic. Say whether you think you can sing and give a quick demonstration. Put students in groups or five or six to survey their classmates. Alternatively, they can do the survey as a

mingle. Encourage students to prove if they have a good or bad voice, but don't force students to sing if they feel too self-conscious.

Elicit feedback about who can sing well and, if appropriate, establish who are the best singers in the class.

2 Focus attention on the photos of Gareth and check pronunciation of his name: /ˈgærəθ/. Ask What do you think he's like? (He looks friendly. He seems to be popular with young people. He's probably a very good teacher.)

Pre-teach/check choir /ˈkwaɪə/, choirmaster, and postgraduate course. Read the instructions as a class and focus attention on the chart. Put students in pairs to find the information and answer the questions. Monitor and help as necessary.

Check the answers with the class.

Answers

Gareth started playing the piano at the age of three. He started singing in his school choir at the age of 10. He started teaching singing in schools at the age of 23. He started working for the LSO at the age of 26. He ran their Youth Choir. He did a postgraduate course at the Royal Academy of Music in London from the age of 27–30. At the age of 32 he started making music programmes for BBC TV. He's still teaching music now.

3 Pre-teach/check to win an award. Ask and answer question 1 across the class an as example. Put students in pairs to complete the task. Monitor and help as necessary. Check the answers by getting students to ask and answer across the class. Get them to give full answers to consolidate the tense use. Correct any mistakes carefully.

Answers

- 1 He was born in Bournemouth, England, in 1975.
- 7 He moved to London in 1985.
- 3 He studied Drama.
- 4 He worked for the LSO for eight years.
- 5 He's won two awards.
- 6 He's been married since he was 33.
- 7 He has one daughter, Esther.
- 8 He's still teaching music and making radio and TV programmes. He's still living in London.
- **T11.1** [CD 3: Track 30] This stage introduces questions in the Present Perfect Continuous, alongside consolidation of the Past Simple and Present Perfect. Students also practise the time references *in*, *when*, *since*, and *for*. Elicit the answer for question 1 as an example. Give students time to complete the matching task, working individually.

Let students check in pairs before playing the recording as a final check. Play the recording again, pausing after each question for students to repeat chorally and individually. Pay close attention to the weak pronunciation of has /əz/ and been /bɪn/ in the Present Perfect questions:

/əz/ /bɪn/

How long has he been teaching singing? Put students in pairs to ask and answer the questions. Monitor and check for good pronunciation.

Answers and tapescript

Gareth Malone

- 1 A When did he start playing the piano?
 - B When he was three.
- 2 A How long has he been playing the piano?
 - B Since he was three.
- 3 A When did he start teaching singing?
 - B When he was 23.
- 4 A How long has he been teaching singing?
- B Since he was 23.
- 5 A When did he make his first TV programme?
 - B In 2007.
- 6 A How long has he been making TV programmes?
 - **B** Since 2007.
- 7 A How many programmes has he made?
 - B Three.
- 8 A How long has he been living in London?
 - B For about 30 years.

GRAMMAR SPOT (SB p87)

1 Read the sentences as a class and check the names of the tenses. If your students didn't read the Grammar Reference before the lesson (see *Suggestion* above), they will need help in naming the Present Perfect Continuous. With weaker students, check what the contraction 's stand for in the second and third sentences (*has*).

Answers

He **made** his first TV programme in 2007 and he still **makes** them. (Past Simple, Present Simple)
He's **been making** programmes since 2007. (Present Perfect Continuous)
He's **made** three so far. (Present Perfect Simple)

2 Give students time to complete the questions. Check the formation of the questions and elicit the answers. Highlight the form of the Present Perfect Continuous on the board:

Question word + has/have + subject + been + -ing ...?

How long + has + he + been + making ...?

To reinforce the difference between the two uses, ask Which tense asks about the activity of making TV programmes? (Present Perfect Continuous) and Which asks about the number of programmes made? (Present Perfect Simple). Point out that we need to use the Present Perfect Simple to talk about a completed action and when we give a number or quantity.

Answers

How long **has** he **been making** TV programmes? **Since 2007**. How many programmes **has** he **made** so far? **Three**.

- 3 Read the notes as a class. Elicit possible sentences in the Present Perfect Simple with the verbs listed, e.g. I've been unemployed for three months, I've had my new car since last week, I've known my best friend since school, We've always loved going to the theatre.
- ▶▶ Grammar Reference 11.1 on p145

PRACTICE (SB p87)

Discussing grammar

1 Elicit the correct tense in sentence 1 as an example. Give students time to complete the task, working individually. Put students in pairs or small groups to discuss their answers. Students may well may mistakes at this early stage, so consolidate the rules as you check the answers.

Answers

- 1 have you been waiting (because the activity began in the past and continues to the present)
- 2 bought (because it's a past activity at a definite time a few months ago)
- 3 has been looking (because the activity began in the past and continues to the present)
- 4 have you had (because *have* to express possession is a state verb, not an activity, so it cannot go into the continuous)
- 5 has been talking (because she is still talking)
- 6 's spoken (The continuous is not possible because the number of friends (six) is given.)

Asking questions

2 T11.2 [CD 3: Track 31] Focus attention on the examples. Get one student to read sentence 1 and another student to ask the question with *How long* ...? The first student gives the answer. Elicit other possible answers, e.g. *About six months*, *Since she finished her course*, *For ages*, etc. With weaker students, elicit the questions students will need to ask before the pairwork.

Put students in pairs to ask and answer. Monitor and check for accurate tense use, question formation, and use of time expressions in the answers. Note any common errors and correct these carefully with the class before the listening stage.

Play the recording and let students compare their answers. If you think your students would benefit from further practice, refer them to T11.2 on SB p133 and get them to read the conversations.

Answers and tapescript

- 1 A My sister's working in New York.
 - B How long has she been working there?
 - A Only a couple of months.
- 2 A I'm training to run the marathon.
 - B How long have you been training?
 - A Since Christmas. Wish me luck!
- 3 A My boss is on holiday.
 - B How long has he been away?
 - A Two weeks. It's great without him!
- 4 A I'm learning how to drive.
 - B How long have you been learning?
 - A Nearly two years. I've failed my test three times.
- 5 A I know Maria very well.
- B How long have you known her?
- A Since we were at school together.
- 6 A I have the new iPad.
 - B How long have you had it?
 - A I only got it yesterday.

Talking about you

3 Elicit the verb form for number 1 as an example. Give students time to complete the questions, working individually. Check the formation of the questions, then drill the pronunciation. With weaker students, ask the questions round the class.

Put students in pairs to interview each other using the questions. Monitor and check for accurate question formation, and use of time expressions in the answers. Note any common errors and correct these carefully with the class after the pairwork.

Answers

- 1 How long have you been coming to this school?
- 2 How long have you used/have you been using this book?
- 3 Which book did you use before this one?
- 4 How long have you known your teacher?

What have they been doing?

4 This activity practises the other use of the Present Perfect Continuous, to talk about present result of a past activity. It differs from the similar use of the Present Perfect Simple, practised in the following exercise, which is used to talk about results of a completed past action, especially when we give a number or quantity.

Pre-teach/check to dig and to have no money left. Read the instructions as a class and focus attention on the example. With weaker students, elicit the questions students will need to ask, using the word provided with each picture.

Put students in pairs to ask questions with *Why?* and provide suitable reasons. Monitor and check for accurate use of the Present Perfect Continuous. Note any common errors and correct these carefully with the class after the pairwork.

Check the answers by getting students to ask and answer across the class.

Sample answers

- 1 A Why are the students bored?
 - B Because the teacher's been talking for hours.
- 2 A Why has he got a sore throat?
 - **B** Because he's been singing a lot/too much.
- 3 A Why are they tired and dirty?
- B Because they've been playing rugby.
- 4 A Why has he got backache?
 - **B** Because he's been digging the garden.
- 5 A Why is she covered in paint?
 - **B** Because she's been decorating/painting her flat.
- 6 A Why have they got no money left?
 - B Because they've been shopping.
- 5 T11.3 [CD 3: Track 32] Focus attention on the example. Ask students why we use the Present Perfect Simple here (because *understand* isn't used in the continuous). Also point out that we need the Present Perfect Simple in the other sentences to talk about a completed action and when we give a number or quantity.

Give students time to complete the sentences and check their answers in pairs.

Tell students that the recording contains the questions from exercise 4 and both the answers from exercises 4 and 5. Play the recording and let students check their answers.

If you think your students would benefit from further practice, refer them to T11.3 on SB p133 and get them to read the conversations.

Answers and tapescript

1 A Why are the students bored?

B Because the teacher's been talking for hours and they haven't understood a word.

2 A Why has he got a sore throat?

B Because he's been singing too much. He's sung every night for the last three weeks.

3 A Why are they so tired and dirty?

B Because they've been playing rugby, but they're happy because they've won the match.

4 A Why has he got backache?

B Because he's been digging the garden. He's planted six rows of cabbages.

5 A Why is she covered in paint?

B Because she's been decorating her flat. She's painted two walls already.

6 A Why have they got no money left?

B Because they've been shopping. They've spent over £200.

PHOTOCOPIABLE ACTIVITY

UNIT 11 Present Perfect picture race TB p174

Materials: One copy of the worksheet cut up for each pair of students.

Procedure: Explain that students are going to have a race to see who can be the first to match a set of pictures with a set of sentences and so practise the Present Perfect Simple and Continuous. Briefly review the tenses by writing the following jumbled sentences on the board:

he's / his / He's / because / happy / room / tidied been / tired / he's / tidying / room / because / He's / his

Elicit the sentences in the correct order and check the names of the tenses. Also briefly check the use of the tenses (Present Perfect Simple focuses on the completed action, Present Perfect Continuous focuses on the activity in progress).

He's happy because he's tidied his room. (Present Perfect Simple)

He's tired because he's been tidying his room. (Present Perfect Continuous)

- Put students into pairs and hand out a set of jumbled pictures and a set of jumbled sentences to each one.
 Pre-teach/check to feed a baby and to pack. Tell students that they need to match as quickly as possible and to write the letters that correspond to the pictures next to the sentences. They also need to get all the task right to win the race.
- Say 3, 2, 1, go! and get students to lay out the pictures and sentences face up. Students match the sentences with the pictures and write the correct letter. Monitor and check students are matching correctly. If they make a mistake, get them to review the pairings but don't tell them the correct answer at this stage.

 The first pair to match all the pictures and sentences correctly are the winners. Then check the answers with the class.

Answers

1g 2h 3e 4f 5j 6i 7l 8k 9c 10d 11a 12b

• As an extension, get students to put the sentence cards to one side and to put the picture cards face down on the desk in a pile. Students take it in turns to turn over a picture and make a new sentence about the image in the Present Perfect Simple or Continuous, e.g. She's been using a drill. She's put a vase on the shelf. Monitor and help with vocabulary. Also check for accurate use of the Present Perfect Simple or Continuous.

ADDITIONAL MATERIAL

Workbook Unit 11

Ex. 1-3 Present Perfect Simple

Ex. 4-7 Present Perfect Continuous

SPEAKING (SB p88)

Tense review

In this information gap activity students ask each other questions to find out about the Welsh singer Charlotte Church. The class will be familiar with doing information gap tasks of this type, but it is worth setting up the task carefully and reminding students to look at their information only, and to exchange the key information through speaking.

ABOUT THE TEXT

Charlotte Church came to fame as a classical singer when she was just a young child. She was born in Cardiff, the capital of Wales, in 1986. Her big break came at the age of 11 when she sang the song Pie Jesu over the phone on the television show This Morning in 1997, followed by her performance on the TV show Big, Big Talent Show in the same year, Her debut album, Voice Of An Angel, was released in 1998. Charlotte had great success with her early career and has since branched out into pop music and presenting TV chat shows. Her relationship with Welsh international rugby player, Gavin Henson, was much publicized in the press. The couple have two children but are no longer living together. Other musical references in the text are: The London Palladium (a popular theatre known for its musicals and variety shows), The Royal Albert Hall (a concert hall located in the City of Westminster) and Madame Butterfly (an opera by Puccini first performed in 1904).

1 Lead in by focusing students on the photos of Charlotte. Ask What type of music do you think she sang as a child and now sings as an adult?

Pre-teach/check angel, natural, nan (= informal for grandmother), and show tunes. Give students time to read the text. Check what students find out about Charlotte's family.

Ask students *Do you know anything else about Charlotte?* Have you ever heard one of her songs? Build up any information/opinions on the board in preparation for exercise 2.

Answers

Everyone in her family sings.
Charlotte has always sung.
Her mum and dad love classical music and her nan used to sing show tunes.

2 Tell students they are going to find out more about Charlotte's life and career. Pre-teach/check voice, seaside, to sing in public, to be dragged off stage, talent show, to perform, to release an album, to host a chat show, Welsh. Divide the students into A/B pairs. Refer the A students to page 152, and the B students to page 154. Explain that each text has different missing information and that students need to use the word prompts in brackets to ask questions to find out the missing answers. Point out that students may need to spell some of the answers. With weaker students, briefly review the alphabet and commonly confused letters, e.g. the vowels a/e/i/o/u, g and j, m and n, etc.

Give students four or five minutes to read through their information. Monitor and help as necessary. Focus attention on the examples on SB p88 and model the activity by getting two students to ask and answer across the class. With weaker classes, get students to prepare the questions they need to ask first, using the prompts in brackets. You could put students into groups of all A students and all B students to do this, then regroup into A/B pairs for the information exchange.

Give students time to ask and answer the questions and complete their information. Monitor and check for correct question formation and tense use. Note down any common errors for correction after the pairwork.

Students can put their texts together to check their answers or you can get them to read out sections of the completed text, spelling the names of places that were missing in the text. Highlight and correct any major errors in question formation or tense use from the pairwork stage.

Answers (complete text)

Charlotte Church is an ordinary girl with an extraordinary singing voice. She was born in Cardiff, Wales in 1986. She's been singing in public since she was three years old, when she sang at a seaside holiday camp. She had to be dragged off stage. When she was 11, she rang a talent show and sang 'Pie Jesu' down the phone. She's been singing on TV shows ever since and has also given concerts at the London Palladium and the Royal Albert Hall. She performed in front of the US president when she was just 14.

She has sold **over 10 million** albums worldwide and has earned **over £11 million**. Charlotte is a classical singer but she likes all kinds of music. She'd love to sing her favourite opera *Madame Butterfly*, but she has also been trying to become a pop singer. She has released **two** pop albums so far, *Tissues and Issues* in 2005, and *Back to Scratch* in 2010. Charlotte is not just a singer. She's recently been hosting her own chat show *The Charlotte Church Show* for which she won an award. Overall she's won **eight** awards for her singing and TV appearances.

At 19 Charlotte began a relationship with the **Welsh rugby star**, Gavin Henson. They had two children, Ruby in 2007 and Dexter in 2009, but split up in **2010**.

SUGGESTION

You could obtain one of Charlotte Church's songs for use in class. Check the lyrics first on one of the online website to check the language is suitable. Possible tasks include gapping key words, jumbling the verses/lines, breaking lines for matching, comprehension tasks like true/false, etc.

ADDITIONAL MATERIAL

Workbook Unit 11
Ex. 8 and 9 Tense review

LISTENING AND SPEAKING (SB p89)

I haven't seen you for ages!

ABOUT THE LISTENING

This skills section gives the opportunity to consolidate key tenses and reinforce the use of the Present Perfect Continuous in the context of two old friends, Mike and Sophie, catching up on news.

People and places mentioned in the script are Bedford (a large town in the county of Bedfordshire, in the east of England), Ragnar /'rægnoː/ (a man's name in Swedish), and H&M (a Swedish clothing company, known for its high-street fashion. It has over 2,300 stores in 41 countries.)

Students should have little problem with the vocabulary and suggestions for pre-teaching one or two key items are given in the exercise notes below.

- 1 Lead in by giving examples of a few friends you had as a child. Read the instructions as a class and give students a few moments to write down the names of their friends. Put students in pairs to discuss the questions. Monitor and help as necessary.
 - Elicit a few examples from the class in a short feedback session.
- 2 Ask Are there websites where you can find old friends in your country? What are the names of the websites? Have you ever used one? Why/Why not?

Focus attention on the photo and ask students to identify Sophie and Mike. Pre-teach/check promise (n), to keep in touch, to catch up (on news/with someone).

Read the instructions as a class and then give students time to read Sophie's message and Mike's reply.

Check the answers.

Answers

- They are Mike Elliot and Sophie Hansson (Sophie Simpson before she got married).
- They were friends at school in Bedford from 1996–2002.
- Sophie is married. She's been trying to find information about Mike for a while. Mike is still single but he's been going out with a girl for a while. He's working in Madrid.

T11.4 [CD 3: Track 33] Tell students they are going to hear Sophie and Mike as they meet up for the first time since their schooldays. In their conversation, it's mainly Mike who gives his news. Ask students to predict what things he is likely to talk about, e.g. family, work, where they live, etc. Pre-teach/check wise, to be based in, headquarters, to be fun, Swedish, it's your turn. Give students time to read statements 1–6.

Play the recording as far as *you haven't changed a bit* and elicit the answer to number 1. Play the rest of the recording through without stopping. Put students in pairs to discuss the statements and decide in they are true or false. Play the recording again only if students missed a lot of the key information.

Answers and tapescript

- 1 False. Mike says Sophie hasn't changed a bit.
- 2 False. He's been working in Madrid for 18 months.
- 3 True
- 4 False. His girlfriend's English is much better than his Spanish.
- 5 True
- 6 False. Sophie has been trying to learn Swedish for the last few years.

T 11.4 I haven't seen you for ages!

S = Sophie M = Mike

- 5 Mike! I'm over here!
- M Sophie! You look great! You haven't changed a bit.
- S Oh, I don't know. It's been over ten years. I'm definitely older if not wiser.
- M Well, you look just the same to me. Come on! We've got over ten years to catch up on and not a lot of time! My plane leaves at 7.00 this evening.
- 5 Tell me about you first. How long have you been working in Madrid? What are you doing there?
- M Well, I work for a big international IT company and at the moment I'm based in Madrid. I've been there about eighteen months now.
- 5 Wow, that sounds important. Are you enjoying it?
- M Yeah, very much. But there's a chance that I'll have to move to Germany in three months. That's where the headquarters are.
- 5 That sounds interesting too.
- M Yeah, but I have a Spanish girlfriend now.
- 5 Ah, I see. What's her name?
- M Rosa. You'd like her she's great fun. We've been going out nearly a year now.
- 5 Whoah! That sounds serious. Does she speak English?
- M Oh, yes. Her English is much better than my Spanish. I started going to Spanish lessons six months ago but I still find Spanish pronunciation's really difficult.
- 5 I know.
- M Oh, yeah you studied languages, didn't you?
- S Yes, I studied French and German at university but I've also been trying learn Swedish for the last few years.
- M Swedish! Why? Come on, now it's your turn Sophie. Tell me about you.
- Pre-teach/check *guy*, *fashion design*, *buyer*, and *to expect a baby*. Read the questions as a class. Then give students time to read what Sophie says about herself. Monitor and help as necessary.

Check the answers.

Answers

- 1 She married a Swedish man called Ragnar Hansson.
- 2 She was a buyer for H&M Fashion in Stockholm.
- 3 She works in the UK.
- 4 They've been trying to buy a flat since they got back from Sweden.
- 5 They're expecting a baby next April.
- T11.5 [CD 3: Track 34] This stage forms part of the tense review of the unit with a focus on question formation in a range of tenses. Elicit possible wording for Mike's first question. Then put students in pairs to continue forming appropriate questions. With weaker students, you could elicit the tense students need to use each time before they form the questions. Monitor and help as necessary.

Play the recording and let students compare their answers. If necessary, check students wording of the questions, as this may differ slightly from the recording. Elicit how the conversation ends, playing the section again if necessary.

If you think your students would benefit from practising the conversation before the *Roleplay*, refer them to

T11.4 and T11.5 on SB p133 and get them to read the conversations in pairs. Monitor and check for good pronunciation. If students have problems or sound 'flat', play selected sections of the recording again and drill key lines chorally and individually. Students then continue practising in their pairs.

Answers and tapescript

The conversation ends with Sophie and Mike agreeing to keep in touch and meet with their partners next time.

T 11.5

S = Sophie M = Mike

- M Tell me about you.
- \$ Well, I got married a year ago to a Swedish guy. Ragnar, Ragnar Hansson.
- M Where did you meet him?
- 5 We met while I was working in Stockholm.
- M What were you doing there?
- S Well, after university I studied fashion design and my first job was in Sweden, as a buyer for H&M Fashion.
- M Really! How long did you do that?
- 5 I worked there for over three years. Ragnar was my boss.
- M Ah, did you get married in Sweden?
- S Yes, we did. My parents came over for the wedding.
- M And do you still work in Sweden?
- S No, we don't. We've both got new jobs in the UK.
- M How long have you been back?
- S About ten months. We've been trying to buy a flat since we got back.
- M So, where have you been living?
- With my parents. They're lovely, but it's not great and we're expecting a baby next April, so we really need a place of our own.
- M Oh, congratulations! I hope you find somewhere soon. Oh, look at the time, I'll have to rush to catch my plane.
- S Bye, Mike. It's been great seeing you again. Let's keep in touch from
- M Yeah, it's been great. Maybe next time you can meet Rosa and I can meet Ragnar.

Roleplay

6 Read the instructions as a class and focus attention on the example. Ask two confident students to continue the conversation a little to model the task. With weaker students, write up question prompts to provide additional support, e.g. Where / live now?, When / get married? How long / work in ...?, etc.

Put students in pairs to roleplay the conversation. Monitor and check for accurate tense use, question formation, and good pronunciation. Note any common errors and correct these carefully with the class after the pairwork.

If you have time, you could ask students to act out their conversation to the class.

WRITING (SB p116)

Filling in forms - enrolling at a language school

The aim of this writing section is to help students with the language and conventions of filling in forms.

1 Give an example by talking about the last form that you filled in. Ask students to give you examples of when they fill in forms. Elicit if they are online or paper forms. Build up a list on the board.

Sample answers

enrolling at a school or university/on a course applying for a passport/credit card, etc. a job application joining a club getting married/divorced/registering a birth registering for a service/account online setting up a financial/charity transaction placing an order giving feedback/completing a survey

2 Explain that this stage focuses on typical language used in a form for a course/job. Put students in pairs to match the expressions and questions.

Check the answers with the class.

Answers

1d 2h 3g 4f 5j 6a 7e 8i 9b 10c

- 3 Model the activity for students by asking the questions, then writing your own details on the board. Make sure students understand *capital letters*, the abbreviations *F* (*female*) and *M* (*male*) and *dd* (*day*), (*mm*) *month* and (*yyyy*) *year*, *delete*, and *country code*. If necessary, review how we use the titles *Mr/Mrs/Miss/Ms* (see TB p105). Ask students to follow the instructions and write the answers. Monitor and help as necessary.
- 4 Give students time to read through the form. Check comprehension of accommodation, dietary requirements, and medical conditions.

Give students time to complete the form in class or set it for homework. Let students exchange forms to check their partner has filled it in correctly. If you check the students' forms, point out errors but allow students to correct them themselves.

EXTRA ACTIVITY

You could bring in copies of other forms to students to use in an interview task. Put students in pairs and assign the role of interviewer to one student and applicant to the other. The interviewer asks the applicant questions and fills in the form. Students then change roles and repeat.

READING AND SPEAKING (SB p90)

Four generations of Gettys

NOTE

At the end of this section, there is a project activity on the history of a famous family. You will need to build in time for students to do some research and make notes, probably for homework. Students then give a short presentation about their chosen family to the class. In larger groups, you may need to stage the presentations across a series of lessons or get students to give their presentations in groups.

SUGGESTION

The reading load and vocabulary in this section are relatively challenging, so you could get students to check the vocabulary for homework before the lesson (see *About the text* below).

With weaker classes, you could also ask students to look up a family tree of the Getty family and locate the four men described in this section.

ABOUT THE TEXT

The overall unit topic of life's ups and downs is reflected in a series of texts about the Getty family, who enjoyed huge wealth, but also suffered a number of tragedies across the generations. Students are likely to recognize that the name Getty is synonymous with huge wealth, but may not know the details of this troubled family.

The people and places mentioned in the texts are:

Jean Paul Getty I (1892 –1976) was an American industrialist who founded the Getty Oil Company. Synonymous with huge wealth, he was once ranked as the 67th richest American who ever lived. Despite his wealth, Getty was known for being a miser. Sutton Place was Getty's headquarters for his oil company. Located near Guildford / 'gildfod/ in the county of Surrey. At the heart of the estate is a Tudor manor house built in about 1525 by Sir Richard Weston, a courtier of Henry VIII.

Jean Paul Getty II (1932–2003) was one of Jean Paul I's five sons and his mother was Ann Rork, Jean Paul I's fourth wife. She acted in a few films during the 1920s but abandoned her career after marrying Jean Paul I in the 1930s.

Jean Paul II was married to Gail /geIl/ Harris, a former water polo champion. They divorced in 1964, having had four children. His second marriage was to the Dutch

actress, model, and style icon Talitha /təˈliːθə/ Pol. She died of a drug overdose. In 1994, he married for the third and final time, to Victoria Holdsworth, who had helped him conquer his drug addiction. He died in 2003 and is buried in Westminster Abbey in London.

Jean Paul Getty III (1956–2011) was the eldest of the four children of Jean Paul Getty II and Gail Harris. He is best known for being kidnapped at the age of 16, a trauma from which he never really recovered. He married young – at just 18, in 1974. His wife was a model, Gisela Zacher.

Balthazar /ˈbæltəzɑː/ Getty (1975–) is the son of Jean Paul Getty III and Gisela Zacher. He was educated at Gordonstoun /ˈgɔːdnztən/, and independent school for boarding and day pupils in Moray, north-east Scotland. Getty entered the movie business in 1987 when he acted the lead role of Ralph in the film Lord of the Flies. Other titles mentioned in the text include Young Guns II (a western about the life of outlaw Billy the Kid), Natural Born Killers (a black comedy), and Brothers and Sisters (an American prime time TV drama series).

Balthazar is married to fashion designer Rosetta Millington. They have a son, Cassius Paul, and three daughters, Grace, Violet, and June Catherine. Much was made in the tabloid press of his short-lived relationship with actress Sienna Miller.

Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. With weaker classes or if you are short of time, you could pre-teach/check some of following vocabulary, or set it for homework: tragic/tragedy /'træd3odi/, dynasty, proof, oil /oil/ (= the liquid that is used for fuel), antiques, meanness ≠ generosity, guest, sweetheart, drugs, to take control, disaster, a drug overdose, to have something in common, to be kidnapped, ransom, to be released, citizen, to donate, buried /'berid/, childhood, to be expelled from school, cave, to recover, to have a stroke (a sudden disabling attack or loss of consciousness caused by an interruption in the flow of blood to the brain), to be in a coma /'kəumə/ (= a prolonged state of deep unconsciousness, often caused by severe injury or illness), paralysed, blind (adj), elite (adj), boarding school (= a private school which provides accommodation and meals as well as tuition), the leading role (in a film), modest, upbringing.

- Lead in by writing Money can't buy you happiness on the board. Ask students how far they agree with the statement, and elicit why.
 - Read the questions in exercise 1 as a class. Elicit a range of examples from the class. Establish if these families are generally happy or not. With larger classes, students can discuss their ideas in pairs or small groups.
- Read the introduction as a class. Ask students if they have heard of the Getty family. Elicit examples of the tragedies that the family have experienced or ask students to predict what these might be.

3 Check students know how to read *I*, *II*, etc. (= the first, the second, etc.). Put students in pairs and give them time to read about Jean Paul Getty I and correct the sentences. Encourage them to help each other with vocabulary or use a dictionary. With weaker students, you could go through this first stage as a class.

Check the answers. Elicit students' initial reaction to the life of Jean Paul Getty I.

Answers

- 1 Jean Paul Getty I made his money from oil.
- 2 He was one of the world's first billionaires.
- 3 He built the J. Paul Getty Museum in Los Angeles, California.
- 4 He used his house in England to entertain British and Arabian oil friends.
- 5 He was famous for his meanness.
- 6 He had five wives and five sons.
- 4 Explain that the next text describes the life of one of Jean Paul I's sons. Check comprehension of the adjectives in number 1. With weaker students, read the questions as a class and elicit possible answers. Give students time to read the text, setting a time limit of 5–10 minutes. Monitor and help as necessary, and let students use a dictionary.

Let students check their answers in pairs before checking with the class. Elicit students' initial reaction to the life of Jean Paul Getty II.

Answers

- 1 distant, cold, cruel. Jean Paul II rarely saw his father. He wrote to him but Jean Paul I never answered – he returned the letters with the mistakes underlined. Jean Paul I refused to pay the ransom when his grandson was kidnapped.
- 2 He was married three times. His first wife was Gail Harris, his childhood sweetheart. They got divorced in 1964. His second wife was a model, Talitha Pol. She died of a drug overdose in 1971. His third wife was Victoria Holdsworth. She helped him beat his drug addiction and they were still married when Jean Paul II died in 2003.
- 3 They were both bad fathers and they were both married several times.
- 4 Jean Paul II's eldest son, Jean Paul III, was kidnapped in Rome in 1973.
- 5 He said he had 14 other grandchildren.
- 6 The kidnappers sent Jean Paul III's ear with a note saying they would cut off the other ear if the family didn't pay.
- 7 He inherited \$2.5 billion dollars and he donated \$2.5 million to the arts.
- 8 He was living in England. He's buried in Westminster Abbey.
- 5 Explain that the next text describes the life of Jean Paul III. Focus attention on his dates and on the photos. Elicit that he died quite young and that he was in a wheelchair. Give students time to read the text, setting a time limit of 5–10 minutes. Monitor and help as necessary, and let students use a dictionary. Then put students in pairs/groups of three to discuss the tragic events of Jean Paul III's life. With weaker students, you could do this stage as a class. Elicit the events during feedback and ask students who was to blame and why. Elicit a range of opinions as a class and encourage students to ask each other questions.

Answers

Jean Paul III saw very little of his father after his parents' divorce. He had been expelled from seven schools by the age of 15. He was already taking drugs by the same age.

He was kidnapped when he was 16 and imprisoned in a cave in the mountains for five months. His ear was cut off and his grandfather eventually paid the ransom.

Jean Paul III never recovered from the kidnapping. He went back to a life of parties and taking drugs. He became an alcoholic and drug addict and took an overdose in 1981, at the age of 24.

He had a stroke and was in a coma for six weeks. Afterwards, he was paralysed, nearly blind, and unable to speak.

His father refused to help him and Jean Paul III divorced his wife in 1993. He died in 2011, aged just 54.

6 Explain that the final text describes the life of Jean Paul III's son Balthazar. This stage also forms part of the tense review of the unit with a focus on question formation in a range of tenses.

Give students time to read the text, setting a time limit of 5–10 minutes. Monitor and help as necessary, and let students use a dictionary.

Elicit the question and answer to number 1 as an example. Put students in pairs to continue the task. With weaker students, you could check the tenses students need to use before they do the pairwork. Monitor and check for correct question formation and tense use. Note any common errors and correct these carefully with the class after the pairwork.

Check the answers by getting students to ask and answer the questions across the class. Encourage them to give full answers to consolidate the tenses. Correct any mistakes carefully.

Answers

- 1 Where was he born? He was born in California.
- 2 What does he do? He's an actor and musician.
- 3 How long has he been working in films? He's been working in films since he was 12.
- 4 Has he made a lot of films? Yes, he has.
- 5 Which TV series has he been appearing in? He's been appearing in *Brothers and Sisters*.
- 6 How many children has he got? He's got four children.
- 7 Why did his marriage nearly end? He was photographed kissing the actress Sienna Miller.

What do you think?

Read the questions as a class. Put students into pairs or groups of three to discuss their ideas. Monitor and help as necessary.

During the feedback, ask one student to summarize what the pair/group said for the class. Try to establish which Getty most of the class think is the most tragic and why.

Project

Read the task as a class and elicit a few examples of families students could write about e.g. a royal family, a family from the world of business/entertainment, etc. If you have access to computers or encyclopaedias, students can do their research and make notes during class time. If not, set the research for homework. Ask students to use some of the following headings to help them do the research and organize their notes:

Name of family

Where from

How they became rich

Main family members from different generations

High and low points of their lives

Predictions for the future

If appropriate, encourage students to bring some visuals or recordings to support their presentation, e.g. a family tree and photos, an MP3 or recording on CD. If you have access to computers, students can give their talk with the support of a presentation program.

When students give their presentation, ask them to come to the front of the class (or stand up in front of their group in larger classes) and make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes but don't let them read the information from a script. Encourage the class/groups to ask questions to the presenter. Be generous with praise after students have presented their talk, as it can be rather nerve-wracking, especially for weaker students.

VOCABULARY AND LISTENING (SB p92)

Birth, marriage, and death

This vocabulary section practises the words associated with the three key stages of a person's life. This language is, of course, easily personalized, though care is needed not to make students feel uncomfortable by asking them to talk directly about sensitive topics.

Birth

- 1 Lead in to the topic by giving an example of your own birth date and time. With weaker students, briefly review how we say times and dates.
 - Put students in groups of three or four to discuss the questions. Monitor and help as necessary.
 - Elicit a range of examples from the class in the feedback session. Establish which two students are closest in age. Correct any mistakes with times and dates.
- 2 Focus attention on the pictures. Ask *What's happened to Sophie in the second picture?* (She's had her baby.)

Focus attention on the example. Then give students time to complete the information about Sophie. Let students check their answers in pairs before checking with the class. Make sure students can pronounce the words correctly. If necessary, point out the silent *g* in *weighed* /weid/ and you may need to check the vowel sounds in birth /bɜːθ/, born /bɔːn/, and due /djuː/.

If appropriate, get students to talk about the birth of a baby in their own family or circle of friends. Or they can talk about the baby of someone in the public eye.

Answers

- 1 pregnant
- 2 expecting
- 3 due
- 4 birth
- 5 born
- 6 weighed

Marriage

3 Give an example of a wedding that you have been to or read about. Elicit other examples from the class and build up a set of relevant vocabulary on the board, e.g. *bride*, *groom*, *guests*, etc.

Focus attention on the pictures and elicit the correct word for number 1. Give students time to complete the task, working individually.

Check the answers, dealing with any pronunciation problems as you go. Students may need help with widowed /'widoud/ and engaged /In'geid3d/.

Ask students to use the words to talk about people that they know or people in the public eye.

Answers

- 1 single
- 2 engaged
- 3 married
- 4 divorced
- 5 widowed
- 4 Focus attention on the photo of Nina and Ted. Ask What's just happened? (They've just got married.) When was the photo taken? (In 2002.) Tell students they are going to find out more information about Nina and Ted and their relationship. Explain that a registry office is a place where you can get officially married, without a religious ceremony

Ask two students to read the two examples aloud. Put students in pairs to continue the task. Monitor and help as necessary.

Check the answers by getting students to read the sentences round the class. If they disagree on the order, encourage them to help each other work out where they went wrong and to self-correct. Elicit an explanation of *honeymoon* (a holiday taken by a couple straight after their wedding).

If appropriate, ask students to use the language to talk about themselves or about someone they know. If they prefer, then can talk about a famous person or someone in the public eye. If necessary, check students understand the difference between *wedding* (the ceremony in which two people become husband and wife) and *marriage* (the relationship between the couple after their wedding). Also, highlight the use of *get* in *get* engaged/married/divorced.

Answers

- 1 Nina and Ted started going out when they were both 17.
- 2 They got engaged two years later.
- 3 They got married in 2002 in a registry office.
- 4 They went to Venice on honeymoon.
- 5 In 2004 they had a son, Sam.
- 6 The marriage started to go wrong.
- 7 They split up and got divorced in 2008.
- 8 Nina remarried. She married Robert, a colleague from work.
- 9 It's their anniversary today! They've been married since 2010.
- T11.6 [CD 3: Track 35] Tell students they are going to hear Alison talking about her life. Check the pronunciation of the names of the people linked to her. Pre-teach/check to tour and twins. Play the recording as far as ... 2006

and elicit who Ben is (Alison's husband). Play the rest of the recording through without stopping. With weaker students, you could write prompts on the board, e.g. *married early/late? registry office/church?*, etc.

Let students compare their answers in pairs. Play the recording again to let students check/complete their answers

Elicit the differences between Alison and Nina and who the people are from a range of students.

If appropriate, ask students if they know anyone who has been through similar events to Nina or Alison. You could also ask students what they think is the ideal age to get married and if Nina perhaps got married too young.

Answers and tapescript

Nina met Ted when she was 17 and got married young. Alison didn't marry until she was thirty-three.

Nina and Ted got married in a registry office in 2002. Alison got married in a church in 2006.

Alison had been engaged before, but Nina hadn't.

Nina and Ted went to Venice on honeymoon. Alison and Ben toured America.

Nina and Ted had a son in 2004. Alison and Ben had a daughter in 2007, and then twins in 2009.

Nina and Ted got divorced in 2008, but Alison and Ben are still married. She wants them to be together forever.

Ben is Alison's husband. Mark is Alison's old boyfriend and fiancé. Ellen is Alison and Ben's daughter. Tessa and Tom are Alison and Ben's twins.

T 11.6

Alison's life

I didn't marry until quite late. I met Ben when I was 30 and we didn't marry until I was 33, that was in 2006. We got married in a church near where my mum lives. I had been engaged before that to another boy, Mark, we'd been together over ten years, since school in fact, and I think we just got bored with each other. Ben and I had a great honeymoon, we toured America, we were away for three weeks. And soon after that I found I was pregnant. That was Ellen, our first baby, she was born the year after we got married, and two years after that, in 2009, we had the twins, Tessa and Tom. They've been keeping us busy ever since! I'm exhausted most of the time but they're great fun. I'm really glad I married Ben, he's a great dad. I want it to be forever. My mum and dad divorced when I was just thirteen and I don't want us to do that.

Death

6 Focus attention on the missing words and elicit the answer to number 1 as an example. Then give students time to complete the sentences Let students check their answers in pairs before checking with the class. Make sure students can pronounce the words correctly. You may need to check the vowel sounds in died /daɪd/, alive /ˈəˈlaɪv/, and funeral /ˈfjuɪnrəl/.

To assess if your students feel happy using this vocabulary, talk about people in your own family or people in the public eye. Let students volunteer any personal information to be sure they are comfortable talking about the topic.

Answers

- 1 alive, died
- 2 death
- 3 died of, funeral
- 4 dead, miss

SUGGESTION

You could round off the topic and recycle some of the vocabulary by asking students what they think of famous people who let photos of their wedding and/or children be used in celebrity magazines.

EVERYDAY ENGLISH (SB p93)

Good news, bad news

This section links to the topics of birth, marriage, and death on SB p92 and recycles some of the vocabulary from that section. If you have time, it would be a good idea to cover both these pages in the same lesson. If you do them in different lessons, you could briefly review some of the key words that are recycled here (to weigh, to get engaged/married, wedding, to split up) especially with weaker students.

1 Lead in to the topic by asking students if they have heard any good or bad news recently. As with the *Vocabulary* section, let students volunteer any bad news or personal information to be sure they are comfortable talking about the topic.

Focus attention on the pictures and elicit the news associated with each one.

Answers

- 1 the birth of a baby
- 2 getting engaged/an engagement
- 3 a couple splitting up
- 4 someone's death
- 2 T11.7 [CD 3: Track 36] Elicit the answer to number 1 for photo 1 as an example. Put students in pairs to complete conversation 1. Then play the recording and let students check their answers.

Repeat the procedure for conversations 2, 3, and 4. Check comprehension and pronunciation of some of the new items:

How are they doing? – always used in the continuous form to ask about a person's health or general situation bridesmaid – a woman/girl who belos the bride on her

bridesmaid – a woman/girl who helps the bride on her wedding day

a tough time – a difficult time

What a shame! – used to show that some news makes you feel sad or disappointed

We lost ... – used as a kinder way of saying that someone died. Ask students if they can use the equivalent of *lose* in the same way in their language.

*to be fond /*fpnd/ *of someone* – to like and care about someone very much

to cope /kəup/ – to deal successfully with a difficult situation

Answers and tapescript Good news, bad news

- 1 A My wife had a baby last night.
 - B Congratulations! Was it a boy or girl?
 - A A boy! William James.
 - B How much did he weigh?
 - A 4.1 kilos.
 - B Ooh! A big boy! How are mother and baby doing?
 - A They're fine.
 - B That's wonderful. Give her my love when you see her.
 - A I will do. Thanks.
- 2 A Alfie and I have got engaged.
 - B That's fantastic news! Congratulations!
 - A Do you like my ring?
 - B Wow! Diamonds! It's beautiful. When's the wedding?
 - A We're thinking of getting married next spring.
 - B I hope I'm invited.
 - A Of course you are. I want you to be a bridesmaid.
 - **B** Really? I'd love that. I've never been one before.
- 3 A Have you heard about Bill and Josie?
 - B No! What's happened?
 - A Well, they've been having a tough time recently.
 - **B** I know, they haven't been **getting on well** at all.
 - A Mm. Well, they've finally decided to split up.
 - B I'm so sorry to hear that. What a shame!
- A Yes, I always thought they were so good together.
- 4 A We lost Grandpa last week.
 - B I know. Your dad told me. I'm so sorry. He was a lovely man. Everyone was really fond of him.
 - A He and Grandma were together nearly sixty years.
 - B That's incredible. How old was he?
 - A Eighty-eight.
 - B And how's your Grandma coping?
 - A She's OK. She's got her family around her.
 - **B** Well, I'm sure you all have wonderful **memories** of him.
- 3 Put students in pairs and let them choose two of the four conversations. If a lot of students choose the same ones, you may have to adapt their choice to ensure they cover all the conversations. If you have time in class, let students rehearse the lines a few times. Monitor and check for good pronunciation and appropriate intonation for the good and bad news. If students have problems or sound 'flat' or too brusque, play selected sections of the recording again and drill key lines chorally and individually. You may need to exaggerate the voice range when sounding enthusiastic about the good news and sympathetic about the bad. Students then continue practising in their pairs.

Ask students to act out their conversations to the class. If you are short of time, get students to learn the lines at home and act out the conversations at the beginning of the next class.

Don't forget!

Workbook Unit 11

Ex. 10 Vocabulary - Phrasal verbs

Ex. 11 Reading - The greatest rock 'n' roll band in the world

Ex. 12 Listening - My kind of music

Ex. 13 Pronunciation - Words that sound the same

Ex. 14 Just for fun!

Word list Unit 11 (SB p150 and TRD)

Remind your students of the Word list for this unit on SB p150. They could translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Teacher's Resource Disc :

Unit 11 Test

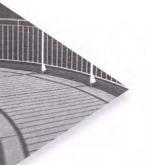
Pronunciation Book Unit 11

Video/DVD Episode 11

ADDITIONAL MATERIAL

Teacher's Resource Disc

Communicative activity Unit 11



Just wondering ...

If + will/might/would conditionals • Prepositions Thank you and goodbye!

The theme of this unit is thinking about the future and what will or might happen. This provides the context for the two grammar presentations, starting with the first conditional and might, and moving on to the second conditional. In the Listening and speaking section, two people speculate about changes they face in their lives. The Reading and speaking section focuses on the wonders of the Universe. The Vocabulary section focuses on prepositions, and Everyday English practises the language of saying thank you and goodbye. The Writing syllabus concludes with a focus on note-taking.

LANGUAGE INPUT

GRAMMAR

First conditional + will and might (SB p94) Second conditional if + would (SB p96)

- · Practising first conditional forms to talk about future possibility.
- · Practising second conditional forms to talk about unreal conditions.

VOCABULARY

Prepositions (SB p100)

· Practising high-frequency collocations with prepositions.

EVERYDAY ENGLISH

Thank you and goodbye! (SB p101)

Understanding and practising the language of saying thank you and goodbye.

SKILLS DEVELOPMENT

READING

Life, the Universe, and everything (SB p98)

• An article about the wonders of the Universe and how the Earth supports life.

LISTENING

When I leave school ... (SB p95)

What do they wish for? (SB p96)

He's not much good at anything! (SB p97)

At a crossroads (SB p97)

- Listening to two teenagers talking about their future. **T12.4** (SB p134/TRD)
- Listening for key conditional forms. T12.6 (SB p134/TRD)
- Listening to a father talking about his teenage son. T12.8 (SB p134/TRD)
- Listening to people talking about dilemmas. T12.10 (SB p134/TRD)

SPEAKING

What do you think you'll do at the weekend? (SB p94)

My wishes (SB p96)

What do you think? (SB p97)

Discussion (SB p97)

- Practising the first conditional and might in a personalized way.
- Practising the second conditional in a personalized way.
- · Discussing what advice you would give to a person.
- Discussing a range of dilemmas and deciding what you would do.

WRITING

Listening and note-taking – My vision for the 21st century (SB p117)

Listening to a talk and taking notes.

MORE MATERIALS

Photocopiables – Thank you and goodbye (TB p175), (TRD ____)



STARTER (SB p94)

The aim of this *Starter* is to lead into the presentation of the first conditional in a context that students are familiar with.

With weaker classes briefly review words for describing the weather, e.g. *sunny*, *rainy*, *to rain*, *to be wet/dry*, etc. Discuss the questions as a class or let students discuss them in small groups first. Check students' use of *will* or *going to* to give the weather forecast.

REAL POSSIBILITIES (SB p94)

First conditional + will and might

⚠ POSSIBLE PROBLEMS

First conditional The use of *will* to express a future fact or intention/decision made at the moment of speaking was presented in Unit 5. *Going to* for plans and Present Continuous for future were also practised there. In this unit, the first conditional is presented along with *might* in the first grammar presentation, followed by the second conditional on SB pp96–7.

The concept of the conditionals does not seem to cause students as much difficulty as the formation. The problem seems to be is that there are two clauses to get right – *will* is used in the result clause, but is not used in the condition clause, even though it too often refers to future time. In many languages, a future form is used in both clauses.

Common mistakes

*If it will rain, we'll stay at home.

*If it rains, we stay at home.

Speakers of Germanic languages confuse *when* and *if*, as they are translated by the same word.

This section also contains examples of time clauses with when. This presents the same problems as in the first conditional, i.e. a future verb form is not used in the time clause, even though it might refer to future time.

Common mistakes

*When I will arrive, I'll phone you.

*When I arrive, I phone you.

might The use of *might* is very common in English but tends to be avoided by learners of English, who often prefer to use *maybe/perhaps* + *will* to express lack of certainty about the future, e.g.

Maybe she will come.

Perhaps I will play tennis this afternoon.

These are not incorrect, but it sounds much more natural to say

She might come.

I might play tennis this afternoon.

1 T12.1 [CD 3: Track 37] Focus attention on the photos and elicit possible activities for bad weather (e.g. go to the cinema, watch TV at home, order in a takeaway) and good weather (e.g. go to the beach, have a picnic, go for a walk).

Play the recording and get students to follow in their books. Focus attention on the sentences with *will* and *might*, and check the difference. With weaker students, ask *Which is more certain*, 'We'll go' or 'We might go'?

Put students in pairs to practise the conversation. Monitor and check for good pronunciation. If students have problems, drill key lines chorally and individually. Students then continue practising in their pairs.

Answer and tapescript

We'll go (will) is more certain than We might go (might).

Real possibilities

A What are you doing this weekend?

B Mmm ... if the weather's nice, we'll go for a picnic.

A Ooh! Sounds nice. Where to?

B Not sure. We might go to the park, or we might go to the country.

A Well, I'm sure you'll have fun!

2 T12.2 [CD 3: Track 38] With weaker students, elicit the wording for the first conversation as a class and write it up on the board as a model.

Put students in pairs to practise the conversations. Monitor and check carefully for correct verb forms. If students have a lot of problems, write up the key forms on the board and get students to practise again.

Play the recording and let students compare their answers. If you think your students would benefit from further practice, refer them to T12.2 on SB p134 and put them in new pairs to read the conversations again.

Answers and tapescript

1 A What are you doing this weekend?

B Mmm ... if it's sunny, we'll go swimming.

A Ooh! Sounds great! Where to?

B Don't know. We might go to the outdoor pool, or we might go to the river.

A Well, I'm sure you'll have a good time!

2 A What are you doing this weekend?

B Mmm, well ... if it rains, we'll go shopping.

A Sounds a good idea! Where to?

B Not sure. We might go to the High Street, or we might go to a shopping centre.

A Well, I'm sure you'll enjoy it!

3 A What are you doing this weekend?

B Mmm ... if we have time, we'll see some friends.

A Sounds good! What will you do?

B Don't know. We might go to a restaurant, or we might just go to the pub.

A Well, I'm sure you'll have fun!

3 Focus attention on the examples. Elicit two further examples, one for good weather, and one for bad. If necessary, highlight the main stresses, e.g. If it's a nice day on Saturday, I'll go to the beach. If it rains, I won't go to the beach, I might see some friends. Put students in pairs to compare their ideas. Monitor and check for correct verb forms. Correct any common mistakes carefully after the pairwork.

GRAMMAR SPOT (SB p95)

1 Read the notes as a class, then elicit the analysis of first conditional sentences and write up the forms. Point out that *if* + verb can come at the beginning or the end. Highlight the use of the comma to divide the sentence when *If* + verb comes first.

Answers

If + the Present Simple, will/won't + the infinitive without to

- 2 Read the notes as a class. If necessary, ask students to find more examples of first conditional sentences on SB p94.
- 3 Read the notes. If necessary, briefly review the form of modal verbs:

We do not add -s to he/she/it forms.

We do not use *do/does* in the question, or *don't/doesn't* in the negative.

▶▶ Grammar Reference 12.1 and 12.2 on SB p146

PRACTICE (SB p95)

Discussing grammar

1 Elicit the correct verb form in number 1 as an example. Put students in pairs or small groups to complete the task. Students may well may mistakes at this early stage, so consolidate the rules as you check the answers.

Answers

- 1 I'll tell (refers to a real future situation)
- 2 I have (Present Simple after if)
- 3 I might see (refers to a future possibility = will perhaps see you)
- 4 I'll collect (refers to a real future situation)
- 5 you arrive (Present Simple after if)
- 6 I won't say (negative form needed to fit context the person promises not tell anyone else)

going to and might

2 **T12.3** [CD 3: Track 39] This stage reviews *going to* from Unit 5 in contrast with *might*. Read the examples as a class. If necessary, highlight the main stresses in the answer, e.g.

I might go home or I might go into town.

Put students in pairs to prepare and practise the conversations. Monitor and check carefully for correct verb forms.

Play the recording and let students check their answers. If you think your students would benefit from further practice, put them in new pairs to ask the questions again and give their own answers. Students may need to modify the questions in places, e.g. When are you going to see your best friend again?

Answers and tapescript going to and might

- 1 A What are you going to do after school?
 - B I don't know. I might go home or I might go into town.
- 2 A Where are you going on your next holiday?
 - B I'm not sure. I might go to Spain, or I might go to Turkey.
- 3 A What are you going to study at university?
 - B I haven't decided. I might study languages, or I might study business.
- 4 A What are you going to buy Jane for her birthday?
 - B I'm not sure. I might buy her a T-shirt, or I might buy her some make-up.
- 5 A When are you going to see your boyfriend again?
 - **B** I don't know. I might see him on Friday night, or I might see him on Saturday afternoon.

EXTRA ACTIVITY

You can consolidate *going to* and *might* in a short and freer speaking activity. Write the following cues on the board:

- · after the lesson
- · this evening
- · at the weekend
- for your next holiday

Model the activity by asking questions, e.g. What are you doing/going to do after the lesson?, and eliciting responses. Point out that if students are sure, the answer is I'm going to ... or I'm ... -ing If students aren't sure, the answer is I'm not sure/I don't know. I might

Put students in pairs to ask and answer the questions.

When I leave school ...

3 T12.4 [CD 3: Track 40] This stage highlights the use of the Present Simple in time clauses with when (see Possible problems on TB p153). Focus attention on the photos and read the instructions as a class.

Play the recording through once and elicit who knows what they want to do and who isn't sure. Say *Tara's going to ...* and elicit more information about Tara's plans. Then say *Ben might ...* and elicit more information about what Ben says. Play the recording again if students missed any of the details and elicit further answers.

Answers and tapescript

Tara knows what she wants to do. Ben isn't sure.

Tara's going to have a few weeks' holiday. She's going to see her brother in Italy. Then she's going to university. She's going to study economics.

She hopes to get a good job and earn lots of money.

Ben might go to work for his father in his shop, but that's not very interesting. Or he might go travelling with his friend, but he doesn't have much money. So he might get a job in a bar or a shop and save some money. He's quite good with computers, so he might do a course in computer programming

T 12.4 Tara and Ben

1 Tara

When I leave school, first I'm going to have a few weeks' holiday. I'm going to see my brother in Italy. Then I'm going to university. I'm going to study economics. If I do well at university, I'll get a good job and if I get a good job, I'll earn lots of money! I hope so anyway!

2 Ben

I'm not very good at decisions. I don't really know what I want to do. I might go to work for my father. He's got a shop, but that's not very interesting. Or I might go travelling with my friend James. The problem is that I don't have much money. So I might get a job in a bar or a shop and save some. I'm quite good with computers, so I might do a course in computer programming. Who knows?

4 Ask What do you think Ben has decided to do? Read the instructions as a class to check the answer. Get a pair of students to read the start of the conversation. Elicit the wording with the next prompt and a possible answer, e.g. But what will you do if you don't like the food?

I'll eat pizza and pasta! Everywhere has Italian food!

Drill the pronunciation as necessary. With weaker students, you could get students to practise the conversation across the class, before practising again in closed pairs.

Put students in pairs to practise the conversation. Monitor and check for accurate use of the first conditional and good pronunciation. If students have problems, drill key lines chorally and individually. Students then continue practising in their pairs.

Advice, warnings, threats

5 **T12.5 [CD 3: Track 41]** This stage highlights the functional use of first conditional sentences. If possible, translate the heading or get students to check their meaning of *advice*, warning, and *threats*.

Pre-teach/check *pills*, *junk food*, *to get fat*, and *electric shock*. Focus attention on the pictures and elicit who is speaking. Elicit the missing verbs for number 1. Then give students time to complete the task, working individually.

Play the recording and let students check their answers. If appropriate, elicit what type of sentence each one is (1 advice, 2/3/4 a warning, 5 a threat).

Answers and tapescript

- 1 a doctor and patient
- 2 a father and son
- 3 parents and their daughter
- 4 a husband and wife
- 5 a criminal and victim

Advice, warnings, threats

- 1 If you take these pills, you'll feel better.
- 2 If you eat junk food, you'll get fat.
- 3 You'll fail your exams if you don't do your homework.
- 4 Careful! If you touch that, you'll get an electric shock!
- 5 If you don't do what I say, I'll kill you!

ADDITIONAL MATERIAL

Workbook Unit 12

Ex. 1-3 Second conditional

Ex. 4-5 Might

DREAMS AND WISHES (SB p96)

Second conditional if + would

⚠ POSSIBLE PROBLEMS

This stage builds on the presentation of the first conditional in the previous section. As stated earlier, the concept of conditionals seems to cause less difficulty than the form. There are two common problems with this area:

- 1 The tenses used in the main clause and *if* clause do not seem logical. Past forms are used but do not refer to past time.
- 2 The structural patterns are difficult for students to manipulate and get their tongues around.

The use of a past tense in the *if* clause to express an unreal present or improbable future often seems strange to students, especially as in many languages unreality is expressed by separate subjunctive verb forms.

Common mistake

*If I would live in the country, I would have a dog.

The subjunctive has largely disappeared from English, but it remains in the use of *were* in all persons of the verb *to be* in the second conditional, e.g.

If I were rich, I'd buy a new car.

If I were you, I'd go to the doctor.

If he were here, he'd know what to do.

However, this seems to be disappearing nowadays, and it is common to hear people say *If I was rich*, ..., etc.

The contraction of *would* to 'd can also be a problem, not only in terms of pronunciation but also because 'd can also be a contraction for the auxiliary had.

- 1 Focus attention on the picture of the genie and check pronunciation /'dʒiːni/. Ask Where can you read about a genie? (in fairy stories or traditional Arabian folk stories) and What can he do? (he can grant (give) wishes and make them come true). Traditionally, the genie is shown as imprisoned in a bottle or oil lamp. He grants wishes to anyone who rubs the bottle/lamp and makes him appear.
- 2 T12.6 [CD 3: Track 42] Focus attention on the photo and ask students to say how old they think Lily is. Play the recording and get students to follow in their books. Ask students what Lily wishes for.

Answer and tapescript

Lily would love to have a baby brother.

T 12.6 Lily's dream

I'd love a baby brother. If I had a baby brother, I would play with him all the time. We'd have a lot of fun. I'd be so happy! I wouldn't ask my mum and dad for anything else!

3 T12.6 [CD 3: Track 42] Ask the questions and check the answers as a class.

Play the recording and get students to repeat, sentence by sentence. Drill the sentences with the second conditional chorally and individually. Check students understand that 'd is the contraction of would.

Answers

No, she doesn't.

If I had a baby brother, I would play with him all the time.

They'd have a lot of fun.

She'd be very happy.

Because she wouldn't ask them for anything else.

4 T12.7 [CD 3: Track 43] Focus attention on the photos of Sam and Annie. Ask What do you think they wish for? and elicit possible examples, e.g. Sam might want to be good at sport. Annie might want more free time.

Pre-teach/check *captain, to wake someone,* and *heaven.*Focus attention on the example and play the recording as far as *rugby*. Elicit the second verb form. Then play the recording to the end and get students to complete what Sam and Annie say. With weaker students, you could pause the recording after each key sentence.

Check the answers with the class. If necessary, drill the sentences with the second conditional chorally and individually.

Answers and tapescript

T 12.7

Sam's Dream

I'd like to be taller. If I were taller, I'd be in the first team at rugby. And if I played really well, I'd be captain. And then if I practised really hard, maybe one day I could play for England! My dad would be so proud of me!

Annie's Dream

I have two kids. I love them, but I never have any time to myself. If I had a free weekend, I'd stay in bed all day. I'd read magazines and watch TV. Then I'd sleep all night and my children wouldn't wake me. Oh, heaven!

5 Focus attention on the example about Sam. Elicit the complete sentence. Put students in pairs to talk about Sam and Annie. Monitor and check for correct use of the second conditional. If students have problems, elicit more examples as a class and drill the sentences as necessary. With weaker students, you could do this stage as a class and then get students to write the sentences as consolidation.

Answers

Sam isn't tall. If he were taller, he'd be in the first team at rugby. If he played really well, he'd be captain. Then if he practised really hard, maybe one day he could play for England. His dad would be so proud of him.

Annie never has any time to herself. If she had a free weekend, she'd stay in bed all day. She'd read magazines and watch TV. Then she'd sleep all night and her children wouldn't wake her.

GRAMMAR SPOT (SB p96)

1-3 Go through the notes and questions with the whole class to establish the form and use of the second conditional. Make sure students understand that were, played, had, etc. don't refer to past time. At stage 3, point out that it is acceptable to use either was or were in the sentences, although were is considered preferable, particularly in more formal writing or speaking.

Answers

- 1 If + the Past Simple, would ('d) + the infinitive without to
- 2 The first sentence describes the real world. The second is imagined. The first sentence, which uses the first conditional form, is more probable.
- ▶▶ Grammar Reference 12.3 on SB p146

My wishes

6 Give three examples of your own wishes, e.g. *I'm not very fit. If I were fit, I'd run a marathon*.

Give students time to write their examples. Monitor and help as necessary. Let students exchange examples and say what they would do. Monitor and check for correct use of the second conditional. Note any common errors and correct these carefully after the pairwork.

Let students report back about their partner. Establish what is the most common wish and what students would do.

PRACTICE (SB p97)

Discussing grammar

1 This controlled exercise highlights the difference between first and second conditional. Pre-teach/check win the lottery, wallet, and to bet on a horse. Elicit the correct forms for number 1 as an example. With weaker students, go through the exercise and check which type of conditional students need to use. Ask students to ask Is this possible and probable? about each sentence to help them decide which sentences are first conditional.

Give students time to complete the task, working individually. Then let students compare their answers with a partner before checking with the class. Encourage students to read the sentences in a connected way and not to divide the clauses with a long pause. Drill the sentences as necessary.

Answers

- 1 If I won the lottery, I'd give all the money to you.
- 2 If you go out, will you get me a newspaper?
- 3 If I found a wallet in the street, I wouldn't keep it.
- 4 If I find your book, I'll give it back to you.
- 5 'I'm going to bet £1,000 on a horse.'
 - 'I wouldn't do that if I were you. You might lose the lot'
- 2 Focus attention on the chart and explain that students need to make the most natural-sounding sentences possible. Elicit one or two examples. Then put students in pairs to continue the task. Monitor and check for correct use of the second conditional. If students have problems, elicit more examples as a class and drill the sentences as necessary.

Check the answers with the class. Again, encourage students to read the sentences in a connected way and not to divide the clauses with a long pause.

As an extension, you could get students to write out the sentences. Point out that the sentence parts can be reversed, with the main clause before the *if* clause, e.g. *I'd* accept the job if I were you. Remind students that there is no comma when using this order.

Sample answers

If I were the president, I'd travel the world./I'd work for world peace./I'd tell the truth.

If I were you, I'd tell the truth./I'd accept the job./I wouldn't accept the job./I'd ask the teacher.

If I were a millionaire, I'd travel the world./I'd help you.

If I had the answer, I'd tell you./I wouldn't tell you./I'd help you.

If I had the time, I'd travel the world./I'd help you.

If I knew the answer, I'd tell you./I'd help you.

If I didn't know the answer, I'd ask the teacher.

He's not much good at anything!

3 T12.8 [CD 3: Track 44] Elicit the typical things that parents get annoyed about with their teenage children, e.g. money, housework, how they dress, etc. Focus attention on the photo of Tony and his dad and read the instructions. Pre-teach/check to look smart, ambitious, midday, and to shave. Play the recording as far as clothes and write up the notes for the first part of the chart. Play the recording to the end and check the notes to complete the rest of the chart.

Answers and tapescript

Money	hasn't got any money		
Clothes	can't buy new clothes		
Work	hasn't had job since he left school		
Lazy	doesn't get up till midday, doesn't shave, doesn't shower often		
Girlfriend	hasn't got a girlfriend		

T 12.8 Tony's life

Well, he's not much good at anything. He hasn't had a job since he left school so he hasn't got any money so he can't buy any new clothes. He never looks smart. And he doesn't know what kind of job he wants. He's not ambitious at all so he doesn't apply for many jobs. I think the problem is that he's lazy. He doesn't get up till midday. And he doesn't shave, he doesn't even shower often. He doesn't look good. Maybe that's why he hasn't got a girlfriend. He's useless!

4 T12.9 [CD 3: Track 45] This stage consolidates the form of the second conditional. Elicit the sentence from the first prompt as an example. Give students time to complete the task, working individually. Then let students compare their answers with a partner before playing the recording as a final check.

Answers and tapescript

T 12.9 If Tony had a job, ...

If Tony had a job, he'd have some money.

If he had some money, he could buy some new clothes.

If he had some nice clothes, he'd look smarter.

If he was a bit more ambitious, he would apply for more jobs.

If he weren't so lazy, he'd get up before midday.

If he shaved and showered more, he'd look better.

If he looked better, he might get a girlfriend and that would help him a lot.

SUGGESTION

You can give further practice of the second conditional by getting students to talk about a person with problems similar to Tony's. The person can be real or imaginary, or students can talk about themselves if they are happy to do so. Put students in pairs to talk about the person, e.g. *If she was more hard-working, she'd get better results*. Students can also advice to the person, e.g. *If I were (you/your friend), I'd* ...

ADDITIONAL MATERIAL

Workbook Unit 12

Ex. 6-7 Second conditional

Ex. 8 First and second conditional

LISTENING AND SPEAKING (SB p97)

At a crossroads

ABOUT THE LISTENING

This skills section carries through the theme of wondering about the future with a focus on two people who are at a crossroads in their life. This also gives the opportunity of further practice of the second conditional and *might*.

The section opens with a brief task on what is means to be at a crossroads in life. Students then listen to two people, Jimmy and Fiona, talking about their lives and answer specific information questions. The second listening task tests understanding the main idea, with two short monologues, given by Jimmy and Fiona a year later. Fluency practice comes in the form of a discussion activity on a range of dilemmas.

Some of the vocabulary is new, so be prepared to preteach/check the following items, especially with weaker classes: to be in a band, to get a recording contract, to drop out of university, to go on tour, to have a career, to go crazy (= to be very angry about something), to regret something, to hit the big time; to have boyfriend trouble, to break up with someone, heart-broken, to encourage someone.

1 Lead in to the topic by focusing attention on the crossroads sign and create interest by asking the question to the whole class. Elicit examples from the class that students are happy to talk about.

Answers

A crossroads is literally where two roads cross each other. A crossroads in life is a time when you must choose which direction to take in life. Examples include choosing which university to go to after school, getting a first job, choosing who to marry, moving house, changing career, having children, deciding what to do when you retire.

2 **T12.10 [CD 3: Track 46]** Focus attention on the photos of Jimmy and Fiona. Ask *How old do you think they are?* What sort of 'crossroads' choices might they have to make? Elicit a range of ideas from the class.

Read the questions as a class. Give students a few moments to think about possible answers.

Explain that students are going to hear Jimmy talking to his friend Amy, and Fiona talking to her friend, Jenny. Play the recording of Jimmy and Amy as far as *And you can't do both. Is that it?* and elicit the answer to the first question about Jimmy. Play the rest of the recording without stopping and get students to note down their answers. With weaker students, you could play just the first conversation and check the answers, and then repeat for the second.

Put students in pairs to compare their answers. Play the recording again if necessary to let students complete/ check their answers.

Check the answers with the class.

Answers and tapescript

Jimmy

- 1 Jimmy is at university but he's also in a band. They have just got a recording contract.
- 2 Jimmy and the two other people in the band.
- 3 Jimmy can either carry on with his course or drop out of university to try and be a success with the band.
- 4 Staying at university
 - pros: Jimmy's enjoying the course, he would have a career
 - cons: he would miss his big chance
 - Dropping out
 - pros: the band might go on tour to Europe or the USA
 - cons: the band might not be a success; he wouldn't have a career
- 5 If Jimmy stayed at university, he would regret not giving the band a chance. If he dropped out, his parents would be angry.
- 6 Amy suggests Jimmy tries to make a success with the band.

Fiona

- 1 Fiona is having boyfriend trouble.
- 2 Fiona, her boyfriend, Sam, and a man at Fiona's work, Harry.
- 3 Fiona can either stay with Sam, or break up with him and go out with Harry.
- 4 Staying with Sam
 - pros: Fiona is fond of Sam
 - cons: Fiona would be very unhappy
 - Going out with Harry
 - pros: He would make Fiona happy.
 - cons: Sam would be heart-broken.
- 5 If she didn't say anything to Harry, he might go out with someone else. If she delayed talking to Sam, it might be worse later.
- 6 Jenny suggests Fiona waits and doesn't encourage Harry. She also thinks Fiona should talk to Sam first.

T 12.10

1 Jimmy's problem

J = Jimmy A = Amy

- J Amy, can I talk to you for a minute?
- A Sure. What about?
- J Well, I've got a bit of a problem. You know I'm in my first year at university. I'm really enjoying the course. I love what I'm doing, studying physics, but ...
- A I was waiting for a but!
- J Yes, you're right! But I'm also in a band. There are three of us, and we've been playing together for a couple of years, and we've just got a recording contract, which is something we've been trying to get for ages.
- A And you can't do both. Is that it?
- J Absolutely! The other guys want me to drop out of university. If the record was a success, we'd go on tour. We might go to Europe

- for three months, or we might even go to America! That would be amazing!
- A But if you dropped out of university and the band wasn't a success, then what would you do?
- J Exactly! That's the problem! But if I didn't give the band a chance, I'd regret it for the rest of my life! This is our one big chance!
- A But if the band didn't work, you wouldn't have a career.
- J And my parents would go crazy! Amy! Help me! What do I do?
- A Well, I think you should try with the band. If it doesn't work, it's not the end of the world. You could always go back to university. And you might hit the big time in the music business!

2 Fiona's problem

F= Fiona J = Jenny

- F Jenny! You've got to help me!
- J What is it? Are you all right?
- F Yes, I'm fine, but I'm having terrible boyfriend trouble.
- J What, with Sam? I thought you two were fine?
- **F** We are, sort of. I'm very fond of Sam. We've been going out for over a year, and we do things together, but ...
- J But, but ...
- F But ... I've met this guy at work, and he's asked me out, and I don't know what to do!
- J Wow! This is sudden!
- F Well, not really. The thing is, everyone thinks that Sam and I are a couple and we're going to get married. But for me, Sam is more like a brother! I can't marry him! If I married Sam, I'd be so unhappy! But if I broke up with him, he would be heart-broken! I don't know what he'd do.
- J But it sounds like you have to say something. If you don't tell him now, it might be worse later. Who's this man at work?
- F Well, he's really lovely. His name's Harry. He's my age, and he's very good-looking. We work together, and it's such fun! He really makes me laugh. He isn't pushing me to go out with him, but ...
- J But you'd really like to. I know.
- F And if I don't say anything to him, he might think I don't like him. So what do I do?
- J Well, if I were you, I wouldn't say anything to this guy at work yet. Be nice to him, but don't encourage him.
- F But he might go out with another girl!
- J If he started going out with another girl, then you'd know what sort of man he was. If he likes you, he'll wait. But you have to talk to Sam first.

What do you think?

Focus attention on the example and elicit possible endings. Also elicit an example for Fiona.

Put students in pairs to discuss what they advise in the different situations. Monitor and check for accurate use of the second conditional.

In feedback, elicit a range of advice from the class. If appropriate, ask students to choose the best piece of advice for Jimmy and for Fiona.

4 T12.11 [CD 3: Track 47] Tell students they are going to hear Jimmy and Fiona a year after their conversation with their friend. Ask *Did they make the right decision?* Play the recording through once and check the answers. Elicit any other information students understood about Jimmy and Fiona.

Answers and tapescript

Jimmy made the right decision because his band has been quite successful.

Fiona also made the right decision because Sam also thought they were like brother and sister, but it didn't work out with Harry because he was already engaged.

TIMIN A year later

Jimmy

Well, we made a record, and we went on tour to Japan, and the band's doing really not bad! We haven't hit the big time, but we've had one or two hits, and we're very well-known in some parts of the world. We haven't been to America yet, but we hope to soon.

And my parents have been OK. Well, my mother has. My father keeps saying, 'When are you going to get a real job?', but he doesn't approve of anything I do, so that's nothing new. So it was the right decision!

Fiona

Well, I told Sam, and in fact he was fine about it! He also said that he thought we were more like brother and sister! I was quite upset that he wasn't more upset! Anyway, he was all right about it. And of course all our friends said that they had seen this all along ...

So I broke up with Sam, and it didn't work out with Harry at all. It turned out that he was engaged to a lovely French girl, and he was just being friendly with me. So I got the situation completely wrong! Never mind. I'm single, but that's fine. I'll just see what happens.

Discussion

Pre-teach/check *dilemma*, *religion*, *to fall in love*, *to give someone praise*, *the press*, *lie* (n = not the truth). Put students into groups of three or four and refer them to the situations on SB p157. You could divide up the task by giving each student in the group two or three of the dilemmas. Each student must lead the discussion about their dilemmas, making sure that everyone in their group has a chance to speak, and taking a few notes. Monitor and check for correct use of the second conditional. Note down any common errors for correction after the groupwork.

In feedback, students report what their group decided about each situation to the class.

EXTRA IDEA

Ask each group to think of two or three dilemmas for the rest of the class to discuss.

READING AND SPEAKING (SB p98)

Life, the Universe, and everything

SUGGESTION

The vocabulary in this section is relatively challenging, so it's a good idea to get students to check the vocabulary for homework before the lesson (see *About the text* below). In monolingual classes, especially if you speak the students' first language, you could get students to translate the more science-based vocabulary

ABOUT THE TEXT

There has been great interest in understanding more about the Universe in recent years and this text is representative of the popular science material which is available to the general reader. The text has been carefully constructed to review and consolidate the second conditional and also passive forms.

Students start by thinking about their own concept of time and then do a short quiz on time and the Universe. A discussion activity allows students to respond to the theme of the text in a more personal way.

See *Suggestion* above about vocabulary. The text contains the following 'science-based' language that students may need help with:

Numbers: *million* (one thousand thousand), *billion* (one thousand million), *trillion* (one million million)

Astronomy: Universe, infinite, solar system, galaxy, gravity, to rotate, axis, angle, observable, to expand, to explode, to collapse

Earth: homo sapiens (the scientific name for the type of humans that exist today), to support life, (solar) radiation, ocean, to evaporate, atmosphere, hemisphere, precious

Materials and gases: rock, metal, hydrogen, helium
Students need to talk about the planets so you may need to help with pronunciation: Mercury /'mɜːkjəri/, Venus /'viːnəs/, Earth /ɜːθ/, Mars /mɑːz/, Jupiter /'dʒuːpɪtə/, Saturn /'sætɜːn/, Uranus /'joərənəs/, Neptune /'nept juːn/.

- 1 This lead-in acts as an introduction to one of theme of the text and helps students think about their own perception of time. Get the class to close their eyes and time one minute carefully. Ask students if that seemed a long time to them, and what they consider to be a long time.
- 2 Check students understand the difference between *million* and *billion* (see *About the text*). Also check pronunciation of *Universe* /'ju:niv3is/ and *Earth* /3iθ/.
 - Put students in pairs to discuss the statements and choose what they think is the correct dates. Elicit a range of answers from the class before letting students check their answers at the bottom of the page. Ask students what they found surprising about the answers.
- 3 Give students time to read the introduction. With weaker students, read it as a class and check the answers. If necessary, check the stress on infinite /'Infinat/.

Answers

- 1 The Universe is probably infinite, which means there is no end to it.
- 2 The time scales are enormous. To humans 2,000 years is ancient history but the Universe is 13.7 billion years old.
- 4 Check pronunciation of the key words in number 1 of Part 1: rotation /rəu'teɪʃn/, angle /'æŋgl/, atmosphere /'ætməsfɪə/. With weaker students, you may want to deal with the text section by section and check the answers after each one. Otherwise, let students read the whole text and discuss their answers in pairs after they have

read each section. Encourage them to help each other with vocabulary or use a dictionary. Monitor and help as necessary. Also check for correct use of the second conditional as students discuss their answers.

Answers

Part 1

1 The Earth is the perfect distance from the sun. Rotation means that earth's surface is warmed and cooled once a day, every day.

The angle to the sun gives the Earth its seasons.

70% of the Earth is covered in water.

The Earth's atmosphere blocks harmful radiation but allows enough heat from the sun to warm the planet.

The Earth is the right size.

2 If the Earth was closer to the sun, the Earth would be too hot and the oceans would evaporate. If it was further from the sun, it would be too cold and the Earth would be covered in ice. If the Earth didn't rotate, one side of the planet would be permanently hot, and the other cold.

Without seasons, the weather on Earth would be too extreme. If there was no water, there would be no life.

If the Earth was bigger, gravity would be much stronger and we wouldn't be able to move. If the Earth was smaller and gravity was weaker, it wouldn't hold our oceans.

No information is given about what would happen if the atmosphere was different.

3 Our solar system consists of the sun and eight planets and some moons. They are connected to the sun by gravity.

- 4 The four smaller planets (Mercury, Venus, Earth, and Mars) are made of rock and metal. The two largest planets (Jupiter and Saturn) consist of mainly hydrogen and helium. The two planets furthest from the sun (Uranus and Neptune) consist of ice.
- 5 Travel about half way out from the centre of the galaxy.
- 6 There are between 100 and 400 billion stars in the Milky Way.
- 7 There are more than 170 billion galaxies in the observable Universe.

Part 3

- 8 The sun will continue to burn until it uses all its supply of hydrogen. Then it will explode and become a red giant. Some scientists think that the Universe will continue to expand. All the stars will burn out and it will become dark. The temperature will drop to zero and after that there will be nothing. This will happen when the Universe is 100 trillion years old.
- 9 There is only a very short time in the early years of the Universe when life is possible. That time is now and it is very precious.

What do you think?

Read the questions as a class and let students have a few moments to think about their answers. Have a whole class discussion and encourage students to give reasons for their answers.

SUGGESTION

If your students are interested in the topic, you could get them to revisit the text and look at all the numbers used (in numbers and words). Students can do this in groups if three, taking a section of the text each, and then asking their classmates what the numbers refer to.

WRITING (SB p117)

Listening and note-taking – My vision for the 21st century

This final Writing section practises the important study skill of note-taking during a talk or lecture. Students are shown two ways of taking notes - one more text-based and the other in the form of a diagram.

ABOUT THE LISTENING

This section carries through the overall unit theme of thinking about the future and links to the Reading and speaking section by taking a popular science approach. The recording is in the form of a two-part talk given by a scientist on his vision of the future. Students listen to the first part of the talk and see how much they can understand, and then reconstruct the talk from handwritten notes. They are introduced to the conventions of note-taking and shown two different styles, before practising taking notes themselves from the second part of the task.

Some of the vocabulary is new and of a 'light' scientific nature so be prepared to pre-teach/check the following items, especially with weaker classes: optimistic ≠ pessimistic, life expectancy, DNA (deoxyribonucleic acid: a chemical substance that contains genetic information found in all living cells), microchips, environment, earthquake, volcano, disease, liver, kidney, heart, lung, spare parts, resources, global, cruel, to wage wars, wisdom.

T 12.12 [CD 3: Track 48] Focus attention on the photo. Ask Who is he and what is he doing? (Professor Igor Petrov and he's giving a talk).

Read the instructions as a class and get students to predict the type of things the professor may talk about, e.g. the environment, the economy, technology, etc.

Ask students to cover the sets of notes at the bottom of the page. Tell them not to worry if they don't understand every word, and just to focus on picking out three main points.

Play the recording through once without stopping. Give students time to write down the three points. Elicit a range of answers from the class. Encourage students to help and add to each others' ideas during the feedback.

Tapescript

Note-taking

Part 1

Generally, I am optimistic about the future. If you go back to the beginning of the 19th century most Americans lived for about 50 years. Nowadays, life expectancy is nearly 80 years. This is because of great improvements in healthcare and technology. There's no reason why this won't continue far into the 21st century. The world has changed so much in the last 20 years - we have DNA, microchips and the Internet. We must teach people to use this new technology. I believe that one day everybody will have computers and access to the Internet.

For over two thousand years we have tried to understand our environment, now we are beginning to control it as well. We are learning how to control the weather and one day will learn to control earthquakes and volcanoes. Eventually, illness and disease will not exist because we will build new body parts - new livers, kidneys, hearts, lungs - like spare parts for a car.

People say world population is an increasing problem, but if people become more educated and richer, they won't need or want to have so many children and the population of many countries will decrease. I believe that one day there will be a world government because the resources of the world will have to be managed at a global level. We need to make global decisions. We already have a world language called English and there is now a worldwide communication system called the Internet.

2 Focus attention on the sets of notes. Explain that they are for the first part of the professor's talk, in which he talks about feeling optimistic for the future. Give students time to read through the notes. Point out the use of symbols to link ideas, e.g. an arrow to show a range of numbers, equals sign (=) to show the result of something, and a plus sign (+) to replace and. Elicit an example from the notes on life expectancy. Then put students in pairs to continue the task. Monitor and help as necessary. Don't expect students to reproduce the wording of the talk very accurately – it's enough for them to present and link the main ideas.

Ask students which set of notes they prefer and get them to say why.

T12.13 [CD 3: Track 49] Tell students that the professor continues his talk with a focus on why he feels pessimistic about the future. Again, get students to predict the type of things the professor may talk about, e.g. problems in the world, etc. Ask them to choose which set of notes they want to use and reassure that the second part of the talk is shorter than the first, with just four main points. Remind them of the use of the symbols and also highlight the spacing and underlining in Student 1's notes.

Play the recording through once and see how well students cope with the note-taking. Play it a second time to let students check/complete their answers. With weaker students, you may need to play selected sections again.

Tapescript

Part 2

I do have some reasons to be pessimistic. I think people will remain fundamentally the same. There will always be stupid people as well as intelligent people. There will always be cruel people who want to fight and wage wars. There will be people who don't understand that we have to look after our world, our forests, our oceans, our atmosphere. There will certainly always be people who think that money is everything. We have the technology, but we need the wisdom to go with it.

4 T12.13 [CD 3: Track 49] Put students in pairs to compare their notes. You could get them to reconstruct the second part of the talk from their notes.

Play the recording again and ask students to build up a set of notes on the board as a final check. Remind students that they can continue to use these note-taking techniques for summarizing key points in a listening task or reading text.

Sample answers

Pessimistic

people will remain the same:

· stupid people + intelligent people

- · cruel people = fight wars
- · people don't understand have to look after our world
- people who think that money = everything; have technology but need wisdom

VOCABULARY (SB p100)

Prepositions

This final *Vocabulary* section focuses on prepositions in a range of contexts, including prepositions following nouns, adjectives, verbs, and in phrases with preposition + noun, e.g. *by accident*.

SUGGESTIONS

- This section gives an opportunity for dictionary work. If you think your students won't all have their own dictionaries, or if you want students to all use the same edition, you will need to provide a class set for students to work from. Students with access to computers can also work from an online dictionary.
- If appropriate, you could get students to do all of the exercises in this section as a competition, working in pairs and referring to a dictionary to help them. The first students to complete all the tasks correctly are the winners.
- Get students to record the preposition use that they
 have problems with in their vocabulary notebook.
 Encourage them to write a personalized sentence with
 each of the prepositions to help them remember the
 correct use.

Read the notes on prepositions as a class. Elicit how each preposition is used: connected to – adjective + preposition by gravity / on a date / with Alice – preposition + noun

1 Explain that there are a lot of mistakes with the prepositions in this exercise. Many of the sentences have been taken from earlier units. Students need to raise the score from 0 to 10. Elicit the correct for number 1. Then put students in pairs to complete the task. With weaker students, you could identify the preposition in each sentence first.

Check the answers. You could get students to write out the sentences in full by way of consolidation.

Answers

- 1 Are you interested in art?
- 2 I phoned to Peter, but he didn't answer.
- 3 I arrived in London last week.
- 4 It depends on the weather.
- 5 She's married to James.
- 6 I'm looking for a pair of jeans size 34.
- 7 Did you pay for the meal?
- 8 I'm reading a novel by Dickens.
- 9 I worked as a waiter.
- 10 If you have a problem, ask to the teacher.

2 T12.14 [CD 3: Track 50] Pre-teach/check *starving* and elicit the answer to number 1 as an example. Give students time to complete the sentences. Then play the recording and let students check their answers. Get students to read the sentences aloud. If necessary, check pronunciation of *purpose* /'p3:pəs/ and *business* /'biznəs/.

Answers and tapescript Prepositions

- 1 It wasn't an accident. She broke it on purpose.
- 2 What's for dinner? I'm starving.
- 3 He isn't in the office this week. He's away on business.
- 4 When you go, keep in touch with me via email.
- 5 Transport workers are **on strike** for better pay.
- 6 I don't need other people. I like being by myself.
- 3 This focus of this stage is common collocations of noun + preposition. Pre-teach/check recipe, central heating, damage /'dæmɪdʒ/, butterflies, and cure. Elicit the answer to number 1 as an example. Give students time to complete the sentences, then check the answers.

As an extension, you could get students to use three or four of the collocations in a series of sentences or a short anecdote.

Answers

some information **on/about** Prague a recipe **for** paella be in love **with** the girl next door a book **about** butterflies a problem **with** my central heating a lot of damage **to** a building a meeting **with** your boss a cheque **for** £100 a cure **for** cancer the difference **between** two cultures

4 This focus of this stage is common collocations of adjective + preposition. Pre-teach/check *spider*, *to be used to something*, and *skyscraper*. Elicit the answer to number 1 as an example. Give students time to complete the sentences, then check the answers.

As an extension, you could get students to change the information to make the sentences true for them.

Answers

- 1 I'm afraid of spiders. I can't even look at them.
- 2 Dave is very good at cooking. He makes amazing cakes.
- 3 Why are you angry with me? What have I done to annoy you?
- 4 I found the city noisy at first, but I'm used to it now.
- 5 New York is famous for its skyscrapers.
- 6 They're late. Where are they? I'm worried about them.
- 7 I'm very **different from** my sister. She's clever, I'm not.
- 5 This focus of this final stage is common collocations of verb + preposition(s). Focus attention on the examples. Then give students time to write their sentences or questions. Monitor and help as necessary.

Elicit a range of sentences and questions from the class.

Sample sentences/questions

What podcasts do you listen to? Who are you waiting for?

I've been looking for a new job/Why are you looking at me like that? She's been talking to her friends on Skype./I didn't understand what they were talking about.

What did you think of the film?/I'm thinking about moving to London.

Don't laugh at him./What are they laughing about?

Who does this mobile belong to?

I don't believe in ghosts.

Why don't you agree with me?/Everyone agreed on the date.

Please don't worry about your exam.

Why don't you ask for a pay rise?/I didn't ask him about his divorce.

ADDITIONAL MATERIAL

Workbook Unit 12

Ex. 11 Vocabulary - Prepositions

EVERYDAY ENGLISH (SB p101)

Thank you and goodbye!

This final section consolidates and extends some of the language students practised in Unit 1.

- 1 Focus attention on the photos. Ask students where and who the people are in each one. Also ask what students think the people are saying thank you for in each situation.
 - Put students in pairs to complete the conversations with the words and phrases. With weaker students, you could go through the vocabulary for each conversation first. Monitor and help as necessary.
- 2 T 12.15 [CD 3: Track 51] Play the recording, pausing after each conversation for students to check their answers.

Put students in pairs to practise the conversations. Monitor and check for good pronunciation. If students have problems or sound 'flat', drill key lines chorally and individually. Students then continue practising in their pairs.

Answers and tapescript

- 1 two friends at home
- 2 two friends at home
- 3 two friends at the airport
- 4 three friends in the street
- 5 two friends at the station
- 6 two students and a teacher

T12.15 Thank you and goodbye!

- 1 A Well, it's late. I must be going now. Thank you so much for a lovely evening.
 - B My pleasure!
 - A And the food was delicious!
- B I'm glad you liked it. I hope you get home all right. Bye!
- A Bye! And thanks again!
- 2 A Thank you so much! It was so kind of you.
 - B That's all right!
 - A I'm so grateful for all your help.
 - B Don't mention it!
 - A Er ... Would you mind helping me with just one more thing?
- B Of course not! No problem!
- 3 A I hope you have a good flight! Who's meeting you?
 - B My sister, Sarah.
 - A Remember to give her my love.
 - B Will do. OK, it's boarding. I have to go now. Bye!
 - A Right. Look after yourself! Bye!

- 4 A Thanks for having me. I really enjoyed staying with you.
 - B You're welcome. It was a pleasure. Come back and see us again sometime!
 - A That's very kind. Maybe next year!
 - C That would be lovely!
- 5 A Have a safe journey!
 - B Thanks. I'll text you when I arrive.
 - A Say hello to your parents from me.
 - B I will. Oh! The train's leaving!
 - A OK! Bye! Take care!
 - B See you soon! Bye!
- 6 A Goodbye! And thanks for everything! It was great fun!
 - B I really enjoyed being your teacher.
 - A We learned such a lot with you!
 - B Thank you! Good luck with your English. Keep practising!
 - A We will!
- 3 Put students in pairs and let them choose two of the three conversations. If a lot of students choose the same ones, you may have to adapt their choice to ensure they cover all six conversations. If you have time in class, let students rehearse the lines until they have learnt them by heart. Monitor to help with pronunciation. Ask students to act out their conversation to the class. If this isn't your last lesson, you could get students to learn the lines at home and act out the conversations at the beginning of the next class.

PHOTOCOPIABLE ACTIVITY

UNIT 12 Thank you and goodbye TB p175

Materials: One copy of the worksheet cut up for each group of three or four students. The task can also be done as a mingle, with students having one or two of the 15 lines.

Procedure: Explain that students are going to do a correction and sentence ordering task to practise the language in the *Everyday English* section of Unit 12. Lead in to the task by asking *In what situations do people say thank you and goodbye?*, e.g. at the end of a party, after staying in someone's house, at the end of a course, etc.

- Put students into groups of three or four. Hand out a set of jumbled conversations to each group. (If you want to do the task as a mingle, give students one or two of the conversation lines, depending on how many students you have.) Explain that the set of lines form three conversations in which people say thank you and goodbye. On each line, there is an extra word that students have to find and cross out. They then put the lines in the correct order to form the three conversations. Write one of the lines on the board and elicit the extra word, e.g. Have you a safe trip!
- Students work through the lines, and find and cross out the extra words. Emphasize that they can do this in random order. If necessary, set a time limit of about three minutes to discourage students from focusing on the order of the lines at this stage. Check the answers.
- Elicit the opening line of each conversation (see *Answers* below). Tell students that there are a different number of lines in each conversation. Give them time to do the ordering task, either working in groups or moving round the class in a mingle.

- Ask students to read out the conversations to check they have the lines in the correct order. Students then practise the conversations in pairs.
- As an extension, students can write a longer conversation for one of these situations:
- · saying thank you and goodbye
 - to a host family
 - when emigrating to another country
 - when leaving a job

Answers

- A Well, it's too late. I must be going now. Thank you so much for a lovely party.
- B Was my pleasure!
- A And the food was very wonderful!
- B I'm glad you enjoyed it. I hope you don't get home all right. Bye!
- A Bye! And thanks you again!
- A Thanks for your having me. I really enjoyed spending the week with you.
- **B** You're welcome. It was a pleasure. Come back another and visit again sometime!
- A That's very kind. Maybe the next summer!
- **B** That would to be great!
- A Have you a safe trip!
- B Thanks. I'll ring you when I will arrive.
- A Say the hello to your family from me.
- B I will to. Oh! The bus is leaving!
- A OK! Bye! Take care of!
- B See you too soon! Bye!

Don't forget!

Workbook Unit 12

- Ex. 9 Reading Sleep Where would we be without it?
- Ex. 10 Listening The meaning of dreams
- Ex. 12 Pronunciation Word stress
- Ex. 13 Just for fun!

Word list Unit 12 (SB p150 and TRD)

Remind your students of the Word list for this unit on SB p150. They could translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Teacher's Resource Disc



Unit 12 Test

Stop and Check 3 (Units 9–12)

Progress Test 2 (Units 7–12)

Skills Test 4 (Units 0-0)

Skills Test 5 (Units 0-0)

Exit Tests 1 and 2

Pronunciation Book Unit 12

Video/DVD Episode 12

ADDITIONAL MATERIAL

Teacher's Resource Disc

Communicative activity Unit 12





What's Important to me?

Think about your past, present, or future and write a note for each category.

PERSON

PLACE

NUMBER

OBJECT

JOURNEY



What's Important to me?

Think about your past, present, or future and write a note for each category.

PERSON

PLACE

NUMBER

OBJECT

JOURNEY



What's Important to me?

Think about your past, present, or future and write a note for each category.

PERSON

PLACE

NUMBER

OBJECT

JOURNEY



What's Important to me?

Think about your past, present, or future and write a note for each category.

PERSON

PLACE

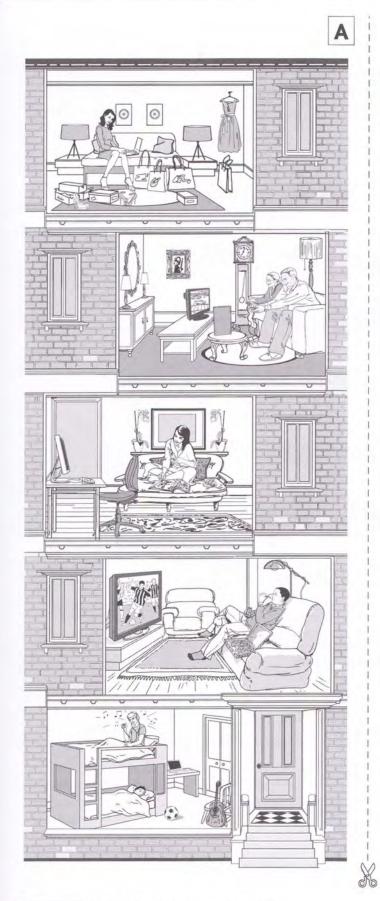
NUMBER

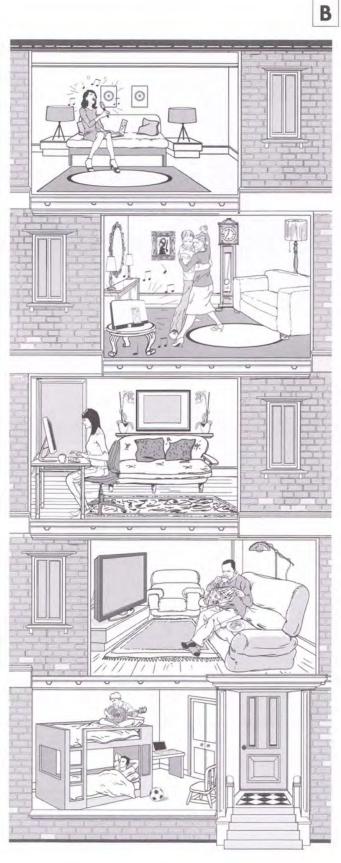
OBJECT

JOURNEY









Unit 3 Today's top headlines SB p25

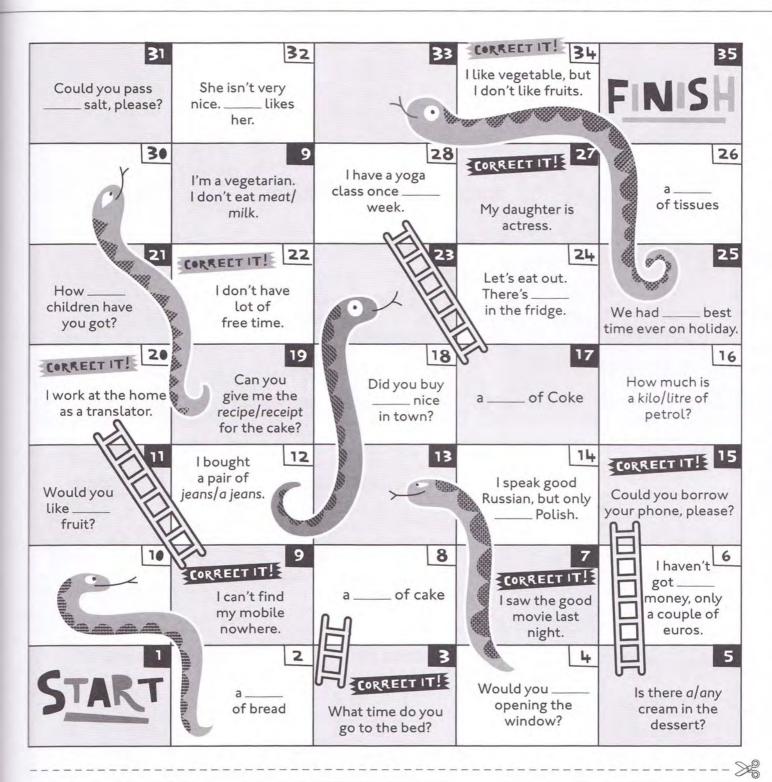


1 Read the headlines. Match the categories at the top of the page to the headlines.

The economy Tech	nnology	Environment Crime Science Sport Celebrity gossip E	ducation
		HEADLINES	
1 Sport	\supset	New striker for Barcelona Read more	11
2	\supset	Thief steals lottery millions Read more	15
3	\supset	Summers getting hotter and wetter Read more	12
4	\supset	Signs of growth in EU NEW Read more	5
5	\supset	Model marries 80-year-old NEW Read more	14
6	\supset	New cancer drug in development Read more	76
7	\supset	Teens addicted to smart phones Read more	10
8	\supset	University applications down by 15% NEW Read more	38

- 2 You are part of the editorial team of a newspaper. Choose the four stories that you think are the most important.
- 3 In groups of four, discuss which are the four top stories for tomorrow's newspaper.
- 4 Choose the top headline for the front page.
- 5 Compare your front page headlines with other editorial teams. Give reasons for your choices.





ANSWERS

- 2 loaf/slice 7 a good movie
- 8 slice/piece 3 go to bed
- 4 mind 9 mobile anywhere
- 5 any 11 some
- 6 much 12 a pair of jeans
- 14 a little/a little bit
 - of/a bit of
 - 15 Could I borrow
 - 16 litre

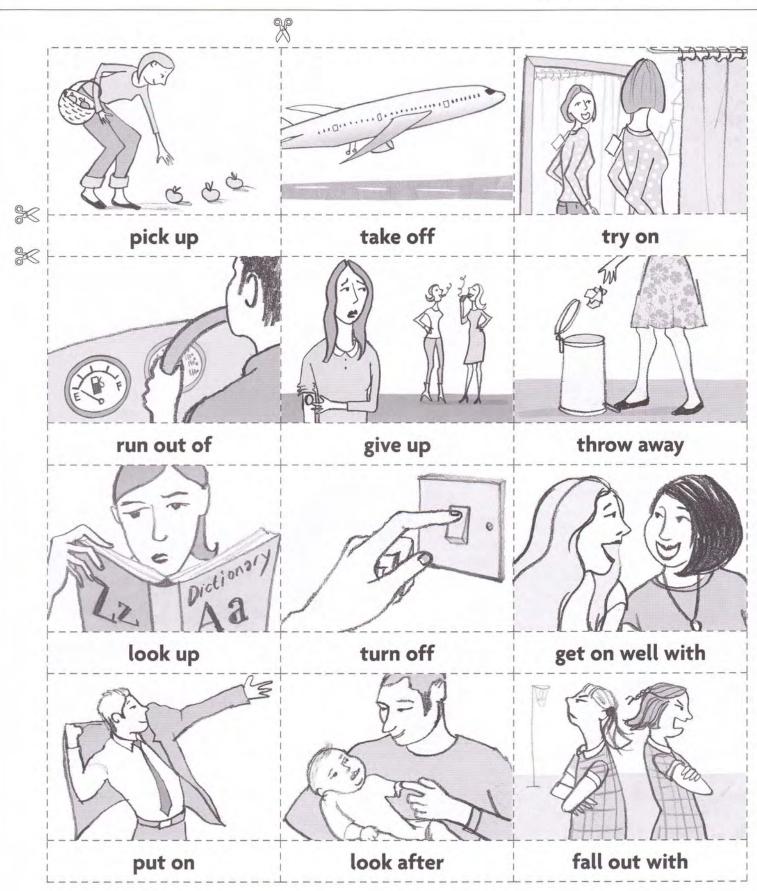
17 can

19 recipe 20 at home

18 anything

- 21 many 22 a lot of
- 24 nothing
- 25 the
- 26 packet/box
- 27 an actress 28 a
- 29 meat
- 31 the/some
- 32 No one/Nobody
- 34 vegetables; don't like fruit







START

What / your best friend / like?

What / your home / like?

GO BACK ONE SQUARE

What / weather like / today?

What / weekend activities / you / like?

How / your parents?

FINISH

BACK ONE SQUARE

What / places in Europe / you / like?

How / your best friend?

What / your mobile phone / look like?

What / your neighbours / like?

GO BACK ONE SQUARE

What / food / you / like?

BONUS WORDS

modern and cosmopolitan

hot and humid

just ordinary, really.

OK, but a bit stressed.

friendly and helpful attractive

a bit miserable

homemade

hardworking and successful

wet and windy

dark hair and eyes

warm and sunny

short, but good-looking

amazing, a really good place

hot and spicy

What / your closest relative / look like?

MISS A GOI

What / your boss or teacher / like?

How / things in general?

What / your favourite actor / look like?

HAVE ANOTHER GO

What / bands / you / like?

What / weather like / in December / in your country?

What / people / like / in your hometown?

What / weather like / in May / in your country?

GO FORWARD TWO SQUARES

What / your favourite food / like?

What / vour doctor / like?

What / your capital city / like?

What / your oldest friend / look like?



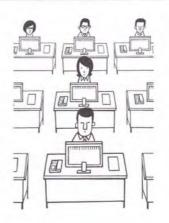


How long have you ...?

	NAME	FOR	SINCE
(be) a student of English			
(work/study/live) where you are now			
(be) able to swim			
(be) able to drive			
(have) an Internet connection or mobile phone			
(wear) glasses/make-up			
(be) on Facebook			
(know) your closest friend			
(be) interested in your favourite hobby			
(have) your favourite childhood possession			
(be) awake today			







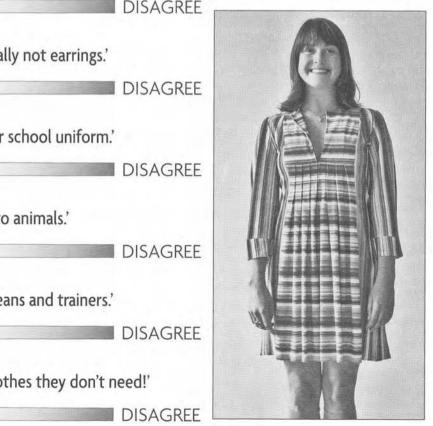


Unit 8 You are what you wear SB p68



'Women and girls should wear skirts and dresses in the workplace and at school.' AGREE DISAGREE 'You don't have to wear a shirt and tie or a smart suit to look professional.' DISAGREE AGREE . 'People who wear sunglasses indoors look silly.' AGREE | DISAGREE 'People should be more creative with clothes. Everyone just wears jeans and T-shirts.' AGREE DISAGREE 'People should never wear socks with sandals.' AGREE . DISAGREE 'Men shouldn't wear rings, and especially not earrings.' AGREE | DISAGREE 'It's stupid for children to have to wear school uniform.' AGREE DISAGREE 'You shouldn't wear leather. It's cruel to animals.' AGREE | DISAGREE 'People over 50 should stop wearing jeans and trainers.' AGREE . DISAGREE 'People spend too much money on clothes they don't need!'





AGREE **M**



	Student A	1	Student B
1 Work with Student B the stories.	. Take turns to dictate lines from	1 Work with Student A. Ta the stories.	ake turns to dictate lines from
a	Ь	a	
A Polish woman couldn't believe it when her dog came home after being stolen			the police, but I don't think they took it seriously.' Edyta spent five days looking out
c	d	c	d
in 1996 after her children had left. She left her home because she was feeling			bartering and getting presents, she said. She has written a book about her lifestyle. After
е	f	е	- f
'It can make many people happy instead of just one,' she said.			A German grandmother has said she's healthier, wealthier, and happier since giving
her dog, Cherry. While they were walking down the road, a car suddenly stopped and	h	8	three masked men jumped out. After they'd grabbed the dog, they drove off. 'It was
for Cherry. Then	j	i	
suddenly she saw the dog coming up the garden path. 'I couldn't			believe it. She was a bit thin, but she had got home That's all that matters.'
k		k	П
terrifying. I thought they were going to attack me, said Edyta. 'I reported it to			disillusioned with the consumer society. She now travels around with just a suitcase,
m	n	m	n
laptop, and mobile phone. 'I can live without money. I can get everything I need by			nearly 50 kilometres away. Edyta Kowalska had gone to Warsaw for the day with
0	P	0	P
up cash 15 years ago. Heidemarie Schwermer, a widow, gave up her home in Dortmund			her publishers had offered her a cash payment, she suggested the money went to charity.

2 Put the notes in order to make two short stories.





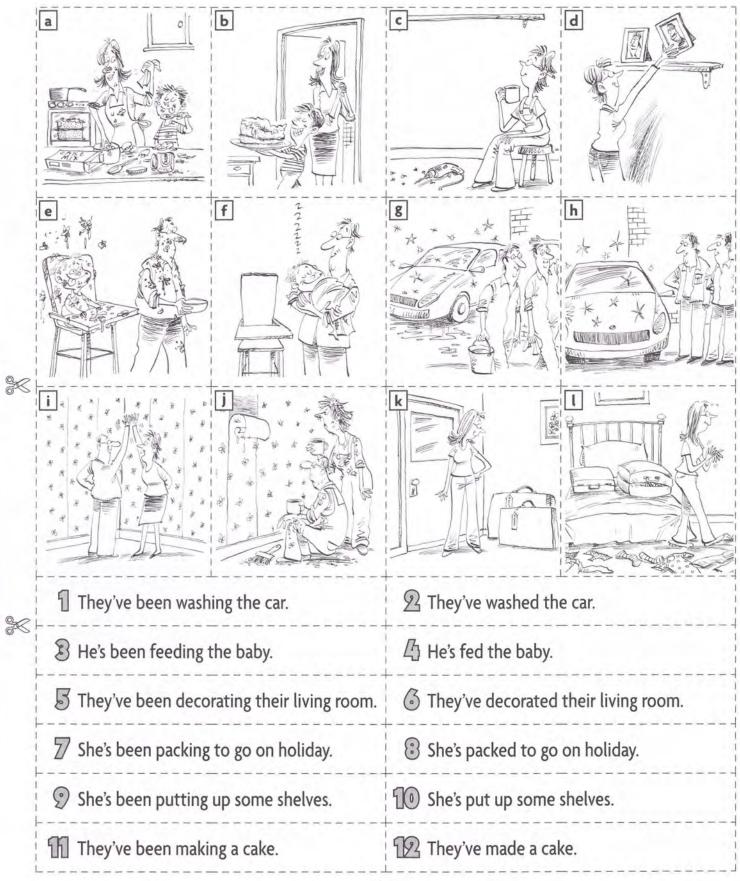
Student A 412

- When / the first Harry Potter book / write?
 - a 1997
- **b** 2001
- c 2005
- Where / Welsh / speak / outside Wales?
 - a Peru
- **b** Portugal
- c Patagonia
- When / antibiotics / introduce?
 - a 1920s
- **b** 1950s
- c 1930s
- Where / the Olympics / hold / in 2008?
 - a Tokyo
- **b** Beijing
- c Seoul
- When / the credit card / invent?
 - a 1950
- **b** 1960
- c 1970
- Where / Volvo cars / make?
 - a Switzerland
- b Slovenia
- c Sweden
- When / the Soviet Union / break up?
 - a 2001
- b 1991
- c 1981
- Where / ice cream / first / produce?
 - a China
- **b** Italy
- c the USA
- When / the Burj Khalifa / build?
 - a 1990
- b 1999
- c 2009
- Where / the Internet / first / develop?
 - a the USA
- **b** Russia
- c the UK

Student B

- Where / the first underground / build?
 - a 1997
- **b** 2001
- c 2005
- When / eBay / launch?
 - a 1994
- b 1995
- c 1996
- Where / Ducati motorbikes / make?
 - a Italy
- - **b** Spain
- c Romania
- When / the euro / introduce?
 - a 1999
- **b** 2002
- c 2003
- Where / The Lord of the Rings / film?
 - a Iceland
- b New Zealand
- c Russia
- When / the printing press / invent?
 - a 1430s
- **b** 1530s
- c 1830s
- Where / haggis / eat?
 - a Turkey
- **b** Poland
- c Scotland
- When / Facebook / create?
 - a 2004
- **b** 2005
- c 2008
- Where / World Cup / hold / in 2010?
 - a Australia
- b South Africa
- c Mexico
- When / aspirin / first / use?
- a 15th century b 17th century c 4th century BC







Unit 12 Thank you and goodbye SB p101







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