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Why a new version of *Headway Elementary*?

A main reason for producing new versions of *Headway Elementary* and *Headway Pre-Intermediate* was to bring them into line with *New Headway Intermediate* and *New Headway Upper-Intermediate*. Having rewritten the two higher level books, it became increasingly apparent that it was necessary to ring some changes with the two lower levels. We felt that the time had come to give them a much fresher and lighter feel, but at the same time we didn’t want to lose those elements that have proved successful with so many teachers. We believe that at lower levels the content and approach of language teaching is inevitably more restricted, and so a lot about the books remains the same.

What remains the same?

- The basic *Headway* methodology is the same. Proven traditional approaches are used alongside those which have been developed and researched more recently.
- The grammatical syllabus is largely unchanged because the requirements of lower level students are usually more predictable than at later levels.
- There is a great variety of practice activities. Some of these have been amended rather than replaced. Nevertheless there are still many new ones.
- Vocabulary is not only integrated throughout but also developed in its own section.
- Skills work is integrated and balanced. It all comes from authentic sources but has been simplified and adapted to suit the level.
- There is an *Everyday English* section.

What are the differences?

- The design is completely new, and this represents a break in what a *Headway* Student’s Book traditionally looked like. It is cleaner and fresher, and activities are easier to follow. There is more space on a page, and some of the exercises and activities are shorter.
- The vast majority of the texts are new. We took this opportunity to freshen up the topics. Teachers very easily get fed up with using the same texts year after year. Sometimes we have found a parallel text on the same topic, but more often we have selected a new topic and a new text.
- There are several new features, such as the *Starter* at the beginning of a unit, and the *Grammar Spot*.
- Many of the vocabulary exercises are different, new, or amended, as are the topics of the *Everyday English* section.

**STARTER**

This is designed to be a warmer to the lesson. It is a short activity and always has direct relevance to the language to be introduced in the unit.

**GRAMMAR SPOT**

This is a mix of explanation, questions, and self-check tasks to reinforce the grammar being taught. There is a page reference given to the fuller Grammar Reference at the back of the book.
What's in the Teacher's Book?

- **Full teaching notes**, answers, and possible problems.
- **Don't forget! section** which refers to relevant exercises in the Workbook, the video, and to the Word list.
- **Tapescripts** in the main body of the teaching notes.
- **Extra ideas and songs section** with notes on how to use them for use after Units 1–4, 5–8, 9–12, and 13–14. You will find the songs on the recording at the end of each section, i.e., at the end of Units 4, 8, 12, and 14.

**Stop and check tests**
There are four Stop and check revision tests which cover Units 1–4, 5–8, 9–12, and 13–14. These can either be set in class, or given for homework (preferably over a weekend) and then discussed in the next lesson. Students can work in small groups to try to agree on the correct answer, then you can go over it with the whole class, reminding students of the language items covered. It is important that, in the translation sentences which come at the end of each Stop and check test, students translate the ideas and concepts, and not word by word.

**Progress tests**
There are three Progress tests which cover Units 1–5, 6–10, and 11–14.

What's in the Workbook?
The Workbook is an important component of the course. It revises the grammatical input of the Student's Book and contains the writing syllabus. Many of the exercises are on the Student's Workbook recording, for use in class or at home.

What's in the Teacher's Resource Book?
The Teacher's Resource Book is a new feature for Headway. It contains photocopiable games and activities to supplement the main course material.

**VIDEO**
A Headway Elementary Video, Video Guide, and Activity Book are available as an optional accompaniment to the course. The video is linked to the syllabus and consists of mini-documentaries on topics that reflect those in the Student's Book, and situational language such as in a shop and in a pub.

**Finally!**
There is a lot that is new in the new editions, but there are many aspects that you will be familiar with. We actually try to guide students to an understanding of new language, rather than just have examples of it on the page. We attach great importance to practice activities, both controlled and free, personalized and impersonal. The skills work comes from a wide range of material—newspapers, magazines, biographies, short stories, radio programmes, songs—and features both British and American English. We hope you and your students enjoy using the books, and have success with them whether using Headway for the first time or having learned to trust its approach from previous use.
Introduction to the unit

As you begin New Headway Elementary, you are probably starting a new course with a new group of students. The title of Unit 1 is 'Hello everybody!', and one important aim is that students get to know each other and you, and you get to know them. Obviously students will have relatively little English to use at this stage, but nevertheless a convivial classroom atmosphere can be established through quite basic interchanges.

Language aims

Grammar - am/is/are The verb to be is introduced in all persons, singular and plural. The focus is on the positive and questions with question words (where, what, and how). The negative and Yes/No questions are dealt with in Unit 2.

Possessive adjectives My, your, his, and her are introduced in the unit. The other possessive adjectives are given in Grammar Reference 1.2 on p124.

Vocabulary Names of countries are introduced as part of the work on introductions. In the Vocabulary and pronunciation section, the alphabet is introduced and practised. Students look at the organization of a bilingual dictionary entry, and everyday objects such as ticket and key. If possible, bring enough bilingual dictionaries for students to share at least one between two. Students are asked to work out the rules for using a/an and the formation of regular plurals with -s.

Everyday English Numbers 1–20 are revised and practised. The situational focus includes practice on exchanging telephone numbers and work on saying hello and goodbye.

Workbook Nationality adjectives (German, French); the numbers 1–20 are practised. The writing syllabus begins in Unit 3.

Notes on the unit

STARTER (SB p6)

1 Say your own name – I'm (John) – and point to yourself to make the meaning clear. Then invite students to say their names – I'm Jean, I'm Keiko, etc. Encourage students to listen to each others' names and to memorize as many as they can. If appropriate, play a memory game by pointing to individual students and yourself and getting the group to say just the name, e.g. John! Keiko! Encourage students in a multilingual group to pronounce each other's names (and your name!) as accurately as possible.

2 Check students understand 'alphabetical order' by putting letters a–g on the board in random order and asking students to re-order them alphabetically. (Don't worry too much if students pronounce the letters wrongly as the alphabet is covered later in the unit.) Check by asking students to put the names in Starter 1 in order.

Ask students to stand up in alphabetical order and say their name. If appropriate, repeat this getting progressively faster each time.

If there are not too many students in the class, put their names on the board so everyone can begin to learn them.

am/is/are • my/your/his/her

Everyday objects • Numbers

Hello and goodbye

Hello everybody!
Ask students to read and listen. Play the recording two or three times, repeat as a class first, then practise it in both open (i.e., students ask and answer the question across the room with the rest of the class listening) and closed pairs (i.e., the whole class working in pairs). Make sure students can accurately produce the contracted form I'm.

**GRAMMAR SPOT**
Focus attention on the contractions. Ask students to circle the contracted forms in exercise 1.

Ask students to complete the conversation. Remind them to use contracted forms.

Play the recording and let students check their answers. If you feel students need more practice, ask them to say the dialogue in open and closed pairs.

**Answers and transcript**

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

**B** Kurt.

**A** Where are you from, Kurt?

**B** I'm from Hamburg. Where are you from?

**A** I'm from London.

This is a mingle activity. Demonstrate the dialogue first in open pairs, and then get students to move around the class and talk to as many people as possible. Don't let this activity go on too long. If you have a large class, it will be impossible for all the students to talk to everyone.

**ADDITIONAL MATERIAL**

Workbook Unit 1
Exercises 1–3 These practise What's your name?, Where are you from? I'm from ... and I'm (a) ...

**Countries, his/her**

If you have access to a world map or a globe, it would be useful for presenting the names of the countries.

Focus attention on the table with the names of the countries. Explain stress and the system of stress marks used in Headway with an example on the board, e.g. England. You could use L1 to explain, and you could perhaps take some examples of words with more than one syllable in L1 (if L1 is stress-timed itself, not syllable-timed) to show how there are stressed and unstressed syllables.

Ask students to read the list of countries as you play the recording. Then they can listen and repeat the second time. Practise the countries as a class, then in closed pairs.

Ask students to look at the photographs and read about the people.

**GRAMMAR SPOT**
Focus attention on the contractions. Ask students to circle the contracted forms in the sentences in exercise 5.

Ask students in pairs or groups to write where the people are from. Students are not expected to know how to say Hello! in all the different languages! This is merely a fun way to introduce countries and the third person singular and plural. Some students will know a few, others will know more.

**Answers**

1 This is Richard. He's from England.

2 This is Tomoko. She's from Japan.

3 This is Lena and Miguel. They're from Brazil.

4 This is Anna. She's from Italy.

5 This is Irina. She's from Russia.

6 This is László and Ilona. They're from Hungary.

7 This is Maria. She's from Spain.

8 This is Kurt. He's from Germany.

9 This is Pierre. He's from France.

Introduce the questions What's his/her name? and Where's he/she from? Point to some of the pictures in exercise 6, ask the questions yourself, and let the students reply. Then drill the questions and correct any mistakes in the use of he/she and his/her carefully. Practise the questions and answers in open pairs.

Ask the students to continue the activity in closed pairs. Monitor and check for correct use of he/she and his/her, and if necessary, drill the language again using the pictures in the book. At the end of the activity, consolidate the positive form by asking students to say His/Her name's ..., He's/She's from ... or They're from ...
GRAMMAR SPOT

Ask students to complete the table with am, is, and are. Check the answers.

<table>
<thead>
<tr>
<th></th>
<th>am</th>
<th>is</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>He</td>
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<tr>
<td>She</td>
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<td>You</td>
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<td></td>
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<tr>
<td>They</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Briefly check comprehension of the subject pronouns which are not covered in exercise 6 (we, it, and you plural) by using the photographs and the students themselves. It can be checked using international food and drinks, e.g. champagne – It’s from France.

Read Grammar Reference 1.1 on p124 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

PRACTICE (58 p9)

Talking about you

1 Demonstrate the activity by getting students to ask and answer the same questions in open and/or closed pairs about the other people in the class. Obviously this will work better in a multilingual class. In a monolingual class where everyone knows each other, you could make role cards giving students a new country of origin, or the identity of a famous person whose country of origin the class would know. This practises the vocabulary of the exercise, too.

2 Ask the students to introduce their partner to the rest of the class. Check for the correct use of he/she and for the correct stress on the names of countries.

Listening and pronunciation

3 Play the recording. Ask students to tick the sentence they hear. This is an exercise that tests discrimination, but you can make it productive afterwards by asking students in pairs to practise the pairs of sentences. Pay particular attention to the sounds /t/ and /ʃ/.

Answers and tapescript

1 He’s from Spain.
2 What’s her name?
3 They’re from Brazil.
4 Where’s she from?
5 He’s a teacher in Italy.

Check it

4 Ask students to work in pairs to put am, is, his, her, or your into the gaps. Afterwards, you can ask them to make the contractions in numbers 1, 3, and 7.

Answers

2 Where are you from?
3 I am from Japan.
4 ‘What’s your name?’ ‘My name’s Tomoko.’
5 Max and Lisa are from Chicago.
6 This is my teacher. His name’s Richard.
7 Where is he from?
8 This is my sister. Her name’s Emma.

Reading and writing

The aim of this section is to allow students to see how much English they already know. In exercise 7, students write about themselves. Encourage them to follow the models in exercises 5 and 6, but also give better students the opportunity to show off! The verbs have, live, and want appear in their Present Simple form, but you don’t need to review this tense at this stage.

5 Ask students to read and listen to the text about Rafael. Make sure students understand married and children. You could ask one or two students to read the text aloud, or in closed pairs, and the students can help each other with pronunciation.

6 Ask students to complete the text about Sasmina. Make sure students understand flat, international, and language.

Answers and tapescript

My name’s Yasmina Karnal and I’m a student. I’m 19. I’m not married. I have one sister and two brothers. I live in a flat in Cairo, Egypt. I want to learn English because it’s an international language.

7 Ask students to write about themselves. After quite a lot of oral class work, some silent, individual work provides variety and balance. Ask them to read what they have written to the class. Don’t worry if there are a lot of pronunciation mistakes. The aim is for students to show what they can do, and to say a little about themselves and their families. You can’t do everything at once! If you have a large class, not all the students will be able to read out what they have written. Collect it in.
If you have a smaller class, it can be interesting to record the students. Play the recording back and correct mistakes that are common to the whole class.

**ADDITIONAL MATERIAL**

**Workbook Unit 1**  
**Exercises 4 and 5** Third person is and are, and short and long forms.  
**Exercises 6 and 7** Possessive adjectives.  
**Exercises 8 and 9** Countries and nationalities with stress practice.

**VOCABULARY AND PRONUNCIATION (SB p10)**

**SUGGESTION**

Some students may be quite familiar with the letters of the alphabet, while others may not remember many of them. Whatever your students' knowledge at this stage of the course, remember that they will all need regular practice in the alphabet and spelling. This can easily be integrated into any lesson when teaching new vocabulary (How do you think you spell ...from the round?), or when reviewing vocabulary (How do you spell ...?), and by the use of spelling games.

If your group cannot remember much of the alphabet, you may want to write it on the board and drill the letters in groups of five before moving on to the song.

1 Tell the students that they are going to listen to the alphabet in the form of a song. Ask them to join in where they can. Play the recording and note down the letters students get wrong or don't know, paying particular attention to a, j, e, g, i, y, u, w, r, which cause problems for many students. Drill the letters which students found difficult.

Practise the letters as a class and in closed pairs. Listen to the song again and let the students sing it if they want to. It certainly helps them to remember the pronunciation of the alphabet!

**The alphabet song**

A B C D E F G
H I J K L M N O P
L M N O P Q R S T
U V W X Y Z

That is the English alphabet!

Pre-teach the question How do you spell ... ? and the use of double for spelling (e.g. apple = a, double p, i, e). Get students to practise asking the question and spelling in pairs, using their own names or the names of famous people. Do not focus on the use of do to form questions in the Present Simple as in How do you spell ... ? This will be covered in full in Units 3 and 4.

2 In the previous lesson, check who has a bilingual dictionary. If there are not likely to be enough, bring some yourself. Ask students to find apple in the dictionary. You could have a conversation in L1 to compare the dictionary entries, but don't let this go on too long.

3 Students match the words and pictures. Encourage them to work in pairs and match the words that they recognize first. Then they can use a dictionary to complete the activity. Monitor and check for pronunciation.

**Answers and tapescript**

| a | a dictionary       | g | an apple     |
| b | an orange          | h | a letter     |
| c | a newspaper        | i | a magazine   |
| d | a stamp            | j | a ticket     |
| e | a bag              | k | a key        |
| f | a camera           | l | a postcard   |

**T1.8** Play the recording and get students to repeat the words as a class and individually. If students have problems with incorrect stress, refer them to the table to help them self-correct. If necessary, drill the words, stopping the recording after each example.

4 Demonstrate the activity by saying the letter of some of the photographs and asking a student to tell you what the object is and how you spell it. Students continue in closed pairs.

5 Ask students to look at the words and to work out the rule if they don't already know it.

**Answers**

The letters a, e, i, o, and u are vowels.

a goes before a word with a consonant, an goes before a vowel.

Point out the following sound rules:

- when we pronounce /ju:/, we use a, e.g. a university
- when h is silent, we use an, e.g. an hour.

6 Ask students to look at the plurals and work out the rules for the formation of plurals. Refer students to Grammar Reference 1.4 and 1.5 on p124.

**Answers**

Most nouns add -s. Nouns ending in a consonant + y, take away the -y and add -ies.

Get students to say the plurals of the other words in exercise 2.

**ADDITIONAL MATERIAL**

**Workbook Unit 1**  
**Exercises 10 and 11 a/an**  
**Exercise 12 Check it**
Hello and goodbye

1 Get students to say numbers 1–20 around the class. If necessary, drill the numbers and check for correct stress on numbers 13–19, e.g. thirteen.

2 Ask students to read and listen to the telephone numbers. Focus attention on the use of double for repeated numbers and the use of ‘oh’ for 0, rather than zero. Make sure students realize that each number is read individually in English, unlike some languages where 94 would be read as ninety-four.

3 Tell students they are going to hear six sentences, each of which contains a number. Ask students to write down the numbers they hear. If necessary, pause the recording after each sentence, or play the recording a second time. Check the answers.

Answers and tapescript
1 Hello. 01913 786 499.
2 My brother has four children.
3 I have 10 stamps in my bag.
4 Hello, extension 4177.
5 I live at number 19.
6 Goodbye. See you at five.

Get students to practise the numbers in the sentences.

4 Drill the question and answer. Then get students to ask other people what their phone number is and to write a list. If you have a big group, check a few of the numbers across the class. If you have a small group, you could check the numbers by writing up the list on the board.

5 Ask students to write the conversations in the correct order. Play the recording to check.

Answers and tapescript
1 A Hello, extension 3442.
   B Hello, Mary. This is Edward. How are you?
   A I'm fine, thank you. And you?
   B I'm OK, thanks.
2 A Goodbye, Marcus.
   B Goodbye, Bianca. Have a nice day.
   A Thanks, Marcus. See you this evening!
   B Yes, at seven in the cinema.
3 A Hello, 270899.
   B Hi, Flora! It's me, Leo. How are you?
   A Not bad, thanks. And you?
   B Very well. How are the children?
   A They're fine.

6 Students practise the dialogues in open and then closed pairs. Then ask students to practise again, using their own names and telephone numbers.
Introduction to the unit

The title of Unit 2 is 'Meeting people', and various characters are introduced to practise the grammar. The first real fluency activity of New Headway Elementary is the reading and listening exercise – Dorita's letter to Miguel. It is important for elementary-level students to be exposed to language in a natural context.

Language aims

Grammar – questions and negatives The verb to be is given further practice, with an emphasis on questions, negatives, and short answers. The question words what, where, who, how old, and how much are revised or introduced. Note that in the negative, we use the contracted forms of not, not the contracted forms of the verb to be: i.e. she isn't, they aren't, you aren't, we aren't, and not she's not, they're not, you're not, we're not. Try to keep to these forms as you speak to the class. The contraction *I amn't isn't possible, and this is pointed out in the Grammar Spot in the Negative and short answers section. Having been introduced to contracted forms, students are tempted to use them in short answers, for example, Are you married?*Yes, I'm, but this is not possible. Where other languages will answer an inverted question with simply yes or no, English prefers to add a short answer. Without the short answer, the speaker can sound rather abrupt.

Possessive 's It can come as quite a surprise to students to learn that not only does s signify a plural noun, but 's is both the contracted form of the verb to be and an indicator of possession. This needs to be pointed out very carefully and regular practice given in distinguishing the different forms.

Vocabulary Members of the family (father, aunt, etc.), other words for personal relationships (boyfriend/girlfriend); plus common adjectives and their opposites.

Everyday English This section practises the language required in a café. Can I have...? is taught idiomatically. Vocabulary to do with food and drink is introduced, and prices are practised. You might feel your students would benefit from doing exercises 13 and 14 in the Workbook before doing the Everyday English section.

Workbook The spelling of plural nouns is practised.

Notes on the unit

STARTER (S8 p12)

POSSIBLE PROBLEMS
The Starter section revises and practises numbers. Numbers 1–20 and phone numbers were introduced in Unit 1, but you might feel that your students need more classroom work on these areas. Learners of English often experience difficulty in recognizing and producing the difference between the 'teen' numbers (13–19) and the corresponding 'ten' numbers (30, 40, 50, etc.). Point out the different word stress.

a thirty a thirteen
I Get students to count from 1–20 around the class. Repeat so that everyone has a chance to practise or if students make mistakes.

2 Now ask students to count in tens from 10–100 around the class. Check for correct stress, and repeat until students can say the numbers quickly and accurately.

3 Tell students your own age and then briefly revise numbers that reflect the age of your students. Drill the question How old are you? Ask students to work in groups of three or four and ask and answer about ages. Ask for a few examples of ages to practise He's ..., She's ..., They're ..., and We're... (Unless your students query the use of be as different from how they express age in their own language, do not spend time on this.)

21. What's her surname? Anderson
22. What's her first name? Keesha
24. What's her job? She's a journalist.
25. What's her address? 42 Muswell Hill Road, London N10 3JD.
27. How old is she? Twenty-eight.
28. Is she married? No, she isn't.

Before you ask students to practise the questions and answers in pairs, let them practise in open pairs, focusing on accurate intonation. English has a very wide voice range, and this is apparent in questions. Questions with a question word start high and fall.

Listen to the models on the recording and ask students to imitate them. Point out that the question in number 8 is different as you can answer Yes/No and it has a different intonation pattern. Inverted questions usually rise at the end. (Students will practise this more fully in Negatives and short answers section that follows.)

Encourage students to ask you questions about Keesha's brother. Insist on accurate intonation. You can give any information you want, but here is a sample profile.

Keesha's brother
Surname Anderson
First name Rudie
Country England
Job Policeman
Address 70, London Road, Oxford OX3 5AL
Phone number 01865 753 4991
Age 21
Married? No

Negatives and short answers

Tell students they are going to continue asking questions, first about Keesha and then about her brother.

Asking about Keesha

Ask students to read and listen to the Yes/No questions and short answers. Play the recording. Play the recording again and ask students to repeat, emphasizing the rising intonation on the question and the pronunciation of the contracted form isn't.

Allow students to practise the questions and answers which appear in full in the Student's Book in open and closed pairs. Insist on accurate intonation. Then ask students to ask questions 1 and 2, following the same pattern.

Answers
1. Is she a doctor? No, she isn't
2. Is she a teacher? No, she isn't
3. Is she a journalist? Yes, she is
4. Is she eighteen? No, she isn't
5. Is she twenty-one? No, she isn't
6. Is she twenty-eight! Yes, she is.

Asking about Keesha's brother
Students continue asking about Keesha's brother, following the same pattern and working in closed pairs.
**Answers**

1. Is his first name Peter? No, it isn't.
2. Is his first name Daniel? No, it isn't.
3. Is his first name Rudi? Yes, it is.
4. Is he a journalist? No, he isn't.
5. Is he a student? No, he isn't.
6. Is he a policeman? Yes, he is.
7. Is he sixteen? No, he isn't.
8. Is he thirty? No, he isn't.
9. Is he twenty-one? Yes, he is.

**GRAMMAR SPOT**

**SUGGESTION**

This is the first time that students have seen all the short answers and negative forms of the verb *to be*, so deal with the information in the Grammar Spot very carefully. You might want to practise the short answers in open pairs and drill the negative sentences.

1. Students complete the short answers, using the contracted form where possible (No, it isn't). Check the answers.

   **Answers**
   
   Is Keesha English? Yes, she is.
   Is her surname Smith? No, it isn't.
   Are you a journalist? No, I'm not.

   Make sure students understand that positive short answers can't be contracted to *Yes, she's.*

2. Focus attention on the negative forms and point out especially that we cannot say *'I amn't.*

   Read Grammar Reference 2.1 on p125 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

**PRACTICE (SB p13)**

**Who is he?**

1. Photocopy the identity cards on p122.

**POSSIBLE PROBLEMS**

This is the first information gap activity in New Headway Elementary, and it might even be the first time your students have ever done such an activity. Students may find it strange that Student A has different information from Student B, so explain this activity very carefully, in L1 if you can. Stress that they mustn't show each other the information! Read the instructions as a class. Allocate the pairs, and give the photocopied card to Student B. You could do the first two questions yourself as an example. Give students enough time to complete the information exchange.

**Answers**

SURNAME Binchey
FIRST NAME Patrick
COUNTRY Ireland
JOB Accountant
ADDRESS 82, Hill Road, Dublin
PHONE NUMBER 1232 4837
AGE 47
MARRIED? Yes

2. Students ask and answer questions about Patrick.

**POSSIBLE PROBLEMS**

Students first saw the short answers Yes, he/she is, No, he/she isn't, and No, I'm not in Negatives and short answers. This speaking exercise and the exercises in Talking about you extend and consolidate this focus. It is inadvisable to embark on an explanation of what short answers are and how they operate, as you run the risk of overloading students with too much information. It is better to let students see them in context and use them in controlled exercises. Demonstrate the activity by asking this first question about Patrick's surname and getting students to answer. Students continue to ask and answer in closed pairs. Monitor and check for correct formation of questions and short answers.

**Answers**

1. Is his surname Smith? No, it isn't.
2. Is his surname Jones? No, it isn't.
3. Is his surname Binchey? Yes, it is.
4. Is he from Italy? No, he isn't.
5. Is he from England? No, he isn't.
6. Is he from Ireland? Yes, he is.
7. Is he a policeman? No, he isn't.
8. Is he a teacher? No, he isn't.
9. Is he an accountant? Yes, he is.

**Talking about you**

3. Demonstrate the activity by asking students the example questions in the Student's Book. If necessary, remind students of the short answers Yes, I am and No, I'm not. Get students to ask you the questions for each category on the identity card. Correct mistakes carefully.

4. Photocopy the forms on p122. This is a mingle activity. Read the instructions as a class and get two or three pairs of students to model the examples. Students stand up and ask and answer questions. The students should complete the information exchange with at least two other students, but stop the activity before they get tired.
Ask four or five students to tell the rest of the class about one of the others. They could well have problems with the shift from first and second persons to third person, i.e. your to her, are to is, etc., but allow students to feed back without correcting every mistake.

ADDITIONAL MATERIAL

Workbook Unit 2
Exercises 1–7 Verb to be, questions, negatives, short answers, short forms, and long forms.

Patrick’s family

Possessive ’s

1 Focus attention on the vocabulary table and on the example. Make sure students understand that the words are in male–female pairs. Students complete the table working with a partner and using a dictionary if necessary. Monitor and check for correct pronunciation, especially of daughter /dɔːtə/ and of grandmother/grandfather /ˈɡrænməðər, /ˈɡrænfədɑː/. Check the answers. Drill some of the words to practice the pronunciation.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>husband</td>
</tr>
<tr>
<td>wife</td>
</tr>
<tr>
<td>brother</td>
</tr>
<tr>
<td>sister</td>
</tr>
</tbody>
</table>

SUGGESTION

You could begin this presentation with a personalized example. Talk about your own family, e.g. I have two children, a boy and a girl. The boy’s name is Tony and the girl’s name is Lucy. Put the last sentence on the board, and draw students’ attention to the possessive ‘s. Say that this isn’t the verb to be, but that it shows possession. Use L1 if you can.

2 Focus attention on the photograph. Ask students to read and listen and put the names next to the right person. Check the answers by pointing to each person and asking students for the correct name.

GRAMMAR SPOT

1 Focus attention on the use of ’s as the contraction of is and as an indicator of possession.

2 Refer students back to the text about Patrick Binchey. Get them to work in pairs and underline the use of possessive ‘s and circle the use of ’s as the contraction of is.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Possession</th>
</tr>
</thead>
<tbody>
<tr>
<td>wife’s name</td>
<td>is a teacher.</td>
</tr>
<tr>
<td>daughter’s name</td>
<td>she’s twenty-one</td>
</tr>
<tr>
<td>son’s name</td>
<td>she’s a nurse</td>
</tr>
<tr>
<td>Lara’s boyfriend</td>
<td>he’s nineteen and he’s a student.</td>
</tr>
</tbody>
</table>

Refer students to Grammar Reference 2.2 on p123.

3 Students ask and answer questions about Patrick’s family.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who’s Brenda?</td>
</tr>
<tr>
<td>Who’s Lara?</td>
</tr>
<tr>
<td>Who’s Benny?</td>
</tr>
<tr>
<td>Who’s Mick?</td>
</tr>
</tbody>
</table>

SUGGESTION

You could revise the possessive ’s and family relationships by referring to famous people and their relations, e.g. Nicole Kidman – She’s Tom Cruise’s wife.

PRACTICE (SB p15)

You and your family

1 Students ask you questions about the names of people in your family, i.e. What’s your mother’s name? not Who’s…

2 Students write down the names of some of their relatives on a piece of paper. Then they exchange pieces of paper with a partner and ask and answer questions about each other’s families.

SUGGESTION

You could revise the possessive ’s at the beginning of the next lesson by asking ten or so students for a personal belonging of theirs. Put them all in the middle of the room. Students then have to point at an object and say That’s Maria’s book, etc.
3 This exercise consolidates the verb to be in a range of persons, and allows students to make some sentences about themselves. Check comprehension of at home, at work, and coffee bar.

Answers
- There can be no set answers for this exercise, but check that students haven’t made mistakes in the forms of to be.

Check it
4 Students work in pairs or small groups to identify the correct sentence.

Answers
1 I’m a doctor.
2 I am twenty-nine years old.
3 I’m not married.
4 My sister’s name is Lara.
5 She’s married.
6 I’m an uncle.
7 I have two brothers.
8 Peter’s my sister’s son.

ADDITIONAL MATERIAL
Workbook Unit 2
Exercises 8 and 9 Possessive ‘s

VOCABULARY (SB p16)
Opposites
1 Students use their dictionaries to match the opposite adjectives.

Answers
big small hot cold
diff new expensive cheap
doll lovely horrible fast slow
difficult
dancer

Drill the words to practise pronunciation. Ask students to mark the stress on words with two syllables or more.

Answers
difficult
doggle
expensive
lovely
easy

2 This exercise practises the vocabulary and revises the verb to be. Students write sentences for each picture.

T 2.4 Play the recording so students can check their answers. Students practise saying the sentences in pairs.

Answers and transcripts
1 He’s old. She’s young.
2 It’s easy. It’s difficult.
3 It’s new. It’s old.
4 It’s fast. It’s slow.
5 It’s lovely. It’s horrible.
6 It’s hot. It’s cold.
7 They’re cheap. They’re expensive.
8 It’s small. It’s big.

READING AND LISTENING (SB p16)
A letter from America

POSSIBLE PROBLEMS
This is the first piece of extensive skills work in New Headway Elementary. Students read and listen to the letter at the same time even though this might be deemed an unnatural activity. Learners of English find reading easier than listening because they can recognize cognates without the interference of different pronunciation. However, if they read the letter silently at their own speed, they could become distracted by unknown and not terribly important vocabulary. The aim of this activity is to show students a lot of the language that they have already been exposed to in a relatively natural context. If you feel your students would not be able to cope with the activity as it stands, you could pre-teach the following items of vocabulary, or set them as homework tasks prior to the lesson.

nice friendly snow (n.)
apartment subway happy
girl use (v.) soon
dancer park (n.)

However, if you feel your students don’t need so much support, simply encourage them not to worry about other unknown words.

1 Read the introduction as a class.

T 2.5 Students read and listen to the letter.

2 Ask students to match a picture with a part of the letter. There are more pictures than paragraphs, so students will use words to refer to the relevant part of the letter.

Answers
Picture 1 Central Park is lovely in the snow.
Picture 2 In class with students from other countries
Picture 3 Annie and Mamie
Picture 4 The subway isn’t difficult to use.
Picture 5 It’s very cold now.

When the students understand the gist, play the recording and ask them to read again.
If you feel your students would be happy to correct the false sentences in pairs or small groups, ask them to do this. Otherwise, answer the questions as a class.

Answers
3 J
4 X No, she isn't. She is at a language school.
5 X No, it isn't. It's a small class - nine students.
6 X No, they aren't. They're all from different countries.
7 X No, they aren't. Annie is a dancer.
8 J

Students often have problems with the formation of questions, so it is worth taking the opportunity to provide some practice.

If you feel students would be happy to work in pairs or small groups to answer these questions, let them do so.

Answers
2 Where are the (other) students from?
3 What's her/the teacher's name?
4 Who are Annie and Mamie?
5 How old are Annie and Mamie?
6 Is New York big/exciting/expensive?

You could drill the questions for pronunciation practice. Careful with intonation!

Students listen to three conversations. After each conversation ask and answer the two questions with the students. Then ask them to look at the tapescript on p114 of the Student's Book and play the recording again.

Tapescript
D = Dorita  O = Orlando
1 D Hello. My name's Dorita.
O Hello, Dorita. I'm Orlando.
D Where are you from, Orlando?
O I'm from Italy, from Rome. And you? Where are you from?
D I'm from Argentina.
O From Buenos Aires?
D Yes, that's right.
I = Isabel  C = class  D = Dorita
2 I Good morning everybody.
C Good morning, Isabel.
I How are you all?
C Fine.
   Good.
   OK.
I How are you Dorita?
D I'm fine thank you. And you?
I Very well. Now listen everybody... .

EVERYDAY ENGLISH (SB p18)

In a cafe

SUGGESTION
The activities in the Starter section allow students to focus just on prices before being exposed to them in a fuller context. If you feel your students need to do more work on prices prior to the lesson, see the Workbook Unit 2, Exercises 13 and 14.

1 1 Students read and listen to the prices to familiarize themselves with the system and pronunciation.

Play the recording again and get students to repeat the prices. Make sure students realize we only use 'p' for prices under a pound.

2 Tell students they are going to hear six prices, each in a context. Get them to write down the prices they hear. (In number 6, they have to write the correct price.) Check the answers.

Answers and tapescript
1 That's five pounds fifty, please.
2 Look, it's only twelve pounds.
3 Here you are. Twenty p change.
4 Pizza is three pounds seventy-five.
5 One hundred pounds for that is very expensive.
6 Nine pounds fifteen, not nine pounds fifty.
Students read the menu and match the food with the pictures. Drill the pronunciation of the food and drink. Pay particular attention to hamburger and chips /'hæmbə:garən 'tʃɪps/, chocolate cake /'tʃɒklət 'keik/, and orange juice /'ærɪndʒu:/.

Students practise the menu items in pairs by pointing to the pictures and saying the names.

Students listen and repeat. Do this chorally, stopping the recording, and individually. Check comprehension of the question How much ... ? Make sure students practise the intonation of the How much ... ? questions, and draw attention to word-joining, e.g. an orange juice.

Students ask and answer questions about the prices. Do this first in open pairs, then in closed pairs. Correct pronunciation carefully.

Answers and tapescript
A Good morning.
B Good morning. Can I have an orange juice, please?
A Here you are. Anything else?
B No, thanks.
A Ninety five, please.
B Thanks.
A Thank you.
B Hi. Can I help?
A Yes. Can I have a tuna and egg salad, please?
B Anything to drink?
A Yeah a mineral water, please.
B OK. Here you are.
A How much is that?
B Four pounds ninety-five, please.
A Thanks.

Students practise the conversations in pairs. Then make the activity a little freer by roleplaying. Take the role of the person working in the cafe yourself first and choose one of the students to be the customer. You can increase the vocabulary according to the level of your students, asking for example Do you want mayonnaise in your sandwich? Diet Coke? etc.

Then ask students to take both roles and practise the conversations in the Student's Book and their own conversations. You could record some conversations for later examination and correction.
Introduction to the unit

Work and jobs are the themes of this unit as they lend themselves to the practice of the grammatical aim, which is the introduction of the third person singular of the Present Simple. The skills work includes a reading text about a man who lives on a remote Scottish island and has thirteen jobs! This was chosen to complement both the themes and grammar of the unit. The text also acts as a preview of other forms of the Present Simple in context.

Language aims

Grammar - Present Simple 1 The Present Simple is the most used tense in the English language. It is therefore important to introduce it early in an elementary course. In New Headway Elementary the introduction is staged over two units. In this unit only the third person singular with its questions and negatives is presented and practised. All the other persons are introduced in Unit 4.

POSSIBLE PROBLEMS

- The English language does not have many inflections. Unfortunately this seems to mean that the few that exist cause a disproportionate amount of difficulty for foreign learners. The son the thud person singular of the Present Simple is a classic example of this. Therefore we introduce it first in the hope that it will be more memorable and students will be less likely to omit it.
- The s can be pronounced in three ways:
  - comes /kəmz/
  - works /wɜːks/
  - teaches /ˈtiːʃz/
  So you need to spend some time highlighting the s, z, tz endings and practising them.
- The use of does/doesn’t in the question and negative often seems strange to students, because of the absence of the auxiliary in the positive.

NOTE

For the first nine units of New Headway Elementary, the verb have is introduced and practised as a full verb with its do/does forms. Have got is introduced in Unit 10. This is for several reasons:

- By introducing the do/does forms, the verb have operates like any other verb in the Present Simple (with the exception of has in the third person singular).

  When students have just learned the Present Simple and have been introduced to the auxiliary verbs do/does, it is very difficult and confusing for them when they come across the verb form have got, which operates differently.

- Although have got is common, especially in the spoken language, the full verb have with its do/does forms covers all the uses in a way that have got doesn’t. Have got expresses possession, but it cannot express a habitual action. So students can learn How many children have you got?, but then it is very confusing when they are introduced to What time do you have lunch? We cannot say ‘What time have you got lunch?"

- Finally, have with its do/does forms is becoming more common in spoken British English. It is the standard form in American English.
**Vocabulary and pronunciation** A variety of jobs with related activities are introduced. Dictionary work is encouraged and there is a certain amount of work on the phonetic spelling of some of the words.

**Everyday English** Students focus on how to tell the time in English. This is practised in short dialogues.

**Workbook** The spelling of the third person singular is practised (watches, goes).

Question words such as Where? and How much? are practised.

Verbs of daily routine (get up, get dressed) are introduced, and some verbs and nouns that go together (have a shower, wear a uniform).

The writing syllabus of New Headway Elementary begins in this unit.

Object pronouns (me, him, them) are introduced and practised.

**Notes on the unit**

**STARTER (S8 p20)**

The Starter activity recycles the family vocabulary from Unit 3 and allows students to use some of the jobs vocabulary they already know. Give some examples of jobs of the people in your own family and then get students to continue the activity in pairs. If students ask for the names of individual jobs, give some examples that are common to the whole class, but do not let the Starter activity go on too long or reduce the usefulness of the Vocabulary and pronunciation section.

**THREE JOBS (S8 p20)**

**Present Simple he/she/it**

**SUGGESTION**

We suggest that before you start this unit you set the following vocabulary homework in preparation for the presentation texts on Ali and Bob. This will save a lot of classroom time where you would have to check vocabulary either by mime, dictionary work, or translation (in a monolingual class), and it will give you more time to focus on the grammar.

**Homework prior to lesson**

Ask students to write the translation of the following words and learn them for the lesson. They can use a bilingual dictionary to look up words they don’t know.

Verbs: come fly go help like love speak work

Nouns: day hour summer town walk week winter

Adjectives: free (time) ordinary

Pre-teach scientist and flying doctor.

1. Ask students to look at the photographs. Ask them What’s her job? (scientist). What’s his job? (flying doctor).

Then ask them to look quickly at the texts and ask Where’s she from? (Cambridge, England). Where’s he from? (England).

**T 3.1** Now play the recording and ask your students to read and listen to the texts at the same time. If you think your class will experience some difficulty, you could deal with the texts one at a time, doing the Grammar Spot exercises with them for the first text and then asking them to repeat the process on their own for the second.

**GRAMMAR SPOT**

1. Ask students to work on their own to underline the verbs and then check their answers with a partner before you conduct a full class feedback. You could ask them to call out the verbs for you to write on the board in columns according to their pronunciation.

   **Answers and pronunciation guide**

   /z/ comes flies lives loves is has

   /s/ works likes speaks

2. Ask the whole class what the last letter is and point out that this is the ending for the third person singular – he, she, it – of the Present Simple tense.

3. Before you ask your students to practise the verbs in pairs, ask them to chorus them with you from the board and draw their attention to the different pronunciations of the endings.

   You may also want to point out that is and has are irregular.

   Now ask them to practise in pairs and read one of the texts to each other. Go round and monitor. You could round off the activity by asking one or two students to read a text aloud to the whole class.

2. Ask your students to write in the answers on their own and then check with a partner. Make it clear that each gap represents a word and that number 8 requires a positive verb in the second sentence because of the negative expressed by never.

**T 3.2** Students listen and check their answers.

**Answers and transcript**

1. She’s a scientist. He’s a doctor.


3. She lives in a big city, but he lives in a small town.

4. She works three days a week. He works 16 hours a day non-stop.
5 He speaks to sick people on his radio. She speaks three languages.
6 She loves her job and he loves his job, too.
7 She has a daughter. He isn’t married.
8 She likes skiing and going for walks in her free time.* He never has free time.
* Note that like + -ing is dealt with in Unit 4.

PRACTICE (SB p21)

Talking about people

1 The aim of this activity is to give students the chance not just to produce single sentences, but to speak at some length to describe Philippe. It is both useful and satisfying for low-level students to use language for 'display' purposes in this way and not always engage in the more 'natural' question and answer activities.

Ask the whole class to look at the picture of Philippe and the information about him. Start to build a profile of him orally with contributions from different students.

2 Then ask one or two individuals to speak at length about Philippe.

Sample answer

Philippe is a barman. He comes from France and he lives in Paris. He works in the centre of Paris. He speaks French and a little English. He isn’t married, but he has a dog. In his free time he likes walking his dog and playing football.

3 Now ask your students to write some notes about a friend or relative. Students work in pairs and talk about their friend or relative to their partner. Go round the class to check and help them. Bring the whole class together again, and ask one or two students to tell the others about their friend or relative.

ADDITIONAL MATERIAL

Workbook Unit 3

Exercises 1 and 2 These provide further practice of the third person positive of the Present Simple. Exercise 2 focuses on the spelling.

Exercise 3 This is a vocabulary activity in preparation for Exercise 4. It should be done with a dictionary. (It is not an opportunity to practise other persons of the Present Simple, only to see the verbs in their infinitive forms!) It would be a good idea to set this exercise for homework and then follow it in class with Exercise 4 – the pictures of Rupert’s daily routine are particularly suitable for a classroom activity, where the story is built orally before students are asked to write it.

WHAT DOES SHE DO? (SB p22)

Questions and negatives

NOTE

Be prepared for some students to make mistakes in the use of does/doesn’t to form the question and negative.

In the Present and Past Simple tenses, where there is no auxiliary in the positive, the use of the auxiliary verbs can seem very strange. Many students feel that it would be much more logical to say:

"Lives he in Paris?
"Where lives she?
"She lives not in London.

The short answers Yes, he does./No, he doesn’t. also cause problems and need highlighting for students.

1 You need to signal that you are going to introduce the question form. You can do this by drawing a large question mark on the board and/or repeating the sentences yourself with exaggerated intonation.

T33 Play the recording and ask your students to read and listen to the questions and complete the answers.

Answers and transcript

What does she do? She’s a scientist.
Does she speak French? Yes, she does.
Does she speak Spanish? No, she doesn’t.

Play the recording again and get students to repeat both chorally and individually. Then get them to ask and answer the questions in open pairs across the class.

NOTE

Encourage good pronunciation at all times. Highlight the pronunciation of does and doesn’t, getting students to repeat the weak and strong forms in isolation and as part of the question and short answers:

the weak /dəz/ in all the questions What does she do?
Does she speak French?

and the strong form /dəz/ and /dəzənt/ in the short answers Yes, she does./ No, she doesn’t.

Also take care with the intonation, falling at the end in the wh- questions and rising in the inverted questions.

Where does she come from? /wɛs dəz ʃɪ kəm frəm/

Does she speak French? /dəz ʃɪ spiːk frentʃ/
### GRAMMAR SPOT

1. Make sure students understand that *What does she/he do?* means the same as *What's her/his job?* but that *What does she/he do?* is the more normal question.

2. Ask students to complete the sentences using the verb *come*.

**Answers**
- Positive: *She comes from England.*
- Negative: *She doesn't come from America.*

**Question:** *Where does she come from?*

3. Read Grammar Reference 3.1 on p126 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

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#### PRACTICE (SB p22)

**Asking about people**

1. Get students to read about Keiko or Mark. Check comprehension and drill the pronunciation of *interpreter* in /ɪn'trəprɪtə/ and *journalist* in /ˈdʒɜːnəlɪst/, and *United Nations* in /ˈjuːniənt ˈneɪʃənz/, and *Moscow* in /ˈmɒskəʊ/.

2. Get students to say a sentence about each person as an example. Students choose Keiko or Mark and describe her/him to a partner. Go round the class to check and help them. Round off the activity by bringing the whole class together again, and asking one or two students to tell the others about Keiko and Mark.

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3. Ask each student in a pair to choose either Keiko or Mark. Students work on their own and write the questions about their character.

**Answers**

1. *Where does Keiko/Mark come from?*
2. *Where does Keiko/Mark live?*
3. *What does Keiko/Mark do?*
4. *What does Keiko/Mark work?*
5. *Does Keiko/Mark speak French/Spanish?*
6. *What does Keiko/Mark do in her/his free time?*
7. *Does Keiko/Mark listen to music?*
8. *How many children does Keiko/Mark have?*
9. *Does Keiko/Mark have a dog?*

Check their questions quickly round the class, getting students to read them aloud.

4. Ask your students to close their books. Write the names Keiko and Mark on the board, then ask students to work in pairs and take it in turns to ask and answer questions about them. Don't make the activity too laborious by insisting they ask *every* question about both characters, as this would probably take too long. Let your students choose their questions and character they use.

Round off the activity by asking for a few questions and answers in open pairs across the class.

5. This is a personalized activity. Tell students they can answer questions about any relative, e.g. aunt, uncle, or a friend. Feed in any necessary vocabulary, e.g. *cousin*, (sister)-*in-law* if students request this. Go round and check as they do the activity, focusing on the formation of questions. Ask one or two students to tell the whole class about their or their partner’s relative.

**SUGGESTION**  
Students can play a guessing game in which one student describes another (without saying his/her name!) and the rest of the class guess who it is. This can also be used to practise *Yes/No* questions, where the student who has thought of the person replies *Yes* or *No* to the rest of the class and does not give any additional information. This can be set up as a whole-class activity and then continued in *groups/pairs*.

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### Listening and pronunciation

6. Do this exercise as briskly as possible with the whole class. Demonstrate the activity by going through the sample sentences with them and practising the responses *Yes, that's right, No, he/she doesn't, No, he isn't.*

**T 3.5** Play the recording or read the sentences yourself and nominate individuals in the class to respond.
Encourage other members of the class to correct if a wrong answer is given. It should be quick and fun to do, so don't insist on the full correct answer if it slows down the activity. No, he/she doesn't is enough.

Answers and transcript
1 Philippe comes from Paris.
   Yes, that's right.
2 Philippe lives in London.
   No, he doesn't. (He Lives in Paris.)
3 He works in the centre of Paris.
   Yes, that's right.
4 He speaks English very well.
   No, he doesn't. (He speaks a little English.)
5 He's married.
   No, he isn't.
6 Keiko lives and works in New York.
   Yes, that's right.
7 She speaks French and German.
   No, she doesn't. (She speaks Japanese, English, and French.)
8 She plays tennis in her free time.
   No, she doesn't. (She goes skiing.)
9 She isn't married.
   Yes, she is. (She's married to an American.)
10 Mark works in an office in Moscow.
   Yes, that's right.
11 He has three sons.
   No, he doesn't. (He has three daughters.)
12 He likes playing football in his free time.
   No, he doesn't. (He likes listening to music)

7 This should follow on immediately from the previous exercise. Play the recording. Ask students to tick the sentence they hear. This exercise tests receptive comprehension, but you can make it productive afterwards by asking students to say the pairs of sentences in pairs.

Answers and transcript
1 She likes her job.
2 She loves walking.
3 He isn't married.
4 Does he have three children?
5 What does he do?

Check it
8 Ask students to work in pairs or small groups and tick the correct sentence. Ask them to work quite quickly, then conduct a full class feedback. Try to get students to correct each other and explain any mistakes they hear.

Answers
1 She comes from Japan.
2 What does he do in his free time?
3 Where does she live?
4 He isn't married.
5 Does she have two sons?
6 He doesn't play football.
7 She doesn't love Peter.
8 What's his address?

ADDITIONAL MATERIAL
Workbook Unit 3
Exercises 4-8 Questions and negatives in Present Simple third person singular.
Exercise 12 Using pronouns.
Exercise 13 Rewriting a short text about Keiko.

READING AND LISTENING (SB p24)
Seumas McSporran – the man with thirteen jobs!

NOTE
This is an important activity because it brings together in a text much of the grammar your students have been studying so far. It should give them great satisfaction to feel that they can already master a piece of continuous prose of this length.
It also acts as a preview of the work on daily routine in Unit 4.
Seumas McSporran is a real person (and a real name), and the text is based on a newspaper article. However, it has been carefully simplified and graded for students of this level.

You could begin the lesson by asking students:
How many jobs do you/most people have?
What time do you/most people start and finish work?

1 Ask students to look quickly at the photographs on the page and tell you a little about what and who they can see. Do not insist on accuracy at this stage – use this as an opportunity for students to get into the topic and predict what they might read in the text.
Briefly revise the times that go with each photograph.

2 Ask students to work in pairs and match the sentences with the photographs. Tell them not to be worried about new vocabulary but to use the words that they recognize and the information in the photographs to help them with the matching.
Check the answers.

Answers
1 h 2 a 3 e 4 g 5 c 6 b 7 d 8 i 9 f
Check the key vocabulary by giving short definitions accompanied by mime and getting students to tell you the word, e.g. You eat this in the morning - breakfast; the people who stay in a hotel - guests; you need this in your car to drive it - petrol, etc.

3 Pre-teach/check some of the key vocabulary before the students start to read, so that they do not stop at every word they do not recognize to ask for an explanation.

You can teach/check the following through mime or short definitions: jobs - policeman, fireman, taxi-driver, school-bus driver, boatman (a man you pay to take you out in a boat or for the use of a boat), ambulance man, petrol attendant, undertaker; verbs - get up, make breakfast, watch TV, make supper, go to bed.

Ask students to work in pairs or small groups to find the answers. Tell them not to worry about words they do not recognize and just to focus on the key information. They can consult the text whenever necessary.

Check the answers. Decide according to the speed and ability of your students whether you want quick, short answers or fuller answers (see brackets).

Answers

1 On the Island of Gigha (pronounced /'gi:a/). (He lives on the Island of Gigha in the north of Scotland.)
2 60. (He's 60 years old)
3 Thirteen. (He has thirteen jobs.)
4 Margaret. (His wife's name is Margaret)
5 She works in the shop.
6 120. (120 people live on Gigha.)
7 150. (150 tourists visit Gigha in summer.)
8 He makes breakfast, drives the children to school, collects the post from the boat, and delivers the post to the houses.
9 Margaret makes supper, and Seumas does the accounts. They have a glass of wine and then go to bed.

If appropriate, ask students for their reaction to the text. Ask if they know anyone who has a lot of jobs and what they do.

4 Ask students to look back at the photographs on p24. Demonstrate the activity by getting two students to ask and answer using the example in the Student's Book.

Students continue to ask and answer questions about the times in Seumas's day. Go round the class to check. Feed back on any common errors.

5 T3.7 Ask students to mask the conversations in exercise 6. Focus attention on the three questions and demonstrate the activity by playing conversation 1 and checking the answers (see below).

Play the remaining three conversations, stopping after each one to allow students to complete their answers. Check the answers with the whole class.

Answers

Conversation 1
1 Afternoon
2 Seumas and a customer in Seumas's shop
3 Shopkeeper

Conversation 2
1 Morning
2 Seumas and a woman who lives on the island
3 Postman

Conversation 3
1 Evening
2 Seumas and Margaret
3 No job - Seumas isn't working

Conversation 4
1 Morning
2 Seumas and schoolchildren
3 School-bus driver

6 Students complete the conversations as far as they can, using what they can remember from the first listening and from the reading text, and the information from exercise 4. Students can then exchange information with a partner.

Play the conversations again to allow students to complete their answers. Then check the answers with the whole class.

Answers and tapescript

1 A Good afternoon. Can I have two ice-creams, please?
   B Chocolate or vanilla?
   A One chocolate, one vanilla please.
   B That's £1.80. Anything else?
   A No, thank you.
2 A Only two letters for you this morning, Mrs Craig.
   B Thank you very much, Mr McSporran. How's Mrs McSporran this morning?
   A Oh, she's very well, thank you. She's busy in the shop.
3 A A glass of wine before bed, my dear?
   B Oh, yes please.
   A Here you are.
   B Thank you, my dear. I'm very tired this evening.
4 A Hello, Mr McSporran!
   B Good morning, boys and girls. Hurry up, we're late.
   A Can I sit here, Mr McSporran?
   C No, no, I want to sit there.
   B Be quiet all of you, and SIT DOWN!

Put students into pairs to practise the conversations. An additional idea is to ask them to choose one of the conversations and learn it by heart to act out to the rest of the class. You could also encourage more confident students to improvise some further dialogues. (Asking students to act really seems to help their pronunciation, particularly stress and intonation.)
**VOCABULARY AND PRONUNCIATION (SB p26)**

**Jobs**

1. Ask students to look at the pictures and tell you any of the jobs they know already. Then get them to work in pairs and match a picture with a job in column A, checking any words that are still unknown in their dictionaries. You could ask them to mark the stress.

Conduct a full class feedback on the correct answers and drill the words both chorally and individually as you go, taking care with the stress (see below). Keep revising as you go by asking *Tell me again!* What's *'a'*? What's *'d'*? etc.

**Answers**

1. A barman
2. A nurse
3. A pilot
4. An interpreter
5. A journalist
6. A shopkeeper
7. An accountant
8. An architect
9. A postman

2. Ask students to work in pairs or small groups and match a job in column A with a line in column B. They will probably need to continue to use their dictionaries or if you have a monolingual class and you think dictionary work will take too much time, you could give quick translations of any words they ask about. Afterwards you could either conduct a full class feedback (try not to make this too laborious with too much correction), or ask different students to come to the board and write the answers for the others to comment on and read aloud.

**Answers**

a. A pilot flies planes.
b. An interpreter translates things.
c. A nurse looks after people in hospital.
d. A barman serves drinks.
e. An accountant looks after money.
f. A journalist writes for a newspaper.
g. A postman delivers letters.
h. An architect designs buildings.
i. A shopkeeper sells things.

3. **NOTE**

The idea of this activity is to give a *very* short introduction to and practice of the phonetic script. It is also an opportunity to start getting your students familiar with the phonetic symbols chart on p143 of their book.

You need to make clear what exactly phonetic script is, i.e., that it is only the sounds of the words that are transcribed and that it is important to know this in English because the spellings and the sounds often do not relate exactly.

Ask the whole class to look at all the phonetic transcriptions and say if they can recognize any of the words. Ask them to turn to p143, *not* to study it, but so that they get the idea of what phonetic script is.

Now ask them to write the spellings of the words and then check them with a partner and practise saying them together. Let them use the phonetic chart to help them.

**Answers**

1. nurse
5. architect
4. shopkeeper
6. barman

If you have time, you could put a few additional words in phonetic script on the board for students to do after you have asked for feedback on the words in the exercise. For example:

- /'hɒspɪtl/ (hospital)
- /'piːpl/ (people)
- /wɜːks/ (works)
- /lʊks/ (looks)
- /sɛlz/ (sells)
- /'piːlzn/ (planes)
- /'hauzəz/ (houses)

4. Make this exercise fun, like a game, and do it as quickly as possible. Ask students to learn the sentences by heart, then to close their books. Call out the name of a job and tell your students to call out to complete the sentence.

**Teacher**

A journalist *....* writes for a newspaper!
A pilot *....* flies planes! etc.

Finally, ask students to work in pairs for a few minutes with their books still shut, and ask and answer questions about the jobs. Demonstrate the first example yourself to remind them of the question, e.g.,

*What does an interpreter do?* He/She translates things.
ADDITIONAL MATERIAL

Workbook Unit 3
Further vocabulary exercises:
Exercise 9 This practises more verbs and nouns that go together, e.g. have a shower.
Exercise 10 This revises a selection of vocabulary from all the units so far. It requires students to sort words into related groups.

EVERYDAY ENGLISH (S8 p27)

What time is it?
Introduce the subject of telling the time by asking What time is it now? and What time does the lesson end? Accept answers in the hour + minutes form, e.g. five thirty, but explain that the system used in New Headway Elementary uses past and to.

NOTE
The first eight clocks on this page are positioned in such a way that those with gaps underneath are next to clocks with similar times which students can use to help them write in the correct answers.
The next eight practise the time in five-minute intervals around the clock. You probably will not need to point this out to students. It should be obvious what to do from the pictures.

1 Ask students to work in pairs, look carefully at the clocks, and write in the times.

T 3.8 Now play the recording for students to check their answers.

Answers and transcript
It's five o'clock.
It's half past five.
It's quarter past five.
It's quarter to six.
It's five past five.
It's twenty past five.
It's twenty-five to six.
It's ten to six.

It's eight o'clock.
It's half past eleven.
It's quarter past two.
It's quarter to nine.
It's ten past five.
It's twenty-five past five.
It's twenty to six.

Get students to practise saying the times either from the recording or repeating them after you. If possible, bring a toy clock with moveable hands to the lesson as an easy way of getting further practice. First, you can change the times on the clock and then your students can also have turns, coming to the front of the class, moving the hands, and asking What time is it?

2 This exercise introduces about as a useful expression for times just before or after an exact division of the clock.

3 T 3.9 Play the recording and ask your students to repeat the sentences giving very special attention to the stress and intonation. Tell them that they must try to sound very polite. Really encourage good imitation from the recording, or by giving the sentences yourself. Practise the dialogue across the class with your own examples first, then ask everyone to draw about three clocks on a piece of paper and practise the conversation again in pairs. Round off the lesson by asking one or two pairs to act out the conversations in front of the class. Tell them to imagine that they are stopping someone in the street to ask the time and that they must be very, very polite.
The more you insist on good stress and intonation in such activities, the more fun it will be!

ADDITIONAL MATERIAL

Workbook Unit 3
Exercise 11 This gives more practice of telling the time.

Don't forget!

Workbook Unit 3
Exercises 12 and 13 You might want to do the writing activities now, if you haven't done them earlier.

Word list
Remind your students of the Word list for this unit on p136. They could write in the translations, learn them at home, and/or write some of the words in their vocabulary notebook.

Pronunciation Book Unit 3

Read through the examples with the class and practise with the toy clock (if you have one!) or by drawing further examples on the board.
Introduction to the unit

The theme of this unit is free time and leisure activities. This lends itself to much practice, personalized and otherwise, of the main grammatical aim, which is the introduction of all other persons (those without the s!) of the Present Simple tense. The skills work includes reading and listening tasks where people from three different countries talk about their favourite season and what they do. This provides the opportunity to bring together and revise all persons of the Present Simple.

Language aims

Grammar – Present Simple 2 This unit follows on from the introduction of the third person in Unit 3 and introduces all other persons of the Present Simple, I, you, we, they, and the question and negative. The verb forms with these are all the same, without the inflection s, and tend to cause less difficulty as a result. The third person is constantly revised alongside the other persons so that students can perceive the differences in form.

Vocabulary A variety of leisure activities (sports and hobbies) are introduced and these are practised in a personalized activity with the verb to like.

Everyday English Some common and useful social expressions are introduced and practised in short dialogues.

Workbook Adverbs of frequency, e.g. always, sometimes, never are practised. In the vocabulary section, 'opposite' verbs, e.g. love/hate, open/close, leave/arrive are revised.

The writing syllabus continues with an introduction to informal letter writing via a letter to a penfriend.

Notes on the unit

SUGGESTION
Setting some vocabulary for homework before you start this unit will give you more time to focus on the grammar. It is also worthwhile to get your students used to the idea of taking some responsibility for the learning of vocabulary. Encourage them to enter the new words in their vocabulary notebooks.

Homework prior to the lesson

1. Ask students to learn the days of the week in English. You could give them a handout with phonetic script such as this:

   - Monday /ˈmʌndi/
   - Tuesday /ˈtjuːzdi/
   - Wednesday /ˈwenzdi/
   - Thursday /ˈθɜːzdi/
   - Friday /ˈfrʌdi/
   - Saturday /ˈsætəˌdi/
   - Sunday /ˈsændi/

2. Give students these new verbs to look up in a bilingual dictionary. Ask them to learn them and write down the translations.

   - interview _____
   - chat _____
   - cook _____
   - get up _____
   - go out _____
   - relax _____
   - stay _____
   - visit _____
STARTER (SB p28)

1 Use a calendar that shows the year, months, and days as a visual aid. (Alternatively, write the day, month, and year on the board in abbreviated form, e.g. Tu., Sept., 2000). Focus attention on the year and elicit how we say this in English. Do the same for the month. (Do not spend too long on this, as students will focus on months more fully before the Reading and listening section.)

POSSIBLE PROBLEMS
Students often try to say years in English in the same way as in their own language, e.g. 1999 is read as "one thousand nine hundred and ninety-nine" instead of nineteen ninety-nine. If necessary, highlight on the board how we divide dates beginning 18-, 19-, into two pairs of numbers and give practise of similar dates. You may also need to remind students of the use of and in dates like 2001 = two thousand and one.

2 Use the calendar and get students to go through the days of the week. Say the days yourself and ask them to repeat each one both chorally and individually. This will take less time if you have set the above for homework.

POSSIBLE PROBLEMS
Days
Take particular care with the pronunciation of Tuesday /ˈtjuːzdi/ and Thursday /ˈθɜːzdi/ which students can easily confuse because they sound quite similar. Also the pronunciation of Wednesday /ˈwenzdi/ can be a problem because of the spelling, and the consonant cluster -nd/-d that results from it being pronounced as two syllables not three.

- Ask What day is it today? Chorus through the days of the week with the whole class and then make the individual practice fun by getting one student after another to give consecutive days very quickly round the class until they are firmly fixed. (If time, you could then ask one or two students to go through the whole week and perhaps also ask them to spell some of the days, to revise the alphabet.)
- Ask Which days are the weekend? This will check that students understand the word weekend which is needed in the exercises.
- Ask students to ask and answer the Starter questions in pairs. Go round and check students' pronunciation and feed back on any common errors.

EXTRA SUGGESTIONS
If you feel your students need more practice on days, months, and years, try the following activities:
- rearranging the jumbled spelling of days and months
- matching phonetic script to days and months
- conducting a favourite day or birthday survey
- a word association activity for different days/months
- doing an ‘important year’ quiz with simple headline-style sentences (to avoid the use of the past simple), e.g. the first man on the moon, and students supply the correct year, e.g. 1969.
- linking days and months to horoscope signs. This can be done as an information gap activity where students have some of the names of the signs and some of the dates missing.

WEEKDAYS AND WEEKENDS (SB p28)

Present Simple I/you/we/they

1 This text reminds students of the third person of the Present Simple before they are introduced to the other persons. Focus attention on the photograph and on the headline. Elicit basic information about Bobbi (What’s her name? Where is she in the photo?).

Answers
Bobbi Brown lives in New Jersey. She is thirty-four and works for SKY TV in New York City. But she doesn’t work on weekdays, she only works at weekends. She interviews famous people for an early morning news programme called The World This Weekend. On Saturdays and Sundays she gets up at 3.00 in the morning because she starts work at 6.30. She loves her job because it is exciting.

Ask a few questions to revise the third person.

Examples

Teacher
Where does Bobbi live? In New Jersey.
How old is she? Thirty-four.
What does she do? She works for SKY TV.
What time does she get up? Three o’clock in the morning.
What time does the programme start? Half past six.
Does she like her job? Yes, she does.
Why does she like it? Because it’s exciting.

2 Tell students that Bobbi Brown is now talking about her weekdays. Ask students to first read and listen to the text and not to write anything. Explain that they will complete the text at the next stage. Check or pre-teach the following vocabulary from the text: domestic, gym, block, kids. Play the recording.
3 Ask students to work in pairs and check the verbs in the box. This can be done quite quickly if they have done the preparatory homework. If they haven’t, encourage students to look up new words in their dictionary and work together to complete the text with the verbs from the box. You will need to make clear that some of the verbs will need an s because they are third person singular. The others can be copied exactly from the box.

Play the recording again so that students can check their answers.

Answers and tapescript
My weekends are fast and exciting. My weekdays are fast and domestic! I have two sons, Dylan, 7, and Dakota, 5. Every morning I get up one hour before them, at 6.00, and I go to the gym. I come home and I make breakfast, then I take them to school. On Mondays I always go shopping. I buy all the food for the week. I often cook dinner in the evenings, but not every day because I don’t like cooking. Fortunately, my husband, Don, loves cooking. On Tuesdays and Thursdays I visit my father. He lives on the next block. Every evening I pick up the kids from school. In the evenings Don and I usually relax, but sometimes we visit friends. We never go out on Friday evenings because I start work so early on Saturdays.

Ask one or two students to read parts of the text aloud to the rest of the class and, if time, to each other in pairs.

Questions and negatives
4  Ask students to complete Bobbi’s answers and play the recording for them to check their answers.

Answers
In New York.
Yes, I do.

No, I don’t.
Because I work.

Play the recording again or model the questions and answers yourself. Practise the questions and answers in open pairs across the class so that you can correct any mistakes. Take particular care with the pronunciation:

Sounds
The weak vowel sound /də/ in the question, and the strong vowel sound /du:/ in the short answer.

Do you like your work? Yes, I do./də laik jv ərks/ /jes et du:/

Stress and intonation
The intonation rises at the end of inverted questions and falls at the end of short answers and wh- questions.

Do you like your work? Yes, I do.

Where do you work?

5 Tell students to read the texts on p28–9 again first, but then to cover them and try to remember the information about Bobbi’s life. Ask students to work in pairs and take it in turns to be Bobbi Brown. Demonstrate the activity by getting two students to ask and answer the first two questions across the class. Ask students to continue the activity in pairs. Go round and check for the correct use of the auxiliary do/does and for the correct use of strong and weak forms in the pronunciation of do.

GRAMMAR SPOT

1 Ask students to complete the table with the positive and negative forms. Check the answers.

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>work</td>
<td>don’t work</td>
</tr>
<tr>
<td>You</td>
<td>work</td>
<td>don’t work</td>
</tr>
<tr>
<td>He/She</td>
<td>works</td>
<td>doesn’t work</td>
</tr>
<tr>
<td>It</td>
<td>works</td>
<td>doesn’t work</td>
</tr>
<tr>
<td>We</td>
<td>work</td>
<td>don’t work</td>
</tr>
<tr>
<td>They</td>
<td>work</td>
<td>don’t work</td>
</tr>
</tbody>
</table>

Ask students to focus on the positive forms in the table. Ask them which have a different form (he/she/it) and how they are different (they end in -s). Ask students to focus on the negative forms in the table. Ask them how the I/you/we/they forms are different from the positive forms (they use the auxiliary don’t). Ask students to focus on the he/she/it forms and ask them how they are different from the other negative forms (they use the auxiliary doesn’t).

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

Answers
Where do you work?
Where does she work?
Do you work in New York? Yes, I do.
Does he work in New York? No, he doesn’t.

Ask students which auxiliary verb is used in questions with I/you/we/they (do) and which with he/she/it (does). Remind students that questions can begin with a question word, or have no question word and the answer Yes/No. Ask students to give you examples of each type of question from the table.

Read Grammar Reference 4.1 and 4.2 on p127 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

3 Students find the adverbs of frequency in the text about Bobbi Brown.
Talking about you

1 Ask students to work on their own to do this activity. Students who finish early can then check their answers with a partner.

Answers and tapescript
1d What time do you go to bed? At 11 o'clock.
2b Where do you go on holiday? To Spain or Portugal.
3e What do you do on Sundays? I always relax.
4c When do you do your homework? After dinner.
5a Who do you live with? My mother and sisters.
6f Why do you like your job? Because it's interesting.
7g How do you travel to school? By bus.
8h Do you go out on Friday evenings? Yes, I do sometimes.

T 4.1 Play the recording and let students check their answers. As preparation for the next activity, ask students to listen and repeat the questions and answers chorally and individually. Take particular care with intonation.

2 This activity gives practice of the first and second persons only. Ask students to work in pairs to ask and answer the questions in Practice 1. Demonstrate the activity by getting a pair of students to ask and answer the first question across the class. Remind students to have the whole question ready before they speak. Go round and check as students do the activity, listening for correct intonation. Students who finish early can be encouraged to ask similar questions but with different days or question words, e.g. Do you go out on Saturday evenings? Where do you do your homework?

3 This activity practises the third person singular alongside the other persons. It also pulls the class together after the pairwork. Ask a few individuals to tell the rest of the class about themselves and their partner. If necessary, remind students they need to use the third person s when talking about their partner. (Unless you have a small class, it would take too long to give everyone a turn.)

Listening and pronunciation

4 T 4.4 Play the recording. Ask students to listen carefully and tick the sentence they hear. Play the recording again. Stop after each one and ask students to discuss the answer with a partner before you establish the correct one. You can make this exercise productive by asking students to read aloud the pairs of sentences.

Answers and tapescript
1 What does she do on Sundays?
2 Do you stay home on Thursday evenings?
3 He lives here.
4 What do you do on Saturday evenings?
5 I read a lot.
6 Why don't you like your job?

A questionnaire

5 Focus attention on the verbs in the questionnaire. Check comprehension of smoke, drink wine, and have a computer. Students answer the questions and complete the Me column about themselves.

6 Get students to practise the questions and answers from the questionnaire, encouraging good pronunciation with rising intonation for inverted questions. Ask individual students to ask you the questions so that you have the opportunity to help and correct them before they continue working with partners.

Ask all the class to stand up and 'mingle' to do the next part of the activity (if there is enough space to do so!). Tell them to take it in turns with two other students to ask and answer the questions.

7 This part of the activity is designed to revise the third person singular again alongside the other persons. (It could be set for homework or done orally.) Ask students to use the information they have collected and write and compare themselves with either you or another student. Then ask one or two students to read their answers aloud for the others to comment on.
Sample answer
I smoke, but my teacher doesn’t. She drinks a lot of wine. We both like Chinese food, and we both sometimes have a big breakfast. My teacher plays tennis, but I don’t. We both get up early on weekdays. She also watches TV a lot, but I don’t.

Positives and negatives
8 This exercise revises the verb to be alongside other verbs in the Present Simple. The exercise could be set for homework, but it can be quite fun if done orally and at a brisk pace with the whole class. Students could then write their answers afterwards.

Answers
3 She speaks Spanish.
4 They don’t want to learn English.
5 We aren’t tired and we don’t want to go to bed.
6 Roberto doesn’t like watching football on TV, but he likes playing it.
7 I don’t work at home because I don’t have a
8 Amelia is happy because she has a new car.
9 I don’t smoke, I don’t drink, and I go to bed early.
10 He smokes, he drinks, and he doesn’t go to bed early.

SUGGESTIONS
• You can ‘test’ how much students can remember about each other’s lives by using the ideas in the ‘How do you live?’ questionnaire and getting the others to guess who is being referred to.
• Students imagine they have a very extravagant and luxurious lifestyle and interview each other, practising Wh- and Yes/No questions.
  Where do you work?               I don’t work.
  What time do you get up?         About 11 o’clock.
  Where do you live?               In a very big house in Paris.
  Do you have children?            Yes, but they don’t live with me.
  Do you like cooking?             No, I never cook. I have a chef at home.
  Do you have a busy life?         Of course! I go shopping every day and I go to parties every night!

ADDITIONAL MATERIAL
Workbook Unit 4
Exercise 1 This practises all persons of the Present Simple. Part 3 focuses on question formation.
Exercise 2 This practises do and does, and the verb to be.
Exercises 3–5 Questions and negatives in the Present Simple.
Exercises 6 and 7 More adverbs of frequency.

READING AND LISTENING (SB p32)

My favourite season

SUGGESTION
It would save time in the lesson if you could ask your students to learn the names of seasons and months in English for homework before the lesson. You could give them this list to learn by heart and test them in class.

Seasons
spring /ˈsprɪŋ/    autumn /ˈɔːtm/    summer /ˈsʌmə/    winter /ˈwɪntə/

Months
January /ˈdʒænjuərɪ/    July /ˈdʒuːl/    February /ˈfebruərɪ/    August /ˈɔːgəst/    March /ˈmɑːtʃ/    September /ˈseptəmβər/    April /ˈeɪpril/    October /ˈəʊtəʊk/    May /ˈmeɪ/    November /ˈnɔvəmβər/    June /ˈdʒuːn/    December /ˈdɪzəmβər/    

1 Ask students to work in pairs and answer the questions in exercise 1. They will obviously find this easier if you set it for homework. Monitor, noting any problems with pronunciation and confusion with the months of the year.

POSSIBLE PROBLEMS
Months and seasons
Students often confuse the months March and June and July. They may also need particular help with the pronunciation of February /ˈfebruərɪ/ and autumn /ˈɔːtm/.

If your students had difficulties with the questions in exercise 1, now is a good time to present the key language again. Use a calendar as a visual aid, and go through the seasons and months. Say them first yourself and ask students to repeat each one in order both chorally and individually. Repeat the months and seasons a few times, making it fast and fun if you can. If necessary, check further by asking:
  What’s before/after September? etc.
  When’s your birthday? (Make sure that students give only the month in their answers not the actual date.)

Then ask students the questions in exercise 1 again, checking for accurate pronunciation.

If your students had few difficulties with the questions in exercise 1, briefly go through the answers as class feedback, highlighting any specific problems you noted earlier. If necessary, do further spot checks by asking similar questions to those above.
2 Ask students to look at the photographs and see if they can identify the seasons. Ask students which colours they can see.

3 T 4.5 Ask students to read the text and listen to the recording at the same time. Ask them which seasons are mentioned and the speaker’s favourite season (to check whether they were right about the photographs).

It may be wise to pause after each text to ask for feedback. You can also ask for the nationality of the speaker. (Careful with stress in the nationalities.)

Answers
Al Wheeler is Canadian. His favourite season is autumn.
Manuela da Silva is Portuguese. Her favourite season is summer.
Toshi Suzuki is Japanese. His favourite season is spring.

4 Ask students to do this in groups of three if possible. Ask each one in the group to read about a different person. Then they can share the information to answer the questions, which will generate more speaking. Ask someone in each group to write down their answers. Give them 5–10 minutes and then bring the whole class together to conduct the feedback. Encourage them to give short answers where applicable but then to expand on these if possible (see suggestions in brackets in the answer key).

Answers
1 No, they don’t. (Toshi doesn’t) Al plays baseball and ice hockey and goes ice-skating and sailing. Manuela goes swimming.
2 Al goes ice-skating and plays ice hockey. Manuela meets friends in restaurants and bars and they chat.
3 Yes, they do. (Manuela likes going to Brazilian bars. Toshi likes relaxing in a bar near his office.)
4 Near a lake.
5 In spring.
6 They drive to the beach, sunbathe, and go swimming.
7 No, we don’t. We only know Toshi’s job. (He works for Pentax cameras.)
8 Because he likes the colours of the trees.
9 Toshi watches his friend Shigeru. Shigeru likes singing karaoke in the bars.
Toshi doesn’t sing because he is too shy.
10 Red, gold, orange, yellow, brown, grey.
(Ask students to point to things of these colours in the room to check their understanding.)

Ask students to remain in their groups to find the six mistakes in the summary and get one or two students to read aloud the corrected version to the rest of the class.

Answers
Al comes from Canada. In winter he plays ice hockey and goes (1) ice-skating. He has a holiday home near (2) a lake.
Manuela comes from (3) Portugal. She likes sunbathing and (4) swimming in summer.
Toshi comes from Japan. He (5) doesn’t have a lot of free time. He likes taking photographs, but he (6) doesn’t like singing pop songs in bars.

6 T 4.6 Ask students to listen and decide which one is Al, Manuel, and Toshi. Play the recording and stop it after each conversation. Ask Who is it? Where are they? How do you know? and let students discuss their answers in pairs before checking with the whole class.

Answers and tapescript
Conversation 1: Manuela. (She is with some Portuguese friends and an English friend called Jane.) They are in a Brazilian bar. We know this because they talk about the music and have drinks.
Conversation 2: Toshi. (He is with a British colleague, Ann Jones from London.) They are in Tokyo in an office (the headquarters of Pentax). We know this because Toshi says Welcome to Tokyo.
Conversation 3: Al. (He is with a Scottish friend called Mick.) They are at Al’s holiday home, near the lake. We know this because they talk about going sailing and fishing.

T 4.6 Who’s who?
1 M = Manuel, J = Jane F = Manuela’s friends
M Hello, everybody! This is my friend Jane from England.
F Hi!
M Hello, Jane!
J Hello. Pleased to meet you.
M Sit down here, Jane.
J Thanks.
F Do you like the music, Jane?
J Yes, I do. Is it American?
F No, it’s Brazilian jazz!
M Come and have a drink, Jane.

2 T = Toshi J = Ann Jones
T Mrs Jones! How do you do?
J How do you do?
T Please come in. You’re from our office in London, aren’t you?
J Yes, that’s right.
T Welcome to Tokyo! Do you like our headquarters here?
J Yes. It’s very big. How many people work here?
T About six thousand people. Do you want to see our offices?

3 A = Al M = Mick
A What do you want to do today, Mick?
M Ooh, I don’t know. What do you…
A Ah! Do you like sailing?
Yes, very much. I sometimes go sailing in Scotland but not very often.
A OK - so today it's sailing and fishing on the lake.
M Fantastica love fishing too - we go fishing a lot in Scotland.

You could round off the activity by playing the recording again and suggesting that students read the tapescripts on p116 at the same time.

What do you think?
This is an attempt to generate some personalized discussion and give further freer practice of the Present Simple. Don't worry if at this level it turns out to be quite a short activity. Just a little free speaking is still worthwhile.
It can be helpful to ask students to discuss the topic together in small groups first before you conduct feedback with the whole class.
It would also be a nice idea to encourage them to ask you questions about your favourite season.

SUGGESTIONS
- You could do a favourite month/season survey where students interview each other in groups and then transfer the information into chart form. (This would work well in a class of students from different countries.) Students write notes to accompany the chart and highlight the key information. You will need to feed in expressions like: Most of the class prefer ... because ...; Nobody prefers ... .
- Students interview each other to find out when the best month/season is for a certain activity in their country: When's the best month for (skiing, walking, sunbathing, shopping, visiting your city, etc.)?
- Students write a description of how their home area changes from season to season. Get them to include information on the weather, the colours they can see, the activities people do, and the number of visitors/tourists.

VOCABULARY AND SPEAKING (p34)

Leisure activities
1 In pairs or small groups, students look at the pictures and match as many as they can with the names of the activities. Ask them to check the others in their bilingual dictionary. Encourage them to enter any new words in their vocabulary notebooks. Then ask students to tick the activities they like doing.

Answers
1 playing football
5 dancing
8 skiing
16 watching TV
13 going to the gym
9 taking photographs
6 cooking
12 playing computer games
3 sailing
10 listening to music
4 reading
15 eating in restaurants
14 going to the cinema
7 jogging
2 sunbathing

2 Highlight the form like + -ing. Choose a student and give examples of what you think he/she likes doing. Then ask students what they think you like doing. Ask them to continue in groups, choosing five activities from the Student's Book.
Encourage students to ask you questions to find out if they were correct about what you like, following the examples in the Student's Book. (Students are often interested to find out about their teacher, but keep this fairly short to allow time for the personalized stage.)

3 First build a dialogue with two students, using the example in the book and highlighting the possible follow-up questions. Then tell the students some true things about yourself, encouraging them to respond to your likes and dislikes as in the example.
Now ask students to continue in pairs and go round the class to check and help them. Make sure they use the -it form.

4 Ask students to think about other activities which are not in the Student's Book. They can look them up in their bilingual dictionary, or ask you or their partner for help. Encourage students to mime or describe the activities rather than ask in L1. Finally, ask a few students in the class to report back on themselves and their partners (thereby practising different persons of the Present Simple).

EVERYDAY ENGLISH (p35)

Social expressions
These dialogues introduce and practise little expressions that ‘lubricate’ day-to-day conversational exchanges.

1 T4.7 Ask students to work in pairs and complete the dialogues with the expressions given. Then play the recording for them to listen and check their answers.
Answers and tapescript

1 A I'm sorry I'm late. The traffic is bad today.
B Don't worry. Come and sit down. We're on page 25.

2 A Excuse me.
B Yes?
A Do you have a di?
B I'm sorry, I don't. It's at home.
A That's OK.

3 A It's very hot in here. Can I open the window?
B Really? I'm quite cold.
A OK. It doesn't matter.

4 A Excuse me!
B Can I help you?
A Can I have a film for my camera?
B How many exposures?
A Pardon?
B How many exposures?
A What does 'exposures' mean?
B How many pictures? 24? 36? 40?
A Ah! Now I understand! 40, please.

Don't forget!

Workbook Unit 4
Exercise 8 Prepositions of time.
Exercise 9 This vocabulary exercise practises verbs with opposite meaning, e.g. love/hate.
Exercise 10 Writing an informal letter to a friend.

Word List
Remind your students of the Word list for this unit on p136. They could write in the translations, learn them at home, and/or write some of the words in their vocabulary notebook.

Pronunciation Book Unit 4

Video
There are two video sections that can supplement Units 3 and 4 of the Student's Book.

Report (Section 2) The Train Drive A short documentary about a teacher who drives a steam train in his free time.

Situation (Section 3) The Party David takes Paola to a party to meet some friends.

EXTRA IDEAS UNITS 1-4
On p123–4 of the Teacher's Book there are two additional activities – a reading text and a song. If you have time and feel that your students would benefit from them, you can photocopy them and use them in class. The reading exercise revises Units 1-4 and could also be done for homework.

An activity to exploit the reading is provided and the answers are on p155.

You will find the song after the tapescript for Unit 4 on the Class Cassette/CD. There are missing words for students to listen and complete, then they can listen again and check their answers.
Introduction to the unit

The theme of this unit is places. Students describe a living room, a kitchen, their classroom, and where they live themselves. There is a reading text about a woman who has an unusual home—a plane! This text consolidates the language of the unit and hopefully students will be interested in the woman and her opinions of her less-than-average living space. There are also four very short listenings about homes around the world, as far apart as Toronto and Samoa.

Language aims

**Grammar - There is/are**

**POSSIBLE PROBLEMS**

Students often confuse *It's a ...* with *There's a ...*. The difference is that *It's a ...* defines something and gives it a name. *There's a ...* expresses what exists. This is quite a subtle area, and we don't suggest that you explore it with students, unless absolutely necessary, and preferably in L1, using translation as a support.

Learners confuse *there* and *their*. For such a short structural item, there are a lot of pronunciation problems. Many nationalities have difficulty with the sound /ð/. In *There's*, the r is often silent. In *There are* and the question when the following word begins with a vowel, the r is pronounced as a linking sound. Again, students need to be encouraged to start questions ‘high’ and fall, ending with a rise in inverted questions. It is worth working on these pronunciation areas, but not to the point of exhaustion!

**Prepositions** Simple prepositions of place, such as *on, under*, and *next to*, are introduced and practised.

**some/any** In this unit, some and any are presented only with countable nouns. In Unit 9, they are presented with both countable and uncountable nouns.

**POSSIBLE PROBLEMS**

Some also presents problems of pronunciation with its weak form *som*. Some as a concept has a tangible meaning, i.e. a certain, unspecified number of (something). The same cannot be said of *any*. It is a determiner used often (though by no means exclusively) in questions and negatives. We suggest you do not go into the deeper areas of *any* expressing fundamentally negative ideas, or any expressing *It doesn't matter what*, as in *Take any book you want*. This is unnecessary and difficult for elementary-level students.

**Vocabulary** There is quite a high vocabulary load in this unit, including furniture and electrical appliances, classroom and business items, and local amenities. The vocabulary is taught and recycled alongside the main target structures and, for this reason, there is no self-contained Vocabulary section.

It is worth checking from time to time how students are progressing with their vocabulary notebooks. Are they still adding to them? Have they started a new one? Do they try to revise regularly? Have they thought of new ways of organizing their notebooks? Probably not!

**Everyday English** This is the first activity on directions. This topic is picked up again in Unit 10, where prepositions of movement are introduced.
There is/are, prepositions

1. You could briefly revise/check the names of the main rooms in a house or flat, living room, kitchen, bedroom, bathroom, and toilet. Avoid overloading students with relatively low-frequency words like study, balcony, etc.

Students look at the photograph of Helen's living room. Call out the following words and get students to point to the objects in the photograph: armchair, sofa, coffee table, plants, bookshelves, cupboard, television, stereo, telephone, lamps, rug, fire, mirror, magazines, pictures. (If students have looked up the words for homework, this shouldn't take too long.)

Model the words yourself, and drill them around the class. Correct pronunciation carefully.

Read the example sentences as a class. In a monolingual class, you might want to ask for a translation of There's and There are. You could ask 'Why is and why are?' to establish singular and plural.

Again, model the sentences yourself and do some individual drilling. Insist on accurate linking between There's a/an ... and There are ... . Point out that with plural nouns students need to state the exact number. You do not want them to try to produce some at this stage.

Students then work in pairs to produce more sentences. Allow them enough time to give four or five examples each, but do not let the activity go on too long. Monitor and check for correct use of there is/are.

Round off the activity by bringing the whole class together again to check the answers. Correct mistakes carefully.

Answers
There's a sofa.
There's a coffee table.
There's a cupboard.
There's a television.
There's a stereo.
There's a table.
There's a shelf.
There's a rug.
There's a telephone.
There's a mirror.
There's a fire.
There's an armchair.
There are three plants.
There are two lamps.
There are two pictures.
There are three bookshelves.
Students read and listen to the questions and complete the answers.

**Answers and tapescript**

A  Is there a television?  B  Yes, there is.
A  Is there a radio?  B  No, there isn’t.
A  Are there any books?  B  Yes, there are.
A  How many books are there?  B  There are a lot.
A  Are there any photographs?  B  No, there aren’t.

Play the recording again and get students to repeat. Students then practice the questions and answers in open pairs and then closed pairs. Monitor and check for accurate pronunciation (sounds, intonation, stress).

## GRAMMAR SPOT

Focus attention on the tables. Check students are clear about which words are singular and which words are plural. Get students to complete the tables, using contracted forms where they can.

Check the answers with the whole class.

**Answers**

**Positive**

There’s a television. There are some books.

**Negative**

There isn’t a radio. There aren’t any photos.

**Question**

Is there a television? Are there any books?

Briefly highlight the use of *some* in the positive plural sentence and *any* in the negative plural and question, but do not go into a long grammatical explanation at this stage. (*Some/any* is covered in the next presentation *What’s in the kitchen?*)

Read Grammar Reference 5.1 on p127 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

Focus attention on the sets of words and make sure students realize that the first set are singular, and the second set are plural and that they are going to ask and answer questions about Helen’s living room.

Students work in pairs to ask and answer questions. Go round the class monitoring, helping as necessary. If most students are having problems, drill the question and answers and get students to try again.

Check the answers with the whole class, getting students to repeat their questions and answers in open pairs.

This exercise practises/revises prepositions. If you think they will be new to your class, you will need to present them first. Do this very simply, perhaps using classroom objects, such as a book or chair (*The book is on the desk*), or the students themselves (*Juan is next to Maria*).

Refer students back to the photo of Helen’s living room. Ask students to work in pairs to put a preposition into each gap. Check the answers.

**Answers**

1. The television is on the cupboard.
2. The coffee table is in front of the sofa.
3. There are some magazines under the table.
4. The television is next to the stereo.
5. There are some pictures on the wall.
6. The cat is on the rug in front of the fire.

Point out that *in front of* like *next to*, is two-dimensional. You can do this by using gestures.

You could practise the prepositions further by using your actual classroom, if you haven’t already used this situation to present the items.

### PRACTICE (SB p37)

**What’s in your picture?**

1. You will need to photocopy the pictures on p125 of the Teacher’s Book, enough copies for half of the class to see: picture A and half picture B. Read the instructions as a class. Make sure students understand that each Student has a complete picture and that each Student A has to draw in objects in the correct place to make a mirror image. These objects are set above Student A’s picture so that he/she knows what to ask about. (This is another information gap activity, so use L1 if you want to clarify what students have to do. Naturally, the most important thing is that they don’t look at their partner’s picture!)
Look at the example questions for Student A, pointing out the use of *Where exactly?* to get precise information about the position of the different objects.

Look at the example answers for Student B, pointing out the use of the prepositions for giving exact positions.

Point out that we say *on the sofa*, but *in the armchair*. Ask students to work in pairs, asking and answering so that Student A can complete their picture. Allow students enough time to complete the information exchange.

When students have finished, get them to compare their pictures and see how well they transferred and interpreted the key information.

**Answers**
The lamp is on the small table next to the sofa.
The magazines are on the coffee table. Next to the radio.
The photographs are on the bookshelves.
The plants are on the floor. In front of the window.
The clock is on the television.
The rug is on the floor. Under the coffee table.

**T 5.2** Ask students to look at the complete picture together. (It's probably wise to ask students to use the printed picture, rather than Student A's completed version just in case there are some objects wrongly located.) Read the instructions as a class. Students listen and shout 'Stop!' when they hear a mistake. You could do some work on contrastive stress as students correct the mistakes.

*There aren't three people. There are four people.*

**Answers and tapescript**

These are the mistakes:

1. There aren't three people. There are four people.
2. The girl isn't in the armchair. She's in front of the television.
3. There isn't a cat.
4. There are some photographs on the bookshelves.
5. There aren't any flowers on the table next to the sofa.

They're in front of the mirror.

**T 5.2**

There are three people in the living room. A man and a woman on the sofa and a little girl in the armchair. There's a radio on the coffee table and a rug under it. There's a cat on the rug in front of the fire. There are a lot of pictures on the walls but there aren't any photographs. There are two plants on the floor next to the television and some flowers on the small table next to the sofa.

**ADDITIONAL MATERIAL**

Workbook **Unit 5**

Exercises 1–4 *There is/are, some/any*, and prepositions.

**WHAT'S IN THE KITCHEN?** *(SB p38)*

**some/any, this/that/these/those**

1. **Pre-teach/check** the following vocabulary: *plate, glass, fork, spoon, knife*. Check the plural of these words, highlighting the irregular form *knives* and the pronunciation of *glasses*. Ask students to look at the photograph of Helen's kitchen and say what they can see. Take the opportunity for students to recycle *There is/are…, but do not expect or insist on the use of some. Correct mistakes in pronunciation.*

   **Answers**

   (There's) a fridge, a cooker, a table, a shelf
   (There are some) cupboards, cups, apples, oranges, knives, forks, flowers

2. **T 5.3** Students listen to the conversation about the kitchen and fill in the gaps. Let them check in pairs, then play the tape again. Ask for feedback. Notice that students are not expected to produce *some* until they have seen and heard it in context.

   **Answers and tapescript**

   H = Helen  B = Bob

   H And this is the kitchen.  
   B Mmm, it's very nice.
   H Well, it's not very big, but there are a lot of cupboards. And there's a new fridge, and a cooker. That's new, too.
   B But what's in all these cupboards?
   H Well, not a lot. There are some cups, but there aren't any plates. And I have some knives and forks, but I don't have any spoons!
   B Do you have any glasses?
   H No. Sorry.
   B Never mind. We can drink this champagne from those cups! Cheers!

3. Students now need to *practise using *There is/are and a/some/any* in context. Focus attention on the photo of Helen's kitchen. Model some sentences yourself in both affirmative and negative and with singular nouns with *a* and noun phrases with *some*. Make sure *some* is weak /soʊm/. Drill the sentences around the class, correcting mistakes carefully.

   **Examples**

   *There's a cooker.*  
   *There are some cupboards.*
   *There aren't any glasses.*  
   *There's a new fridge.*  
   *There are some flowers.*  
   *There aren't any spoons.*

   Students continue talking about Helen's kitchen in pairs. You could ask your students to close their books and try to remember what is (and isn't!) in the kitchen. Move on to the personalization fairly quickly, so do not allow this *pairwork* stage to go on too long.
Briefly describe what is in your own kitchen and how it differs from Helen's. Get students to talk about their own kitchen in pairs. Go round and helping where necessary, but don't correct grammar mistakes unless incomprehensible. The emphasis here is on fluency.

Bring the class back together and ask for any interesting examples you heard, e.g. the washing machine being kept in the bathroom, or in a special room on its own, or on a balcony. You could ask follow-up questions like Where's the fridge? How big is it? Where do you keep food?, etc.

**GRAMMAR SPOT**

1. Look at Grammar Spot question 1 as a class. Mow students time to think before checking the answer.

2/3 Get students to work in pairs to answer question 2 and complete the sentences in 3.

Check the answers with the whole class.

**Answers**

1. Two magazines doesn't give us the exact number. Some magazines don't give us the exact number.

2. We say some in positive sentences. We say any in negative sentences and questions.

3. 1 I like this champagne.

4. These flowers are lovely.

5. That cooker is new.

6. Give me those cups.

**SUGGESTION**

If students have difficulty with the use of this/that/these/those, use the classroom environment to briefly revise this language focus. Choose objects near to you to demonstrate this/these, e.g. This is my desk. I like these posters and objects that you have to point to demonstrate that/those, e.g. That cupboard is new. We use those books. Give students objects to hold or point to objects and get students to say sentences using this/that/these/those.

Refer students to Grammar Reference 5.3 and 5.4 on p127–8.

**PRACTICE (SB p39)**

In our classroom

1. Students work in pairs or small groups to fill the gaps.

**Answers**

1. In our classroom there are some books on the floor.

2. There aren't any plants.

3. Are there any Spanish students in your class?

4. There aren't any Chinese students.

5. We have some dictionaries in the cupboard.

6. There aren't any pens in my bag.

2. Get students to work in pairs and briefly describe their classroom. If necessary, give word cues to help get a variety of forms, e.g. television, video, flowers, photos, etc.

3. Briefly revise the use of this/that/these/those and relevant adjectives, e.g. big, small, new, old, etc. Get students to continue talking about things in the classroom in pairs.

**What's in Pierre's briefcase?**

4. **T 5.4** Focus attention on the photo of Pierre and get students to say who they think he is, where he is, and what his job is. Read the instruction as a class to check.

Students listen to Pierre describing what is in his briefcase, and tick the things they hear.

**Answers and tapescript**

- a newspaper
- a dictionary
- a mobile phone
- pens
- stamps
- keys
- an address book
- a bus ticket

**T 5.4**

What's in my briefcase? Well, there's a newspaper – a French newspaper – and there's a dictionary – my French/English dictionary. I have some pens, three I think. Also I have a notebook for vocabulary. I write words in that every day. And of course I have my keys, my car keys and my house keys. Oh yes, very important, there are some photos of my family, my wife and my daughter and there's my mobile phone. I ring my home in Paris every night. Thats all I think I don't have any stamps and my address book is in my hotel.

5. Get students to practise the questions in the Student's Book in open pairs. Students continue working in close pairs. Ask one or two students to say what is in their or their partner's bag. This can be very interesting! However, try not to be over-curious, as some students may consider it too personal.

**Check it**

6. Students work in pairs and tick the correct sentence.

**Answers**

1. There aren't any sandwiches.

2. Do you have a good dictionary?

3. I have some photos of my dog.

4. I have a lot of books.
5 How many students are in this class?
6 Next to my house there's a park.
7 Look at that house over there!
8 Henry, this is my mother. Mum, this is Henry.

ADDITIONAL MATERIAL

Workbook Unit 5
Exercises 58 this/that/these/those and it/they

READING AND SPEAKING (SB p40)

At home on a plane

You could lead in to the topic of the reading text by asking students:

What type of home do you/most people have?
Do you know anyone who lives in an unusual home? (e.g. on a houseboat, in a windmill, in a lighthouse)

1 Focus attention on the picture of the plane. Demonstrate the activity by asking students for the correct label for number 1 (toilet). Students work in pairs and continue to label the picture. Check the answers with the whole class.

Answers
1 toilet
2 a flight attendant
3 the first class section
4 a cockpit
5 steps
6 door
7 windows
8 emergency exit

Ask students to give a few examples of things you can find on a plane, e.g. magazines, newspapers, cups. Students work in groups and think of as many other examples as they can, including people. Set a time limit for this, e.g. two minutes, so that the activity does not go on too long.

Check answers with the whole class. Accept any realistic answers and correct errors in pronunciation as necessary.

Sample answers
pilot
passengers
knives
forks
spoons
plates
cups
glasses
drinks
food
magazines
newspapers
presents

2 Tell students they are going to read a text about a woman with an unusual home. Check comprehension of the questions. Ask students to work in pairs to find the information in the text to answer the questions. Tell them not to worry about words they do not recognize and just to focus on finding the answers. (You may want to set a time limit for this to discourage students from reading too intensively.)

Check the answers. Decide according to the speed and ability of your students whether to settle for quick short answers or whether you want fuller answers.

Answers
1 54. (She is 54.)
2 On a jet plane. (She lives on a jet plane.)
3 27 years old. (Her home is 27 years old.)
4 Two. (She has two grandsons.)
5 Three. (There are three bedrooms.)
6 Four. (There are four toilets.)

3 Pre-teach/check the following vocabulary: grandma, passport, luxury, air conditioning, dishwasher, warm, run, party, upstairs/downstairs.

Get students to answer the true–false questions in pairs. Check the answers with the whole class. Encourage them to correct some of the false answers.

Answers
1 true
2 false
3 false. The bathroom is next to Joanne's bedroom.
4 true
5 true
6 false
7 false
8 false. She wants to buy a Boeing 747.

4 Practise the questions and answers in the Student's Book in open and closed pairs. Drill the pronunciation of the list of things students have to ask about.

Students continue to ask and answer about the things in the list. Monitor and check for accurate use of Is there a/an ...? and Are there any... ? and feed back on any common errors.

Check the answers with the whole class.

Answers
Is there a telephone? Yes, there is.
Is there a dishwasher? Yes, there is.
Are there any toilets? No, there aren't.
Are there any flight attendants? No, there aren't.
Is there an upstairs bedroom? No, there isn't.

What do you think?

Ask students for a few examples of things they like and don't like and then allow them to continue exchanging opinions in pairs. The aim is to generate some personalized discussion, so do not insist on complete accuracy.
Ask students for any interesting opinions they or their partner gave.

LISTENING AND SPEAKING (SB p42)

Homes around the world

POSSIBLE PROBLEMS

The listening texts contain quite a lot of words that may be new, or that students might not remember. We intend this listening exercise to be for gist understanding only, so students should be encouraged, if possible, not to worry about unknown words.

You could ask them to look at the tapescripts while they listen, or you could do this after they have heard the texts once or twice and then study the vocabulary.

However, try if possible not to do this – but only you know your class!

Even for gist comprehension, you will need to check the following words first:

- near river
- light (n.)
- alone
- shops
- basement room
- swimming pool
- sports centre
- blinds

You could ask students to look at the tapescript for homework.

1 Focus attention on the photos of the four places and get students to match the correct names.

**Answers**

d Lisbon
a Toronto
b Malibu
c Samoa

d Lisbon
a Toronto
b Malibu
c Samoa

d Lisbon
a Toronto
b Malibu
c Samoa

Ask students to give any facts or personal experience of the places. Allow students to continue briefly in pairs. (Again, this is a personalization activity, so do not insist on accuracy.)

2 Students listen to the five people talking about where they live and fill in the chart, supplying any extra information (see below the chart) that they have understood.

**Answers and tapescript**

<table>
<thead>
<tr>
<th>Manola from Lisbon</th>
<th>Ray and Elsie from Toronto</th>
<th>Brad from Malibu</th>
<th>Alice from Samoa</th>
</tr>
</thead>
<tbody>
<tr>
<td>House or flat?</td>
<td>house</td>
<td>house</td>
<td>house</td>
</tr>
<tr>
<td>Old or modern?</td>
<td>old</td>
<td>old</td>
<td>we don't know</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>new house, but in old style</td>
</tr>
</tbody>
</table>

Where? in the old town, near the sea, next to the sea, very near the sea

How many bedrooms? one, three, five, one

Live(s) her cat, each other, alone, her family

with? children, not at home, now

**Extra information**

- Manola from Lisbon
  - lives in old town called the Alfama
  - has beautiful flat – one very big room with one very big window
  - bed next to window so can see sea and lights of city when she goes to sleep
  - has a cat and lives near shops
  - lots of friends visit her
  - loves flat

- Ray and Elsie from Toronto
  - house about 50 years old
  - near the city centre
  - have living room, quite a big kitchen, but favourite room is their family room
  - family room has TV, stereo, large comfortable sofa, some big old armchairs. Love sitting there in winter with snow outside
  - children aren't at home now – both have jobs in the USA.
  - Most of the time just Ray and Elsie in house

- Brad from Malibu
  - house is fantastic
  - neighbours very rich – famous film stars. Doesn't see them much but hears parties
  - ten rooms in house. Everything white – carpets, curtains, sofa
  - also has a swimming pool, cinema, and sports centre
  - not married at the moment. Ex-wife is French – lives in Paris with three sons

- Alice from Samoa
  - house doesn't have any walls because is very hot in Samoa. Have blinds to stop the rain and sun
  - new house but in old style
  - one room for living and sleeping. Have rugs – sit and sleep on the floor

1 Manola from Lisbon

I live in the old town near the sea. I'm near the centre. I have a very beautiful flat. There's just one room in my flat, one very big room with one very big window. My bed's next to the window so I see the sea and all the lights of the city when I go to sleep. I live alone, but I have a cat and I'm near the shops and lots of friends come to visit me. I love my flat.
2 Ray and Elsie from Toronto

Elsie Our house is quite old, about fifty years old. It's quite near to the city centre. We have a living room, quite a big kitchen and three bedrooms, but the room we all love is our family room.

Ray Yes, there's a TV and a stereo and a large comfortable sofa in there, and some big, old armchairs. We love sitting there in winter with the snow outside.

Elsie Our children aren't at home now; they both have jobs in the USA, so most of the time it's just Ray and me.

3 Brad from Malibu

My house is fantastic. It's right next to the sea. My neighbours are very rich. Some of them are famous film stars. In my house there are ten rooms, five bedrooms, and everything is white, the floors, the walls, the sofas, everything. I also have a swimming pool, a cinema, and an exercise room. I live here alone. I'm not married at the moment. My ex-wife is French. She lives in Paris now with her three sons.

4 Elsie from Samoa

I live with my family in a house near the sea. We have an open house... and that is... er... w the house doesn't have any walls. Houses in Samoa don't have walls because it is very, very hot, but we have blinds to stop the rain and sun. Our house is in the old style. We have only one room for living and sleeping, so it is both a bedroom and a living room. We have rugs and we sit and sleep on the floor.

5 Get students to ask you questions about where you live. Then get students to continue in pairs or groups of three. Get students to share any interesting information with the whole class.

4 Students talk about their own situation. You could do this as a group activity or as a class.

EVERYDAY ENGLISH (58 p43)

Directions 1

1 Ask students to look at the street map. Make sure they understand the words on the map. As a class, ask where you can buy the items in the Student's Book.

POSSIBLE PROBLEMS

There might not be the direct equivalent of a newsagent's in your students' countries. A newsagent sells newspapers, magazines, cigarettes, sweets, and little items such as birthday cards and soft drinks.

Answers

some aspirin at a chemist's
a CD (compact disc) at a music shop
a plane ticket at a travel agent's
a newspaper at a newsagent's or supermarket

Check that the class understand Excuse me!, over there, first/second, and near/far. If necessary, highlight the difference between next to and near (next to is two-dimensional, whereas near is three-dimensional.)

Students work in pairs to practise the conversations.

Students then make more conversations about the places listed. Drill the pronunciation of the places in the list and practise one or two conversations in open pairs across the class. Students continue to work in closed pairs. You could ask some of the pairs to act out their dialogues for the rest of the class.

4 Students talk about their own situation. You could do this as a group activity or as a class.

Don't forget!

Workbook Unit 5

Exercise 9 Vocabulary of rooms and objects found in them, and verbs and nouns that go together.

Exercises 10 and 11 The writing section focuses on basic linking words.

Word list

Remind your students of the Word list for this unit on p137. They could write in the translations, learn them at home, and/or write some of the words in their vocabulary notebook.

Pronunciation Book Unit 5
can/can’t/could/couldn’t • was/were

Words that sound the same
On the phone

Can you speak English?

Introduction to the unit

Skills and ability are the themes of this unit. These are particularly suitable topics to introduce and practise can/can’t (ability). However, the unit has two main aims in that we also introduce some past tenses for the first time: the past of can (ability) – could, and the Past Simple of the verb to be – was/were. The skills work includes a jigsaw reading about two ten-year-old geniuses and provides a further context for and practice of the grammar.

Language aims

Grammar - can/can’t Students have already met the form can in the Everyda English section of Unit 2, but it is used only as a polite request Can I have...? In Unit 2 it is introduced idiomatically because it is a useful expression, and the grammar is not explored.

Here, in Unit 6, the use is extended to ability, and all aspects of the form (statements, questions, negatives) are fully explored and practised.

POSSIBLE PROBLEMS

1 Sometimes after all the practising of the Present Simple, students want to use do/don’t and does/doesn’t to form the question and negative.

*Do you can swim?

*I don’t can swim.

2 A major problem with can and can’t is the pronunciation. Often students find the different realizations of the vowel sounds (a or /æ/ in can and /a:/in can’t) confusing and, because the final tin can’t tends to get lost, they can’t recognize whether the sentence is positive or negative and they have difficulty producing the correct sounds themselves.

I can swim. /aɪ kan swamp/
Can you swim? /kæŋ ju swamp/
Yes, I can. /jes aɪ kæn/
I can’t come. /aɪ kænt kæm/

For these reasons we highlight the pronunciation in the unit and include exercises both for recognition and production.

was/were and could/couldn’t These forms are the first introduction to a past tense. We have chosen to present them in a simple and straightforward manner by having students complete a table about the present and past.

POSSIBLE PROBLEMS

Again pronunciation is a problem. The vowel sounds in was and were have both weak and strong realizations: was/a/ and o; and were a and 3:/.

He was at home. /hi waz at houm/
Was he at home? /wɔz hi at houm/
Yes, he was./No, he wasn’t. /jes hr waz/, /nɔʊ hi woznt
Were they at home? /wɔ dɛt at houm/
Yes, they were./No, they weren’t. /dɛt wə: /nəʊ dɛt wə:nt

The pronunciation is highlighted and practised in the unit.
Vocabulary and pronunciation. We focus on words that
have the same but have a different spelling and meaning,
such as homophones, for example see and sea. This provides the
t:portunity to give more practice of phonetic script.
Here are many homophones in English (because of the
non-phonetic spelling), and students confuse the two
meanings, especially when hearing them (as opposed to
seeing them when reading).
Everyday English. Language useful for making phone calls
introduced and practised.
Yorkbook. There is further practice on can/can't, was/were,
and could/couldn't. The question How much ...? is practised
of which is and was.

the vocabulary section, more words that commonly go
together are practised (ask a question, get up early).
Here is an exercise to revise and extend coverage of
reposition.
The writing syllabus continues with work on simple formal
letters.

Notes on the unit

STARTER (SB p44)

Briefly check the pronunciation of the languages.
Students work in pairs and say a sentence about where
each language is spoken.
Check the answers. If necessary, drill the pronunciation
of the countries and languages in pairs, especially where
there is a change in stress, e.g., Japan, Japanese

Answers
They also speak French in Switzerland, Belgium, and some
countries in Africa.
They speak Spanish in Spain, Mexico, parts of South and
Central America, Cuba, and the USA.
They speak: German in Germany, Austria, and Switzerland.
They speak Italian in Italy and Switzerland.
They speak Portuguese in Portugal, Brazil, Angola, and
Mozambique.
They speak Japanese in Japan.
They speak English in Great Britain, the USA, Canada,
Australia, New Zealand, Singapore, The West Indies, and India
(and in many other countries as the language of tourism,
business, and technology).

Tell the class which languages you can speak. Students
continue to work in pairs or small groups. If you have a
small group, allow each student to tell the rest of the
class about their language skills. If you have a big group,
select just a few students to feed back, but make sure you
choose different students at the next feedback stage, so
that everyone gets a chance.

WHAT CAN YOU DO? (SB p44)

can/can't

1 This is quite a simple presentation. The aim of the
pictures is to illustrate the meaning of can and can't. The
sentences are recorded to provide models of the different
realizations of the vowel sounds and to raise students' awareness of these from the start.
First, ask students to look at the pictures and read the
sentences. (Most of the vocabulary should be familiar or obvious from the picture, but check that there are no
isolated difficulties.) Students then match the sentences
to the pictures and write the appropriate sentence
number in the boxes provided in the pictures.

T 6.1 Students can discuss their answers with a partner
before listening to the recording and checking. Then
check the answers with the whole class. Ask students to
repeat the sentences after listening to each one.

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

GRAMMAR SPOT

1 Focus attention on the Grammar Spot questions.
Students work in pairs and say all the persons of
can/can't. Ask them what they notice about the verb
form for each person. Check students are clear about the
answer.

Answer
Can/can't are the same for all persons, so there is no -s
added in the he/she/it forms.
We do not use the auxiliary don't/doesn't to form the
negative.

2 T 6.2 This activity highlights the pronunciation of
can/can't in the positive, question, and short answers.
Play the recording and get your students to read and
listen very carefully to the pronunciation of can and
can't. First, ask generally Can you hear differences? If
necessary, repeat the sentences yourself, exaggerating
the vowel sounds in can and can't and isolating them
/a:/, so that your students can fully appreciate
the differences. Play the recording again and get
students to repeat chorally and individually.

3 Focus attention on the sentence stress in the positive
and negative sentences. Drill the sentences and then
get students to practise in pairs. Read Grammar
Reference 6.1 on p128 together in class, and/or ask
students to read it at home. Encourage them to ask
you questions about it.
Tina can't cook. Can you?

1 This again is a recognition exercise that moves into a production stage. This time the recording is much more natural-sounding, not being a series of sentences for dictation, but a girl talking about her abilities.

T 6.4 Focus attention on the picture of Tina and get students to say whatever they can about her. Ask your students to listen to Tina and put a ✓ next to things she can do or a ✗ next to the things she can't do in the first column of the chart. Play the recording.

Put students into pairs to compare their answers. Then conduct a full class feedback to establish the correct answers. Let students listen again if necessary.

Answers and tapescript

Can ...? Tina
drive a car ✗
speak French ✗
speak Italian ✓
cook ✗
play tennis ✓
ski ✓
swim ✓
play the piano ✓
use a computer ✓

Well, there are a lot of things I can't do. I can't drive a car, but I want to have lessons soon. I can't speak French but I can speak Italian. My mother's Italian, and we often go to Italy. My mother's a really good cook, she can cook really well, not just Italian food, all kinds of food, but I can't cook at all. I just love eating! What about sports? Er ... I think I'm good at quite a lot of sports. I can play tennis, and ski, sometimes we go skiing in the Italian Alps, and of course I can swim. But musical instruments — no - I can't play any at all — no I'm not very musical, but I love dancing! Of course I can use a computer — all my friends can.

2 The exercise now becomes personalized. Students complete column 2 of the chart about themselves.

3 This is the productive phase of the activity. Practise the questions in the Student's Book in open and closed pairs.

SUGGESTION

1 Make sure students use appropriate rising intonation with the inverted questions, and falling intonation with the short answers.

Can you ski? Yes, I can.

2 Make sure that they pronounce the ton the end of the negatives. The two consonants nt together are difficult for many nationalities.

Students work in pairs and ask and answer questions about each of the activities in the chart. Go round and monitor and help as they do this. Then round off the activity by asking a few members of the class to tell the others about their and their partner's abilities. Highlight the use of contrastive stress, e.g. Louis can ski, but I can't.

What can computers do?

NOTE

This can be quite a contentious activity because students tend to disagree about what exactly computers can do, and/or the degree to which they can do it. There is a growing belief that the initial very high expectations of computer ability in terms of real human-like behaviour have not been met.
Check comprehension of the key vocabulary: poetry, play chess, hear, feel, fall in love. Put your students into pairs to do this activity. (We are hoping that discussion and disagreement will generate some freer speaking in English, in which case the activity can last a while. However, be grateful at any efforts at expressing their opinions and don’t worry if the activity is quite short.)

In the sample answers we have included an extra section They can … but …, which is for your information only. You can choose how/if you deal with the extra information.

Sample answers
They can ...
play chess check spellings
They can ... but ...
translate (but word for word, not overall meaning)
speak English (only in limited fashion with unnatural intonation)
hear (they can recognize some speech, but limited)
make music (but not like Mozart!)
have conversations (but limited with many misunderstandings of context)
They can’t ...
write poetry laugh feel think (because they work completely in numbers) fall in love

Conduct a feedback session with the whole class. This could be quite lively.

Ask students what people can do that computers can’t do, or you could list some things that you think computers can’t do and encourage the class to react: drink, eat, sleep, etc.

ADDITIONAL MATERIAL

Workbook Unit 6
Exercises 1 and 2 These practise can and can’t.

WHERE WERE YOU YESTERDAY? (SB p46)

Was/were, can/could
This is a very direct presentation of the past of the verbs to be and can. It revises the present of the verbs and then moves straight to the past tense equivalents.

Re-teach/check yesterday, by doing the first example with the class. Let the students work in pairs to write in the answers. When they have finished, go through the exercise with them, modelling the questions and answers for them to repeat, and highlighting the weak vowel sounds of was and were (/w3/z and /w3/ ) in statements and questions, and the strong vowel sounds (/w3/ , /w3nt/ , /w3:/ , /w3:n/) in short answers and negatives.

POSSIBLE PROBLEM
The negatives
The groups of consonants in the negatives wasn’t /w3nt/, weren’t /w3:n/ and couldn’t /kudnt/ may be difficult for some students and may need extra choral and individual repetition.

Also, as you go through, keep backtracking by asking individual students to answer the earlier questions again.

Finally, get your students to ask and answer the questions in open pairs across the class. Use the opportunity to check and correct them carefully. You can move on to practise in closed pairs, unless you think this may prove too laborious.

GRAMMAR SPOT

1 Put your students into pairs to complete the table with the past of to be. Quickly check through the answers with the whole class.

Answers
I was wasn’t
You were weren’t
He/She/It was wasn’t
We were weren’t
They were weren’t

2 T 6.5 This is a repetition exercise with some more questions and answers to help consolidate the pronunciation. There are pauses on the recording for students to repeat. Insist on accurate pronunciation of the strong and weak forms.

3 Students complete the positive and negative forms of can.

Answers
Positive could (all persons)
Negative couldn’t (all persons)

Read Grammar Reference 6.1 and 6.2 on p128 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

PRACTICE (SB p46)

Talking about you

1 Drill the first question and answer in open pairs.

Students continue asking and answering the questions in closed pairs. Go round the class to help them. Encourage them to ask about times other than those listed in the
book. Round the activity off by asking one or two students to tell the others about their partner.

2 Set the scene of the conversation by asking your students to look at the picture and telling them that two friends are talking about parties they've been to. Check that they realize that they can only use was, were, wasn't, weren't, and couldn't to fill the gaps.

Ask students to work in pairs to do the exercise. Play the recording for them to listen and check their answers. Play it again and ask students to focus on the pronunciation, not only of was and were, but of the stress and intonation of the questions and answers.

Ask one or two pairs of students to take the parts of Kim and Max and read aloud the conversation across the class. Encourage lively and natural pronunciation.

Answers and tapescript

K = Kim M = Max
K Were you at Charlotte's party last Saturday?
M Yes, I was.
K Was it good?
M Well, it was OK.
K Were there many people?
M Yes, there were.
K Was Henry there?
M No, he wasn't. And where were you? Why weren't you there?
K Oh... I couldn't go because I was at Mark's party! It was brilliant!

Now ask the class to practise the conversation again in closed pairs. Go round and help and check them as they do this. (Don't let this go on too long otherwise it will become boring!)

You could move on to some other situations, e.g. the jazz concert, John's barbecue last Sunday, the disco last Friday evening, the football match last week. Put some skeletal dialogue prompts on the blackboard and ask pairs of students to come to the front of the class and act out another situation, e.g.

... the jazz concert last Sunday?
... good?
... many people?
... (Tom) there?
... brilliant!

Now ask the class to practise the conversation again in closed pairs. Go round and help and check them as they do this. (Don't let this go on too long otherwise it will become boring!)

You could move on to some other situations, e.g. the jazz concert, John's barbecue last Sunday, the disco last Friday evening, the football match last week. Put some skeletal dialogue prompts on the blackboard and ask pairs of students to come to the front of the class and act out another situation, e.g.

... the jazz concert last Sunday?
... good?
... many people?
... (Tom) there?
... brilliant!

SUGGESTION

Try to personalize the language as much as possible by getting students to use real parties or other events they have been to recently as the basis for similar conversations.

Four geniuses!

This section brings together could, couldn't, and was and it also introduces to be born and until. It continues the theme of skills and talents, but this time focuses on some famous characters. Students are also given the opportunity to personalize the language.

First ask students to look at the pictures and see if they can recognize the people. Do the exercise as a class as a contrast to the pairwork in the previous activity, and so it can be done quite quickly.

Answers
1 Picasso
2 Einstein
3 Nureyev
4 Mozart

POSSIBLE PROBLEM

(I) was born is taught here as an expression, not as an example of the passive. Don't be tempted to go into the grammar. Some students translate from their own language and want to say I am born.

Focus attention on the example. Check comprehension of was born and drill the pronunciation. Ask students to give you a complete sentence about Mozart, matching lines in columns A, B, and C, and adding a comparison about themselves.

Check the rest of the answers with the whole class. (It really is true that Einstein couldn't speak until he was eight!)

Answers (Sample personalized sentences in brackets)
1 Mozart was born in Austria in 1756. He could play the piano when he was three. (I couldn't play the piano until I was ten.)
2 Picasso was born in Spain in 1881. He could paint when he was one. (I couldn't paint until I was six.)
3 Nureyev was born in Siberia in 1938. He could dance when he was two. (I couldn't dance until I was seven.)
4 Einstein was born in Germany in 1879. He couldn't speak until he was eight! (I could speak when I was one.)

Drill the questions in the Student's Book, highlighting the falling intonation in the wh-questions. Students continue working in pairs, asking and answering about the geniuses.

This is the personalization stage. Drill the questions in the you form, getting students to repeat them in chorus and individually. Make sure the students can hear the difference between where and were, and again insist on accurate intonation.

Students work in small groups and ask and answer the questions. At the end of the activity, ask a few students to
You need to be very clear when giving instructions for any jigsaw activity. If necessary and possible, give them in L1.

1. Focus attention on the title of the section Super Kids. Ask students what they think the section is about (very talented children). Ask students to look at the photographs of the two children and offer guesses about their age and special talent.

2. Divide the class into two groups. Tell Group A to read about ‘Little Miss Picasso’ and Group B to read about ‘The New Mozart’. Ask each group to read through their text as quickly as possible to get a general understanding of it and to check if their guesses about the children were correct.

3. Get students to read the text again more slowly and find the information in their text to answer the questions about Alexandra or Lukas. Most of the vocabulary in the texts should be known, but allow students to use dictionaries to check if they can't guess from the context. When they have read the texts, they could either go through the questions on their own and then check with others from the same group, or work with a partner from the same group to answer the questions. Each group has the same questions to answer.

Check the answers with group A students and Group B students separately. The main idea of these questions is to check understanding, therefore short answers are perfectly acceptable. However, when you have a full class feedback you might want to encourage further language production such as you can see in the brackets in the answers below.

Answers

Group A – Alexandra Nechita
1. She’s thirteen.
2. She paints large, cubist pictures and sells them for a lot of money.
3. (She was born) in Romania.
4. (She lives) in Los Angeles.
5. (She lives) with her family.
6. Yes, she does.
7. She could paint very well when she was four.
8. No, she doesn’t, because every day after school she does her homework, plays with her little brother, then paints for two or three hours until bedtime.
9. No, she isn’t. (She can buy a big house and travel the world.)
10. She was in London, Paris, and Rome.
Group B - Lukas Vondracek
1 He's ten.
2 He can play the piano very well. / He's a brilliant pianist.
3 (He was born) in Opava in the Czech Republic.
4 (He lives) in Vienna.
5 (He lives) with his parents.
6 Yes, he does (two days a week).
7 He could play the piano when he was two and he could read music before he could read books.
8 No, he doesn’t, because he practises the piano six hours a day and he gives lots of concerts.
9 No, he isn’t. (Mozart was poor but Lukas isn’t like him at all.)
10 He was in Washington, Chicago, and London.

4 Tell each student to find a partner from the other group and go through the questions and answers together, telling each other about the child in their article. Try not to offer help at this stage — let students exchange the information themselves as far as possible.

5 This stage allows students to summarize the information from both texts and also provides useful consolidation of the he/she and they forms with various structures. Focus attention on the examples in the Student's Book and then get students to continue discussing similarities and differences in pairs.

Sample answers
They were both born in Eastern Europe. They both travel a lot and have money. Alexandra has a brother but Lukas is an only child. Alexandra goes to school every day, but Lukas goes to school two days a week. Alexandra lives in the USA, but Lukas lives in Vienna. Lukas plays sport but Alexandra doesn’t.

Conduct a general feedback session with the whole class. If appropriate, ask students if they know of any other very talented children, or to comment on Alexandra's and Lukas's lifestyle.

POSSIBLE PROBLEM
If students become involved in discussion activities, they often start to talk in L1 in their frustration at not being able to get their point across. Don't worry too much if this happens, at least it shows that they are interested! Gently encourage them to try and express something in English as this is such good practice, and don't correct them too much. If they get their point across, that's enough. The aim of this activity is fluency not accuracy.

Roleplay

SUGGESTION
You might find that time is short for the roleplay or that it might be too difficult for your students as it stands, so an alternative approach is included in the Teacher's Book. Photocopy the interview on p.126 of the Teacher's Book and ask your students to complete the gaps either in class or for homework. They can choose which child is being interviewed.

6 Assign roles of the journalist and Alexandra or Lukas, or allow students to choose the role they want. Get students to prepare the interview using the questions in exercise 3 to help them. Allow sufficient time for students to make notes, but discourage them from writing out the interview word for word. Get students to practise the interview in pairs and then act it out in class. (If time is short, use the alternative approach in the Suggestion above.)

WATCH OUT
If students become involved in discussion activities, they often start to talk in L1 in their frustration at not being able to get their point across. Don't worry too much if this happens, at least it shows that they are interested! Gently encourage them to try and express something in English as this is such good practice, and don't correct them too much. If they get their point across, that's enough. The aim of this activity is fluency not accuracy.

Words that sound the same
This activity introduces your students to words that have different spellings and meanings but sound the same, i.e. homophones. Of course, it is not important that your students learn the linguistic term homophone, but it is important that they are aware of such words, as there are so many in English and they can be particularly confusing when listening. The use of phonetic script in the activity serves not only to continue the process of getting to know it, but also to highlight the fact that there is often no relation between sounds and spellings in English.

1 This is to illustrate what is meant by words that sound the same. Ask your students to read aloud the sentences to themselves and then ask for suggestions about the words highlighted in bold. They should easily notice that the words sound the same but are spelt differently and have different meanings.

/au/ = eye and I
/nɔʊ/ = no and know

2 Ask students to work in pairs to do this. Most of the words are taken from previous units and should be familiar, but allow them to check new words either with you or in their dictionaries. Whilst they are doing the exercise, write the words in box A on the board in a column.

Bring the class together to go through the exercise and invite students, in turn, up to the board to write the words that sound the same next to each other.
Answers

A  B ~

hear /hɛə/        here
write /raɪt/      right
there /ðeə/       their
wear /weə/        where
see /siː/         sea
eye /aɪ/          I
for /fɔː/         four
hour /aʊə/        our
by /baɪ/          buy
too /tuː/         two
know /nəʊ/        no
son /sʌn/         sun

3 This exercise puts some of the words which have the same sound but different spelling in context and should be good fun to do. Again, ask students to work in pairs to do it. Then check through with the whole class, asking individuals to read the sentences aloud and spell the correct word.

Answers
1 I can hear you, but I can’t see you.
2 There are three bedrooms in our house.
3 I don’t know where Jill lives.
4 My son lives near the sea.
5 Don’t wear that hat, buy a new one!
6 No, I can’t come to your party.
7 You were right. Sally and Peter can’t come for dinner.
8 Their daughter could write when she was three.
9 I know my answers are right.

You could begin this by asking the class to chant through the phonetic transcriptions all together to check their progress in reading them. Ask students to work on their own to do the exercise and then check their answers with a partner before you go through it.

Answers
1 /nəʊ/           know    no
2 /sʌn/           son      sun
3 /tuː/           too      two
4 /raɪt/          write    right
5 /hɛə/           hear    here
6 /weə/           wear    where

ADDITIONAL MATERIAL

Workbook Unit 6
Exercise 7 This is a vocabulary exercise that practises words that go together, e.g. paint a picture, get up early.

EVERYDAY ENGLISH (SB p50)

On the phone

1 Read the introduction as a class.

Focus attention on the first name and address (Nancy Wilson). Students listen and answer the operator’s questions and get Nancy’s telephone number. Do this as a class activity, getting students to call out the answers.

Answers and tapescript

Operator International Directory Enquiries. Which country, please?
You Australia, please.
Operator And which town?
You Perth.
Operator Can I have the last name, please?
You Wilson.
Operator And the initial?
You N.
Operator What’s the address?
You 302 Erindale Road.
Recorded message The number you require is 006198 4681133.

Check students have written Nancy’s phone number down correctly.

2 Students work in pairs to roleplay the operator and someone wanting Franziska’s and Mauricio’s number. Write the numbers on bits of paper to give to the operators:

Franziska Novak’s phone/fax number is 004930 369840.
Mauricio Ferreira’s phone number is 0055 11 253 1162, and his fax number is 0055 11 253 5879.

Briefly check students have exchanged the information correctly.

SUGGESTION

This activity includes some of the typical expressions used over the phone in English. Make sure students understand that each language uses different expressions over the phone and if they translate from their own language, they may cause confusion or surprise! Point out in particular that in English you cannot say I’m (Jo) when saying who is speaking.

Check comprehension of: get someone (as in fetch), message, Great!, Never mind, ring back. Focus on line 1 as an example with the whole class. If students are unsure what would come before this line, tell them they need to make a question with can (Can I speak to Jo, please?). Ask students to work in pairs and
continue the activity. Tell them not to worry about getting exactly the right answers, as you will focus on these at a later stage. Ask them to take the opportunity to exchange their ideas.

Focus attention on the use of will to make offers or promises. (Do not focus on other uses of will, e.g. simple future at this stage, as this may confuse students.)

Sample answers
1 Can I speak to Jo, please?
   This is Jo.
   Hello, it's X here.
2 I'm afraid X isn't here.
   Can I take a message?
   Yes, please. Ask him/her to call X.
3 Sunday is OK for me.
   Great! See you on Sunday at ten, then. Bye!
   Yes, OK. Bye!
4 I'm afraid I can't come to your party.
   Oh, never mind. Perhaps next time. Bye!
   Yes, OK. Bye!
5 Is that X?
   No, it isn't. I'll just get her.
   Hello, X speaking.
6 X isn't here at the moment.
   I'll ring back later.
   OK. Bye!
7 Hi, X.
   There's a party at my house on Saturday. Can you come?
   Yes. That's great, thanks.
8 Hello, (company name).
   Can I speak to the manager, please?
   Yes, can I ask who's calling, please?

4 Students work in pairs to complete the three telephone conversations, using the lines from exercise 3.

T 6.3 Students listen and check. If necessary, get students to listen and repeat the conversations before continuing to practise in pairs.

Answers and transcript
1 A Hello.
   B Hello. Can I speak to Jo, please?
   A This is Jo.
   B Oh! Hi, Jo. This is Pat. Is Sunday still OK for tennis?
   "A Yes. That's fine.
   B Great! See you on Sunday at ten, then. Bye!
   A Bye!
2 A Hello.
   B Hello. Is that Liz?
   A No it isn't. I'll just get her.
   (pause)
   C Hello, Liz here.
   B Hi, Liz. It's Tom. Listen! There's a party at my house on Saturday. Can you come?
   C Oh sorry, Tom I can't it's my sister's wedding.
   B Oh, never mind. Perhaps next time. Bye!
   C Bye!
3 A Good morning. Barclays Bank, Watford. How can I help you?
   B Good morning. Can I speak to the manager, please?
   A I'm afraid Mr Smith isn't in his office at the moment.
   Can I take a message?
   B Don't worry. I'll ring back later.
   A All right. Goodbye.
   B Goodbye.

Then ask students to invent more telephone conversations, based on the ones in the Student's Book. They can change the names, times, arrangements, etc. but can keep the basic format of each conversation the same.

Don't forget!

Workbook Unit 6
Exercise 8 Prepositions
Exercise 9 The writing activity is a simple formal letter applying for a job.

Word list
Remind your students of the Word list for this unit on p137. They could write in the translations, learn them at home, and/or write some of the words in their vocabulary notebook.

Pronunciation Book Unit 6
Video
There are two video sections that can supplement Units 5 and 6 of the Student's Book.

Report (Section 4) Heathrow
This is a mini-documentary about Heathrow Airport, past and present. It is also suitable for use either before or after the Everyday English Unit 14, At the airport.

Situation (Section 5) At the bank
This is a short situation where Paola exchanges traveller's cheques at a bank.
Language aims

Grammar – Past Simple

The learning of the Past Simple is facilitated by students' knowledge of the Present Simple, in that both tenses use a form of do as an auxiliary in the question and negative. It is not such a big leap to learn that the same auxiliary is used in its past tense form, did, to make the Past Simple tense, especially as this form remains constant in all persons.

Many of the exercises in this unit provide opportunities to contrast the Present and Past Simple tenses.

POSSIBLE PROBLEMS

1. Although students should be helped by their knowledge of the Present Simple (see above), the use of did still causes problems and students forget to use it, for example:
   * Where you went last night?
   * When she start school?
   * She no liked her job.

2. There are a large number of irregular verbs to learn. From now on students should be encouraged to consult the irregular verb list on p142 and learn the irregular verbs as and when needed. You could start setting some to learn for homework and giving short tests on them at the beginning of some lessons!

3. The different realizations of the pronunciation of -ed at the end of regular verbs is a problem. Students always want to pronounce the -ed in its entirety -/ed/ – and not the /t/, /d/, /id/ endings, for example:
   cleaned */kliːnd/ instead of /kliːnd/
   worked */wɜːkɪd/ instead of /wɜːkt/
   visited */vɪzɪtd/ instead of /vɪzɪtd/

There is an exercise to help students perceive the different endings, but we suggest you avoid spending too much time getting students to produce the endings at this stage so as not to overload them.

Vocabulary and pronunciation

Words with silent letters are focused upon, for example walk, know, listen. Again, the point being emphasized is that English spelling is not phonetic. The phonetic script is further practised to highlight words that have silent letters.

Everyday English

Common expressions for special occasions, such as Happy birthday and Happy New Year are introduced and practised. This provides the opportunity for some very interesting discussion on cross-cultural traditions, especially if you have a multilingual class. What occasions different nationalities celebrate, and how they celebrate them, is fascinating!

Workbook

More irregular verbs are introduced. There are exercises to revise the Present Simple alongside Past Simple.
In the vocabulary section, there is an exercise on recognizing parts of speech. The writing syllabus continues with a piece of narrative writing about My last holiday.

Notes on the unit

STARTER [58 p52]

SUGGESTION
You could ask your students to bring to class any old photographs they have of their grandparents when young, and/or you could bring in some of your own family to set the scene and introduce the idea of the past.

It is always interesting looking at old photographs, so take care that the scene-setting doesn’t go on too long and take up too much lesson time!

Check comprehension of great-grandparents.
Demonstrate the activity by telling the class about your own grandparents and great-grandparents, giving as much information as you can about when and where they were born, their names and their jobs. Use photographs you have brought to class if appropriate.
Students work in pairs and talk about what they know about their grandparents and great-grandparents. Get them to talk about photographs they have brought to class if appropriate.

WHEN I WAS YOUNG [58 p52]

Past Simple – regular verbs

1 Focus attention on the photo of Mattie Smith now. Ask students to give you information about her. Pre-teach/check have a bath, clean the house, verandah, poems.

T 7.1 Ask students to read and listen about Mattie Smith in text A and complete the text. (This text is about Mattie’s life now and revises the Present Simple before moving to the introduction of the Past Simple.) Play the recording and then check the answers.

Answers and tapescript
Mattie Smith is 91 years old. She lives alone in Atlanta, Georgia. She starts her day at 7.30. First she has a bath, next she cleans the house, and then she sits outside on her verandah and thinks about her past life-Then she writes poems about it.

Ask a few questions about Mattie now.

How old is she? Ninety-one.
Where does she live? In Atlanta, Georgia.
Does she live alone? Yes, she does.

What time does she start her day? At 7.30.
What does she do every day? She has a bath, cleans the house, sits outside and thinks about her past life.

What does she write poems about? Her past life.

2 T 7.2 Establish the answer to this last question clearly and tell your students that they are going to listen to and read about Mattie’s past. Play the recording and immediately go through the Grammar Spot exercises.

GRAMMAR SPOT
Go through the Grammar Spot exercises one by one, establishing the answers after each exercise.

1 Refer students back to text B and get them to find examples of the past of is and can. Check the answers.

Answers
Mattie was never at school... She started work when she was eight... She couldn't read or write but she could think, ...

2 Students complete the sentence with the correct form of live. Check the answers.

Answers
Now she lives alone, but when she was a child she lived with her mother and sisters.

3 Students work in pairs and find the Past Simple of start, work, and create. Get them to work out the rule for the formation of Past Simple of regular verbs.

Answers
To form the Past Simple of regular verbs, add -ed or -d to the infinitive.

Read Grammar Reference 7.1 on p129 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

3 T 7.3 Check comprehension of earn, die, and hate.
Students work in pairs to decide on the past form of the verbs in the box and practise the pronunciation.

Play the recording and let students check their answers. Get students to spell the past forms. Pay particular attention to the change of consonant + y to -ied in marry-married.

Answers and tapescript
/t/ looked worked
/d/ loved learned earned married died
/id/ hated wanted
Play the recording again and get students to repeat.

4 **T 7.4** Explain that the next text gives more information about Mattie’s past and students have to complete the text using the Past Simple forms of the verbs in the box from exercise 3. You could ask them to try and fill the gaps with the verbs before they listen, then to listen and check their answers with a partner. Or, if you think that it would be too difficult, let them listen to the text and fill in the answers as they go along.

Play the recording without pausing the tape.

**Answers and tapescript**
I **worked** from 6.00 in the morning until 10.00 at night. Sixteen hours in the **cotton fields** and I only **earned** $2 a day. I sure hated that job but I loved the poems in my head. I really wanted to learn to read and write. When I was sixteen I married Hubert, and soon there were six children, five sons, then a daughter, Lily. Hubert died just before she was born. That was sixty-five years ago. So I **looked** after my family alone. There was no time for learning, but my children, they all **learned** to read and write — that was important to me. And when did I learn to read and write? I didn’t learn until I was 86, and now I have three **book** of poems.

Go through the answers as a class, getting students to take turns at reading aloud part of the text. Correct their pronunciation of the past tense verbs in preparation for the exercise on pronunciation in the Practice section.

**GRAMMAR SPOT**

1 Refer students back to the text about Mattie and get them to find a question and negative.

**Answers**
And when **did she learn** to read and write? I didn’t **learn** until I was 86, ...

2/3 Go through the notes on the formation of questions and negatives with the whole class.

Read Grammar Reference 7.2 on p129 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

5 This exercise focuses on *wh-* questions in the Past Simple. Students work in pairs to complete the questions about Mattie.

**T 7.5** Play the recording so that students can check their answers.

**Answers and tapescript**
1 When **did she start** work? When she was eight years old.
2 Where **did she work**? In the cotton fields.
3 Who **did she live with**? Her mother and sisters.
4 How many hours **did she work**? Sixteen hours a day.
5 How much **did she earn**? $2 a day.
6 Who **did she marry**? Hubert.
7 When **did Hubert die**? Sixty-five years ago.
8 When **did she learn to read**? She didn’t learn until she was 86.

Play the questions from the recording one by one (or say them yourself) and get students to repeat them both chorally and individually. Ask other students to provide the answers. These are all *wh-* questions so encourage natural falling intonation on each one.

**Talking about you**

1 This activity brings together the past of *be*, to *be born*, and did in Past Simple questions, so that students become aware of the difference between the past of the verb to be and full verbs. Get students to complete the sentences on their own first and then check in pairs.

Check the answers with the whole class, asking individuals to read out their answers.

**Answers**
1 Where were you **born**? Where was your mother born?
2 When did you start school?
3 When did you learn to read and write?
4 Who was your first teacher?
5 What **was** your favourite subject?
6 Where did you live when you were a child?
7 Did you live in a house or a flat?

Drill the questions, reminding students to use falling intonation.

2 If you have room, ask students to get up and walk round the class asking two or three other students the questions, and answering about themselves in return. Or, if you don’t mind a lot of movement, ask students to ask each question to a different student. Tell them that you are going to see how much they can remember when they sit down.

3 After a few minutes, students sit down and tell you what information they can remember. Remind them to use the third-person singular forms *was* and *was born*. 
Sample answer
Peter was born in Frankfurt and his mother was born in Stuttgart. He started school in 1980, he learned to read and write when he was five. His first teacher was Frau Braun. His favourite subject was history. He lived in a flat in Frankfurt when he was a child.

You could ask students to write a short paragraph about themselves for homework.

ADDITIONAL MATERIAL

Workbook Unit 7
Exercises 1 and 2 These practise regular verbs, Yes/No questions, and short answers in the Past Simple.

Pronunciation

4 T7.6 Isolate the sounds /t/, /d/, /Id/ for your students and get them to listen and repeat. Play the recording and ask them to put the verbs in the correct column. Get them to check their answers with a partner and then conduct a full class feedback, asking students to practise saying the verbs.

Answers and tapescript

/Id/

<table>
<thead>
<tr>
<th>worked</th>
<th>lived</th>
<th>started</th>
</tr>
</thead>
<tbody>
<tr>
<td>finished</td>
<td>married</td>
<td>hated</td>
</tr>
<tr>
<td>looked</td>
<td>loved</td>
<td>visited</td>
</tr>
<tr>
<td>liked</td>
<td>died</td>
<td>cleaned</td>
</tr>
</tbody>
</table>

T7.6

<table>
<thead>
<tr>
<th>worked</th>
<th>finished</th>
</tr>
</thead>
<tbody>
<tr>
<td>lived</td>
<td>looked</td>
</tr>
<tr>
<td>started</td>
<td>died</td>
</tr>
<tr>
<td>married</td>
<td>visited</td>
</tr>
<tr>
<td>loved</td>
<td>cleaned</td>
</tr>
<tr>
<td>hated</td>
<td>liked</td>
</tr>
</tbody>
</table>

Irregular verbs

Now the theme moves to the more recent past with a focus on life at the end of the 20th century. This provides the context for the introduction of irregular verbs.

1 Refer students to the irregular verb list on p142. Make sure they understand that it is an important resource that they should refer to regularly.

Ask students to work with a partner. Ask them to use their dictionaries to look up new words and check the list to find out which verb is regular and what the irregular forms of the others are.

SUGGESTION

All these verbs appear at some point later in this unit, so your students need to learn them. You might therefore want to set this exercise for homework prior to the lesson and then go through it in class.

Ask students to read out the correct answers.

Answers

<table>
<thead>
<tr>
<th>have</th>
<th>had</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>began</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
</tr>
<tr>
<td>study</td>
<td>studied (regular)</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
</tr>
<tr>
<td>win</td>
<td>won</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
</tr>
</tbody>
</table>

2 T7.7 Play the recording (or model the verbs yourself) and ask students to listen and repeat.

3 Write 2000 in large numbers on the board and, if you think your students need to practise dates, ask the whole of your class to chant the years from 1990 to 2000. Ask your students how old they were in 2000 and what they can remember, not only about their own lives, but also the world, especially sport and politics. You could put them into groups to do this if you have time and if you feel that your students would respond well. Elicit some examples from the class to set the scene for tapescript 7.8 and Simon’s reminiscences about the 1990s.

T7.8 Let students read the texts first and check for any unknown vocabulary – possibly graphic design, advertising agency, World Cup, the Euro (the European single currency), car crash, and funeral. Tell students that the texts are only a summary and that there is more information on tape. Students are required only to select key points to practise certain verbs.

Play the recording. Tell your students to listen to Simon and complete as much of the texts as they can. After listening for the first time, ask students to work in pairs and compare their answers. Now play the recording again so that students can complete or check their answers.
Answers and tapescript

WHAT DID SIMON DO?
He left school in 1994. He went to university where he studied graphic design. Then, in 1997, he got a job with Saatchi and Saatchi, an advertising agency in London. He met his girlfriend, Zoe, in 1998, and the next year they bought a flat together.

WHAT HAPPENED IN THE WORLD?

Sport
France won the World Cup in 1998. Brazil lost.
Politics
Tony Blair became Britain’s Prime Minister in 1997. Bill Clinton had a lot of problems in his last years in the White House. Eleven countries in Europe (but not Britain) began to use the Euro in 1999.

Famous people

T 7.8
What do I remember of the nineties... er... well, I left school in 1994 and I went to university. I studied graphic design — it was really good. I had a good time. Then after university, in 1997, I was really lucky. I got a job immediately. A job with Saatchi and Saatchi, they're an advertising agency in London. Soon after that, 1998 it was, I met Zoe, she's my girlfriend. She has a good job, too, and we bought a flat together in 1999.
The only sport I like is football, so I remember when France won the World Cup in 1998. Brazil lost in '98 but they won in '94.
I remember when Tony Blair became Prime Minister in 1997, that was just after I started at Saatchi and Saatchi. Oh, and I remember Bill Clinton and all the problems he had in his last years in the White House. And the Euro — eleven countries in Europe began to use the Euro in 1999, but Britain didn't. Oh yes — and of course I remember Princess Diana — she died in a car crash in Paris in '97 and millions of people came to London for her funeral. I was there. I can remember it really well.

Ask students to give the first question and answer as an example. Ask students to work in pairs to ask and answer the rest of the questions. Insist on full answers so that students get practice with the irregular past forms. Check for accurate question formation and falling intonation. If students have problems, drill the questions and answers in open pairs and then in closed pairs. Check the answers with the whole class.

Answers
1 When did Simon leave school? He left school in 1994.
2 What did Simon study at university? He studied graphic design.
3 When did Simon get a job with Saatchi and Saatchi? He got a job with Saatchi and Saatchi in 1997.

5 What did Zoe and Simon do in 1999? They bought a flat together.

Give an example of what you did in the last years of the 20th century and then ask students to write about what they did. If students need a little prompting, you could brainstorm ideas with the whole class, e.g. have a baby, buy a house/flat, learn to drive, meet boyfriend/girlfriend, marry, start university, get a job. Students tell the rest of the class about what they did.

PRACTICE (SB p55)

When did it happen?

1 Set up this activity by giving the class a few cues of major events and getting students to form the question and give the corresponding dates, e.g.

the Berlin Wall/fall — When did the Berlin Wall fall? In 1989.
the Second World War/end — When did the Second World War end? In 1945.
the Wright Brothers first fly — When did the Wright Brothers first fly? In 1903.

Students work in groups and list other major events of the 20th century, both nationally and internationally. They then form questions to 'test' the other groups.

Pre-teach expressions like in the (1950s), in about (1995) to enable students to give an answer if they can't give an exact year. Get students to ask their questions to another group. Conduct brief feedback with students saying sentences about the most interesting/popular events.

What did you do?

2 Focus attention on the phrases in the box, pointing out we can't use last with parts of a day, except night. Check pronunciation and then get students to give a few examples of the phrases in context, e.g. I went to the cinema last night.

3 Drill the questions in the Student's Book chorally and individually and then get students to ask and answer in pairs. You could suggest that they take notes about each other. Go round the class monitoring and helping.

Bring the class together and briefly check the past form of the verbs as students will need these to report back on their partner. Students tell the class what they learned about their partner.

Check it

4 Ask students to do this exercise on their own and then check with a partner before you go through the exercise as a class.
Students work in pairs or groups of three and exchange information about George Washington or Margaret Thatcher. This is another ‘jigsaw’ reading activity, so make sure students understand the terms nouns and verbs, by using a simple example sentence and getting students to name the noun and verb, e.g. The leader died yesterday. Get students to check the meaning of the words in their dictionary, or use simple explanations and/or L1.

2 Focus attention on the photos. Check students recognize the two people and that they can pronounce their names. Get students to complete the sentences about why each person is an important first. If students are unsure, get them to read the first line of each text. Check the answers.

Answers
George Washington was the first President of the USA.
Margaret Thatcher was the first woman prime minister in Europe.

If students query the terms president and prime minister, explain that president is used for the official leader of a country that does not have a king or queen.

Students work in pairs or groups of three and exchange any information or impressions they have of the two leaders.

3 Divide the class into two groups. Tell Group A to read about George Washington and Group B to read about Margaret Thatcher. Ask each group to read through their text as quickly as possible to get a general understanding of it and to compare the information in the text with what they talked about in exercise 2.

4 Get students to read the text again more slowly and find the information in their text to do the true–false task. Remind them to correct the statements that are false.

When students have read the texts they could either go through the statements on their own and then check with others from the same group, or work with a partner from the same group to do the exercise. Each group has the same statements to work on.

Check the answers with Group A students and Group B students separately.

Answers
Group A - George Washington
1 True
2 False. By 1797 he was tired of politics.
3 True
4 True
5 True
6 False. He didn’t have much education
7 True
8 True

Group B - Margaret Thatcher
1 False. Her father worked hard for little money.
2 True
3 True
4 False. She didn’t have much time for other interests.

EXTRA INFORMATION
The following is some background information on the two leaders:

George Washington (1732–1799)
First President of the USA 1789–97. He was a strong opponent of the British government’s policy, and when the War of American Independence started, he was chosen as Commander-in-Chief. After the war, he retired to his Virginia estate, Mount Vernon, but in 1787 he re-entered politics as president of the Constitutional Convention. Although he attempted to draw ministers from a range of political opinion, his aristocratic outlook alienated his secretary of state, Thomas Jefferson, who resigned in 1793, and so created the two-party system.

Margaret Thatcher
British Conservative politician, Prime Minister 1979–1990. She was education minister 1970–74 and Conservative Party leader from 1975. She confront ed trade union power during the miners’ strike 1984–85, sold off many public utilities to the public sector, and reduced the influence of local government. In 1990, divisions in the cabinet forced her to resign.

Workbook Unit 7
Exercises 3–5 These practise irregular verbs in the Past Simple.
Exercises 6 This practises question formation.
Exercises 7 This contrasts Present Simple and Past Simple.

ADDITIONAL MATERIAL

Two famous firsts
This is another ‘jigsaw’ reading activity, so make sure students are clear about which text they should read and how to exchange their information. The mechanics of the activity are made easier by students working on the same true–false statements, irrespective of whether they read about George Washington or Margaret Thatcher.

Answers
1 He bought some new shoes.
2 Where did you go yesterday?
3 Did you see Jane last week?
4 Did she get the job?
5 I went out yesterday evening.
6 He studied French at university.
7 What did you have for breakfast?
8 I was in New York last week.

ANSWERS
1 True
2 False. I didn’t have much money.
3 True
4 True

EXTRA INFORMATION
The following is some background information on the two leaders:

George Washington (1732–1799)
First President of the USA 1789–97. He was a strong opponent of the British government’s policy, and when the War of American Independence started, he was chosen as Commander-in-Chief. After the war, he retired to his Virginia estate, Mount Vernon, but in 1787 he re-entered politics as president of the Constitutional Convention. Although he attempted to draw ministers from a range of political opinion, his aristocratic outlook alienated his secretary of state, Thomas Jefferson, who resigned in 1793, and so created the two-party system.

Margaret Thatcher
British Conservative politician, Prime Minister 1979–1990. She was education minister 1970–74 and Conservative Party leader from 1975. She confronted trade union power during the miners’ strike 1984–85, sold off many public utilities to the public sector, and reduced the influence of local government. In 1990, divisions in the cabinet forced her to resign.

1 Check students understand the terms nouns and verbs by translating into L1 or using a simple example sentence and getting students to name the noun and verb, e.g. The leader died yesterday. Get students to check the meaning of the words in their dictionary, or use simple explanations and/or L1.

2 Focus attention on the photos. Check students recognize the two people and that they can pronounce their names. Get students to complete the sentences about why each person is an important first. If students are unsure, get them to read the first line of each text. Check the answers.

Answers
George Washington was the first President of the USA.
Margaret Thatcher was the first woman prime minister in Europe.

If students query the terms president and prime minister, explain that president is used for the official leader of a country that does not have a king or queen.

Students work in pairs or groups of three and exchange any information or impressions they have of the two leaders.

3 Divide the class into two groups. Tell Group A to read about George Washington and Group B to read about Margaret Thatcher. Ask each group to read through their text as quickly as possible to get a general understanding of it and to compare the information in the text with what they talked about in exercise 2.

4 Get students to read the text again more slowly and find the information in their text to do the true–false task. Remind them to correct the statements that are false.

When students have read the texts they could either go through the statements on their own and then check with others from the same group, or work with a partner from the same group to do the exercise. Each group has the same statements to work on.

Check the answers with Group A students and Group B students separately.

Answers
Group A - George Washington
1 True
2 False. By 1797 he was tired of politics.
3 True
4 True
5 True
6 False. He didn’t have much education
7 True
8 True

Group B - Margaret Thatcher
1 False. Her father worked hard for little money.
2 True
3 True
4 False. She didn’t have much time for other interests.
5 True
6 False. She was in office for eleven years.
7 False. She didn't want to resign and left 10 Downing Street in tears.

Tell each student to find a partner from the other group and go through the statements together, telling each other about the leader in their text. Encourage students to exchange their information in a meaningful way, by comparing and contrasting the two leaders, rather than simply saying true/false about each statement. e.g.
A George Washington came from a rich family. What about Margaret Thatcher?
B No, her father worked hard for little money.

Check the answers with the whole class. Again, get students to give complete sentences, comparing and contrasting the two leaders, using They both ... for comparing, and linking contrasting information with but.

Answers
1 George Washington came from a rich family, but Margaret Thatcher didn't.
2 Margaret Thatcher loved being a politician, but George Washington didn't.
3 They both worked hard.
4 George Washington had a lot of other interests, but Margaret Thatcher didn't.
5 Margaret Thatcher had a good education, but George Washington didn't.
6 Margaret Thatcher had twins – a girl and a boy, but George Washington didn't have any children.
7 George Washington was in office for eight years, but Margaret Thatcher was in office for eleven years.
8 George Washington was tired of politics, but Margaret Thatcher didn't want to resign.

6 Get students to complete the questions about the other leader, i.e. Group A complete the questions about Margaret Thatcher and Group B about George Washington. Students can work in pairs or small groups to do this. If students have problems finding the correct words, you could put them on the board in two groups clearly headed George Washington and Margaret Thatcher (the words are in bold below).

Check the answers with Group A students and Group B students separately.

Answers
About George Washington
1 How many jobs did he have?
2 When did he become President?
3 What did he like doing in his free time?
4 Did George and Martha have any children?
5 What did he build?
6 How long was he President?

About Margaret Thatcher
7 What was her father's job?
8 When did she marry Denis?
9 How many children did they have?
10 How much sleep did she need?
11 When did the terrorists bomb her hotel?
12 How long was she Prime Minister?

Students then work with the same partner as in exercise 3 and ask and answer the questions. Check the answers with the whole class, getting students to give full statements where possible in order to practise past forms, e.g. George Washington had three jobs.

Answers
About George Washington
1 George Washington had three jobs.
2 He became President in 1789.
3 He liked dancing and going to the theatre in his free time.
4 No, they didn't.
5 He built The White House.
6 He was President for eight years.

About Margaret Thatcher
7 Her father was a grocer.
8 She married Denis in 1951.
9 They had two children/twins.
10 She needed four hours' sleep a night.
11 The terrorists bombed her hotel in 1984.
12 She was Prime Minister for eleven years.

What do you think?
Get one or two students to give an example and then ask students to continue to talking about famous leaders. This will obviously work well in a multilingual group, but can also create quite a lot of discussion in a monolingual group, as students are likely to disagree about which leader was the most important!

VOCABULARY AND PRONUNCIATION (SB p58)

Spelling and silent letters
The aim of this exercise is to show students yet again that English spelling is not phonetic through an exercise on silent letters. It is useful to have a convention when writing words on the board to show students a silent letter. This might be by writing the silent letter in a different coloured pen, or by crossing out the silent letter, e.g. bomk.

You could encourage your students to do the same in their vocabulary notebooks.
The silent r in mid-position (*e.g.* *hard*) and in the end position (*e.g.* *daughter*) is practised. *We* do not advise you to explain the rule about silent r in end position unless the following word begins with a vowel sound (*e.g.* *daughter and son*). This would probably overload students at this level.

Also, pronunciation work here and on the recording is based on RP. If you are a native-speaker teacher with a different accent, you may like to point this out and explain a little about the many and varying accents of spoken English!

1. Read the instructions as a class. Practise the words from the texts on p57 chorally and individually.

   Students work in pairs to cross out the silent letters.

   **Answers and tapescript**
   1. walk 5 eight 9 land
   2. listen 6 farm 10 build
   3. know 7 work 11 resign
   4. write 8 wax 12 daughter

   Students practise saying the words in pairs. Monitor and check.

2. Students look at the phonetics and write in the words from exercise 1.

   **Answers**
   1. work 4 build
   2. farm 5 write
   3. listen 6 daughter

3. Students work in pairs to write other words with silent letters. They are all words students have met in earlier units or should recognize.

   **Answers and tapescript**
   1. born 5 knives
   2. bought 6 wrong
   3. world 7 cupboard
   4. answer 8 Christmas

   Students practise saying the words in pairs. Monitor and check.

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**EVERYDAY ENGLISH (p58)**

### Special occasions

This exercise can provide a lot of fascinating information if you have students from different countries, or if some of your students know foreign countries.

1. Students look at the list and decide which are special days. They match the special days to a picture and/or object.

   **Answers**
   1. New Year’s Eve
   2. wedding day
   3. Thanksgiving
   4. Christmas Day
   5. Easter Day
   6. Mother’s Day
   7. birthday
   8. Valentine’s Day
   9. Hallowe’en

   Ask your class if they have the same customs for the same days. Here are some notes on what the days mean to British people (though not all British people, of course).

**British and American customs**

**Birthday**

There is often a birthday cake, with candles to be blown out and everyone sings *Happy birthday*. People send birthday cards, and there is perhaps a birthday party with friends.

**Wedding day**

People get married in a church for a religious ceremony or a registry office for a civil ceremony. Rice or confetti is thrown at the bride and groom to wish them luck, and the bride often carries a horseshoe, again to symbolize good luck. (We have no idea why the horseshoe is a symbol of good luck!) There is a party afterwards called a reception, and the bride and groom may go on a holiday called a honeymoon.

**Christmas Day**

This is the 25 December, the main day for celebrating Christmas in Britain, when presents are exchanged. There is a large dinner, traditionally *with* *turkey* and *Christmas pudding*, which is made from dried fruit. We decorate the house, and have a Christmas tree. Young children believe that Santa Claus (or Father Christmas) visits during the early hours of Christmas morning and leaves presents by the children’s beds or under the tree.

**New Year’s Eve**

In Scotland this is a more important celebration than in the rest of Britain. People go to parties and wait for midnight to come, when they wish each other ‘Happy New Year’. In London many thousands of people celebrate New Year in Trafalgar Square where they can hear Big Ben (the clock on the Houses of Parliament) strike midnight.

**Easter Day**

There is no fixed tradition of ways to celebrate Easter. Children receive chocolate Easter eggs and usually eat too many of them!

**Mother’s Day**

This is on a Sunday towards the end of March. Children give cards and a present such as some flowers or chocolates.
Thanksgiving
This is a national holiday in the US (fourth Thursday in November) and Canada (second Monday in October) first celebrated by the Pilgrim settlers in Massachusetts after their first harvest in 1621. Most families enjoy a large meal together.

Valentine’s Day
People send Valentine cards to the person they love. They are usually sent with no name on! People also put messages in newspapers to their loved one. These can often be quite funny!

Hallowe'en
This is the evening of 31 October, when it was believed that the spirits of dead people appeared. Customs associated with Hallowe'en in Britain and the US are fancy dress parties where people dress up as ghosts, witches, etc. Children often celebrate by wearing masks or costumes and going ‘trick or treating’ – going from house to house collecting sweets, fruit, or money.

2 Students work in pairs to complete the conversations with the days, and match them to the days and occasions in exercise 1.

T 7.11 Students listen and check their answers, then practise the conversations with a partner.

Answers and tapescript
1 Monday
A Ugh! Work again! I hate Monday mornings!
B Me, too. Did you have a nice weekend?
A Yes, it was brilliant.

2 birthday
Happy birthday to you.
Happy birthday to you.
Happy birthday, dear Tommy,
Happy birthday to you.

3 Valentine’s Day
A Did you get any Valentine cards?
B Yes, I did. Listen to this.
Roses are red. Violets are blue.
You are my Valentine
And I love you.
A Ouch! Do you know who it’s from?
B No idea!

4 wedding day
A Congratulations!
B Oh . . . thank you very much.
A When’s the happy day?
B Pardon?
A Your wedding day. When is it?
B Oh! We’re not sure. Perhaps some time in June.

5 New Year’s Eve
A It’s midnight! Happy New Year everybody!
B Happy New Year!
C Happy New Year!

6 Friday
A Thank goodness! It’s Friday!
B Yeah. Have a nice weekend!
A Same to you.

3 T 7.12 Students listen to the lines and give an answer. They can choose what they say.

Sample answers and tapescript
1 A Did you have a nice weekend?
B Yes, very nice, thank you. What about you?

2 A Did you get any Valentine cards?
B Only one, from my husband. What about you?

3 A Congratulations!
B Thank you very much!

4 A Happy New Year!
B And Happy New Year to you too!

5 A Have a nice weekend!
B Thank you. Same to you.

Don’t forget!

Workbook Unit 7
Exercise 8 Vocabulary of parts of speech, such as adjective, noun
Exercise 9 Prepositions: about, after, for
Exercise 10 This is the writing activity: describing a holiday. It provides more practice of the Past Simple.

Word list
Remind your students of the Word list for this unit on p138. They could write in the translations, learn them at home, and/or write some of the words in their vocabulary notebook.

Pronunciation Book Unit 7
Video
There are two video sections that can supplement Units 7 (and 8) of the Student’s Book.

Report (Section 6) Shakespeare This is a short documentary about the life of Shakespeare.

Situation (Section 7) The pub David takes Paola to an English pub. (This section can also be used with Unit 9 as its topic is food and drink.)
Introduction to the unit

This is the second unit on the Past Simple tense, and it provides further practice and reinforcement of the input in Unit 7, focusing particularly on the negative. The title of this unit is 'How long ago?' and the topics in the unit lend themselves to practice of the Past Simple. The unifying theme of the unit is how things began, with reading texts on inventions, and listening texts on the start of two different relationships. This main listening exercise is one of the first extensive listening exercises where students do not have the support of the written word.

Language aims

Grammar - Past Simple 2  See the introduction to the Past Simple and problems associated with it on p51 of the Teacher's Book. There is considerable practice of the positive in this unit, but there is also much emphasis on question forms and negatives. These present few problems of concept, but there can inevitably be mistakes of form.

Common mistakes
* When you went home?
* When did you went home?
* Where did go Peter?
* I no went out last night.

 Ago  Ago is an adverb which is used when the point of reference is the present. It means 'before now', and is used only with past tenses, not present tenses or present perfect tenses. Ago always comes after an expression of time.

Different languages realize this concept in various ways.

two years ago   - il y a deux ans (French)
- vor zwei Jahren (German)
- hace dos años (Spanish)
- due anni fa (Italian)

Common mistakes
* I went there ago two weeks.
* I went there before two weeks.
* My cat died for two years.

Time expressions  There is a focus on preposition and noun collocations, such as on Saturday and in summer. These prepositions can cause a lot of confusion and so will need a lot of practice and regular reviewing.

Vocabulary  There is quite a lot of vocabulary input throughout the unit. The first part of the vocabulary section is an 'odd one out' exercise which revises vocabulary from this and previous units, as well as preparing students for the listening exercise How did you two meet? There is also further work on word stress and phonetic script.

Everyday English  This section introduces and practises ordinals and dates.
POSSIBLE PROBLEMS

The main problem that students face with ordinals is pronunciation. The sound /θ/ always causes difficulty, and there are a lot of consonant clusters, for example, sixth /sɪksθ/, twelfth /twɛlθ/. In rapid speech, sounds are often dropped, for example /twɛlθ/ instead of /twɛlθ/ and /fθ/ instead of /fθ/.

Saying dates also causes problems of form. We can begin with the month (April the third) or the date (the third of April), but in both cases we need to add the, which is never written, and in the latter case we need to add of, which is also never written.


Workbook In the vocabulary section, there is a focus on words which are both nouns and verbs, e.g. dance, and revision and extension of machines and inventions. There is also a section on numbers 100–1,000.

In the writing section, there is further work on linking words, and students are invited to write about an old friend.

Notes on the unit

STARTER (SB p60)

POSSIBLE PROBLEMS

Students often confuse eat /i:t/ and its past form ate /æt/, so these will need careful highlighting. The past of wear – wore /waːr/ can also present pronunciation problems.

Students may try and look for patterns in the past forms, expecting rake to work in the same way as make, so take the opportunity to remind them that the past forms have to be learned!

Students work in pairs and say the Past Simple of the verbs in the box. If they have problems with the form of any of the irregular verbs, refer them to the irregular verb list on p42.

Check the answers with the whole class, getting students to spell the past forms and making sure they can pronounce them correctly.

Answers

eat ate
drink drank
drive drove
fly flew
listen to listened to
make made
ride rode
take took
watch watched
wear wore

FAMOUS INVENTIONS (SB p60)

Past Simple – negatives / ago

1 Focus attention on the photographs and get students to name each of the items shown. Check pronunciation carefully, especially of the 'international' words which are the same or very similar in other languages, e.g. hamburger /ˈhæmbərɡə/, Coca-Cola /ˈkɑkoʊə/, jeans /dʒiːnz/, television /ˈtelɪvɪʒn/, and photograph /ˈfəʊtəɡrɑːf/. Check students stress the noun form correctly /ˈrekərd/.

Students work in pairs and match the verbs from the Starter activity to the nouns.

Check the answers with the whole class.

Answers

1 drink Coca-Cola
2 take photographs
3 listen to records
4 fly planes
5 wear jeans
6 eat hamburgers
7 drive cars
8 make phone calls
9 watch television
10 ride bikes

SUGGESTION

You might want to pre-teach ago. You could ask questions such as the following to feed this in:

When was your last English lesson? (On Tuesday.)
How many days ago was that? (Two days ago.)
When did you last have a holiday? (In June.)
How many months ago was that? (Five months ago.)
When did you last go to the cinema? (Last Friday.)
How many days ago was that? (Five days ago.)

You could then highlight and explain ago (see Language aims on p60 of the Teacher's Book). Translation might help.
Model the example question yourself, and get lots of repetition practice. Then practise the question and the three sample answers in open pairs. Do the same for five of the photographs and then ask students to ask and answer questions about the remaining five in closed pairs.

Students give you their opinions about what people did and didn't do 100 years ago.

**SUGGESTION**
This activity requires students to use the Past Simple passive in the question: *When was/were ... invented?* Point out that students will need to ask *was* to ask about *Coca-Cola* and *television*. You can drill the question forms, but do not do a full presentation of the passive at this stage.

Get students to ask you about each of the items in the photographs and give them the correct date. Get them to write the dates down and work out how long ago the item was invented. You may get some surprised reactions and even disagreement from students, as there is a big difference between, say, the invention of the car and when cars became generally available.

**Answers** (The number of years ago will depend on the year you are using the course)

1. Coca-Cola *was* invented in 1886.
2. The camera *was* invented in 1826.
3. The record player *was* invented in 1878.
4. The first plane *was* invented in 1903. The first flight across the Channel *was* in 1909.
5. Jeans *were* invented in 1873, made by Levi Strauss.
6. Hamburgers *were* invented in 1895.
7. Cars *were* invented in 1893. A Benz went at 18 miles an hour.
8. The phone *was* invented in 1876.
9. The television *was* invented in 1926.
10. Bikes *were* invented in about 1840.

**GRAMMAR SPOT**
Focus attention on the *Grammar Spot* table. Get students to work through the answers orally first. Then check the answers with the whole class, writing the sentences on the board for students to copy.

<table>
<thead>
<tr>
<th>Answers</th>
<th>Past Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Simple</td>
<td>He lives in London.</td>
</tr>
<tr>
<td>Do you live in London?</td>
<td>Did you live in London?</td>
</tr>
<tr>
<td>Does she live in London?</td>
<td>Did she live in London?</td>
</tr>
<tr>
<td>I don't live in London.</td>
<td>I didn't live in London.</td>
</tr>
<tr>
<td>He doesn't live in London.</td>
<td>He didn't live in London.</td>
</tr>
</tbody>
</table>

Highlight that *he/she/it* has a different form in the Present Simple from the other persons, but that all forms in the Past Simple are the same.

Read Grammar Reference 8.1 and 8.2 on p129 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

**PRACTICE (SB p52)**

**Three inventors**
1. Ask students to look at the three photos and say what they can see. Students read the three texts, checking new words in their dictionaries. The following words will probably be new: cloth, workmen, fashionable, transmitted, workroom, produced, arthritis, best-selling, painkiller, astronaut, philosopher, century, age (= era!).

Tell students they are going to read the texts again, focusing on the dates. Stress that all three dates in each text are incorrect. and get students to discuss in pairs what the correct dates might be. Remind them that they already have some of the correct dates from *Famous inventions*. exercise 4 and point out that they aren't expected to know the correct dates, just have fun guessing.

**T 8.1** Students listen, correct the dates, and see if they guessed any of them correctly. You could either play the recording all the way through, or stop it after each text. Ask students to make a negative and a positive sentence about each date. Drill the example sentence in the Student's Book chorally and individually, highlighting the contrastive stress and the use of the pronoun:

- *They didn't make the first jeans in nineteen twenty-three.*
- *They made them in eighteen seventy-three.*

Briefly revise the pronouns *them* and *it* and then get students to continue working in pairs. Check the answers with the whole class, either by getting students to read out the pairs of sentences with the correct stress or asking different students to read the texts aloud with the correct information. Correct any pronunciation mistakes.

**Answers and tapescript**
They didn't make the first jeans in 1923. They made them in 1873.

Jeans didn't become fashionable for women in 1965. They became fashionable for women in 1935.

Calvin Klein didn't earn $125 million a week from jeans in the 1990s. He earned $125 million a week from jeans in the 1970s.
4 A Scot named John Logie Baird transmitted the first television picture on 25 October, 1925. The first thing on television was a boy who worked in the office next to Baird's workroom in London. In 1927 Baird sent pictures from London to Glasgow. In 1929 he sent pictures to New York, and also produced the first colour TV pictures.

ASPIRIN
Felix Hofman, a chemist who worked for the German company Bayer, invented the drug Aspirin in March 1899. He gave the first aspirin to his father for his arthritis. By 1950 it was the best-selling painkiller in the world, and in 1969 the Apollo astronauts didn't take aspirin to the moon. The Spanish philosopher, José Ortega y Gasset, called the 20th century 'The Age of Aspirin'.

2 Look at the example in the Student's Book and highlight the negative form and the correct answer. Students work on their own and continue the activity.

T 8.7 Play the recording and let students check their answers.

Answers and tapescript
1 Two Germans didn't make the first jeans. Two Americans made them.
2 Davis didn't sell cloth in Levi's shop. He bought cloth from Levi's shop.
3 Women didn't see pictures of jeans in She magazine. They saw them in Vogue.
4 Baird didn't send pictures from London to Paris. He sent pictures from London to Glasgow.

5 Felix Hofman didn't give the first aspirin to his mother. He gave it to his father.
6 A Spanish philosopher didn't call the 19th century, 'the Age of Aspirin'. He called the 20th century 'the Age of Aspirin'.

Play the recording again and get students to practise the stress and intonation.

Did you know that?

3 Pre-teach/check the following vocabulary:
spaghetti, really, incredible, true, afraid, and believe.
Students read and listen to the conversations. Draw their attention to the wide range of the second speaker as he/she expresses incredulity. Practise the conversations in open pairs, and really encourage students to sound surprised!

4 You will need to photocopy the lists of incredible information on p127 of the Teacher's Book. They are repeated to help you save paper.

Pre-teach/check the following vocabulary: painting, alive, actress, millionaire, spell (past tense spelled) snow (v), marijuana, wall, voice, novelist.

Take care also with the pronunciation of the following words:
van Gogh (in British English) /væn 'gɒf/
spelled /speld/
Sahara Desert /'sa:ha:ra 'dezət/
Louis /'luːi/
marijuana /'mɛrəwə'nəu/

Also, point out how we say kings and queens in English. (Students might not understand Roman numerals.)
King Louis the fourteenth
King Henry the eighth
King Francis the first

Divide the class into pairs. Give out the lists of incredible information to Student A and B in each pair. Do an example from Student A's information and one from Student B's. Remember that students will have difficulty in selecting the correct short answer (wasn't, didn't), so you might want to go through them as a class first. On the other hand, you might decide that as a teacher you can't do everything at once! If students produce a good, wide voice range, and enjoy doing the exercise, maybe that's enough! (This is primarily a pronunciation exercise.)
Sample answers
Did you know that Vincent van Gogh sold only two of his paintings while he was alive? Really? He didn’t! I don’t believe it (etc.)!
Did you know that the actress Shirley Temple was a millionaire before she was ten? Really? She wasn’t!
Did you know that Shakespeare spelled his name in eleven different ways? He didn’t! Really? That’s incredible!
Did you know that in 1979 it snowed in the Sahara Desert? It didn’t!
Did you know that King Louis XIV of France had a bath only three times in his life? He didn’t! I don’t believe it!
Did you know the American President George Washington grew marijuana in his garden? He didn’t!
Did you know that it took 1,700 years to build the Great Wall of China? It didn’t!
Did you know King Henry VIII of England had six wives? Really? He didn’t!
Did you know that Walt Disney used his own voice for the character of Mickey Mouse? He didn’t!
Did you know that Shakespeare and the Spanish novelist Cervantes both died on the same day, 23 April 1616? They didn’t! Really?
Did you know that King Francis I of France bought the painting The Mona Lisa to put in his bathroom? He didn’t! That’s incredible!
Did you know when Shakespeare was alive, there were no actresses, only male actors? There weren’t! I don’t believe it!

ADDITIONAL MATERIAL
Workbook Unit 8
Exercises 1–4 Past Simple, regular and irregular
Exercise 5 Past time expressions
Exercise 6 ago

Time expressions
5 Ask students to identify the correct preposition for the time expressions. Some they will know, some will be new. If mistake follows mistake, you can expect some frustration, and possibly amusement, from students. Give them these rules to help:
on + day/day of the week plus part of the day, e.g. on Saturday morning
in + part of the day (except night)/month/season/year/century
at + time

This leaves only at night and at weekends that do not fit any of the categories. Check the answers.

Answers
at seven o’clock
in the morning
on Saturday
on Sunday evening
at night
in September
at weekends
in summer
in 1994
in the twentieth century

6 Demonstrate the activity by getting students to practise the examples in the Student’s Book in open pairs. Students continue in closed pairs asking questions with when, and answering the questions in the two different ways. Monitor and check that the questions are well formed, and that the voice starts high. Feed back on any common errors in grammar or pronunciation.

7 Get students to tell the class about their day so far. If you have a small group and sufficient time, you could ask each student to give their example. If you have a lot of students, you could get students to work simultaneously in small groups, making sure the students who worked together in exercise 6 talk to different students.

VOCABULARY AND PRONUNCIATION (58 p63)

Which word is different?
The aim of this activity is to revise and extend vocabulary from this and previous units, and to pre-teach some words that will come up in the listening exercise How did you two meet? on p64 of the Student’s Book.

1 Read the instructions and the example as a class. Students work in pairs to find the words that are different, using their dictionaries.

Answers
Students might decide that they have alternative answers, which is fine if they can justify them!
2 Recipe / resipi/ is different. You can eat all the others.
3 Television is different. The others are machines for housework.
4 Kissed is different. All the other verbs are irregular.
(Students may need prompting with this one.)
5 CD player is different. All the others are ways of communicating.
6 Delicious is different. All the others are colours.
7 Leg is different. All the others are parts of the face.
4. laugh is different. All the others are ways of communicating with words.
5. clock is different. All the others are periods of time.
6. funny is different. All the others are emotions.
7. go to a party is different. The others are all possible stages in a relationship.

... ents look at the words in phonetic script. Tell them to panic as all the words have been taken from exercise 1, so they should recognize most of them!... ents work in pairs and practise saying the words.Monitor and check pronunciation, particularly of the more difficult words – recipe, delicious, sandwich.

Answers and tapescript
i. recipe
2. chat
3. shy
4. funny
5. face
6. worried
7. delicious
8. sandwich
9. machine
10. century

T 8.4 Students listen and check.

Students work in pairs to put one of the words from exercise 1 (not necessarily the odd ones out) into each gap.

T 8.5 Students listen and check.

Answers and tapescript
1. A. Why didn't you laugh at my joke?
   B. Because it wasn't very funny. That's why!
2. A. Hello, Hello, I can't hear you. Who is it?
   B. It's me, Jonathon... Jonathon! I'm on my mobile phone.
   A. Oh, Jonathon! Hi! Sorry, I can't chat now. I'm in a hurry.
3. A. Good luck in your exams!
   B. Oh, thank you. I always get so nervous before exams.
4. A. Mmmm! Did you make this chocolate cake?
   B. I did. Do you like it?
   A. Like it? Yes, love it. It's delicious. Can I have the recipe?
5. A. Oh, on, Tommy. Say hello to Auntie Mavis. Don't be late for class.
   B. Hello, Auntie Mavis.

Students practise the conversations in pairs.

LISTENING AND SPEAKING (SB p64)

How did you two meet?

POSSIBLE PROBLEMS
This is one of the first extensive listening exercises in New Headway Elementary where students are not encouraged to read and listen at the same time. They have to listen to the recording only. Students often find listening to recordings very difficult for the obvious reason that they have no visual support. They cannot see the speakers, or their lips. However, there are several pre-listening tasks, and students are guided to comprehension via the questions.

1. Students work in pairs to put the sentences in order. Ask for some feedback. You will probably get lots of different ideas!

Sample answers
1. Wilma and Carl met at a party.
2. They chatted for a long time. (Make sure students realize that we also use the verb chat when people communicate informally over the Internet.)
3. They kissed.
4. They fell in love.
5. He invited her to meet his parents.
6. They got engaged.
7. They got married.
8. They had two children.

SUGGESTION
With a weaker group, or to help get students started, you might like to give your ideas about one of the people as an example, e.g.
I think this woman is Rosa because she looks Spanish. She has dark hair and dark skin. She is also on a beach. I think she is married to Vincent because they both like the sea. I think they met when he went to Spain on his boat.

Feed in useful language like: dark hair/eyes/skin, fair hair/skin, tall/short, he/she/it looks ..., I think ... and... are husband and wife because ..., I think they met ...

Students look at the photos of the four people and answer the questions in pairs. Point out that they are not expected to give correct answers at this stage and any suggestions they make are valid provided they give a reason.

3. Students read the introductions about how the couples met and see if their ideas in exercise 2 were correct. Get students to give a brief reaction to each introduction – were they surprised or amused, and which story do they think is the more romantic?
Tell students to decide individually what they think happened next in each story. Again, give a brief example if you think this will help, e.g. I think Per and Debbie chatted on the Internet for a long time. Then they fell in love. Then get students to compare in pairs or small groups.

4 **T 8.6** Tell students they are going to listen to each couple talking and they should try to understand just what happened next in each relationship and not to panic if they don't understand every word. Pause the recording after Debbie and Per and allow students to check in pairs. Then play the recording of Rosa and Vincent and again let students check briefly in pairs.

### Answers and tapescript

Rosa asked a friend to translate the letter and then she wrote it to Vincent and sent a photo.

**T 8.6**

**Debbie** I'm really quite shy. I find it difficult to talk to people face to face. But I find it easy to chat on the Internet. I met Per there about a year ago. It was on a chatline called 'the Chat Room'. He was so funny.

**Per** But I'm only funny on the Internet! Anyway, we chatted on the Internet for a year, we exchanged hundreds of e-mails and some photographs. I wanted to phone Debbie but...

**Debbie** I said no. I was worried. I didn't want it to end.

**Per** She didn't even give me her address. But finally she said OK, I could phone, so I did, and we spoke for an hour. It was very expensive! That was six months ago. Then she sent me her address and...

**Debbie** ... that was three months ago and one week later, there was a knock at the door and I knew before I opened it. Somehow I wasn't worried any more. I opened the door and...

**Per** ... and I stood there with some flowers...

**Debbie** ... lots of flowers. Red roses. Beautiful... and...

**Per** ... and well, we fell in love and...

**Both** ... and we got married last Saturday.

**Rosa** I love the sea. I like walking on the beach. One day, it was five years ago now, I was on the beach and I stood on something, it was a bottle, a green bottle. I could see something inside. Some paper, so I broke the bottle, it was a letter but...

**Vincent** ... but you couldn't read it...

**Rosa** No, I couldn't. You see it was in English and I couldn't speak English then.

**Vincent** You can speak it well now...

**Rosa** No, not really, but anyway. I asked a friend to translate the letter for me. We couldn't believe it. A man in America ~ he wanted a wife, but the letter was ten years old.

**Vincent** And I still wasn't married!

**Rosa** But I didn't know that. Anyway for a joke I wrote and sent a photo...

**Vincent** And now, I couldn't believe it. I got this letter and a photo. She looked beautiful I wrote back immediately and we wrote every week for six months... and we spoke on the phone and...

**Rosa** ... and finally I flew to America and we met face to face. I was very shy but it was good, very good and now...

**Vincent** ... now, we have three children. We have a house by the sea...

**Rosa** We're very happy. You see, we both love the sea!

### SUGGESTION

Try to get students used to listening for gist from this first extensive listening exercise and so only repeat the recording if students have really failed to follow what happened next in the stories. They will probably tell you they didn't understand anything, but get them to pool their ideas in pairs or small groups before feeding back, as this will help build up their confidence.

5 Get students to read through the questions and check comprehension of the expression face to face, and stood (past of stand). Make sure they understand that in question 6 they need to write the initial of the person who says the sentences.

**T 8.6** Ask students to listen again for the information they need to answer the questions. Play both recordings straight through and get students to complete their answers. Get them to check in pairs and exchange any information they missed. Only play the recording a third time if most of your students have missed a lot of key information. Check the answers with the whole class.

### Answers

1. **Per and Debbie** met about a year ago. Rosa and **Vincent** met five years ago.
2. Because she is shy (and she finds it difficult to talk to people face to face).
3. It was on a green bottle on the beach. It said Vincent wanted a wife.
4. She couldn't speak English.
5. No. Rosa and **Vincent** have three children but **Per** and Debbie don't have any.
6. a. D I'm really quite shy.
   b. D I find it difficult to talk to people face to face.
   c. D I stood on something.
   d. P We chatted on the Internet for a year.
   e. V We wrote every week for six months.
Students work in pairs. Tell them they are going to roleplay being one of the characters from the listening. Let students alone or in pairs choose their character. If you can, ask the boys/men to imagine they are Per/Vincent, and similarly the girls/women to imagine they are Debbie/Rosa. Make sure that each student is paired with the husband/wife of the other couple, i.e. Per and Rosa and Debbie and Vincent. Students tell their partner about how they met their husband/wife from their character’s point of view. The partner can ask them questions for more details and the student roleplaying must answer in character.

To encourage students to feel comfortable about talking about their own life, give an example about how your own relationship started and/or how your parents/grandparents met. Students continue working in pairs. Ask students to give the whole class examples of romantic, unusual, or amusing starts to a relationship.

ADDITIONAL MATERIAL

Workbook Unit 8
Exercise 7 This is a gap-fill and comprehension exercise on the same theme of How did you two meet?

EVERYDAY ENGLISH (SB p65)

What's the date?

1 Students work in pairs to put the correct ordinal next to the numbers.

Answers
1st first 13th thirteenth
2nd second 16th sixteenth
3rd third 17th seventeenth
4th fourth 20th twentieth
5th fifth 21st twenty-first
6th sixth 30th thirtieth
10th tenth 31st thirty-first
12th twelfth

Students listen and practise saying the ordinals. Stop the recording after each one and drill them around the class, correcting carefully.

2 Students ask and answer questions about the months of the year. You don’t need to let this go on for very long.

3 Focus attention on the Caution Box and highlight the different ways of writing and saying the dates. Students practise saying the dates both ways. Students often have a lot of difficulties saying dates, for the reasons explained on p61 of the Teacher’s Book, so do the activity as a class and correct mistakes very carefully.

T 8.8 Students listen and check.

Answers and tapescript
1 The first of April
April the first
2 The second of March
March the second
3 The seventeenth of September
September the seventeenth
4 The nineteenth of November
November the nineteenth
5 The twenty-third of June
June the twenty-third
6 The twenty-ninth of February, nineteen seventy-six
7 The nineteenth of December, nineteen eighty-three
8 The third of October, nineteen ninety-nine
9 The thirty-first of May, two thousand
10 The fifteenth of July, two thousand and four

T 8.9 Students listen and write down the dates they hear. Tell them there are seven dates in total. Let them check in pairs before you give the answers.

Answers and tapescript
1 4 January
2 7 May, 1997
3 15 August, 2001
4 13 July
5 30 November
6 23 April, 1564
7 23 April, 1616

T 8.7 Students listen and practise saying the ordinals. Stop the recording after each one and drill them around the class, correcting carefully.

Students work in pairs to answer the questions about dates. Monitor and feed back on any common errors before checking the answers with the whole class.
Answers
(We can only give some of the answers.)
3 25 December
4 14 February
5 It is always on a Sunday towards the end of March.
6 4 July

Don't forget!

Workbook Unit 8
Exercise 8 A vocabulary exercise on words that are both nouns and verbs.
Exercise 9 A puzzle activity on machines and inventions.
Exercises 10–12 Revision of numbers 100–1,000
Exercises 13 and 14 The writing syllabus continues with a further exercise on linking words, because, when, and until. Students are invited to write about an old friend.

Word list
Remind your students of the Word list for this unit on p138. They could write in the translations, learn them at home, and/or write some of the words in their vocabulary notebook.

Pronunciation Book Unit 8

Video
There are two video sections that can supplement Units 7 and 8 of the Student's Book.
Report (Section 6) is about Shakespeare (if you haven't already played it whilst doing Unit 7). It is a short documentary about his life.
Situation (Section 7) The Pub David takes Paola to an English pub. (This section can also be used with Unit 9 as its topic is food and drink.)

EXTRA IDEAS UNITS 5–8
On p128–9 of the Teacher's Book there are two additional activities: a reading text and a song. If you have time and feel that your students would benefit from them, you can photocopy them and use them in class. The reading exercise revises Units 5–8 and could also be done for homework. Activities to exploit the reading are provided, and the answers are on p155.
You will find the song after Unit 8 on the Class Cassette/CD. Students choose the correct words to complete the song, then listen and check their answers.
Introduction to the unit

The theme of this unit is food and drink, which lends itself to the presentation and practice of the target forms – count and uncount nouns with review of the determiners some and any (in Unit 5 they were introduced with countable nouns only) and a focus on much/many. The verb like is contrasted with would like, and the everyday English focus Polite requests carries through the food and drink theme. The skills material includes a reading text about food around the world, and an invitation to discuss eating habits in different countries. There is also a Listening and Speaking section on My favourite food.

Language aims

Grammar – count and uncount nouns Students often need help with the concept of count and uncount nouns, and need regular practice with the articles and determiners that can be used with them. Students also need to understand that a lot of nouns can be both countable and uncountable, depending on the context in which they are used, e.g.

Two coffees, please. (countable and meaning two cups of coffee)
Coffee is expensive. (uncountable and meaning coffee in general)

Students also have to get to grips with interference from their own language where some nouns which are uncount in English are countable. This can lead to misuse, e.g.

They gave me advices.
*I'd like some informations.

like and would like Would like is introduced for the first time, and this is the first time that students have seen the modal verb would. It is easy for students to confuse these two forms. Here are some common mistakes.

*Do you like a coffee?
*I like a cup of tea, please.

Are you hungry? *You like a sandwich?

It is relatively easy for students to perceive the difference between a general expression of liking and a specific request, but you can expect many mistakes for a long time as students confuse the two forms, especially the two auxiliary verbs do and would.

some/any Some and any were first introduced in Unit 5, but only with count nouns. This unit introduces them with uncount nouns as well.

The often-repeated rule that some is used in positive sentences and any in questions and negatives is not entirely true, but it's still useful at this level. However, in this unit the use of some in requests and offers is also introduced. It is quite a subtle concept for students to grasp that some can be used in questions when there is no doubt about the existence of the thing requested or offered. The use of L1 might help to clarify this.

As in Unit 5, we do not suggest that you explore the use of any to mean it doesn't matter which, as in Take any book you want.

much/many The focus on indefinite quantities is extended with a focus on much/many. The question forms How much ... ? and How many ... ? are also practised.

Vocabulary There is quite a heavy vocabulary load in this unit, largely to do with food and drink. Words to do with food and drink are introduced as part of the presentation of count/uncount nouns, and there is more lexi to do with food in the language practice and skills work. For this reason, there is no separate Vocabulary section.
Everyday English  Polite requests with Can/Could you ...? and Can/Could ...? are introduced and practised.

Workbook  There are exercises on count and uncount nouns, I like/I'd like, and some/any, much/many.

The vocabulary of the unit is recycled and extended through a menu and related activities.

In the writing section, there is the second focus on formal letters, and students are invited to write a letter to a hotel.

Notes on the unit

STARTER  (SB p66)

Give examples of your own favourite fruit, vegetable, and drink. Then get students to write their own answers. Students compare their answers in pairs.

Ask students to tell the rest of the class their answers, checking and drilling pronunciation as necessary. Revise the alphabet by getting students to tell you the spelling of each word. Build up lists on the board for each category and get students to copy into their vocabulary notebooks.

FOOD AND DRINK  (SB p66)

Count and uncount nouns

1 Students match the food and drink in columns A and B to the pictures.

Answers

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 tea</td>
<td>3 spaghetti</td>
</tr>
<tr>
<td>15 coffee</td>
<td>9 yoghurt</td>
</tr>
<tr>
<td>11 wine</td>
<td>7 pizza</td>
</tr>
<tr>
<td>12 beer</td>
<td>1 cheese</td>
</tr>
<tr>
<td>4 apple juice</td>
<td>16 chocolate</td>
</tr>
<tr>
<td>10 oranges</td>
<td>14 strawberries</td>
</tr>
<tr>
<td>19 bananas</td>
<td>17 hamburgers</td>
</tr>
<tr>
<td>8 apples</td>
<td>6 carrots</td>
</tr>
<tr>
<td>2 tomatoes</td>
<td>18 chips</td>
</tr>
<tr>
<td>5 peas</td>
<td>13 biscuits</td>
</tr>
</tbody>
</table>

GRAMMAR SPOT

Focus attention on the Grammar Spot and look at the questions as a class. Don't hurry this part. Allow students time to think. If one student knows and wants to give the answer before the others have had time to think, ask him or her to wait a little.

Answers

1 List B has plural nouns.
2/3 We cannot count the things in the sentences in A, but we can count the things in the sentences in B. (You might want to feed in the terms count and uncount nouns.)

Read Grammar Reference 9.1 on p130 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

2 The aim of exercise 2 is to revise like with count and uncount nouns, but more especially to reinforce the idea of like to express an 'all time' preference, in preparation for the presentation of would like in the next section which expresses a preference/request at a specific time.

T 9.1  You can tell students that they are going to listen to two children talking about what they like and don't like to eat and drink. Students listen to Daisy and Tom and tick the things they both like in lists A and B on p66. Check the answers.

Answers and tapescript

They both like apple juice, apples, oranges, bananas and strawberries, hamburgers, chips, spaghetti, pizza (though Daisy eats hers without tomatoes or cheese!), ice-cream, and chocolate.

D = Daisy  T = Tom

D I don't like tea.
T Oh, I do. Well, sometimes, with sugar. But coffee's horrible!
D Yeah. Disgusting. I don't like wine or beer either.
T Well - I don't like wine but I like beer. My dad has beer every day after work and sometimes I have a bit.
D Beer! Yuk! But apple juice is nice. I really like apple juice. It's delicious.
T Mmmm! Yeah, it's delicious and it's good for you. Apples are too! I love all fruit - apples, oranges, bananas, strawberries.
D Yeah. OK. I like fruit, but I hate all vegetables, specially carrots.
T Yeah, vegetables are disgusting. Eh - but not all of them. I quite like peas. Hamburgers, chips, and peas. Mmm! That's one of my favourite meals.
D Yeah - hamburgers, I like. Chips, I like. But peas - yuk!
T My very favourite meal is spaghetti. Spaghetti, then ice-cream after. Yummy! ... Or yoghurt. I love strawberry yoghurt.
D Ice-cream - OK, yes. Yoghurt, no! Spaghetti - yes. I like all pasta and pizza! But I don't like it with tomatoes or cheese. I don't like tomatoes very much and I hate cheese.
T Mmmmm! Pizza. The best. But... you can't have pizza without tomatoes and cheese.
D You can.
T You can't!
D Can!
T Can't!
D Well, I can. I don't like cheese at all!
T What do you like then?
D Well, I like ... er ... I like chocolate and chocolate biscuits ...
T Yeah! I really like chocolate. Everybody likes chocolate.
D Yeah!

T 91 Play the recording again and get students to decide who says which sentence. Students write D for Daisy or T for Tom. Check the answers.

Answers
T I don't like wine but I like beer.
D I really like apple juice. It's delicious.
T I quite like peas.
D I don't like tomatoes very much.
D I don't like cheese at all.

After students have listened, ask if they can remember what the children said to express that they liked something or didn't like it! The answers are the exclamations Yummy! and Yuk! Ask what children say in other languages. Ask the class if they can remember any of the other things the children said. Ask what they argue about (Tom says you can't have pizza without tomatoes and cheese).

Drill the pronunciation of the food and drink in the lists on p66. Also practise the sentences in exercise 2, paying particular attention to stress.

* I don't like wine but I like beer.
* I really like apple juice. It's delicious.
* I quite like peas.
* I don't like tomatoes very much.
* I don't like cheese at all.

Students look at the lists of food and drink, and decide what they like and don't like. Students work in pairs and talk about their likes and dislikes. Encourage them to use the expressions from exercise 2, rather than simply I like/I don't like ... . Monitor and check.

Get students to feed back briefly, encouraging them to talk about their partner and so practise the third person -s, e.g. Ana likes fruit, but I don't. Correct mistakes in grammar and pronunciation carefully.

I like ... and I'd like ...

1 T 92 Focus attention on the photo and get students to describe briefly what they can see. Students read and listen to the conversation.

POSSIBLE PROBLEM
Point out that students may hear Would you like a tea or a coffee? instead of Would you like some tea or coffee? The meaning here is Would you like a (cup of) tea or a (cup of) coffee? and that is why the article is used with the uncount nouns. This form is a feature of spoken English and so encourage students to use some with plural and uncount nouns in offers and requests.

GRAMMAR SPOT
Look at the Grammar Spot questions as a class.

1 Question 1 is intended to guide students to the difference between I like and I'd like. Do not attempt to go into a full presentation of the uses of would at this stage, just highlight it as a polite way of making requests and offers.

Answer
The sentences in B mean Do you want?/I want...

Point out that when we talk about things in general, we do not use an article/determiner with plural count nouns or with uncountable nouns. You could write these examples on the board:

I like biscuits. (NOT *I like some biscuits.)
I don't like tea very much. (NOT *I don't like any tea very much.)
Do you like Chinese food? (NOT * Do you like any Chinese food?)

2 Question 2 highlights the use of some with both count and uncount nouns when saying what you want.

3 Question 3 highlights the special use of some in requests and offers, and any in other questions and negatives.

Read Grammar Reference 9.2 on p130 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

2 Students practise the conversation in exercise 1 and make similar conversations. If students have problems with pronunciation, play the recording again and get students to repeat.

You could record students' conversations and play them back for intensive correction. Pay attention to all aspects of pronunciation – sounds, stress, and intonation.
The aim of this section is to consolidate the concept of count and uncount nouns and practise the use of *a*/*an* and some. Use the section to check how well students have grasped the concept and be prepared to explain further, using L1 if possible.

1. Students work in pairs to write *a*, *an*, or *some* before the nouns.

**Answers**

3. a mushroom 8. some rice
4. some bread 9. some money
5. some milk 10. a dollar
6. some meat 11. an notebook
7. an apple 12. some homework

2. Students work in pairs to write *a*, *an*, or *some*. The aim of this exercise is to show that some nouns (*coffee*, *cake*, and *ice-cream*) can be both countable and uncountable.

**Answers**

1. an egg 5. some cake
2. some eggs 6. acake
3. a coffee 7. an ice-cream
4. some coffee 8. some ice-cream

**Questions and answers**

3. Focus on number 1 as an example with the whole class. Students work in pairs or small groups to choose the correct form.

**T 9.3** Students listen and check.

**Answers and tapescript**

1. Would you like a cigarette?
   No, thanks. I don't smoke.
2. Do you like your teacher?
   Yes. She's very nice.
3. Would you like a drink?
   Yes, please. Some Coke, please.
4. Can I help you?
   Yes, I'd like a book of stamps, please.
5. What sports do you do?
   Well, I like swimming very much.
6. Excuse me, are you ready to order?
   Yes. I'd like a steak, please.

Students practise the conversations in pairs.

4. **T 9.4** Students listen to the questions and choose the correct answers. Let students listen and discuss their answers in pairs, then play the recording again.

---

**ADDITIONAL MATERIAL**

**Workbook Unit 9**

**Exercises 1 and 2** Count and uncount nouns

**Exercises 3 and 4** like

**Exercises 5 and 6** would like, and like or would like

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**GOING SHOPPING (SB p69)**

**some/any, much/many**

The aim of this section is to practise *some/any*, and introduce (not) *much/many* with both countable and uncountable nouns.

1. Read the instructions and focus attention on the picture. Make sure students understand sausages and chewing gum, and briefly revise the other items in the picture (see: Answers below). Focus attention on the examples. Drill the examples around the class. Students look at the picture and make positive and negative sentences, working as a class. Correct mistakes carefully, and pay attention to the weak *some/*som*/.
There are some newspapers.
There are some sausages.
There's some yoghurt.
There's an apple juice
There aren't any tomatoes.
There aren't any carrots.
There isn't any bread.
There isn't any pizza.
There aren't many sandwiches.
There aren't many eggs
There aren't many magazines.
There isn't much chewing gum.
There isn't much coffee.
There isn't much orange juice.
There isn't much rice.

**Answers**

There are some sausages.
There are some yoghurt.
There's an apple juice
There aren't any tomatoes.
There aren't any carrots.
There isn't any bread.
There isn't any pizza.
There aren't many sandwiches.
There aren't many eggs
There aren't many magazines.
There isn't much chewing gum.
There isn't much coffee.
There isn't much orange juice.
There isn't much rice.

**GRAMMAR SPOT**

Look at the Grammar Spot section as a class. As well as the notes in the Student's Book, highlight the use of many with the plural verb are and much with the singular verb is.

Read Grammar Reference 9.3 on p130 together in class. and/or ask students to read it at home. Encourage them to ask you questions about it.

2 Before students work in pairs to ask and answer questions, highlight the use of any in the questions and the contrastive use some/many with count nouns in the answers, e.g. Yes, there are some, but there aren't many, and some/much with uncount nouns, e.g. Yes, there is some, but there isn't much. Drill the questions in open and closed pairs. You might want to make this exercise a little more challenging by asking students to close their books, so they have to remember the picture. Either one student at a time can close his/her book, or you can put all the food as prompts on the board so that both students keep their books closed.

3 **T9.6** Focus attention on the shopping list. Students listen to the conversation in the shop, and tick what Barry buys. The conversation is supposed to be funny, so if students laugh they are probably understanding it!

If necessary, play the recording a second time to allow students to focus on the reasons why he doesn't buy certain items. Check the answers.

Answers and tapescript

<table>
<thead>
<tr>
<th>Orange juice</th>
<th>Cheese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>Pizza</td>
</tr>
<tr>
<td>Coffee</td>
<td>Bread</td>
</tr>
</tbody>
</table>
| Apples       | He doesn't buy...
|              | ...milk because Miss Potts sold the last bottle a few minutes ago.
|              | ...apples because Miss Potts doesn't sell them.
|              | ...pizza because Miss Potts doesn't have pizza on Thursdays.
|              | ...bread because there isn't any.
|              | ...cheese because Miss Potts doesn't sell it.

T9.6

B = Barry MP = Miss Potts

B Yes. I'd like some orange juice, please.

MP Er... sorry. There's apple juice but no orange juice.

B What's that then? Isn't that orange juice?

MP Oh, yes. So it is! My eyes! Here you are.

B Thank you, and some milk, please.

MP Sorry. I sold the last bottle two minutes ago.

B Oh, dear! What about some coffee?

MP Yes. Here you are.

B Thanks. That's orange juice, coffee... er... and... er...

MP a kilo of apples, please.

B I don't sell apples.

B You don't sell apples! That's strange. What about cheese. Can I have some cheese?

MP I don't sell cheese, either.

B You don't sell cheese! That's amazing. Now, I want some pizza, but I'm sure you don't sell pizza, do you?

MP Oh, yes I do. What would you like? Pizza with mushrooms, pizza with cheese and ham, pizza with sausage, or pizza with tomatoes?

B Wow! Can I have... er... some pizza with cheese and tomatoes, please?

MP Oh, sorry. I forgot. Usually, I have pizza but not on Thursdays. Today's Thursday, isn't it?

B But it is. Mmm... OK... er... OK, forget the pizza. What about bread? I don't suppose you have any bread?

MP Yes, you're right.

B Pardon?

MP You're right. There isn't any bread.

B Tell me. Do you do a lot of business?

MP Oh, yes sir. This shop is open 24 hours.

B Really! What do people buy?

MP All the things you see.

B Mmmm. OK. That's all for me. How much?

MP That's £5.60, please.

B Thank you. Goodbye.

MP Goodbye sir. See you again soon.

B I don't think so.
The conversation is meant for gist understanding only, but if you want to look more closely at the language you could play the recording again, and ask students to look at the tapescript. With a strong group, you could ask students to talk about similar experiences in a shop!

**PRACTICE (SB p.70)**

**much or many?**

1. Students work in pairs to complete the questions using *much* or *many*. The word *petrol* might be new.

   **Answers**
   1. How many people are there in the room?
   2. How much money do you have in your pocket?
   3. How many cigarettes do you smoke?
   4. How much petrol is there in the car?
   5. How many apples do you want?
   6. How much wine is there in the fridge?

2. Students choose an answer for each question in exercise 1.

   **Answers**
   2d. Just fifty pence.
   3c. Ten a day.
   4f. It's full.
   5a. A kilo.
   6b. There are two bottles.

**Check it**

3. Students work in pairs to find the mistakes.

   **Answers**
   2. I don't like ice-cream. I wouldn't like an ice-cream.
   3. Can I have some bread, please?
   4. I'm hungry. I'd like a sandwich.
   5. I don't have much milk left.
   6. I'd like some fruit, please.
   7. How much money do you have?
   8. We have a lot of homework today.

**Roleplay**

4. Demonstrate the activity by writing a shopping list on the board and getting two confident students to roleplay the conversation. Drill the language in the Student's Book and briefly revise realistic prices for a small amount of shopping. Then students continue in pairs. You could ask some of the pairs to act out the dialogue.

**ADDITIONAL MATERIAL**

**Workbook Unit 9**

**Exercise 7** *some or any?*

**Exercise 8** *How much ...? or How many ...?*

**READING AND SPEAKING (SB p.70)**

### Food around the world

**SUGGESTION**

You might want to set some **vocabulary** for homework prior to this lesson – the pictures on the page can then be used to check vocabulary in the lesson.

- move on, environment, sardines
- pick up (food), farm (v.), depend on
- course (of a meal), transport (v.), land (n.)
- noodles, chopsticks, control (v.)
- herring, fingers

1. In a monolingual group, answer the questions as a whole-class activity. In a multilingual group, students can work in pairs or small groups and exchange information about their country.

2. Focus attention on the photographs. Ask students to name the places or nationalities represented by the food.

   **Answers** (clockwise from the left)
   - India – curry
   - Japan – sushi and tempura
   - Thailand – bananas in market
   - France – cafe in Lyon
   - Venezuela – strawberries
   - China – rice harvest
   - Saudi Arabia – desert tribe sharing meal
   - Sudan – rice
   - China – noodles

3. Get students to read the text through quickly and match the correct headings to paragraphs 2, 3, and 4. Encourage students to focus on just matching the headings and tell them not to worry about new vocabulary at this stage. (If they have done the above homework task, they should not have too many difficulties.) You might want to set a time limit to encourage students to read extensively.

   **Answers**
   - Paragraph 2: WHAT DO WE EAT?
   - Paragraph 3: HOW DO WE EAT?
   - Paragraph 4: WHERE DOES OUR FOOD COME FROM?

4. Students read the text again more **slowly** and answer the questions. Get them to check in pairs before checking answers with the whole class.
Answers
1 About 1 million years ago.
2 Yes, they do.
3 Because they live by the sea.
4 Because they live away from the sea.
5 Germany and Poland.
6 Only one.
7 They use their fingers and bred to pick up the food.
8 Because it is possible to transport them from Chile to Spain.

Speaking
5 Read through the questions as a class. Quickly revise the meaning and pronunciation of breakfast, lunch, and dinner and check comprehension of main meal.

Students work in small groups and discuss the questions. This will obviously be a very productive activity in a multilingual group, but students in a monolingual group can also discuss food habits in their own country and their own family, and compare with other countries they have visited.

Conduct a brief feedback session with the whole class, encouraging students to highlight different eating habits in different countries.

Writing
6 Students write a short paragraph about meals in their country. This can be given as a homework activity if you do not have time to do it in class. When you correct this, don't correct too harshly. The idea is to give students an opportunity for some freer writing, and they will inevitably make a lot of mistakes.

LISTENING AND SPEAKING (SB p72)

My favourite food
1 Focus attention on the photographs. Students work in pairs and decide where each type of food is from and which one(s) they like.

Answers
1 America
2 Italy
3 India
4 England
5 China

2 Tell students they are going to hear the five people in the photographs talking about their favourite food. Ask them to match each person with the photographs of the different food. Play the recording through once and then check the answers.

Answers and transcript
Marian: Chinese food; Graham: English cooked breakfast; Lucy: Italian food; Gavin: Indian food; Sally: chocolate

Marian
Well, I love vegetables, all vegetables - I eat meat too - but not much. I think this is why I like Chinese food so much. There are lots of vegetables in Chinese food. Yes, Chinese is my very favourite food, I like the noodles too. Can you eat with chopsticks? I can!

Graham
Now in my job, I travel the world, and I like all kinds of food... but my favourite, my favourite is...er...I always have it as soon as I come home...is a full English breakfast. Bacon, eggs, sausage, mushrooms, tomatoes, and of course toast. I love it, not every day but when I'm at home we have it every Sunday. Mmmm! I'd like it right now - delicious.

Lucy
Oh, no question, no problem. I know exactly what my favourite food is. Pasta. All pasta. Especially spaghetti. Pasta with tomato sauce - and I like it best when I'm in Italy. I went on holiday to the Italian lakes last year. The food was wonderful.

Gavin
...er...I'm not sure. No, I know what it is. My...favourite...food is Indian food. Friday night I like to go to the pub with friends from work and...have a few beers...er...no, not too many...and after we always go to an Indian restaurant and I have a chicken curry with rice. It's the best! I like it more than chips!

Sally
Well, shhh! But my very, very favourite food is chocolate. Chocolate anything, I love it. Chocolate ice cream, chocolate biscuits, chocolate cake, but especially just a big bar of chocolate. Mmmm! Terrible isn't it? Go on! Have some of this! My friend brought it back from Switzerland for me!

3 Focus attention on the questions about the people in exercise 2. Students work in pairs and answer as many questions as they can. If necessary, play the recording again to let students complete their answers. Check the answers with the whole class.

Answers
Graham travels a lot.
Sally likes sweet things.
Lucy had her favourite food on holiday.
Marian prefers vegetables.
Graham likes food from his own country.

4 Students discuss the questions in pairs and then feed back to the rest of the class.
ADDITIONAL MATERIAL

Workbook Unit 9
Exercise 9 Food vocabulary; ordering a meal in a restaurant.

EVERYDAY ENGLISH (SB p73)

Polite requests

POSSIBLE PROBLEMS
This section introduces Can I...?/Could I...?and Can you...?/Could you...? for the first time. If you think your students will not be familiar with it, present it yourself, using the classroom to illustrate meaning: Jean, can you open the window, please? Maria, could you clean the board, please? Emma, could I borrow your pen, please? etc.

You could tell students that Can I...?/Could I...? mean the same, but could is usually more polite. Point out that although could looks like the past tense, the concept is in fact present. However, if you think your class is strong enough, you could use the situations in the Student’s Book as a vehicle for presentation.

1 Look at the photograph and get students to say what they can see.

2 Pre-teach/check pass (the salt), fizzy/still (water). Ask students to match the questions and responses, using the singular and plural forms, e.g. It’s/They’re delicious to help them.

Students listen and check their answers.

Answers and tapescript
1 Would you like some more carrots?
   Yes, please. They’re delicious.
2 Could you pass the salt, please?
   Yes, of course. Here you are.
3 Could I have a glass of water, please?
   Do you want fizzy or still?
4 Does anybody want more dessert?
   Yes, please. I’d love some. It’s delicious.
5 How would you like your coffee?
   Black, no sugar, please.
6 This is delicious! Can you give me the recipe?
   Yes, of course. I’m glad you like it.
7 Do you want help with the washing-up?
   No, of course not. We have a dishwasher.

Students practise the questions and responses in pairs. Monitor and check pronunciation mistakes.

Read the information in the caution box as a class.

3 Students look at the requests and complete them, using Can/Could I...? or Can/Could you...?

Answers
1 Can/Could I have a cheese sandwich, please?
2 Can/Could you tell me the time, please?
3 Can/Could you take me to school?
4 Can/Could I see the menu, please?
5 Can/Could you lend me some money, please?
6 Can/Could you help me with my homework, please?
7 Can/Could I borrow your dictionary, please?

4 Students work in pairs to practise the requests in exercise 3 and give an answer.

Play the recording and get students to compare their answers with those on the tape.

Tapescript
1 Can I have a cheese sandwich, please?
   Yes, of course. That’s £1.75.
2 Could you tell me the time, please?
   It’s just after ten.
3 Can you take me to school?
   Jumpin.
4 Can I see the menu, please?
   Here you are. And would you like a drink to start?
5 Could you lend me some money, please?
   Not again! How much would you like this time?
6 Can you help me with my homework, please?
   What is it? French? I can’t speak a word of French.
7 Can I borrow your dictionary, please?
   Yes, if I can find it. I think it’s in my bag.

Don’t forget!

Workbook Unit 9
Exercise 10 Formal letters 2. Students are invited to write a letter to a hotel.

Wordlist
Remind your students of the Word list for this unit on p139. They could write in the translations, learn them at home, and/or write some of the words in their vocabulary notebook.

Pronunciation Book Unit 9

Video
This unit can be supplemented by the following video section, if you haven’t already used it.

Situation (Section 7) The Pub David takes Paola to an English pub.
Introduction

The unit is unusual in that it has three presentation sections, each one revising grammar of the one before.

Theme is describing places: towns, cities, the countryside, and hotels. These are useful contexts to practise comparatives and superlatives. Now we introduce have got (see Note in Unit 3, p18 of the Teacher’s Book) in a direct comparison with have (for possession), with students are already familiar with. The skills section includes a new reading about three cities which are famous for their links to music, New Orleans, Vienna, and Liverpool, and provides further practice of the grammatical aims.

Language aims

Grammar - comparative and superlative adjectives  The following aspects of comparatives and superlatives are introduced:

- the use of -er/-est with short adjectives, such as cheap, cheaper, cheapest.
- the use of -ier/-iest with adjectives that end in -y, such as noisy, noisier, noisiest.
- the use of more/most with longer adjectives, such as more expensive, most expensive.
- irregular adjectives such as good, better, best.

The presentation of these is staged. In the first presentation, pairs of opposite adjectives are revised/introduced and this leads to the introduction of comparative forms. These forms are then revised in the second presentation when have got is introduced. Finally, superlatives are introduced in the third presentation and at the same time comparatives and have got are revised.

Students usually experience little difficulty with the concept of comparatives and superlatives but experience more difficulty in producing and pronouncing the forms because of all the different parts involved. Utterances often sound very laboured and unnatural because equal stress is given to each word and syllable. For this reason we practise natural-sounding connected speech.

Common mistakes

"She's more tall than me.
"He's the most tall student in the class.
"She's taller that me.
"He's tallest student in the class.

have got  The verb have for possession was introduced in Unit 3. We purposely have delayed the introduction of have got for possession until now because of the complications of production it causes if introduced alongside the Present Simple of have, particularly in the question and negative. (See the Note in the Language Aims of Unit 3, p18 of the Teacher’s Book.)

In this unit there are many exercises that contrast have and have got.

Vocabulary and pronunciation  Pairs of opposite adjectives are introduced as part of the presentation of comparative adjectives.

In the vocabulary section, town and country words are introduced and practised in contexts which provide an opportunity to review comparatives and superlatives.

There is further practice in recognising phonetic script.

Everyday English  There is further practice of getting and giving directions, and prepositions of movement such as along and down are introduced.

Workbook  There is further practice on comparatives and superlatives, and have got.
In the vocabulary section, compound nouns to do with towns are introduced such as town centre, railway station.

The writing syllabus includes work on relative pronouns. Then students study a model text about London before being guided to write a short piece about their capital city.

Notes on the unit

**STARTER** (SB p74)

**POSSIBLE PROBLEMS**

This activity aims to remind students of the concept of comparatives and to help you assess how well students can cope with simple comparative statements. It is also intended to be good fun, so don’t worry too much if students slip into mistakes like *more tall* or if the pronunciation is a little stilted. Students will get plenty of practice in the activities that follow.

Demonstrate the activity by standing next to one of your students who is taller or shorter and highlighting the difference in height. Then ask the same student *How old are you?* and get him/her to ask you the same question.

Write the ages on the board and then give a full example, e.g. *I’m smaller and older than* (Carlos). *(He) is taller and younger than me.*

Students work in pairs and compare heights and ages. Encourage students who are of a similar height to stand next to each other or back to back to check.

**CITY LIFE** (SB p74)

Comparative adjectives

**SUGGESTION**

You could set exercise 1 for homework if you need to save class time. If you do, begin the lesson by going through the answers and practising the pronunciation of each word.

1. If students haven’t done this exercise as homework (see Suggestion above), put your students into pairs and get them to match the adjectives with their opposites. Check the answers and the pronunciation first before students categorize the words into ‘city’ and ‘country’.

2. Be prepared for students to want to pronounce the *ie* of /friendly/ separately */friendli/* and make sure they say it correctly, */friendli/*.

**Answers**

In these pairs of words the opposite of *old* is *modern* (it could also be *new*). Not *young* because in the context of the presentation the adjectives are being used to talk about buildings not people.

<table>
<thead>
<tr>
<th>Fast</th>
<th>Slow</th>
</tr>
</thead>
<tbody>
<tr>
<td>/fa:st/</td>
<td>/sləʊ/</td>
</tr>
<tr>
<td>Big</td>
<td>Small</td>
</tr>
<tr>
<td>/bɪg/</td>
<td>/smaːl/</td>
</tr>
<tr>
<td>Dirty</td>
<td>Clean</td>
</tr>
<tr>
<td>/ˈdɜːti/</td>
<td>/klɪn/</td>
</tr>
<tr>
<td>Dangerous</td>
<td>Safe</td>
</tr>
<tr>
<td>/dəˈmædʒərəs/</td>
<td>/sef/</td>
</tr>
<tr>
<td>Noisy</td>
<td>Quiet</td>
</tr>
<tr>
<td>/ˈnəʊzɪ/</td>
<td>/ˈkwɔːtət/</td>
</tr>
<tr>
<td>Modern</td>
<td>Old</td>
</tr>
<tr>
<td>/ˈmɒdən/</td>
<td>/əʊld/</td>
</tr>
<tr>
<td>Unfriendly</td>
<td>Friendly</td>
</tr>
<tr>
<td>/ʌnˈfrendli/</td>
<td>/ˈfrendli/</td>
</tr>
<tr>
<td>Exciting</td>
<td>Boring</td>
</tr>
<tr>
<td>/ɪkˈsæntɪŋ/</td>
<td>/ˈbɔːrɪŋ/</td>
</tr>
<tr>
<td>Expensive</td>
<td>Cheap</td>
</tr>
<tr>
<td>/ɪkˈspɛnsɪv/</td>
<td>/tʃiːp/</td>
</tr>
</tbody>
</table>

Ask students to think about which words describe life in the city and life in the country. You could put the headings *CITY* and *COUNTRY* on the board and write in your students’ suggestions as to which adjectives belong there, or you could ask individual students to come up to the board to write in the suggestions themselves. Be prepared for some debate and discussion as there are obviously no prescribed right answers. A lot is to do with personal opinion and experience. Welcome any freer speaking that results.

2. This exercise focuses on the main target language for this section, so make it clear to your class that this is an important moment and that this is the structure in English that compares things. If necessary and possible, use translation to do this.

Ask students to look at the chart and to work in pairs to make sentences comparing life in the city and country. (You may need to point out the use of *more* with longer adjectives, but don’t go into the rules in too much detail at this stage. They are dealt with more fully later on.)

At this stage, don’t worry too much about pronunciation as long as students understand the meaning of the structure, just let them try to produce sentences that express their opinions. Get some feedback from the whole class.

3. Now is the moment to concentrate on the pronunciation. Ask your students to look at the example sentence in the Student’s Book and say it in chorus either using yourself or the recording as a model. Focus particularly on the /əʊ/ sound at the end of the comparative and in the pronunciation of *than*. An isolate *safer* and *that* and then drill them together as connected speech:

   *cheaper than* */tʃɪpəðon/*
   *safer than* */ˈsefəðon/*

Drill the other sentences from the recording or by saying them yourself. If necessary, break up the sentences to drill them, particularly the comparative forms *+ than*.
Try to get a natural 'flow' in the repetition of the sentences as on the recording.

**Tapescript**
The country is cheaper and safer than the city.
The city is noisier and dirtier than the country.
The city is more expensive than the country.
The city is more exciting than the country.

- Get students to discuss their opinions in pairs. Monitor and check for accurate use of comparatives and acceptable pronunciation.

Students share their opinions with the rest of the class. If most of your students had problems with the comparative forms, write their sentences on the board including the mistakes and get students to correct them as a class. Major problems with pronunciation can be dealt with by drilling the students' sentences with the whole class.

### GRAMMAR SPOT

1. This is to reinforce and make clear to your students the rules governing the formation of comparative adjectives. Get students to work individually to complete the comparative sentences and try to formulate any rules they can. They may have got a clear idea from doing exercise 2 or they may need a bit of prompting and guiding, but try not to just give them the rules. You could write the rules up on the board as you go along.

   **Answers**
   
   Your class is noisier than my class.
   Your car was more expensive than my car.

   - *er is used with short adjectives such as old, older.
   - *ier with adjectives that end in *y such as noisy, noisier.
   - *more... is used with longer adjectives such as expensive, more expensive.

2. Students work in pairs to write the comparative forms of the adjectives in exercise 1, using dictionaries to help them if appropriate. Some of the comparative forms have already been given in exercise 2.

   Check the answers with the whole class, getting students to spell the comparative forms. Highlight bigger as an example of the doubling of the consonant in short adjectives with a short vowel sound. (You don't need to go into this rule in detail, but do check that they have noticed the doubling of the consonant.)

### PRACTICE (SB p75)

**Much more than...**

1. This exercise is also good for stress and intonation practice. Put the conversations in a context and tell your students that two people are discussing different cities that they know.

   **NOTE**
   In this exercise we bring in the use of much to emphasize comparatives. The students are only asked to recognize it at first, and not produce it until later.

   Do the example with your students to illustrate the activity. Then ask them to work in pairs to complete the conversations. Point out that the students have to fill in the opposite adjectives in B's comments to those A uses.

   **T 10.2** Play the recording and get students to check their answers. Tell them to also focus on the pronunciation, particularly the stress and intonation.

   **Answers and tapescript**
   
   1. A Life in the country is slower than city life.
      B Yes, the city's much faster.
   2. A New York is safer than London.
      B No, it isn't. New York is much more dangerous.
   3. A Paris is bigger than Madrid.
      B No, it isn't! It's much smaller.
4 A_{Madrid is more expensive than Rome.}  
B No, it isn't. Madrid is much cheaper.

5 A_{The buildings in Rome are more modern than the buildings in New York.}  
B No, they aren't. They're much older.

6 A_{The Underground in London is better than the Metro in Paris.}  
B No! The Underground is much worse.

Get individual students to practise the conversations across the class in open pairs. Encourage the Bs to sound really indignant when they disagree with A. Give them exaggerated models yourself or play the recording again to make clear that you want them to produce good stress and intonation and connected speech:

**Examples**

A_{New York is safer than London.}

B No, it isn't. New York is much more dangerous.

A_{Paris is bigger than Madrid.}

B No, it isn't. It's much smaller.

2 This is the personalization stage. Decide on two towns/cities that you and all, or most, of the students know and demonstrate the activity. Students continue in pairs and decide which town/city they prefer. Monitor and check for accurate use of comparative forms and pronunciation.

Get a few students to feed back to the rest of the class. Highlight any common mistakes in grammar or pronunciation from the pairwork stage.

**ADDITIONAL MATERIAL**

**Workbook Unit 10**

**Exercises 1 and 2** consolidate the work on comparatives.

**COUNTRY LIFE (SB p75)**

**have got**

In this presentation, comparatives are revised and *have got* is introduced in the context of a telephone conversation where someone has moved from the city to the country.

Read the introduction about Mel and Tara aloud to the class to set the scene. You could ask your students *Why do you think Mel moved to Seacombe?*

**GRAMMAR SPOT**

This Grammar Spot highlights the form and use of *have got* compared with *have*.

1 Read through the notes with the whole class. You will need to highlight the fact that the *have* in *have got* contracts but that it doesn’t in *have* for possession. Students may have trouble saying the contracted and negative forms, especially next to the following consonant, so practise saying the examples in the box. You could drill them chorally and individually.

*I've got a dog.*  
/avr got a dog:

*He's got a car.*  
/hiz got a ka:

*Have you got a dog?*  
/ha:v (ha:v) ju: got a dog/

*Has she got a car?*  
/hæz (has) ʃi: got a ka:

*They haven't got a flat.*  
/ðeI havnt got a flat/

*It hasn't got a garden.*  
/it haznt got a ga:dǝn/

2 Highlight the past of *have* and *have got*. Elicit a few examples from the class of things they had when they were younger, e.g. *I had a dog. I had a bike.*

3 Ask your students to study the conversation and underline all the examples of *have got* and *had*. Make it clear that they are looking for questions and negatives and not just the positive. Ask students to check in pairs, and then check with the whole class.
### Answers

<table>
<thead>
<tr>
<th>have got</th>
</tr>
</thead>
<tbody>
<tr>
<td>I've got a better job here.</td>
</tr>
<tr>
<td>I've got a bigger flat here.</td>
</tr>
<tr>
<td>How many bedrooms has it got?</td>
</tr>
<tr>
<td>And it's got a garden.</td>
</tr>
<tr>
<td>But you haven't got any friends!</td>
</tr>
<tr>
<td>I've got a lot of friends here.</td>
</tr>
<tr>
<td>Seacombe has got shops...</td>
</tr>
<tr>
<td>had</td>
</tr>
<tr>
<td>You had a good job in London.</td>
</tr>
<tr>
<td>And you had a big flat in London.</td>
</tr>
</tbody>
</table>

Read the Grammar Reference 10.2 on p131 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

---

I've got more than you!

**NOTE**

You will need to photocopy the information about the multi-millionaires' possessions on p130 of the Teacher's Book.

---

2. This roleplay should be a fun (and not very realistic!) activity. Ask your students to look at the pictures of the two millionaires. Ask *What have millionaires usually got?* and elicit a few suggestions from the whole class.

**Possible answers**

<table>
<thead>
<tr>
<th>money</th>
<th>horses</th>
</tr>
</thead>
<tbody>
<tr>
<td>(big) houses</td>
<td>boats</td>
</tr>
<tr>
<td>(fast) cars</td>
<td>servants</td>
</tr>
<tr>
<td>planes</td>
<td></td>
</tr>
</tbody>
</table>

Say the first line yourself and then in open pairs. Encourage exaggerated stress and intonation as students boast about their possessions!

- I've got four houses. How many have you got?
- Five. I've got two in France, one in Miami, one in the Caribbean, and a castle in Scotland.

Ask your students to work in pairs. Give out the rolecards on p130 of the Teacher's Book and get students to exchange information about their possessions. Go round the class checking grammar and pronunciation. Only correct where absolutely necessary, in order to encourage fluency. Then get feedback as to who is the richer! (Millionaire B is.)

### ADDITIONAL MATERIAL

**Workbook Unit 10**

**Exercises 3-5** These give further practice of *have got.*

**Exercise 6** This brings together comparatives and *have got.*

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**THE WORLD'S BEST HOTELS** (SB p76)

### Superlative adjectives

This presentation of superlative adjectives includes revision of comparatives and *have got.*

1. Ask students to look at the pictures of the hotels and read the information about each of them. Ask them to tell you which they like and why. Here they could be...
revising *have got*, but don’t insist on this, as the main aim here is to generate interest in the theme and to take in some of the information about the hotels.

2 This exercise has been specially designed so that *all* the true sentences contain examples of superlative adjectives, thereby providing a means of highlighting the new structure. The false sentences contain examples of comparatives and *have got*.

Focus attention on the examples, pointing out the superlative example *the cheapest* but not going into detail at this stage. Students work in pairs to decide which sentences are true and which are false, and to correct the information in the false ones.

POSSIBLE PROBLEMS

1 In sentence 4, make sure students are clear about which opposite of *old* students need to use (new).

2 You will have to draw attention to *the* in superlatives. It is common for students to omit this.

3 Point out that the superlative *the furthest* is irregular — the adjective is *far* and the comparative is *further*.

4 Draw students’ attention to the prepositions in sentences 10 and 11: *the nearest to*, and *the furthest from*.

Check the answers with the whole class.

Answers

3 Claridge’s is the most expensive hotel. ✔

4 The Mandarin Oriental is older than the Plaza. ✗

      No, *it isn’t*. It’s newer.

5 Claridge’s is the oldest hotel. ✔

6 The Plaza is the biggest hotel. ✔

7 The Mandarin Oriental is smaller than Claridge’s. ✗

      No, *it isn’t*. It’s bigger.

8 The Plaza has got a swimming pool. No, *it hasn’t*. ✗

9 Claridge’s is nearer the airport than the Mandarin. ✗

      No, *it isn’t*.

10 The Mandarin is the nearest to the airport. ✔

11 The Plaza is the furthest from the airport. ✔

Get students to work in pairs and focus on the six correct sentences. Ask your class what they notice about all these sentences. Students should highlight the *-est* endings in the short adjectives and *the most* form with longer adjectives, but be prepared to prompt them if necessary. (Do not go into a full explanation of the rules, as this is the focus of the *Grammar Spot* activity on p77.)

3 Check comprehension of *best* as the superlative of *good*. Get students to discuss which is the best hotel near where they live and to describe what it has got.

---

**GRAMMAR SPOT**

1 Students complete the superlative sentences and try to supply the rules. Prompt and guide them if they need it. Write the rules up on the board as students work them out, taking the opportunity to remind them of the comparative forms.

**Answers**

*The Green Palace is the cheapest hotel in New York.*

*The Four Seasons is the most expensive.*

- *the ... -est* is used with short adjectives such as *cheap*, *(cheaper), the cheapest.*

- *the most* is used with longer adjectives such as *expensive, (more expensive), the most expensive.*

2 Students focus on the irregular forms and the dictionary entry for *good*. Elicit what information the dictionary gives (phonetic script, word category and irregular comparative and superlative forms).

Students complete the irregular forms for *bad* and *far*, using their dictionaries if appropriate.

**Answers**

bad worse, the worst       far further, the furthest

Read the Grammar Reference 10.3 on p131 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

---

**PRACTICE (58 p77)**

**The biggest and best!**

This is another activity which integrates pronunciation work on stress and intonation.

1 Demonstrate the activity by reading the example aloud to the class. Then ask students to work on their own to complete the sentences.

**T 10.4** Play the recording and ask your students to check their answers. Also tell them to listen carefully to the rhythm/stress and intonation of the sentences.

**Answers and tapescipt**

1 *That house is very big.*

   Yes, it’s *the biggest house in the village.*

2 Claridge’s *is a very expensive hotel.*

   Yes, it’s *the most expensive hotel in London.*

3 *Castle Combe is a very pretty village.*

   Yes, it’s *the prettiest village in England.*

4 *New York is a very cosmopolitan city.*

   Yes, it’s *the most cosmopolitan city in the world.*

5 Tom Hanks *is a very popular film star.*

   Yes, he’s *the most popular film star in America.*
6 Miss Smith is a very funny teacher.
   Yes, she's the funniest teacher in our school.

7 Anna is a very intelligent student.
   Yes, she's the most intelligent student in the class.

8 This is a very easy exercise.
   Yes, it's the easiest exercise in the book.

2 T10.5 Now ask students to close their books. Play the first lines again, pausing after each one so that your students can produce the reply. You could do this in chorus with the whole class, or ask individuals to respond, or mix the two approaches.

Really work hard to encourage good (probably exaggerated) stress and intonation in the replies, with the main stress on the superlative adjective.

Student(s): Yes, it's the biggest house in the village.

Yes, it's the most expensive hotel in London.

The more you work on the stress and intonation, the more fun the activity becomes!

Talking about your class

This is a freer speaking activity, which should be good fun, provided you warn students to be careful not to offend other people! Give them enough time to describe one or two other people, but do not let the activity go on too long.

You could put some other cues on the board to prompt comparative and superlative sentences: lives near to school/lives far from school; has a big bag, etc.

3 Read the examples with students, then put them into small groups and ask them to make sentences about the other students.

Get the class to give you comments about each other.

4 Students write the name of their favourite film star and then tell the rest of the class. Write the names of the stars on the board and keep a score for each one. Students work in pairs and compare the stars, e.g. (Brad Pitt) is more popular than (Tom Cruise). Then get students to say who is the most popular star in the class.

Check it

5 Ask students to work in pairs or small groups to tick the correct sentence. Ask them to work quite quickly, then conduct a full class feedback on which are the correct answers. Try to get students to correct each other and explain any mistakes they hear.

Answers
1 Yesterday was hotter than today.
2 She's taller than her brother.
3 I'm the youngest in the class.
4 Last week was busier than this week.
5 He hasn't got any sisters.
6 Do you have any bread?
7 My homework is the worst in the class.
8 This exercise is the most difficult in the book.

ADDITIONAL MATERIAL

Workbook Unit 10
Exercises 7–9 These practise comparatives and superlatives together.

READING AND SPEAKING (SB p78)

Three musical cities

This activity is a jigsaw reading. This means that it should result in not only reading practice but also some freer speaking as in Unit 6.

The class divides into three groups and each group reads a different but similar text about a city and answers the questions. After this students from the different groups get together to exchange information about the city in their text. This means that they should get some speaking practice whilst their main attention is on the completion of the reading task.

The texts are about three cities which are famous for music – New Orleans, Vienna, and Liverpool. These were chosen because they all have a very strong link to music and are important tourist centres, but are different enough to make for interesting reading. The information comes from travel brochures but the texts have been simplified and rewritten to include examples of the grammar taught in this and previous units.

1 This exercise aims to generate some interest in the topic of musical cities and hopefully provide some motivation to read the texts.

T10.6 Tell students they are going to hear three types of music. Play the recording and get students to answer the questions in pairs.

Answers
Jazz – New Orleans
Classical music – Vienna
The Beatles – Liverpool

The recording contains extracts from the following music: *When The Saints Go Marching In* (traditional) arranged by Tony Meehan (New Orleans)
2 Pre-teach/check bank (of a river), port, cousin, found (a university), trade centre, spices, slaves, and immigrants. Students work in pairs and exchange what they know about the three cities. Get them to label the sentences NO (New Orleans), V (Vienna), or L (Liverpool). If students have problems with some of the sentences, tell them not to worry at this stage. Explain that they will be able to find the correct information from one of the texts or from the other students in the class.

3 Divide the class into three groups. Tell Group 1 to read about New Orleans, Group 2 to read about Vienna, and Group 3 to read about Liverpool. Students should read and check the answers to exercise 2 that relate to the city they are reading about. Allow dictionaries to be used to check new words.

Re-group the students, so that there is a Group 1, Group 2, and Group 3 student working together. Each group of three students should check the answers to exercise 2. Briefly check the answers with the whole class.

Answers

1 V 2 NO 3 V 4 L 5 N 0 6 V 7 L 8 L

4 Students work individually. Ask them to read their text again and answer the questions about their city. Each group has the same questions to answer. When they have read the texts, they could either go through the questions on their own and then check with others from the same group, or work with a partner from the same group to answer the questions.

Check the answers with the students from each group separately. The main idea of these questions is to check understanding, therefore short answers are perfectly acceptable.

Answers

Group 1 – New Orleans
1 About 550,000.
2 The Mississippi River.
3 It’s cosmopolitan. It has a famous Mardi Gras carnival every year.
4 1682 – The French named Louisiana after the French King, Louis XIV.
  1718 – They built New Orleans.
  1762 – Louis XVI gave it to his cousin Carlos of Spain.
  1800 – City became French again until Napoleon sold it to the USA in 1803.
5 Louis Armstrong and Jelly Roll Morton.

Group 2 – Vienna
1 The capital of Austria.
2 River Danube.
3 Because of its music, theatre, museums, and parks.
4 1365 – University opened.
5 Sigmund Freud.
6 Classical music and opera.
7 Vienna Philharmonic and the State Opera House.
8 – go by ship to Ireland
  • see Sigmund Freud’s house
  • see a famous carnival
  • walk round the French Quarter
  • listen to a famous orchestra
  • visit the homes of a famous rock group

Group 3 – Liverpool
1 Nearly 500,000.
2 River Mersey.
3 People visit Liverpool to see the homes of the Beatles.
4 1207 – King John founded Liverpool
  18th century – became an important trade centre for sugar, spices, and slaves.
5 The Beatles.
6 Rock/pop.
7 The Beatles.
8 – go by ship to Ireland
  • see Sigmund Freud’s house
  • see a famous carnival
  • walk round the French Quarter
  • listen to a famous orchestra
  • visit the homes of a famous rock group

5 Tell each student to find partners from the other two groups and compare the cities, using their answers from exercise 4. Encourage students to exchange information in a meaningful way, using comparative and superlative forms and have got where possible. e.g.

Vienna has got the biggest population.
New Orleans and Vienna have got an orchestra, but Liverpool hasn’t.
New Orleans is more cosmopolitan than Vienna or Liverpool.
However, do not stop students during the group work and insist on these forms as this will limit students' confidence.

Conduct a full class feedback and get information about all three cities, encouraging your students to compare and contrast. This way you might get some freer use of comparatives, superlatives and have got, but don't force this, just be pleased if it happens! The aim of this feedback is to encourage some fluency practice.

**Your home town**

6 Students write a short description of where they live, giving similar information as in exercise 4. Then they tell a partner or the rest of the class about it.

If you have time, you could get students to exchange their written descriptions and check grammar, spelling, etc., before moving on to the speaking phase. If time is short, you could set the writing activity for homework, check it (sympathetically!), and then do the speaking phase during the next lesson.

**VOCABULARY AND PRONUNCIATION (SB p80)**

**Town and country words**

1 Students work in pairs and put the words into the correct columns. They can use their dictionaries and/or they can ask you about words they don't know.

<table>
<thead>
<tr>
<th>Answers</th>
<th>Country</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Town</td>
<td>cathedral</td>
<td>wood</td>
</tr>
<tr>
<td></td>
<td>port</td>
<td>park</td>
</tr>
<tr>
<td>factory</td>
<td>farm</td>
<td>museum</td>
</tr>
<tr>
<td>theatre</td>
<td>field</td>
<td>church</td>
</tr>
<tr>
<td>night club</td>
<td>lake</td>
<td>bridge</td>
</tr>
<tr>
<td></td>
<td>village</td>
<td>car park</td>
</tr>
<tr>
<td></td>
<td>mountain</td>
<td>hill</td>
</tr>
<tr>
<td></td>
<td>cottage</td>
<td>building</td>
</tr>
<tr>
<td></td>
<td>river bank</td>
<td>tractor</td>
</tr>
</tbody>
</table>

Go through the columns with the whole class. Ask individuals to read out what they have in their columns and see if the others agree. Be prepared for some debate about such things as theatre and lake which could go in the Both column. Correct pronunciation as you go.

2 This exercise aims to consolidate the vocabulary in exercise 1 and review superlative and comparative forms. Do this exercise quickly with the whole class. Ask students for suggestions and when you have established the correct answer and practised saying it, ask them to complete the sentences. Make sure students realize that numbers 2 and 5 require the same word, but that students should decide which one needs a capital letter.

**Answers**

1 mountain 4 port
2 Bridge bridge 5 Building building
3 lake 6 cathedral

3 This exercise gives more practice on phonetic transcription, again using words that students have already seen. Always encourage your students to consult the phonetic symbols chart on p143 when they do an exercise like this. Ask them to do it on their own and then check answers with a partner.

**T 10.7** Play the recording and get students to check their answers. Play the recording again and get students to listen and repeat, looking at the phonetic transcription as they do so.

**Answers and tapescript**

wood
theatre
farm
village
factory
cottage
field
church

4 This is a fun activity to give further practice with the town and country vocabulary. Demonstrate the activity by getting students to say the examples in the Student's Book chorally and individually. Encourage them to deliver the sentences rhythmically. Give a new sentence with five or six examples to demonstrate 'list' intonation, e.g.

... and I saw a farm, some cows, a church, a cottage, a field, and a lake.

Get students to divide themselves into a 'country' and a 'town' group, according to which they prefer. If you have one group with a lot more students than the other, you may have to ask some students to switch. Get each set of students to play the game. The group that can continue the longest without forgetting a word is the winner.

**ADDITIONAL MATERIAL**

**Workbook Unit 10**

**Exercise 10** This is a vocabulary exercise which introduces and revises compound nouns connected with town life, such as town centre and railway station.

**Exercises 11 and 12** There are two writing exercises. The first introduces simple relative pronouns. The second provides a model text about London and gives guidance for students to write a similar piece about their own capital city.
Directions 2

The listening text and the pictures provide the context for the introduction of prepositions of movement.

1 Briefly revise left and right. Focus attention on the map and get students to find Park Road. Play the recording and tell students to mark the route to the lake with a pencil (or a finger).

Now ask them to work with a partner to fill in the gaps. Play the recording again for a final check.

**Answers and tapescript**

*Drive along Park Road and turn right. Go under the bridge and past the pub. Turn left up the hill, then drive down the hill to the river. Turn right after the farm and the lake is on the right. It takes twenty minutes.*

2 Focus attention on the pictures of Norman and ask students to briefly describe the situation. Complete the first three sentences as a class, using the prepositions from the box (see Answers below). Students work in pairs to complete the rest of the text, using the information in the pictures.

**T 10.9** Students listen to the recording and check.

**Answers and tapescript**

*Norman drove out of the garage, along the road, and under the bridge.*

*Then he drove past the pub, up the hill, and down the hill.*

*Next he drove over the river, through the hedge, and into the lake!*

**T 10.9**

*Well, I drove out of the garage, along the road, and under the bridge. Then I drove past the pub, up the hill, and down the hill. But then I drove over the river, and then - it was terrible - I went through the hedge, and into the lake!*

3 Get students to cover the text, look at the pictures, and tell Norman's story in pairs.

As an alternative or extension to students telling the story in the third person, it can be fun to ask them to pretend to be Norman. When you ask students to retell the story as Norman, encourage them to include some of these, rather than just read out the description in the first person. This practises natural stress and intonation. Ask one or two students to do this for the others.

4 Demonstrate the activity by giving some directions to a few places near your school and getting students to call out when they think they know the answer.

Students continue working in pairs. Go round and help and check as they do it.
Introduction to the unit

This is the first unit where students encounter the Present Continuous. The Present Simple was introduced and practised much earlier in New Headway Elementary because it is used far more frequently, but by this stage of the course students should be ready to compare and contrast the two present tenses.

The theme of this unit is describing people, and there is a lot of related vocabulary input. The unit also practises Whose...? in conjunction with possessive pronouns. There is a song, What a wonderful world by Louis Armstrong.

Language aims

Grammar - Present Continuous In this unit, we aim to teach the Present Continuous as though the present participle were just another adjective used after the verb to be, for example,
She's tall, pretty, hungry. She's working, cooking, thinking.

POSSIBLE PROBLEMS

The Present Continuous has no equivalent form in many other languages, which use the present tense to convey the two concepts of 'action which relates to all time' and 'activity happening now'. For example, in French, il fume dix cigarettes par jour (he smokes ten cigarettes a day) and il fume en ce moment (he is smoking now), the present tense fume expresses both ideas.

Students not only confuse the two concepts of the Present Simple and the Present Continuous, they also confuse the forms. When they have seen the am/is/are in the Present Continuous, they tend to try to use it in the Present Simple.

The use of Present Continuous for activities happening in the near future can seem strange, so the unit also highlights and practises this use.

Common mistakes

*She's come from Spain.
*She's coming from Spain.
*I'm come to school by bus.
*What does he doing?
*Does he wearing a suit?

Whose is it? It's mine.

POSSIBLE PROBLEMS

The question Whose...? and possessive pronouns present few problems of concept, but learners do confuse who's and whose. Possessive pronouns simply have to be learned. They are practised in this unit in conjunction with Whose...? and there is also a complete overview of subject and object pronouns, and possessive adjectives and pronouns in the Grammar Spot on p85.

Vocabulary There is a lot of vocabulary to do with describing people – colours, clothes, adjectives. There is also an exercise on words that rhyme and further practice of the phonetic script.

Everyday English Language used in a clothes shop is introduced and practised, as is the use of will to express a spontaneous decision.
Workbook There is a section on the Present Continuous, and the Present Simple and the Present Continuous are further compared and contrasted. The spelling of the present participle is practised.
Whose ... and possessive pronouns are further practised.
In the vocabulary section, some names for parts of the body are taught. In the writing section, there is more work on linking words, and students are invited to write about someone in their family.

Notes on the unit

STARTER (SB p82)

1 Ask students to look around the classroom and try to find the items of clothing. You might need to bring in pictures of the items that might not be present in the classroom, e.g. a suit, a hat.
Focus attention on the examples trousers, jeans, shorts, shoes, trainers, and boots. Ask students what they notice about these words (they are all plural in English).
Drill the pronunciation of the words and briefly revise colours. Ask students to make sentences such as It's a white T-shirt, They're black shoes, but avoid the Present Continuous at this stage.

2 Note Exercise 2 aims to give initial practice in the Present Continuous with just one simple sentence. Do not go into a full presentation of the tense at this stage.

Drill the examples in the Student's Book. Get students to give two or three examples in open pairs to practise the I and you forms. Students continue in closed pairs and then get a few students to tell the whole class about themselves and you.

DEscribing People (SB p82)

Present Continuous

1 Pre-teach/check pretty and fair/dark/grey (hair). Explain the difference between good-looking (general), handsome (for men), and pretty (for girls/women). Focus attention on the photo of Becca and on the description of her. Elicit one or two other descriptions from the whole class and then drill the sentences around the class. Students continue in pairs.

Sample answers
1 Ruth, Cathy, and Jane are pretty. Cathy's got long, fair hair.
2 Nadia's got long, dark hair. She isn't very tall.
3 Rudi's got long, dark hair. He's good-looking.
4 Flora is tall. Toni's got short hair.
5 Angela is tall, and she's got long hair.
6 Juan isn't very tall. He's got short, dark hair.
7 Edna and Violet have got grey hair.
8 Miles has got fair hair and blue eyes. He's handsome.
9 Becca's got brown eyes and dark hair.

2 Pre-teach/check the verbs in the list. Use mime to demonstrate the verbs if necessary. Ask the questions for the examples in the Student's Book and get students to read the answers. Toni's smiling and Angela's running. Ask the students each of the questions in the list and get them to reply using the contracted form of the third person of the Present Continuous. Drill the questions and answers. Students ask and answer the questions in the list in pairs.

Sample answers
1 Ruth and Cathy are laughing. Jane's smiling.
2 Nadia's standing up/cooking.
3 Rudi's sitting down/playing.
4 Flora and Toni are standing up/talking. Toni's smiling.
5 Angela's running.
6 Juan's playing.
7 Edna and Violet are laughing/sitting down.
8 Miles is writing/smilii/sitting down.
9 Becca's eating.

3 Say the names of two or three people in the photos and get students to describe what they are wearing. Drill the sentences and then get students to continue in pairs. Get students to continue practising the he/she form by talking about the other students, e.g. Giulia's wearing jeans and a black T-shirt.

Grammar Spot

1 Read the notes with the whole class. Elicit other examples, by pointing to people and objects in the class, e.g. He's tall. It's new. We're happy, etc.

2 Read the notes with the whole class and then get students to complete the table, using contracted forms. Check the answers with the whole class.

<table>
<thead>
<tr>
<th>I</th>
<th>'m (am)</th>
<th>learning English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>'re (are)</td>
<td>sitting in a classroom.</td>
</tr>
<tr>
<td>He/She</td>
<td>'s (is)</td>
<td>listening to the teacher.</td>
</tr>
<tr>
<td>We</td>
<td>'re (are)</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>'re (are)</td>
<td></td>
</tr>
</tbody>
</table>
Name the tense and then get students to work out the negative and question forms. Get students to do this in pairs and then write up the answers on the board, or refer students to Grammar Reference 11.1 and 11.2 on p132.

Answers
Negatives

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>learning English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I'm not</td>
<td>sitting in a classroom.</td>
</tr>
<tr>
<td>You/He/She</td>
<td>aren't</td>
<td>listening to the teacher.</td>
</tr>
<tr>
<td>We</td>
<td>isn't</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>aren't</td>
<td></td>
</tr>
</tbody>
</table>

Questions

<table>
<thead>
<tr>
<th>Am</th>
<th>I</th>
<th>learning English?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are</td>
<td>you</td>
<td>sitting in a classroom?</td>
</tr>
<tr>
<td>Is</td>
<td>he/she</td>
<td>listening to the teacher?</td>
</tr>
<tr>
<td>Are</td>
<td>we</td>
<td></td>
</tr>
<tr>
<td>Are</td>
<td>they</td>
<td></td>
</tr>
</tbody>
</table>

Focus attention on the sentences. Get students to work out the difference between the two tenses. Make sure they understand that Present Simple describes things that are always true, or true for a long time, and that Present Continuous describes activities happening now and temporary activities. (Do not overload students by focusing on the use of Present Continuous for activities happening in the near future. This is covered later in the unit.)

You could put sentences on the board to discuss with the whole class, e.g.

Present Simple

She usually wears jeans. She's wearing a dress today.
He works in a bank. He's working in the garden today.
They speak French. They're speaking English at the moment.
I like music. Not possible: *I'm liking music . . .

Read Grammar Reference 11.1 and 11.2 on p132 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

PRACTICE (S8 p83)

Who is it?

1 Make sure that students are clear what Yes/No questions are. Demonstrate the activity by drilling the question forms chorally and individually and correcting any mistakes.

Ask a student to think of someone in the room, and ask a few Yes/No questions yourself. Drill these questions as much as necessary. When you feel students are ready, ask them to work in pairs. Remind them not to ask questions that are too personal!

2 This activity aims to practise the Present Continuous in a personalized way. Demonstrate the activity by giving two or three examples about yourself. Get students to work individually and write their answers.

Get students to work in pairs and exchange their answers. Monitor and check for correct use of the Present Continuous and for appropriate linking, e.g. I'm not wearing a jacket. If necessary, drill pronunciation before eliciting a range of answers from students.

Sample answers

1 I'm not wearing jeans, I'm wearing trousers.
2 I'm not wearing a jacket.
3 I'm not looking out of the window, I'm looking at my book.
4 I'm not writing.
5 We're working hard.
6 I'm chewing gum.

Who's at the party?

This activity aims to practise the difference between the two present tenses, first in a recognition exercise, then in a productive one. Pre-teach/check the following vocabulary items: musician, rich, stories, cigar, pilot, upstairs.

Read the instructions with the whole class. Students listen and write the names next to the correct people.

Answers and tapescript

From left to right:
Roz  Sam  Harry  Mandy  Fiona  George

T 11.1
O = Oliver  M = Monica
O Oh dear! Monica, I don't know any of these people. Who are they?
M Don't worry Oliver. They're all very nice. Can you see that man over there? He's sitting down. That's Harry. He's a musician. He works in LA.
O Sorry, where?
M You know, LA. Los Angeles.
O Oh yeah.
M And he's talking to Mandy. She's wearing a red dress. She's very nice and very rich! She lives in a beautiful old house in the country.
O Rich, eh?
M Yes. Rich and married! Next to her is Fiona. She's drinking a glass of red wine. Fiona's my oldest friend, she and I were at school together.
O And what does Fiona do?
M She's a writer. She writes children's stories - they're not very good but... anyway, she's talking to George. He's
laughing and smoking a cigar. He's a pilot. He travels the world, thousands of miles every week.

- And who are those two over there? They're dancing. Mmmm. They know each other very well.
- Oh, that's Roz and Sam. They're married. They live in the flat upstairs.
- So... er... that's Harry and Mandy and... er... it's no good, I can't remember all those names.

Focus attention on the table and on the names of the guests in the first column. Play the recording again as far as He works in LA and get students to read the example in the table.

Ask students to work in pairs to complete the table. Play the recording again to check before you provide the answers.

**Answers**

- **Present Continuous**
  - Mandy: She's wearing a red dress.
  - Fiona: She's drinking a glass of red wine. She's talking to George.
  - George: He's laughing and smoking a cigar.
  - Roz and Sam: They're dancing.

- **Present Simple**
  - She lives in a beautiful old house.
  - She misses children's stories.
  - He travels the world.
  - They live in the flat upstairs.

SUGGESTION

You might want to get some further practice of the two present tenses from this exercise. You could ask questions such as the following:

Where is Harry sitting? Where does he work?
What is Mandy wearing? Where does she live?
What is Fiona drinking? What does she write?
What is George smoking? Where does he travel?
What are Roz and Sam doing? Where do they live?

You could begin by asking a few questions yourself, and then encourage students to ask and answer the other questions in open and/or closed pairs.

You will need to photocopy the pictures on p131 of the Teacher's Book, enough for half of the class to have picture A and the other half to have picture B. Students should be familiar with such information gap activities by now, but still be careful with instructions. Use L1 if necessary. You could set the activity up by doing one or two examples with the class first.

You may need to give students some vocabulary before the exercise, or, if the class is small enough, let them ask you for words when the need arises. (That way you won't give away clues as to what may be missing or different in the pictures beforehand!)

5 Focus attention on the table and on the names of the guests in the first column. Play the recording again as far as He works in LA and get students to read the example in the table.

Ask students to work in pairs to complete the table. Play the recording again to check before you provide the answers.

**Answers**

- **The ten differences in the pictures:**
  - **Picture A**
    - Three people are dancing.
    - The girl standing up with fair hair is wearing a black dress.
    - The boy with the cap is eating a sandwich.
    - There's a boy taking a photo.
    - There's a girl wearing sunglasses.
    - There are two people kissing on the right.
    - There's a girl writing.
    - Two girls are sitting down and talking.
    - Two people next to the sofa are eating a sandwich.
    - There's a boy with short fair hair wearing trousers.
  - **Picture B**
    - Four people are dancing.
    - The girl standing up with fair hair is wearing a white dress.
    - The boy with the cap is drinking.
    - There's a boy using a camcorder.
    - There's a girl wearing glasses.
    - There are two people talking on the right.
    - There's a girl reading.
    - Two girls are standing up and talking.
    - Two people next to the sofa are eating a pizza.
    - There's a boy with short hair wearing shorts.

**ADDITIONAL MATERIAL**

- **Workbook Unit 11**
  - Exercises 1-5 Present Continuous
  - Exercises 6-7 Present Continuous and Present Simple

**A DAY IN THE PARK** (SB p84)

**Whose is it?**

SUGGESTION

You might choose to introduce Whose is it? and possessive pronouns using the classroom situation and use the coursebook material for further practice and consolidation.

Take some personal possessions from the students and put them on the floor where everyone can see them. Hold something up and ask Whose is this? Is it Pedro's? Is it Maria's? The aim is to convey the concept of possession.

You could use the board and write up the question Whose is this?, pointing out that whose is not the same as who's. Then hold up a possession of your own, and ask Whose is this? Teach It's mine. Write this on the board. Then do the same for the other possessive pronouns, yours, his, hers, ours, and theirs.
Focus attention on the picture. Students work in pairs and locate the items in the scene. Drill the pronunciation of the words chorally and individually.

If you haven’t presented *Who’s?* using the classroom situation, do so now using the technique in the *Suggestion* above. Do not present all the possessive pronouns, as this can be done from the book. Just focus on *Whose is this?*, making sure students understand the concept by translating into L1 if possible.

**T11.2** Play the recording. Students listen to the questions and then complete the answers with *his*, *hers*, or *theirs*.

**Answers**

1. *Whose is the baseball cap?*  Ks his.
2. *Whose are the rollerblades?*  They’re hers.
3. *Whose is the dog?*  Ks theirs.

Drill the questions and answers from the recording. Demonstrate the singular and plural question forms, using words from the box in exercise 1, e.g. *Whose is the bike? Whose are the sunglasses?* Students ask and answer questions about the other things in exercise 1.

**Answers**

*Whose is the bike?*  Ks hers.
*Whose is the football?*  Ks theirs.
*Whose are the trainers?*  They’re his.
*Whose are the sunglasses?*  They’re hers.
*Whose is the radio?*  Ks his.
*Whose is the skateboard?*  Ks his.
*Whose is the umbrella?*  It’s his.
*Whose are the flowers?*  They’re hers.

Get students to give you some objects that belong to them. Practise questions with *Whose?* in open pairs, making sure that the objects will generate each of the possessive pronouns in the box. Do the questions and answers as a class, with you giving models for repetition, drilling, and correction. Then ask students to continue the activity in pairs.

**GRAMMAR SPOT**

1. Make sure students understand the different categories in the table by putting simple sentences on the board and asking students to highlight the key word, e.g.

   *We speak English.*  (subject pronoun)
   *They are helping us.*  (object pronoun)
   *Our classroom is large.*  (possessive adjective)
   *Those book are ours.*  (possessive pronoun)

2. Read the notes with the whole class. Point out that there are two ways of asking the question, *whose + noun + is this*, or *whose + is this + noun*, and that possessive pronouns replace possessive adjectives + noun.

3. Highlight the difference between *Who’s = Who is* and *Whose?* for possession. Tell students that the pronunciation is the same, but the meaning is different.

   Read Grammar Reference 11.3 on p132 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

**PRACTICE (SB p85)**

*who’s or whose?*

1. Students work individually and choose the correct word. Get students to compare with a partner before checking the answers with the whole class.

**Answers**

1. your
2. Our, theirs
3. their, ours
4. My, hers
5. Who’s, your
6. mine, yours
7. Who’s, his
8. Who’s, our
9. Whose, our

2. **T11.3** Read the instructions. Students shout out 1 if they think the word is *Whose ... ?* and 2 if they think it is *Who’s ... ?*. This is not an easy exercise, so take it slowly, and if a lot of students find it difficult, repeat each sentence as often as necessary.

**Answers and tapescript**

**T11.3**

1. *Who’s on the phone?* 2
2. *I’m going to the pub. Who’s coming?* 2
3. *Wow! Look at that sports car. Whose is it?* 1
4. *Whose dictionary is this?* It’s not mine. 1
5. *There are books all over the floor. Whose are they?* 1
6. *Who’s the most intelligent in our class?* 2
8. *Do you know whose jacket this is?* 1
What a mess!

NOTE
This exercise introduces the use of the Present Continuous to refer to arrangements in the near future. You might decide that this use merits a full presentation from you, but you could also decide to downplay it. Students are introduced to the going to future in Unit 12. The area of future forms and the concepts that they express in English is very complex, and we do not suggest that you explore it at this level.

It is not such a leap for students to be told that the Present Continuous can be used to describe activities happening in the near future, even though in their own language this concept may be expressed by the equivalent of the Present Simple. You can also mention that to express an arrangement in the near future, the Present Continuous usually needs a future time reference, e.g. I’m doing my homework (now) versus I’m doing my homework tonight.

3 T 11.4 Students listen and complete the conversation. Check the answers.

Answers and tapescript
A Whose is this tennis racket?
   B It’s mine.
A What’s it doing here?
   B I’m playing tennis this afternoon.

Read the information in the Caution Box as a class. Use L1 to translate and explain if you can.

4 T 11.4 Play the recording of the conversation again. Get students to listen and repeat. (It can be good fun to practise the intonation of an exasperated person tidying up!)

Students work in pairs to make similar dialogues. Do the first couple as an example with the whole class.

Answers
1 Whose are these football boots?
   They’re John’s.
   What are they doing here?
   He’s playing football later.
2 Whose are these ballet shoes?
   They’re Mary’s.
   What are they doing here?
   She’s going dancing tonight.
3 Whose is this suitcase?
   It’s mine.
   What’s it doing here?
   I’m going on holiday tomorrow.
4 Whose is this coat?
   It’s Jane’s.
   What’s it doing here?
   She’s going for a walk soon.

5 Whose is this plane ticket?
   It’s Jo’s.
   What’s it doing here?
   She’s flying to Rome this afternoon.
6 Whose are all these glasses?
   They’re ours.
   What are they doing here?
   We’re having a party tonight.

Follow up the activity by getting students to tell the class what they are doing at the following times: this afternoon, tonight, tomorrow, later, soon.

Check it

5 Students work individually and correct the mistakes and then check their answers in pairs. Then check the answers with the whole class.

Answers
1 Alice is tall and she’s got long, black hair.
2 Whose boots are these?
3 I’m wearing jeans.
4 Look at Roger. He’s standing next to Jeremy.
5 He works in a bank. He’s the manager.
6 What’s Suzie drinking?
7 Who’s that man in the garden?
8 Where are you going tonight?
9 What are you doing after school today?

ADDITIONAL MATERIAL

Workbook Unit 11
Exercise 8 Auxiliary verbs
Exercises 9 and 10 Whose...? and possessive pronouns
Exercise 11 This is an error-correction exercise based on the target language of the unit.

LISTENING AND SPEAKING (SB p86)

What a wonderful world!

SUGGESTION
You might want to start this activity by asking your students what they know about Louis Armstrong. (He was mentioned in Unit 10 in the text about New Orleans.) He was a very famous American jazz musician, with the nickname 'Satchmo'. He was born in 1901 in New Orleans and gained recognition for his trumpet playing with the Hot Five and Hot Seven in the 1920s. His pure tone, skill at improvisation, quirky voice, and appearances in films all contributed to his becoming a legend of the jazz world. He died in 1971.

Louis Armstrong's song 'What a wonderful world!' has been chosen because of the language of description it contains and the examples of the Present Continuous.
Look out of the window and give a brief description of what you can see. If possible, include examples of the Present Continuous to describe what people are doing.

Get students to look out of the window and describe what they can see (from a different vantage point if possible). Encourage them to be as detailed as possible and include colours and other adjectives in their description.

NOTE

If you have a large group, you will have to choose just three or four students to do this activity. With a smaller group, you could do this as a pairwork activity, with Student A describing the scene and Student B with his/her back to the window and listening.

If you have a classroom with no windows, you can still do this activity by getting students to imagine the scene.

Do the first two collocations with the whole class as an example — shake hands and babies cry. Students continue the activity in pairs. If students have access to dictionaries, encourage them to use them. If students do not find the collocations as a separate dictionary entry, encourage them to look at any example sentences for the words as these may help.

Check the answers with the whole class.

Answers
shake hands
babies cry
sunny day
starry night
blue skies
red roses
white clouds
green trees
flowers bloom
colours of the rainbow

Students use the phrases to talk about the photos. Encourage them to do this in a meaningful way, rather than just pointing and saying the phrases. e.g. There are two people smiling and shaking hands. The sun is shining and there are some white clouds in the sky.

Get students to work in pairs and try and complete the lines from the song, using the words from exercise 2 where they can.

Play the recording. Students check their answers and complete the song with any words they couldn't guess.

Answers and transcript
What a wonderful world!
I see trees of green
Red roses too
I see them bloom for me and you
And I think to myself
what a wonderful world.
I see skies of blue
and clouds of white
the bright sunny day
and the dark starry night
and I think to myself
what a wonderful world
The colours of the rainbow
so pretty in the sky
are also on the faces
of the people going by.
I see friends shaking hands
saying 'How do you do?
They're really saying
'I love you.'
I hear babies cry
I watch them grow.
They'll learn much more
than you'll ever know
and I think to myself
what a wonderful world.
Yes, I think to myself
what a wonderful world.

You could point out that the way of describing the things in the song differs from how they would be described in normal spoken English, e.g. I see trees of green would be I can see green trees. Similarly, How do you do? has the meaning of How are you? in the song. Explain that songs and poetry often use a different form of expression, but don't go into too much detail as this may spoil the enjoyment of having listened to and understood the song.

What do you think?

Give some examples of the things that you think are wonderful. Be as open as you can (without embarrassing yourself or the class!). This helps students to see their teacher as a real person and also encourages them to talk about themselves more openly.

Students write their lists and then compare in pairs. Elicit a few interesting or surprising examples in a short feedback session with the whole class.
Words that rhyme

SUGGESTION
You could do this exercise as it is in the book, or you could put the words in their columns on the board and ask students to do the exercise in pairs or small groups. This makes a nice warmer to do at the beginning of a lesson, as the whole class is focused on the board, and students don't have their 'noses' in the book.

POSSIBLE PROBLEMS
Students find the different pronunciations of the spelling ea difficult.

mean /i:/
near /ɜ:/
wear /eə/

The following words often cause problems, too.

laugh (gh pronounced as /f/)
bought (silent gh)

half (silent ʃ)

1 The aim of this exercise is to show students once again that English spelling is not phonetic, and so the same sound can be spelled in different ways. Most or all of the vocabulary should be known, but check comprehension before students start matching.

Students work in pairs or small groups to match the words that rhyme. Do one or two as a class as an example. Again the pronunciation in the book and on the cassette recording are based on English RP. If, as a native speaker teacher, your accent differs (and some of the pairs don't rhyme for you) then you can point this out to your students.

Students check their answers.

Answers

Vowels
1 /e/ red said
2 /æ/ hat that
3 /i/ kissed list
4 /i:/ green mean
5 /ɑ:/ laugh half
6 /u:/ whose shoes
7 /ɔ:/ short bought

Diphthongs
1 /au/ white night
2 /ɔ/ near beer
3 /e/ they pay
4 /eə/ hair wear
5 /ɔs/ rose knows
6 /ɔs/ ours flowers

Students work in pairs and think of more words to add to the lists. If students have access to dictionaries, they could check their suggestions as they go along. Build up a set of answers on the board.

Sample answers

Vowels
1 /e/ bread, head, when, again, ten
2 /æ/ ham, cat, sat, stamp, map
3 /i/ fish, give, lived, his, it
4 /iː/ meat, feet, leave, see, be
5 /ɑː/ heart, part, start, dark, card
6 /uː/ boot, suit, you, true, blue
7 /ɔː/ ball, door, caught, floor, or

Diphthongs
1 /au/ buy, light, right, shy, die
2 /ɔ/ here, dear, clear, real, hear
3 /ɛ/ say, way, main, game, shake
4 /eə/ where, fair, care, pear, rare
5 /ɔs/ clothes, soap, hope, no, show
6 /ɔs/ hour, shower, now, how, cow

Tongue twisters

4 Read the instructions with the whole class. Check comprehension of the vocabulary in the tongue twisters and then play the recording. Students listen and repeat.

Students work in pairs and say the tongue twisters to each other. Make sure students try and say them quietly rather than read each word off the page.
Students learn two of the tongue twisters and say them to the rest of the class. You could introduce a little light-hearted competition and get students to vote for the 'tongue twister champion'. Allow students to 'get their own back' by asking you to say a tongue twister from their language! If you have a multilingual group, just choose one or two examples from the languages represented by the class.

EVERYDAY ENGLISH (SB p89)

In a clothes shop

SUGGESTION

The final activity in this section works best if you have some props! Try to bring in some clothes so that students can actually try them on.

1 Students look at the lines of a conversation in a clothes shop and decide who says them.

You could perhaps do this as a class so that you can sort out any unknown vocabulary. Point out that I'm afraid can also mean I'm sorry, as it does in this exercise. This is the first time that students may have come across the use of will for spontaneous decisions.

Answers

a SA Can I help you?
b C Oh yes, I like that one much better. Can I try it on?
c SA £39.99. How do you want to pay?
d C Yes, please. I'm looking for a shirt to go with my new suit.
e C Blue.
f SA Yes, of course. The changing rooms are over there.
g C OK. I'll take the white. How much is it?
h C Can I pay by credit card?
i SA What colour are you looking for?
j C No, it isn't the right blue.
k C No, it's a bit too big. Have you got a smaller size?
l SA That's the last blue one we've got, I'm afraid. But we've got it in white.
m SA Well, what about this one? It's a bit darker blue.
n SA What about this one? Do you like this?
o SA Is the size OK?
p SA Credit cards fine. Thank you very much.

2 Students try to match some of the lines in the conversation. Get them to practise any sets of lines that work but not to recreate the whole conversation at this stage.

3 Students work in pairs and try to put all the lines of the conversation in the correct order.

4 Students practise the conversation with a partner and then make similar improvised conversations. Use the props! Some interesting dialogues might ensue!

Don't forget!

Workbook Unit 11
Exercise 12 Vocabulary of parts of the body
Exercises 13 and 14 There is a writing exercise on linking words and students are invited to write about a member of their family.

Word list
Remind your students of the Word list for this unit on p140. They could write in the translations, learn them at home, and/or write some of the words in their vocabulary notebook.

Pronunciation Book Unit 11
Video
This unit can be supplemented by the following video section.

Situation (Section 11) The Dinner Party Paola and David go to dinner at their friends' house.
Introduction to the unit

The theme of this unit is planning the future. We focus on the going to future for plans and intentions. We do not at the same time introduce and contrast the Future Simple with will (this rather complex distinction is for a later stage of learning), but in the Everyday English section we do focus on shall for suggestions and revise will for immediate decisions. The second presentation in the unit is the infinitive of purpose, which is relatively simple to operate in English but is often realized differently in other languages. The skills work includes a jigsaw reading about dangerous sports – sky-diving and motor racing. This highlights the theme of adventure and provides opportunities to revise the grammar not only of this unit but also of previous units (Past Simple and comparatives/superlatives). It is worth noting that the theme of dangerous sports is taken up in the Headway Elementary Video, where there is a short documentary about two climbers, but they don’t climb mountains, they climb buildings!

Language aims

Grammar – going to The learning of the going to future is facilitated by the fact that students already know the present forms of the verb to be, both on its own and as part of the Present Continuous, which they met in the previous unit, Unit 11. These are, of course, intrinsic parts of this structure. Also, as this is the first future they have encountered (apart from the Present Continuous with future meaning touched on briefly in Unit 11), the problem of when to use it in relation to other future forms (always an area of difficulty for students) is deferred for the time being, and they can simply concentrate on this one. The two uses of going to are introduced in the unit: plans and intentions, such as I’m going to be a photographer, and making predictions based on present evidence, such as It’s going to rain/He’s going to fall.

POSSIBLE PROBLEMS

1 With the verbs go and come we often avoid using the full going to future form, and just use the Present Continuous.

She’s going to go to Rome next week. ➔ She’s going to Rome next week.

2 The Present Continuous can be used for future arrangements and is often interchangeable with the going to future.

I’m going to see the doctor tomorrow./I’m seeing the doctor tomorrow.

The infinitive of purpose The infinitive of purpose answers the question why in place of because I wanted to, e.g. Why did you go to the shops? Because I wanted to buy a newspaper./To buy a newspaper.

There is often a problem for learners when they attempt to translate this item from their own language and insert for which is wrong in English.

Common mistakes

* I went to the shops for to buy a newspaper.
* I went to the shops for buy a newspaper.
* I went to the shops for buying a newspaper.

Vocabulary Vocabulary to do with weather is introduced, such as It’s sunny/windy/rainy. The question for description What … like? is presented and practised in dialogues, but only in connection with weather: What’s the weather like?

Everyday English Two of the most common functional exponents for asking for and making suggestions are introduced:
What shall we do?
Let’s go to the cinema.

Workbook There are exercises to consolidate the uses of going to and the infinitive of purpose. All of the auxiliary verbs covered so far – am/is/are and do/does/did – are brought together and practised.
The vocabulary section focuses on word stress and phonetic transcription of a range of words students are already familiar with.

There is also an exercise on the prepositions from, like, than.

The writing syllabus continues with work on writing postcards, and provides an opportunity to bring together going to with other tenses.

Notes on the unit

STARTER (SB p90)

1 Focus attention on the I'm going to Florida and I went to Florida. Establish the overall time reference by asking past, present, or future? about each sentence. Students should recognize went as the past of go but make sure that they realize going to refers to the future. (Do not go into a full presentation of the tense at this stage.)

Pre-teach/check the meaning of retire. Students work in pairs and make sentences using the time references in the second box. Check the answers with the whole class.

Answers
I'm going to Florida soon / next month / in a year's time / when I retire.
I went to Florida when I was a student / two years ago.

2 Demonstrate the activity by giving similar sentences about yourself, e.g. I'm going to (London) soon. I went to (South America) when I was a student, etc. Drill the sentences in the Student's Book and then get students to continue the activity in pairs.

Elicit any interesting or surprising examples in a short feedback session with the whole class.

FUTURE PLANS (SB p90)

going to

1 The context for the presentation of going to is future plans not only of a young girl but also of an older woman who is about to retire.

Ask your students to look at the photographs of Rosie and her teacher Miss Bishop. Elicit a few suggestions about what their future plans might be.

Pre-teach/check the meaning of grow up, retire, open a school (meaning establish a new one), and TV star.

POSSIBLE PROBLEM
The when clauses with grow up and retire require the Present Simple. Sometimes students find it strange that the Present Simple is used to talk about future events; they might want to say When I will grow up . . . .
However, try not to go into this at this stage.

Make it clear that students are going to read about: Rosie's and Miss Bishop's future plans, therefore what they are looking at is a future tense. Put students into pairs to discuss the sentences and put R or MB according to who they think is speaking. Tell them that sometimes Rosie and Miss Bishop both have the same plan. So they must write R and MB next to the sentence. (The sentences have been selected so that there are some surprises.)

T 12.1 Play the recording of both Rosie and Miss Bishop right through, asking students to listen carefully and check if they are right. At the end ask Were all your answers right? Were there any surprises?

Answers and tapescript
R 1 I'm going to be a ballet dancer.
R, MB 2 I'm going to travel all over the world.
R, MB 3 I'm going to learn Russian.
MB 4 I'm going to learn to drive.
R 5 I'm going to open a school.
R 6 I'm not going to marry until I'm thirty-five.
MB 7 I'm not going to wear skirts and blouses.
MB 8 I'm going to wear jeans and T-shirts all the time.
MB 9 I'm going to write a book.
MB 10 I'm going to become a TV star.

T 12.2 Rosie (aged 11)

When I grow up I'm going to be a ballet dancer. I love dancing. I go dancing three times a week. I'm going to travel all over the world and I'm going to learn French and Russian because I want to dance in Paris and Moscow. I'm not going to marry until I'm thirty-five and then I'm going to have two children. First, I'd like a girl and then a boy - but maybe I can't plan that! I'm going to work until I'm 75. I'm going to teach dancing and I'm going to open a dance school. It's all very exciting.

Miss Bishop (aged 59)

When I retire . . . er . . . well . . . er . . . two things. First, I'm going to learn Russian - I can already speak French and German, and I want to learn another language. And second, I'm going to learn to drive. It's terrible that I'm 59 and I can't drive - no time to learn. Then I'm going to buy a car and travel all over the world. Also I'm not going to wear boring clothes any more, I hate the skirts and blouses I wear every day for school, I'm going to wear jeans and T-shirts all the time. And when I return from my travels I'm going to write a book and go on TV to talk about it. I'm going to become a TV star!

2 This exercise moves from first person to third person, still practising positive and negative sentences only. First ask individuals to give you some of Rosie's and Miss Bishop's plans. Focus on the pronunciation of going to / ȝaʊ̯t\u0301/ or / ȝaʊ̯t\u0301/. Practise it in isolation first, then as part of a full sentence, drilling the examples in the book.
Now put your students into pairs, one to tell the other about Rosie’s plans, and the other about Miss Bishop’s focusing on the plans they have in common, using They’re both going to … Monitor as they do this, checking for correct use and pronunciation of going to.

**Answers**

**Rosie**
- Rosie’s going to be a ballet dancer.
- Rosie’s going to open a school.
- Rosie isn’t going to marry until she’s thirty-five.

**Miss Bishop**
- Miss Bishop’s going to learn to drive.
- Miss Bishop’s going to write a book.
- Miss Bishop isn’t going to wear skirts and blouses.
- Miss Bishop’s going to wear jeans and T-shirts all the time.
- Miss Bishop’s going to become a TV star.

**The two plans that are the same**
- They’re both going to travel all over the world.
- They’re both going to learn Russian.

3 **T 12.2** Now we focus on the formation and pronunciation of the question, which should not cause your students too much difficulty because they are already familiar with the Present Continuous. Play the recording and ask students to repeat the questions and answers. Encourage them to use falling intonation for wh- questions.

**GRAMMAR SPOT**

Highlight that the form of going to builds on what students already know by getting the class to chorus first the positive and then the negative forms of the verb to be. (Conjugating verbs may be deemed ‘old-fashioned’ in these communicative days, but it is an effective way of consolidating grammatical forms!)

1 Read the notes with the whole class and then get students to complete the table using contracted forms. Check the answers with the whole class.

**Answers**

<table>
<thead>
<tr>
<th>Am</th>
<th>I you</th>
<th>going to leave tomorrow?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are</td>
<td>he/she</td>
<td>We</td>
</tr>
<tr>
<td>Are</td>
<td>they</td>
<td>They</td>
</tr>
</tbody>
</table>

Get students to work out the question and negative forms in pairs, and then write the answers on the board or refer students to the Grammar Reference on p133.

2 **T 12.3** Play the recording and get students to check their answers. Then ask them to practise saying the questions and answers in pairs. Go round and help and check as they do this. If students have problems with the falling intonation of the wh- questions, get them to listen and repeat the questions from the recording and then continue asking and answering in pairs.

**Answers and tapescript**

1 e Why is she going to learn French and Russian? Because she wants to dance in Paris and Moscow.
2 d When is she going to marry? Not until she’s thirty-five.
3 b How many children is she going to have? Two.
4 a How long is she going to work? Until she’s seventy-five.
5 c What is she going to teach? Dancing.

**PRACTICE (58 p91)**

**Questions about Rosie**

1 Students work in pairs to form the questions about Rosie and then match the answers.

**Answers and transcript**

1 e Why is she going to learn French and Russian? Because she wants to dance in Paris and Moscow.
2 d When is she going to marry? Not until she’s thirty-five.
3 b How many children is she going to have? Two.
4 a How long is she going to work? Until she’s seventy-five.
5 c What is she going to teach? Dancing.

2 **T 12.3** Play the recording and get students to check their answers. Then ask them to practise saying the questions and answers in pairs. Go round and help and check as they do this. If students have problems with the falling intonation of the wh- questions, get them to listen and repeat the questions from the recording and then continue asking and answering in pairs.
Questions about you

Now we move away from Rosie and Miss Bishop and get students to talk about themselves. Drill the example in the Student's Book individually and chorally. Get one or two students to demonstrate question 2 in open pairs. Then get students to work in closed pairs, asking and answering the rest of the questions. Go round and monitor as they do this, checking for correct use and pronunciation of the Yes/No questions.

Ask students to tell the class about themselves and their partner, thereby practising third person singular and first person singular and plural.

I'm going to sneeze!

Here we introduce the second use of going to, when we can see now that something is sure to happen in the future. Read the Caution Box with the whole class. If possible and necessary, use L1 to explain.

Ask students to look at the pictures and write a sentence for each picture using going to with it, you, I, etc. If students have access to dictionaries, get them to look up new words, or they can ask you. Students can work in pairs so that they can help each other with vocabulary. Check through the answers with the class as a whole. Ask individuals to read a sentence aloud.

Answers
1. It's going to rain.
2. You're going to be late.
3. I'm going to sneeze.
4. They're going to have a baby.
5. She's going to win the race.
6. He's going to jump.
7. He's going to fall.
8. They're going to kiss.

Students work on their own or in pairs to fill the gaps, using sentences from exercise 5.

Try play the recording and get students to check their answers. There are some useful little expressions included in the sentences: Look at the time! Oh dear! Bless you! Illustrate the meaning of these when you go through the exercise and get the class to repeat them. It can also be interesting and fun to discuss what is said in the students' own language(s) when someone sneezes, and to express disgust, e.g. Yuk in sentence 7.

They can then practise saying the sentences with a partner and have fun practising the stress and intonation in the expressions.

I WANT TO TRAVEL THE WORLD (SB p92)

Infinitive of purpose

1. The aim of this activity is to set the scene and check the vocabulary needed for the presentation dialogue in exercise 2.

First ask your students to look at the photographs on p93 and ask them which places they recognize. The photographs will also help to check some of the vocabulary needed for the matching exercise. Briefly check the pronunciation of the names of the places, focusing on Moscow /'mɔskəu/, Egypt /i:dʒipt/, and Kenya /'kenja/ in particular.

Students work in pairs to match a country or city with an activity, and a photograph if possible. Then check quickly through the exercise with the whole class.

Answers
Holland - see the tulips (pic 4)
Spain - watch flamenco dancing (pic 7)
Moscow - walk in Red Square (pic 9)
Egypt - visit the pyramids (pic 2)
Kenya - take photographs of the lions (pic 5)
India - visit the Taj Mahal (pic 6)
China - walk along the Great Wall (pic 1)
Japan - see Mount Fuji (pic 3)
the USA - fly over the Grand Canyon (pic 10)
Rio - sunbathe on Copacabana beach (pic 8)

In this activity, students meet Miss Bishop again. She is now planning all the places she will visit on her travels.
SUGGESTION
Miss Bishop’s dialogue with her friend, Harold, incorporates revision of going to but some additional information is introduced: the fact that with the verb go we do not usually say going to go, but simply use the Present Continuous. The notes in the Grammar Spot spells this out in more detail. You could read this with your students either after they first read the dialogue, or after they have listened to check the answer.

Go through the dialogue with the whole class. Ask one student to read Miss Bishop’s lines and another Harold’s. See if they can complete Miss Bishop’s final line.

SUGGESTION
Play the recording for your students, not only to check the line, but also to familiarize them with the stress and intonation in the dialogue.

Answers and tapescript
MB = Miss Bishop  H = Harold
MB First I’m going to Holland.
H Why?
MB To see the tulips, of course!
H Oh yes! How wonderful! Where are you going after that?
MB Well, then I’m going to Spain to watch flamenco dancing.

GRAMMAR SPOT
1 Read through the notes with the class (if you have not done so earlier) and highlight the use of going/coming rather than going to go/going to come.
2 Focus attention on the sentences and get students to decide if they mean the same.

Answer 
Yes, the sentences do mean the same.

Explain, in L1 if possible, that the infinitive can be used in answer to a Why question and focus on the example in the Student’s Book.
Read Grammar Reference 12.2 on p133 together in class, and/or ask students to read it at home.
Encourage them to ask you questions about it.

PRACTICE (SB p93)
Roleplay
This is a controlled practice roleplay, where students work in pairs and take the roles of Miss Bishop and Harold, and ask and answer questions about the places on p92. Do the example in the book in open pairs across the class to illustrate the activity. Then put your students into closed pairs to complete it.

2 This is an extension of the previous activity, so you could move on to the next activity if you are short of time.

Put students into groups of four so that the activity can be completed quite quickly. Ask them to take turns to tell part of Miss Bishop’s planned journey. Remind them to use the adverbs first, then, next, after that, finally.

Sample answer
Student 1: First she’s going to Holland to see the tulips. Then she’s going to Spain to watch flamenco dancing.
Student 2: Next she’s going to Moscow to walk in Red Square, then to Egypt to visit the pyramids, and after that to Kenya to take photographs of the lions.
Student 3: After that she’s going to India to see the Taj Mahal and then to China to walk along the Great Wall, and to Japan to see Mount Fuji.
Student 4: Then she’s going to the USA to fly over the Grand Canyon, and finally to Rio to sunbathe on Copacabana beach.

Why and When?
This activity personalizes the infinitive of purpose. It also moves away from practising the structure with going to, and revises the Past Simple.

You could introduce the activity by just going through the examples in the Student’s Book, but it is much more interesting if you say some names of places you visited in the past and then get students to ask you why you went there and when, for example:

Teacher: I went to Madrid.
Student(s): Why did you go to Madrid?
Teacher: To visit a friend and to practise my Spanish.
Student(s): When did you go?
Teacher: Eighteen months ago.

Ask students to write down the names of some places they visited in the past – countries, cities, villages, or any places of interest. Then put them into pairs to ask each other questions about the places. Let this go on for as long as students are interested if you have time.

Round the activity off by asking one or two individuals to give feedback to the class about their partner.

4 This activity follows the same pattern as exercise 3, but focuses on the future. Remind students of the expressions of future time that they can use, e.g. soon, next week/month/year, in a few weeks’ time, etc. Again, you can use the examples in the Student’s Book or give examples about places you are going to visit.

Students work in pairs and ask each other questions about the places. Ask one or two individuals to give feedback to the class about their partner.
Exercise brings together the key structures from this unit. Ask your students to do it on their own as quickly as possible, then check their answers with a partner. Encourage feedback with the whole class.

**Answers**

1. **It’s going to rain.**
2. **Are you going to wash your hair this evening?**
3. **She’s going to have a baby.**
4. **I’m going to the Post Office to buy some stamps.**
5. **I’m going home early this evening.**
6. **I opened the window to get some fresh air.**

**Additional Material**

**Workbook Unit 12**

**Exercises 6 and 7** These consolidate and practise the infinitive of purpose.

**Reading and Speaking (SB p.94)**

**Doing dangerously**

This activity pre-teaches some of the collocations that appear in the texts. Get students to work in pairs and match the verbs with the nouns or phrases. Check the answers with the whole class.

**Answers**

- have an accident
- feel sick
- get top marks
- win a race
- float in water

This activity is to set the scene for the reading task and hopefully motivate students to read about the dangerous sports.

First, ask your students to work on their own and number the list according to which sports they think are the most dangerous. Make it clear that 1 is the most dangerous. Obviously, there are no right or wrong answers to this.

Students compare their ideas with a partner. Encourage them to give reasons for their choices.

Get students to compare their ideas with the whole class. Again, encourage them to justify their answers (with luck some free speaking might result if there is disagreement across the group!). Finally, establish with everyone where motor racing and sky-diving came on their lists.

3. Focus attention on the photos of Clem and Sue. Establish who does which sport (Clem = sky-diving and Sue = motor racing). Ask students which sport they would most like to try and why. Ask if anyone does either of these sports and to briefly describe their reasons and/or any experiences they had doing the sport.

4. Tell each student to find a partner from the other group and to compare Clem and Sue, using their answers from exercise 3. Encourage them to exchange information in a meaningful way, rather than just read their answers, e.g.

Then divide the class into two groups. Tell Group A to read about Clem and Group B to read about Sue. Students should read and answer the questions about their person. Each group has the same questions to work on. If they have access to dictionaries, allow students to check new words. Otherwise, they can ask you for help or ask other students in their group.

Students check their answers with others from the same group. Then check the answers with Group A students and Group B students separately.

**Answers**

**Clem Quinn**

1. He tried to fly by jumping off the garden shed.
2. He worked as a taxi driver.
3. He did a parachute jump and loved it.
4. Because the world looks so good — you can see blue sky, green fields, and white clouds. You float through the air and it’s like floating in water. The views are fantastic. You can forget all your worries.
5. No, he says it’s safer than football.
6. Yes, he’s a full-time teacher of sky-diving.
7. He’s going to do a sky-dive with 100 people from six planes.
8. Never.
9. 5 — Clem’s age when he jumped off the garden shed
   6 — the number of planes he’s going to use for his record dive
   20 — the number of years ago that he did his first jump
   100 — the number of people who are going to do the record dive with Clem

**Sue Glass**

1. She had a car accident so she didn’t like driving.
2. She worked in a car company.
3. She met Julian Swayland. He drove her around Brands Hatch racing circuit and she loved it.
4. Because she loves the excitement of motor racing.
5. Yes, and she says she’s always very frightened. She felt sick before a race because she was so nervous.
6. No, but she’s going to teach other people to drive.
7. She’s going to open a driving school next year.
8. She stopped a year ago.
9. 5 — the number of men on the motor racing course with Sue
   6 — the number of years ago that she met Julian Swayland
   20 — the number of men she beat in her first championship race
   100 — the speed she drove around corners at the racing circuit
A Clem tried to fly by jumping off the garden shed. What about Sue?
B She had a car accident so she didn't like driving. What job did Clem do?
A He was a taxi driver. And Sue?
B She worked in a car company.

Interviews

1 Put students back into the A and B groups they were in for the reading task. Tell students that the As are Clem and the Bs are Sue. Ask the As to get together in small groups to prepare the questions they are going to ask about Sue, and the Bs to get together in small groups to prepare the questions they are going to ask about Clem. Make sure students understand they have to use a range of tenses in the questions.

Check the answers with Group A and B students separately.

Answers
Group A
1 Why didn't you like driving?
2 Why did Julian Swayland take you to Brands Hatch?
3 Why did you do well on the motor racing course?
4 Why did you stop motor racing?
5 What are you going to do next year?

Group B
1 What did you do when you were five?
2 When did you do your first parachute jump?
3 Why did you move to the country?
4 Why do you love sky-diving?
5 What are you going to do next July?

2 Students work with a partner from the other group and interview each other. Make sure they work with a different partner from the reading stage and that they answer as either Clem or Sue. Monitor and help where necessary.

Finally, ask a couple of pairs to act out their interview to the whole class. It would be a great idea to tape some of the roleplays if possible and play them back to the whole class for them to comment on and correct. Students often find this very productive and satisfying.

ADDITIONAL MATERIAL

Video
Report (Section 10) This is a short documentary about two climbers, but they don't climb mountains, they climb buildings. The documentary shows them climbing Coventry Cathedral.

VOCABULARY AND SPEAKING (5B p96)

The weather

NOTE
Before the lesson, you need to photocopy the World Weather Reports on p132 of this book to give to Student B for the information gap activity.

1 Ask your students to look at the weather symbols. Elicit words for symbols students already know and then get them to continue working in pairs to match the remaining symbols and words. If students have access to dictionaries, get them to look up words they don't know. Go through the answers with the class.

Answers
cloudy, foggy, sunny, rainy, windy, snowy

The next part of this exercise is to practise which pairs of adjectives commonly go together to describe weather. This will vary in different countries according to the climate, for example it can be warm and windy in many climates but is only rarely so in Britain. Ask your class to give you their ideas about British weather. (Everyone always has something to say about British weather!)

CULTURAL NOTES

1 Despite London's reputation, the last big fog/smog (smoke + fog) was in 1957 when the Clean Air Act was passed!
2 There are lots of jokes about British weather. Can your students understand this one?
   If you don't like English weather, wait ten minutes!

You could have a mini-discussion comparing which pairs they think will often go together in Britain and which for the climate of their own country.

Sample answers (for Britain)
cool and cloudy cold and windy
cold and rainy warm and sunny
cold and windy hot and sunny
cold and cloudy cold and foggy
dry and cloudy cold and rainy
wet and windy cold and snowy
Also you often hear the pairs warm and dry, cold and wet together.

2 Get students to look out of the window at the weather conditions. Either play the recording or model the questions yourself.
Possible problem

What... like? For descriptions always creates some difficulty because of the different use of like. You need to make two things very clear to your students:

1. It has nothing to do with the verb like. The Caution Box will help you do this.
2. The answer does not contain the word like.

What's the weather like? It's sunny.

SOT *It's like sunny.*

Ask your students to listen and write in the weather for today, yesterday, and tomorrow. Check their answers.

Answers and tapescript

A What's the weather like today?
B It's sunny and it's very cold.

A What was it like yesterday?
B Oh, it was cold and cloudy.

A What's it going to be like tomorrow?
B I think it's going to be warmer.

Read through the Caution Box with the students (see Possible problem above).

Practise the questions and answers in open pairs.

Encourage falling intonation in the wh- questions.

3. This is an information gap activity. Ask your students to work in pairs. Tell Student A to look at the World Weather information on p96 of the Student's Book and give Student B the information you have photocopied from p132 of the Teacher's Book. (It is repeated to help you save paper when photocopying.)

Briefly check the pronunciation of the cities, focusing in particular on Edinburgh /'ednbrə/ and Los Angeles /losˈændʒəlz/. Illustrate the activity by doing the first questions and answers about Athens and Berlin across the class. This is a good time to feed in the modifier quite, if you feel your students can cope with it. (Make sure they realize that this is yesterday's weather and therefore they need to use was in the questions and answers.)

Student A What was the weather like in Athens?
Student B It was sunny and (quite) warm. 18 degrees.

Get students to continue the activity in closed pairs. Go round and check as they do it.

Check the answers with the whole class. Get students to read out their answers as complete sentences, e.g. It was sunny and (quite) warm in Athens yesterday. 18 degrees.

Answers

World weather: noon yesterday

<table>
<thead>
<tr>
<th>City</th>
<th>Weather Type</th>
<th>Temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens</td>
<td>Sn</td>
<td>18 sunny and warm</td>
</tr>
<tr>
<td>Berlin</td>
<td>R</td>
<td>7 wet/rainy and cold</td>
</tr>
<tr>
<td>Bombay</td>
<td>R</td>
<td>31 rainy and hot</td>
</tr>
<tr>
<td>Edinburgh</td>
<td>C</td>
<td>5 cloudy and cold</td>
</tr>
<tr>
<td>Geneva</td>
<td>C</td>
<td>12 cloudy and cool</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>S</td>
<td>29 sunny and hot</td>
</tr>
<tr>
<td>Lisbon</td>
<td>C</td>
<td>19 cloudy and warm</td>
</tr>
<tr>
<td>London</td>
<td>R</td>
<td>10 wet/rainy and cool</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Fg</td>
<td>21 foggy and warm</td>
</tr>
<tr>
<td>Luxor</td>
<td>S</td>
<td>40 sunny and very hot</td>
</tr>
<tr>
<td>Milan</td>
<td>Fg</td>
<td>19 foggy and warm</td>
</tr>
<tr>
<td>Moscow</td>
<td>Sn</td>
<td>29 snowly and very cold</td>
</tr>
<tr>
<td>Oslo</td>
<td>Sn</td>
<td>2 snowy and cold</td>
</tr>
</tbody>
</table>

S = sunny C = cloudy Fg = foggy

4. Get students to answer the questions about the weather report in pairs before checking with the whole class.

Answers

Luxor was the hottest. (Ask your students if they know where this is. It's in Egypt.)

Moscow was the coldest.

The month is in fact March. (Encourage a bit of discussion about this - it could be other months, but clearly, in Europe anyway, the season is either winter or early spring.)

Additional material

Workbook

Exercise 13 Writing postcards fits nicely after this vocabulary as it includes information about the weather. It could be done in class or for homework.

Everyday English (SB p97)

Making suggestions

Notes

In order not to overload students, we have restricted the exponents in this section to shall to ask for suggestions and make suggestions, and let's to make a suggestion for everyone.

We also revise will for immediate decisions, which was introduced in the previous unit.

1. Focus attention on the two examples and then elicit a few more activities for good weather (go for a walk, play tennis, gardening, etc.) and some for bad weather (read a book, do a jigsaw, play chess, etc.) Students continue the two lists on their own and then compare their lists with a partner's. Ask for some feedback from the whole class and tell students that they will need their lists later.
Tell students that they are going to hear the beginnings of two conversations, one for good weather and one for bad. Ask them to read and listen at the same time and complete B’s suggestions.

**Answers and tapescript**

1. A It’s a lovely day! What shall we do?
   B Let’s play tennis!

2. A It’s raining again! What shall we do?
   B Let’s stay at home and watch a video.

Then get students to listen and repeat in chorus. First focus on the question, and then practise the answer. Encourage good stress and intonation.

_Wait we do? _/wot [ɔːl wi dju:]/
_Let’s play tennis. _/ləts plet tenni:/

Ask students to practise the conversations in pairs. Read through the Caution Box with the whole class. In a monolingual class, you could ask students to translate the sentences.

3. Ask your students to work in pairs. Ask them first to find the ‘good weather’ lines and then the ‘bad weather’ lines. Then ask them to put each set in order to complete the conversations from exercise 2.

**T 12.3** Play the recording and get students to check their answers. Play the recording again and get students to repeat, encouraging good stress and intonation. Get students to practise the conversations in closed pairs.

**Answers and tapescript**

1. A It’s a lovely day! What shall we do?
   B Let’s play tennis!
   A Oh no! It’s too hot to play tennis.
   B Well, let’s go to the beach.
   A OK. I’ll get my swimming costume.

2. A It’s raining again! What shall we do?
   B Let’s stay at home and watch a video.
   A Oh no! We watched a video last night.
   B Well, let’s go to the cinema.
   A OK. Which film do you want to see?

4. Students continue to work in pairs. Ask them to look at the lists they made in exercise 1. Demonstrate the activity by asking for examples of a good weather and a bad weather activity and building the dialogues with the whole class. Get students to continue in pairs, using the activities in their lists. Monitor and check.

To round off the activity, you could either ask a couple of pairs to do their dialogues for the whole class, or record a few dialogues and play them for the class to correct any mistakes in the language and the pronunciation.

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**Don’t forget!**

**Workbook Unit 12**

**Exercises 8 and 9** These bring together all the auxiliary verbs covered so far.

**Exercises 10 and 11** These revise many items of vocabulary covered so far. They focus on word stress and phonetic transcription.

**Exercise 12** Prepositions from, _like_, and _than_.

**Wordlist**

Remind your students of the Word list for this unit on p140. They could write in the translations, learn them at home, _and/or_ write some of the words in their vocabulary notebook.

**Pronunciation Book Unit 12**

**Video**

There are two video sections that can supplement Units 11 and 12 of the Student’s Book.

**Report (Section 10) Climbers** (You may have done this already after the reading.) It is a mini-documentary about people who climb buildings.

**Situation (Section 11) The Dinner Party** This is a short situation where Paola and David go to _dinner_ at their friends’ house.

**EXTRA IDEAS UNITS 9–12**

On pp133–134 of the Teacher's Book there are two additional activities – a reading text and a song.

If you have time and feel that your students would benefit from it, you can photocopy it and use it in class. The reading exercise revises all the units so far, particularly Units 9–12. It could also be done for homework. The answers are on p155.

You will find the song after the tapescript for Unit 12 on the Class Cassette/CD. Students choose the correct lines to complete the song, then listen and check their answers.
Introduction to the unit

Question forms are the main target language of this unit. This is not a particularly new language area, as question forms have been introduced and practised throughout the book, but focusing on question forms allows a lot of language areas, especially tenses, to be pulled together and revised.

The theme of the unit is general knowledge, and reading stories. In the reading and listening section, students read a simplified story taken from the Oxford Bookworms series of readers. If you haven’t already encouraged your students to read outside the coursebook, now is the time to start!

Reading is one of the easiest, cheapest, and most pleasurable ways of learning a foreign language and there is a big range of simplified stories available in series of readers such as the Oxford Bookworms.

Language aims

Grammar • question forms  All the wh- questions (when, where, who, what, why, which) except whose, and questions with how + adjective (e.g. How old... ?) and how + adverb (e.g. How far... ?) are revised. What + noun (What languages... ?/What sort of... ?) is also practised.

We ‘drop in’ three subject questions, Who won... ?, What happens... ? and What happened... ? in the quiz in the first presentation. The first of these is ‘dropped in’ in case students want to make such a question in exercise 3, where they are asked to think up some general knowledge questions of their own. The second two are ‘dropped in’ because they are needed to talk about stories in the Reading and listening section. We suggest that you do not embark on a detailed presentation of the difference between subject and object question forms. If students wonder (very sensibly) why do/does/did is not used in these questions, try to satisfy them with a quick explanation. Put on the board the sentences Joe likes Betty. Betty likes Tim. Ask these questions: Who likes Betty? (Joe does.) Who does Betty like? (She likes Tim.) to show them that the first question refers to the subject of the sentence, while the second one asks about the object of the sentence. Then tell them not to worry about it at this stage! In our experience, it would not further students to go too deeply into it at this level, or at all, unless they ask about it.

Adverbs and adjectives  There are exercises to highlight the difference between adjectives and adverbs, and regular and irregular adverbs are presented and practised.

Vocabulary  The vocabulary section focuses on describing feelings and highlights adjectives with both -ed and -ing endings. Students often find these confusing and so choose the wrong form.

Common mistakes

Tm interesting in sport.
*I was very boring. (when the student meant to say I was very bored!)
*The problem is very worried.

Everyday English  The language used when catching a train is practised. This picks up on the stories in the Reading and listening section.

Workbook  Question words are further consolidated and the question Which one... ? is introduced and practised.

There is further practice on adverbs and adjectives.
Noun and adjective suffixes are introduced, and -ed and -ing adjectives (interested/interesting) are further practised.
In the writing section, adjectives and adverbs are further practised, and students are invited to write a fairy story.
Notes on the unit

STATER (SB p.98)

This activity provides a quick review of the question words students have already met, without making them form complete questions. It also acts as a preview to the focus on stories later in the unit.

1. Demonstrate the activity with the whole class by asking students to match *When ... ?* and *Where ... ?* with the appropriate answer (*When ... ?* - 1991, *Where ... ?* - Paris). Students work in pairs and continue the activity. Check the answers with the whole class.

**Answers**
- *Where ... ?* - Paris.
- *What ... ?* - Some roses.
- *Who ... ?* - John.
- *Why ... ?* - Because I love him.

Students look at the answers again and say what type of story it is (a love story). You could encourage students to make up a short story. Introduce Mary.

Sample story: In 1991 Mary went to Paris by plane with John. He bought her six red roses because he loved her. The roses cost £25.

2. Students listen and check their answers.

**Answers and transcript**

1. When...?
   - In 1969.
2. Where...?
   - In South America.
3. Who...?
   - Poor people in Calcutta.
4. Who...?
   - France in 1998 (sample answer).
5. How many...?
   - 50.
6. How much...?
   - 5-7 tonnes.
7. How far is it from London to New York?
   - 6,000 kilometres.
8. How old was Princess Diana when she died?
   - 36.
9. What languages do Swiss people speak?
   - German, French, Italian, and Romansch.
10. What did Marconi invent in 1901?
    - The radio.
11. What sort of music did Louis Armstrong play?
    - Jazz.
12. What happens at the end of Romeo and Juliet?
    - Romeo and Juliet kill themselves.
13. What happened in Europe in 1939?
    - The Second World War started.
14. Why do birds migrate?
    - Because the winter is cold.
15. Which was the first country to have TV?
    - Britain.
16. Which language has the most words?
    - English.

Play some of the questions again and ask students to focus on the intonation of the questions. Ask them whether the voice rises or falls at the end (the voices falls because these are all questions with a question word). If necessary, highlight this on the board by writing up the first two questions and adding the stress marks and intonation arrows:

1. When did the first man walk on the moon?
2. Where are the Andes mountains?

Drill the questions chorally and individually.

**GRAMMAR SPOT**

1. Ask students to underline the question words in the quiz. Remind them that some question words consist of two words. Check the answers.

**Answers**

1. When...?
2. Where...?
3. Who...?
4. Who...?
5. How many...?
6. How much...?
7. How far...?
8. How old...?
9. What...?
10. What...?
11. What...?
12. What...?
13. What...?
14. Why...?
15. Which...?
16. Which...?
2 This exercise extends the focus on question formation to include Yes/No questions. Read the example with the whole class and then get students to continue making the questions working on their own. Tell them to use contracted forms where possible and not to write the answers at this stage. Students who finish early can check in pairs. Check the answers with the whole class.

**Answers**

1. What's she wearing?
   Is she wearing jeans?

2. Where does she work?
   Does she work in the bank?

3. When's he leaving?
   Is he leaving tomorrow?

4. Who did you visit?
   Did you visit your aunt?

5. How did you come?
   Did you come by taxi?

6. Why are they going to have a party?
   Are they going to have a party?

3 Elicit the short answers for the two types of question in number 1 (Jeans. and Yes, she is./No, she isn't.) Students continue writing the answers, giving both a positive and negative answer to the Yes/No questions. Check the answers with the whole class.

**Answers**

1. Jeans.
   Yes, she is./No, she isn't.

2. In the bank.
   Yes, she does./No, she doesn't.

3. Tomorrow.
   Yes, he is./No, he isn't.

4. My aunt.
   Yes, I did./No I didn't.

5. By taxi.
   Yes, I did./No I didn't.

6. Because it's her birthday. (sample answer)
   Yes, they are./No they aren't.

Read Grammar Reference 13.1 on p133 together in class and/or ask students to read it at home. Encourage them to ask you questions about it.

3 Students work in groups to write some more general knowledge questions. Allow adequate time for this. It might take students a while to get started. Go round the groups to ensure that the questions are well formed. When they have a reasonable number of questions, ask the groups to put the questions to the rest of the class. You could make this activity into a team game and allocate points if time allows.

---

**Questions and answers**

1. Demonstrate the activity by getting students to give you the correct question and answer, matching the question word and answer in A and C and choosing the correct question from B. (Where did you go? To the shops.) Explain that students will have to use some of the questions in B more than once. Students continue the activity, working in pairs.

   Ask students for their answers before giving them the correct versions. This will allow you to see where students are going wrong.

   **Answers**

   Where did you go? To the shops.
   What did you buy? A new jacket.
   When did you go? This morning.
   Who did you go with? A friend from work.
   Why did you go? To buy some new clothes.
   Which one did you buy? The black, leather one.
   How did you go? We drove.
   How many did you buy? Only one.

If students have made a lot of mistakes, go back over the question words and how they relate to the answers. Drill the questions and answers in open pairs, getting students to repeat in closed pairs if necessary.

**Possible problem**

If students get confused by the use of one in Which one ... ? The black leather one and Only one, explain that we say Which one ... ? and one to avoid repeating the word jacket, and that Only one refers to the number one. This point is further practised in exercise 4 in the Workbook.

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**Listening and pronunciation**

2. Students listen and tick the sentence they hear. Let students check in pairs before you give the answers.

   **Answers and transcript**

   1. Why do you want to go?
   2. Who is she?
   3. Where is he staying?
   4. Why didn't they come?
   5. How old was she?
   6. Does he play the guitar?
   7. Where did you go at the weekend?
Asking about you

3 Demonstrate the activity by getting students to put the words in number 1 in the correct order (Do you like learning English?). Students continue the activity in pairs. Check the answers with the whole class.

Answers
2 What did you do last night?
3 How many languages does your mother speak?
4 When did you last go shopping?
5 Which football team do you support?
6 Did you come to school by car today?
7 How much do you weigh?
8 Who do you usually sit next to in class?
9 Why do you want to learn English?

4 Drill the questions around the class. Make sure that students use the correct intonation – falling on the wh-questions and rising on the Yes/No questions.

In pairs, students ask and answer the questions about themselves. Remind them that they can use short answers where appropriate. Monitor and check for correct intonation and for acceptable short answers.

Sample answers
1 Yes, I do.
2 I went to the cinema.
3 Two (Spanish and French).
4 A week ago.
5 Manchester United.
6 No, I came by bus.
7 60 kilos.
8 Roberto.
9 Because I need it for my job.

DO IT CAREFULLY! (SB p100)

Adverbs and adjectives
1 Focus on the first pair of sentences as an example. Elicit the answers (bad – adjective, badly – adverb). Students then work in pairs. Check the answers with the whole class.

Answers
1 bad – adjective
   badly – adverb
2 carefully – adverb
   careful – adjective

2 This activity focuses on adverbs that collocate with common verbs and phrases. Elicit adverbs that can go with get up as an example (get up slowly/quietly/early/quickly).

Students work in pairs and continue the activity. Remind them to decide which adverbs in the box are irregular. Check the answers with the whole class.

Answers
get up slowly/quietly/early/quickly
walk slowly/quietly/fast/quickly/carefully
work slowly/quietly/carefully/hard/fast/quickly
run slowly/fast/quickly
speak slowly/quietly/fast/quickly
speak English slowly/fluently/fast/quickly
pass the exam easily
do your homework slowly/carefully/easily/fast/quickly

hard and fast are irregular.
Order of adjectives/adverbs

1. Students put the word in brackets in the correct place in the sentences, changing the adjective to an adverb if necessary. Tell them that sometimes more than one answer is possible. Students can work in pairs, or alone and then check with a partner.

POSSIBLE PROBLEM
We do not overtly give the rules for the order of adverbs (front position, mid position, end position), because the rules are rather complicated. We do not suggest that you try to go into them at this stage. You could perhaps point out that adverbs usually follow the verb and object if there is one, whereas adjectives go before the noun (unlike many other languages). Otherwise let students see how they get on without rules, and simply correct any mistakes.

Answers
1. We had a holiday in Spain, but unfortunately we had terrible weather.
2. Maria dances well.
3. When I saw the accident, I phoned the police immediately (or I immediately phoned ...).
4. Don't worry. Justin is a careful driver.
5. Jean-Pierre is a typical Frenchman. He loves food, wine, and rugby.
6. Please speak slowly. I can't understand you.
7. We had an easy test today.
8. We all passed easily.

Telling a story

2. Focus on sentence 1 as an example with the whole class. Elicit a range of endings that will fit with the adverb fortunately, e.g. I had an umbrella.We were inside. The rain didn't last long.

Students continue working in pairs. Monitor and check if their answers fit with the adverbs given. Where possible, elicit a range of answers for each sentence that highlight the meaning of the adverb.

Answers
1. Fortunately, I had an umbrella. We were inside. The rain didn't last long.
2. Unfortunately, I couldn't go. I was ill. I was on holiday.
3. ... suddenly the phone rang. I heard a loud noise. The dog started to bark.
4. Immediately, I called the police.

If you want to double-check that students have understood the adverbs, explain or translate them. You could get them to look up the definitions in dictionaries.

3. Ask students to look at the picture and describe what they can see.

T 13.3 Students listen to the story and number the adverbs in the correct order. Check the answers.

Answers and script
8. quickly
4. quietly
2. slowly
7. fortunately
5. immediately
6. really

T 13.3 It was about two o'clock in the morning, and suddenly I woke up. I heard a noise. I got out of bed and went downstairs. Then was a light on in the living room. I listened carefully. I could hear two men speaking very quietly. 'Burglars!' I thought. 'Two burglars!' Immediately I ran back upstairs and phoned the police. I was really frightened. Fortunately the police arrived quickly. They opened the front door and went into the living room. Then they came upstairs to find me. 'Is all right now, sir,' they explained. We turned the television off for you!'

4. In pairs, students retell the story either one sentence at a time each, or one student first, then the other. Remind them to use the order of adverbs to help them.

Check it

5. Students work in pairs to correct the mistakes.

Answers
1. Where does Anna's sister live?
2. The children came into the classroom noisily.
3. What does whistle mean?
4. I always work hard.
5. Can you help me, please?
6. When is Peter going on holiday?

ADDITIONAL MATERIAL

Workbook Unit 13 Exercises 6 and 7 Adverbs

VOCABULARY (SB p101)

Describing feelings

1. Demonstrate the activity by getting students to find the correct picture for bored (5). Students match the rest of the feelings to the pictures.
Check the answers with the whole class.

**Answers**
- bored 5
- excited 3
- tired 1
- annoyed 2
- worried 6
- interested 4

Drill the pronunciation of the feelings, making sure that students pronounce *bored* and *tired* as one syllable – /bɔːd/ , /təraɪd/ .

2 Demonstrate the activity by getting students to find the correct reason for *bored* (*I am bored because I have nothing to do.*). Students continue the activity in pairs. Then check the answers with the whole class.

**Answers**
- I am tired because I worked very hard today.
- I am worried because I can’t find my keys.
- I am excited because I’m going on holiday tomorrow.
- I am annoyed because I want to go to the party but I can’t.
- I am interested because we have a good teacher.

Focus attention on the Caution Box. Read the notes with the whole class. Using L1 if possible, explain that adjectives ending in *-ed* often describe a person’s feeling or reactions, and that adjectives ending in *-ing* often describe the person or thing that provokes those feelings or reactions.

3 Focus on the pair of sentences in number 1 as an example (*Life in New York* is very exciting. *The football fans were very excited.*) Students complete the rest. Then check the answers with the whole class.

**Answers**
- The marathon runners were very *tired*.
  That game of tennis was very *tiring*.
- The child’s behaviour was really *annoying*.
  The teacher was annoyed when nobody did the homework.
- The news is very *worrying*.
  Everybody was very worried when they heard the news.

4 Drill the pronunciation of the pairs of adjectives in exercise 3, making sure students can clearly distinguish the *-ing* and *-ed* forms. Drill the example in the Student’s Book chorally and individually.

Continue the activity by asking the following questions and getting students to respond with a suitable adjective in the correct form (sample answers are given in brackets). Elicit a range of answers by asking several students the same question.

Did you enjoy the last film you saw? (Yes, it was *interesting*.)

Why don’t you run six *kilometres* every morning? (*Because it’s tiring.*)

How do you feel after the lesson? (*A bit tired.*)

How do you feel before an exam? (*Very worried.*)

How do you feel if your friend is late? (*Very worried.*)

Do you like football? (*No, it’s very boring.*)

Do you like learning English? (*Yes, it’s interesting but a bit tiring.*)

**ADDITIONAL MATERIAL**

**Workbook Unit 13**
**Exercises 8 and 9** Adjective suffixes, and *-ed/-ing* adjectives

**READING AND LISTENING (SB p102)**

**A story in a story**

Notice that in many of the exercises in this section, a lot of the questions are in the Present Simple, not the Past Simple. This use of the Present Simple is called the Historic Present, and it is common when talking about stories, films, etc. We do not suggest that you point this out to students, and don’t worry too much if students want to reply using the Past Simple.

1 Demonstrate the activity by telling the class who told you stories when you were a child and what your favourite story was. Then get the students to continue talking about stories in pairs or small groups.

2 Focus attention on the first picture. Discuss the questions as a class. Of course, students won’t know the answers for sure, but they can speculate.

**Sample answer**

The woman and the children are part of the same family. Perhaps the woman is the children’s mother. The young man doesn’t know the family.

**3 SUGGESTION**

We suggest that students read and listen at the same time to discourage them from worrying too much about unknown vocabulary. However, if you think that your students will be put off by coming across words they don’t recognize, you could pre-teach/check the following items: whistle, countryside, sheep, field, grass, behave, lake, save, ridiculous.

As an alternative approach, you could ask students to read in silence, deal with any vocabulary queries they have, and then play the recording afterwards.

**T13.4** Students read and listen to part one of the story. Get them to compare the ideas they had about the characters in exercise 2.
4 Students answer the questions in pairs or small groups. (Question 7 revises -ed/-ing adjectives.) Check the answers with the whole class.

**Answers**
1. The people on the train are three young children and their aunt, and a young man.
2. Cyril asks questions about sheep and grass in a field that he can see.
3. She tells the children a story because the man looks annoyed and she wants the children to be quiet.
4. The story is about a beautiful, good little girl who fell into a lake. People in the village saved her.
5. No, the children don't like the story.
6. The young man agrees with the children and he says that the aunt's story is ridiculous.
7. The aunt: tired, worried, boring
   The children: noisy, badly-behaved, tired, bored, annoying
   The young man: quiet, tired, annoyed

5 Focus attention on the pictures of Bertha. Work as a class and get students to predict what happens to Bertha from the pictures. Pre-teach/check key vocabulary from part two of the story: well behaved, medals, king, palace, woods, wolf. Accept any interpretation that students give at this stage, so that they can compare their ideas with the actual story.

6 Students read and listen to part two and compare their version from exercise 5.

7 Check students understand the meaning of moral (important message or lesson) and also the use of pay (have a good result) in question 4. Students work in pairs and answer the questions.

**Answers**
1. Both stories are about very good children, but in the aunt's story the good little girl survives, but in the young man's story she doesn't.
2. No, she doesn't, because it shows that to be very good does not always have a good result.
3. Yes, they do, because they like the idea of being good having a bad result.
4. It doesn't always pay to be good.

8 Students retell the story of Bertha working from the pictures on p103. Remind them to use the Past Simple tense to do this, but don't worry if they switch to the Present. Encourage them to add in any details they think relevant. (You could do this activity at the beginning of the next lesson if you think students have had enough of the story.)

**Language work**

This section revises adjectives and adverbs, and question words. If you are short of time, it could be done quickly in class or set for homework.

1. Elicit examples of adjectives and adverbs from paragraph 1 of the story about Bertha (adjectives – long, little, well behaved, late, dirty, untidy, rude; adverbs – hard).

   Students continue in pairs to find adjectives and adverbs from the story. (If time is short, you could get students to work in groups and focus on just one paragraph of the story, before exchanging answers with the rest of the class.) Remind them that adjectives can be in comparative or superlative forms.

   **Answers**
   **Paragraph 2**
   Adjectives: bored, pretty, smaller, young, good, late, polite, best
   Adverbs: horribly

   **Paragraph 3**
   Adjectives: young, good, best, clean, white, big, hungry, lovely
   Adverbs: –

   **Paragraph 4**
   Adjectives: young, heavy
   Adverbs: quickly, quietly, fast, easily

   **Paragraph 5**
   Adjectives: terrible, best
   Adverbs: –

2. Students write questions using the question words in the box. Go round and check that students have formed the questions correctly.

   **Sample questions**
   How many medals did Bertha win?
   What did the medals say?
   Why did Bertha go to the King's palace?
   Where did Bertha walk to get to the palace?
   How did the wolf move towards Bertha?
   What did the wolf do?

   Students ask and answer questions across the class.
Catching a train

NOTE
You will need to photocopy the information on train times on p135 of the Teacher's Book.

1 Read the introduction as a class. (Bristol is a port in the south-west of England and Bristol Temple Meads is its main station. Oxford is a city in south central England.) If you have a map of Britain in your classroom it would be a nice idea to show your students where Oxford is in relation to Bristol.

Read the Caution Box with the whole class. If necessary, put a few times on the board to help students practise the 24-hour clock:

0645 = oh six forty-five
1219 = twelve nineteen
0835 = oh eight thirty-five
1127 = eleven twenty-seven

Students listen and complete the timetable. Check the answers.

Answers and tapescript

<table>
<thead>
<tr>
<th>DEPARTURE TIME</th>
<th>ARRIVAL TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>from Oxford</td>
<td>at Bristol Temple Meads</td>
</tr>
<tr>
<td>0816</td>
<td>0946</td>
</tr>
<tr>
<td>0945</td>
<td>1114</td>
</tr>
<tr>
<td>1040</td>
<td>1208</td>
</tr>
</tbody>
</table>

Trains from Oxford to Bristol Temple Meads. Monday to Friday.

Here are the departure times from Oxford and arrival times in Bristol.

0816 arriving 0946
0945 arriving 1114
1040 arriving 1208
11...

2 Students listen to the conversation and complete it. Play it once through first, then in sections so students have time to write. Check the answers.

Answers and tapescript

A = Ann  B = clerk
A Good morning. (1) Can you tell me the times of trains (2) from Bristol (3) back to Oxford, please?
B Afternoon, evening? When (4) do you want to come back?
A About five o'clock this afternoon.
B About (5) five o'clock. Right. Let's have a look. There's a train that (6) leaves at 528, then there isn't (7) another one until 650.

A And (8) what time do they get in?
B The 528 gets into Oxford at 654 and the 650 (9) gets in at 810.
A Thanks a lot.

Students practise the conversation in pairs. If students have problems, let them listen to the recording and repeat the conversation, before practising again in pairs.

3 Explain that Ann is now at the ticket office. Students work in pairs to put the conversation in the right order.

T 13.8 Students listen and check.

Answers and tapescript

A = Ann  C = clerk (2)
A Hello. A return to Bristol, please.
C Day return or period return?
A A day return.
C How do you want to pay?
A Cash, please.
C That's eighteen pounds.
A Here's a twenty-pound note.
C Here's your change and your ticket
A Thank you. Which platform is it?
C You want platform 1 over there.
A OK, thanks very much. Goodbye.

Students practise the conversation in pairs. If students have problems, let them listen to the recording and repeat the conversation, before practising again in pairs.

4 Hand out the photocopied information on the train journeys from Oxford. Students work in pairs: A is the passenger and B is the clerk. A decides on a destination, asks for information about times, and then buys a ticket. Get students to change roles after they have practised one full conversation.

Don't forget!

Workbook Unit 13
Exercise 10 Students read a fairy story. They are then invited to write a story of their own.

Word list
Remind your students of the Word list for this unit on p14: They could write in the translations, learn them at home, and/or write some of the words in their vocabulary notebook.

Pronunciation Book Unit 13

Video
This unit can be supplemented by the following video section, if you haven't already used it.

Situation (Section 9) The Phone Box This is a short situation where Paola phones British Airways to book her flight home.
Present Perfect + ever, never, yet, and just
At the airport

Have you ever?

Introduction to the unit
This unit introduces one of the most difficult tenses for students of English to learn. The Present Perfect is one of the most commonly used tenses in English, especially spoken English, but its presentation has been deferred until Unit 14. This is because until students have understood the concept that the Past Simple refers to the definite past, they will not be able to grasp the idea that the Present Perfect refers to the indefinite past.

The theme of this unit is 'in my life', and various people's experiences in life are explored. There is a jigsaw reading activity where students read about three people who are 100 years old. This gives further exposure to and practice in the Present Perfect contrasted with the Past Simple, and also provides a springboard for discussing life and experiences. There is also a Listening section with the song Leaving on a jet plane. This links into the Everyday English section - At the airport.

Language aims
Grammar - Present Perfect In this unit, we introduce one of the main uses of the Present Perfect, that is, to refer to an experience some time in one's life. We also focus on another use (to refer to the present result of a past action) with the adverbs yet and just. We do not introduce at all the third main use of the Present Perfect, which is to refer to unfinished past (Have been a teacher for ten years), nor do we teach the Present Perfect Continuous.

The aim of this unit is to provide an introduction to the Present Perfect, but do not expect your students to master the area quickly! It takes a long time (and a lot of mistakes, correction, and re-teaching) before students feel confident with this tense.

POSSIBLE PROBLEMS
The Present Perfect tense presents students with problems mainly because a similar form of auxiliary verb have + past participle exists in many European languages, but it is used in a very different way. In English, the Present Perfect expresses the concept of an action happening at an indefinite time before now, and so it cannot be used when a definite time is given. The following sentences are examples of incorrect usage.

Common mistakes
*I have seen him last week.
*When have you been to the States?
*Did you ever try Chinese food?
*In my life I went to most countries in Europe, but I never went to Greece.

Note that American English can use the Past Simple with just and yet.

Did you do your homework yet? I just did it.

Vocabulary There is no self-standing vocabulary section in this unit, but a lot of general vocabulary is recycled and extended through the structural input.

Everyday English Language useful in situations at an airport is introduced and practised.

Workbook The Present Perfect is further practised in contrast with Past Simple. The time expressions ever and never, ago and last week, yet and just, and ever or ago are consolidated with the appropriate tense. The difference between been and gone is presented.

In the Vocabulary section, phrasal verbs are revised or introduced.

The writing syllabus concludes with a focus on writing a thank-you letter.
Notes on the unit

STATER (SB p06)
This section is a fun way of getting students into the topic of places people have visited.

1 Focus attention on first two flags and elicit the names of the corresponding countries. Students continue matching the countries and flags.

Check the answers with the whole class. If students have problems with the pronunciation of the countries, drill them chorally and individually.

Answers
1 Germany 7 Greece
2 Italy 8 Great Britain
3 Spain 9 the USA
4 France 10 Hungary
5 Brazil 11 Australia
6 Japan 12 Canada

2 Tell students the countries you have been to. Students then tick off the countries they have visited.

IN MY LIFE

Present Perfect + ever and never

POSSIBLE PROBLEMS
1 Students find the difference between He's been to the States and He's gone to the States quite confusing. This is dealt with in exercise 8 of the Workbook. We do not suggest that you attempt to sort this out at this stage of the presentation.

2 Students have already seen a Present Perfect form with the structure have got, but we do not suggest that you mention this at all. It would be very confusing for students, as have got expresses an essentially present-time concept.

1 T[14.1] Students read and listen to the sentences.

Remember that they will probably never have seen the Present Perfect tense before, and been will be unfamiliar. Using L1 if possible, explain that been is the past participle of the verb to be, and sometimes to go, and that have been is an example of the Present Perfect tense.

Don't try to do a full presentation at this stage, but just explain that the sentences refer to the idea of 'some time in your life'.

Ask students to repeat the sentences on the recording (whether they are true for them or not). Do this chorally and individually, and correct mistakes carefully.

Now ask students to make similar sentences, saying which countries they have/haven't been to. Demonstrate this yourself first with true information about the countries you have visited. Then elicit examples from the whole class, so you can check students' accuracy in the use and pronunciation of the structure. Students continue the activity in groups. Monitor and check.

2 T[14.2] This activity introduces the question form. Students read and listen to the conversation. They can practise saying each sentence, either after the recording or with you modelling each one. This exercise highlights the 'experience' use of the Present Perfect, and shows it in contrast to the Past Simple. Draw students' attention to the question form of the Present Perfect, then to When did you go? and ask what tense this is (Past Simple). Just name the tenses at this stage and do not try to explain the different uses. (These are given in the Grammar Spot on p107.)

Get students to ask you questions about countries you have been to, following the model in exercise 2. Encourage them to ask When did you go? and tell them.

Students continue in open pairs asking and answering about countries they have been to, and when. This might sound repetitive and laborious, but remember you are introducing students to a very new concept with the Present Perfect tense and they need practice with forming questions, answers, and negatives.

3 Students write down the names of four cities, and in pairs make similar conversations. Go round and check as they do this. Monitor for accuracy in the use and pronunciation of the two tenses.

4 This practises the third person singular for the first time, so students will need to make the change from have to has. Focus attention on the examples to highlight this and on the contracted form 's = has. Drill the examples chorally and individually. Ask three or four students to talk about their partner.

GRAMMAR SPOT

1 Read the notes with the whole class. Highlight the use of ever with the Present Perfect in the question form to mean 'at any time on your life'. Stress that we do not use ever in the answer.

2 Read the notes with the whole class. Highlight the use of the Past Simple to say exactly when something happened. Elicit other past time references that can be used with the Past Simple, e.g. last month, a long time ago, yesterday, etc.

3 Read the notes with the whole class and get students to complete the table. Check the answers.
Past participles

1 Remind students of the term 'past participle' and give an example: infinitive – be, past participle – been. Tell students that they will often be able to guess which infinitive a past participle comes from and focus on the example in the Student's Book eaten – eat.

Students write in the infinitives for the rest of the verbs. All the verbs are used in exercises that come later in this unit and they are very common verbs when talking about experiences. Get students to check in pairs before checking with the whole class.

Answers

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>eaten</td>
<td>eaten</td>
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<tr>
<td>seen</td>
<td>seen</td>
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<tr>
<td>met</td>
<td>met</td>
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<tr>
<td>drunk</td>
<td>drunk</td>
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<td>flown</td>
<td>flown</td>
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<td>eat</td>
<td>eaten</td>
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<td>see</td>
<td>seen</td>
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<td>meet</td>
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<td>have</td>
<td>had to</td>
</tr>
<tr>
<td>stay</td>
<td>stayed</td>
</tr>
</tbody>
</table>

2 Ask students to look at the selection of verbs and decide which two are regular. Check the answers.

Answers

The two regular verbs are **cook** and **stay**.

3 Elicit the Past Simple forms of eat (ate) and see (saw) and get students to continue the list in pairs.

Answers

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I've been</td>
<td>I have been</td>
</tr>
<tr>
<td>I've eaten</td>
<td>I have eaten</td>
</tr>
<tr>
<td>I've seen</td>
<td>I have seen</td>
</tr>
<tr>
<td>I've met</td>
<td>I have met</td>
</tr>
<tr>
<td>I've drunk</td>
<td>I have drunk</td>
</tr>
<tr>
<td>I've flown</td>
<td>I have flown</td>
</tr>
<tr>
<td>I've eaten</td>
<td>I have eaten</td>
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<tr>
<td>I've taken</td>
<td>I have taken</td>
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<tr>
<td>I've driven</td>
<td>I have driven</td>
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<tr>
<td>I've cooked</td>
<td>I have cooked</td>
</tr>
<tr>
<td>I've bought</td>
<td>I have bought</td>
</tr>
</tbody>
</table>

4 Refer students to the list of irregular verbs on p142 and get them to check their answers.

The life of Ryan

1 Focus attention on the photo of Ryan and elicit some basic information about him. Pre-teach/check the vocabulary in the list, especially: foreign, company, jumbo jet, play, tractor, competition.

Also check the following items from the recording: first class/business, politician, farm, lottery.

T 14.3 Focus attention on the questionnaire and the column that relates to Ryan. Students listen and tick the things Ryan has done.

Ask students to check in pairs before they give you the answers.

Answers and tapescritp

- lived in a foreign country
- worked for a big company
- stayed in an expensive hotel
- flown in a jumbo jet
- cooked a meal for (ten or more) people
- met a famous person
- seen a play by Shakespeare
- driven a tractor
- been to hospital
- won a competition

T 14.3 Yes, I've lived in a foreign country. In Japan, actually. I lived in Osaka for a year. I enjoyed it very much. I loved the food. And, yes, I have worked for a big company. I worked for Nissan, the car company, that's why I was in Japan. That was two years ago, then I got another job. Have I stayed in an expensive hotel? No, never – only cheap hotels for me, I'm afraid, but I have flown in a jumbo jet – four or five times, actually. Oh, I've never cooked a meal for a lot of people. I love food but I don't like cooking, sometimes I cook for me and my girlfriend but she likes it better if we go out for a meal! And I've never met a famous person – oh, just a minute, well not met but I've seen... er... I saw a famous politician at the airport once – oh, who was it? I can't remember his name. Er... I've only seen one Shakespeare play, when I was at school, we saw Romeo and Juliet. It was OK, I've driven a tractor though, I had a holiday job on a farm when I was 17. I enjoyed that. Good news – I've never been to hospital. I was born in hospital, of course, but that's different. Bad news – I've never won a competition. I do the lottery every week but I've never, ever won a thing!
Workbook Unit 14
Exercises 1 and 2 Present Perfect and Past Simple
Exercise 3 and 4 Time expressions ever and never, and ago and last week

A HONEYMOON IN LONDON [SB p108]

Present Perfect + yet and just

SUGGESTIONS

1. The concepts expressed by yet and just are even subtle and they are realized by different structures in different languages. We do not ask any questions in the Grammar Spot that test concept (only form), because the language required would be more complex than the target item itself. Students should be able to get the meaning through context and use, but you can check comprehension of the two adverbs by translating into L1. Get them to look up the adverbs in dictionaries.

2. It might be a good idea to do exercise 8 in the Workbook on been versus gone before you do the presentation of Present Perfect + yet and just. This clarifies the difference of meaning between been and gone as the two past participles of to go.

1. Read the introduction and the list as a class. Check that students understand honeymoon (a holiday after two people get married). Ask students what they know about places and activities in the list. Refer them to the photos of places and activities in London and use the background information below if necessary.

London
Buckingham Palace — London home of the British King/Queen, built in 1703 for the Duke of Buckingham, but bought by George III in 1762. It was reconstructed in 1821–36 and a new front was added in 1913.

the Houses of Parliament — the building where the UK legislative assembly meets which incorporates sections of the medieval Palace of Westminster.

The London Eye — a huge Ferris wheel next to the Thames and near the Houses of Parliament.

Hyde Park — one of the largest open spaces in London which includes a boating lake called the Serpentine.

Harrods — the famous department store in Knightsbridge (London's luxury shopping area) where it is said that you can buy anything.

the Crown Jewels in the Tower of London — the crown, jewels, etc. that the British King/Queen wears for ceremonies are housed in the Tower of London and both are popular tourist attractions.

double-decker bus — a bus with two levels. In London, these are red and have become a symbol of the city.
Read the instructions as a class. Students listen to the recording and put a tick next to the things Marilyn and Rod have done.

**Answers and script**

- go to Buckingham Palace ✓
- see the Houses of Parliament ✓
- have a boat ride on the River Thames ✓
- go on the London Eye ✓
- walk in Hyde Park
- go shopping in Harrods
- see the Crown Jewels in the Tower of London ✓
- travel on a double-decker bus
- go to the theatre

**T 14.4**

M = Marilyn  J = Judy

M: We're having a great time!
J: Tell me about it! What have you done so far?
M: Well, we've been to Buckingham Palace. That was the first thing we did, right in the centre of London! We went inside and looked around.

J: Have you seen the Houses of Parliament yet?
M: Yeah, we have. We've just had a boat ride on the River Thames and we went right past the Houses of Parliament. We saw Big Ben! Then we went on the London Eye. That's the big wheel near Big Ben. That was this morning. This afternoon we're going to take a taxi to Hyde Park and then go shopping in Harrods. Tomorrow morning we're going to see the Crown Jewels in the Tower of London.

J: Wow! You're busy! And what about those big red buses?
M: Have you travelled on a double-decker bus yet?
J: Oh, yeah we took one when we went to Buckingham Palace. We sat upstairs. You get a great view of the city.

M: Tomorrow's your last night. What are you going to do on your last night?
J: Well, we're going to the theatre, but we haven't decided what to see yet.

M: Oh, you're so lucky! Give my love to Rod!
J: Yeah, Bye, Judy. See you soon!

**Grammar Spot**

**Possible Problems**

1. Remember that these questions focus on the form of **yet** and **just**, not the concept, because any questions that tested students' understanding of these items would be more complex than the items themselves. You need to make sure, probably via translation if possible, that students have understood them. Explain that **(not) yet** means **(not) before now** whereas **just** means a **short time before now**, using examples from the text or putting examples on the board.

2. Be prepared to prompt and help with the questions in the *Grammar Spot*, as students may find them hard.

Look at the questions in the *Grammar Spot* as a class.

1. Get students to think about which words they need to complete the gapped sentences. If necessary, refer them back to exercise 1 for the correct information and the past participles. Check the answers.

**Answers**

1. Have you seen the Crown Jewels yet?
2. We haven't been to the theatre yet.
3. We've just had a boat ride on the Thames.

Focus on the use of **yet** and **just** in the sentences and check comprehension (see Possible problems above).

2. Elicit the answers to the questions about the position of **yet** and **just**.

**Answers**

- **yet** comes at the end of a sentence.
- **just** comes before the past participle.

3. Allow students time to work out the rules for the use of **yet**. Then check the answer.

**Answer**

We can use **yet** only in questions and negative sentences, not in positive sentences.

Read Grammar Reference 14.2 on p134 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

3. Refer students back to the list in exercise 1 on p108. Elicit the past participle of each of the verbs in the list, making sure students give **been** as the participle of **go**. Remind students that the ticks refer to things that Marilyn and Rod have done. Drill the examples in the Student's Book and elicit one or two more examples. Students continue working in pairs, saying what Marilyn and Rod have and haven't done. Monitor and check for the correct form of the Present Perfect and the correct position of **yet**.

**T 14.4** Play the recording again so that students can check their answers. Then check the answers with the whole class.
Answers
They've been to Buckingham Palace.
They've seen the Houses of Parliament.
They've had a boat ride on the River Thames.
They've been on the London Eye.
They haven't walked in Hyde Park yet.
They haven't been shopping in Harrods yet.
They haven't seen the Crown Jewels yet.
They've travelled on a double-decker bus.
They haven't been to the theatre yet.

PRACTICE (SB p109)

I've just done it

1 Students haven't practised Present Perfect questions with yet or answers with just, so now's the time to do it! Drill the question and answer in the Student's Book, making sure students imitate the rising intonation on the question and the falling intonation on the answer.

Students give one or two more examples in open pairs. Remind students that they will need to use different pronouns in their answers (it/him/her/one) and point out that some questions can have more than one answer.

Students continue working in closed pairs. Then check the answers with the whole class.

Answers
2 Have you done the shopping yet?
   Yes, I've just done it.
3 Have you washed your hair yet?
   Yes, I've just done it.
4 Have you cleaned the car yet?
   Yes, I've just done it.
5 Have you made the dinner yet?
   Yes, I've just done it.
6 Have you met the new student yet?
   Yes, I've just met him/her.
7 Have you had a coffee yet?
   Yes, I've just had one.
8 Have you given your homework to the teacher yet?
   Yes, I've just given it to her/him.
9 Have you finished the exercise yet?
   Yes, I've just finished it.

Check it

2 This exercise revises the grammar just covered in the unit. Students work in pairs to choose the correct sentence. Then check the answers with the whole class.

Answers
1 I saw John yesterday.

(Note: both are possible here – 'Did you ever eat...' is common in American English.)
2 Donna won £500 last month.
3 I've never drunk champagne.
4 Tom has never been to America.
5 Has your sister had the baby yet?
6 I haven't finished my homework yet.
7 Has she just bought a new car?

ADDITIONAL MATERIAL

Workbook Unit 14
Exercise 5 yet
Exercise 6 yet and just
Exercise 7 Check it
Exercise 8 been or gone?

READING AND SPEAKING (SB p110)

How to live to be 100

1 Demonstrate the activity by telling the class about the oldest person you know and a little about their lifestyle. Students work in pairs to answer the questions.

Get a few students to tell the rest of the class about the person they know in a brief feedback session.

2 This exercise pre-teaches some of the important vocabulary in the texts. If students have access to dictionaries, they can look up the new words.
Alternatively, get students to work in pairs or small groups to help each other categorize the vocabulary.

Then check the answers with the whole class, giving a brief description of the illnesses if necessary. You could translate in a monolingual class.

Answers
Jobs
ambulance driver pneumonia
engineer heart attack
secretary lung cancer
dressmaker rheumatic fever

3 Get students to read the introduction. They should understand centenarian from the context, but if student ask, explain that it means a person who is 100 years old or older. Elicit students' reactions to the facts in the introduction and get them to compare with their own country. (If you have a multilingual group, you could get students to do this stage in pairs and then feed back to the whole class.) If students don't know the facts for their own country, encourage them to talk about previous generations of their own family and families they know.
4 Divide the class into groups of three. Get students to choose one of the texts and read about their character. If they have access to dictionaries, they can check any unknown vocabulary or they can ask you.

Get students to read through the questions and check they understand them. Pre-teach/check give up smoking cigarettes in question 6. Students answer the questions. They should be able to do this fairly easily, but if you feel they need to check with you before comparing the characters, put them in the same text groups and go through the answers.

Answers

Joyce Bewes
1 She was a dressmaker.
2 She lives in Portsmouth.
3 She has been to Australia, America, and Spain.
4 She married, but she didn't have any children.
5 No, her husband died 10 weeks after they were married.
6 She gave up smoking cigarettes when she was 65 because her husband died of lung cancer.
7 Her husband died of lung cancer only 10 weeks after they married. Her niece is 75. Her youngest brother has just died, aged 90.
8 Only once. She had pneumonia when she was 20.
9 She likes fruit.
10 She doesn't like doing exercise.

Tommy Harrison
1 He was an engineer.
2 He lives in Bristol.
3 He has only been abroad once, to France during the War.
4 He married, but he didn't have any children.
5 No, his wife died 14 years ago.
6 He gave up smoking cigarettes 40 years ago and changed to a pipe.
7 His wife, Maude, died 14 years ago. His father lived until he was 99.
8 Only once. He had rheumatic fever just before the First World War.
9 He likes English breakfast - bacon, eggs, toast, and marmalade.
10 He likes dancing and swimming.

Alice Patterson-Smythe
1 She was an ambulance driver and a school secretary.
2 She lives in Norfolk.
3 She has been to Japan and America.
4 She married, and she had three children.
5 No, her husband died 25 years ago.
6 She gave up smoking cigarettes when she was 68 because she had a heart attack.
7 She has three children, six grandchildren and 11 great-grandchildren. Her grandson is a millionaire. He took her on his aeroplane to visit Tokyo, Los Angeles, and Miami. Her mother was 95 when she died.
8 She had a heart attack when she was 68.
9 She likes fruit and vegetables.
10 She likes golf and Latin American dancing.

5 Run through the pronunciation of the proper names in the texts that students might have problems with (Maude /ˈmɔːd/, Joyce /dʒɔɪs/, Portsmouth /ˈpɔːtmɔːs/, Norfolk /ˈnɔːrfək/). Tell students they are going to work in their groups and compare the three people. Show them how they can do this in a meaningful way, rather than just read off their answers in order, e.g.
A Tommy was an engineer. What about Joyce and Alice?
B Joyce was a dressmaker.
C And Alice worked as an ambulance driver and a school secretary.

Remind students that they will need to use the Present Perfect, Past Simple, and Present Simple tenses in their answers. Students compare the three people in groups. Monitor and check how students manage with the different tenses, but don’t expect them to get everything right. You can note down and give feedback on common errors, but bear in mind that the main focus is the information exchange through reading and speaking, not grammar accuracy.

What do you think?

Discuss the questions as a class.

Sample answers to first question
The three people have lived so long because they have exercised. They have eaten well. They haven't been ill very often. They have given up smoking cigarettes. They have stayed active. They are from families who have lived a long time.

Ask students if they would like to live to be 100. Encourage them to give reasons why or why not.

LISTENING (SB p112)

Leaving on a jet plane

1 Ask students to mask the words of the song and to look at the picture. Get them to predict what the song might be about and accept any suggestions at this stage.

T 14.5 Ask students to close their books and listen to the song. Play the recording through once and then establish the general topic (the singer is leaving the person he/she loves and going to fly to another place). Get students to check if their predictions were correct.
2 Students open their books. Get them to read the words. Check students understand that mom's in line 5 is short for morning, lonesome in line 8 is often used in American English to mean lonely, babe in line 15 is a way of addressing the person you love, and that There's is used instead of There are in line 16 to help the number of syllables fit the line. Highlight that this is an example of a song 'bending' the rules of grammar.

Students work in pairs to decide which word is better in each gap. Remind them to look at the context, rhyme and also to think about grammar!

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

Answers and tapescript
All my (1) bags are packed, I'm ready to go
I'm standing here outside your (2) door,
I (3) hate to wake you up to say goodbye,
But the dawn is breaking,
It's early mom',
The taxi's (4) waiting,
He's blowing his (5) horn,
Already I'm so lonesome
I could (6) die.

Chorus
So kiss me and (7) smile for me,
(8) Tell me that you'll wait for me,
(9) Hold me like you'll never let me go,
'Cos I'm leaving on a jet plane,
I don't know when I'll be back again,
Oh babe, I hate to go.

There's so (10) many times I've let you down,
So many times I've (11) played around,
I tell you now
They don't mean a thing.
Every (12) place I go, I'll think of you,
Every song I sing, I'll sing for you,
When I (13) come back,
I'll wear your wedding (14) ring.

Chorus

If students want to hear the song again, play the recording and encourage them to sing along. If you have time and students seem keen, you could get them to talk about saying goodbye and any experiences they have had (e.g. leaving home to get married/go to university, leaving a job/company, leaving a person you love, etc.)
Answers

1. Two passengers in the departure lounge
2. Check-in assistant and passenger at the check-in desk
3. Rod and Marilyn meeting Marilyn's sister, Judy, in the arrival hall
4. Boyfriend/Girlfriend talking to girlfriend/boyfriend at the departure gate

Students complete the conversations with the correct question. Get students to check in pairs.

Play the recording and get students to check their answers.

Answers and tapescript
A Listen! ... BAS16 to Geneva. That's our flight.
B Did the announcement say gate 4 or 14?
A I couldn't hear. I think it said 4.
B Look! There it is on the departure board. It is gate 4.
A OK. Come on! Let's go.

2. Can I have your ticket, please?
B Yes, of course.

A Thank you. How many suitcases have you got?
B Just one.
A And have you got much hand luggage?
B Just this bag.
A That's fine.
B Oh... can I have a seat next to the window?
A Yes, that's OK. Here's your boarding pass. Have a nice flight!

3. Rod! Marilyn! Over here!
B Hi! Judy! Great to see you!
A It's great to see you too! You look terrific! Did you have a good honeymoon?
B Fantastic. Everything was fantastic.
A Well, you haven't missed anything here. Nothing much has happened at all!

4. There's my flight. It's time to go.
B Oh no! It's been a wonderful two weeks. I can't believe it's over.
A I know. When can we see each other again?
B Soon, I hope. I'll write every day.
A I'll phone too. Goodbye.
B Goodbye. Give my love to your family.

Students practise the conversations with a partner. If necessary, play the recording again and get students to repeat before practising in pairs.

Give students time to decide their roles for each conversation. Encourage them to modify the information in the conversations where possible, e.g.

conversation 1 - different flight numbers, destinations, and gate numbers
conversation 2 - different number of suitcases and lots of hand luggage

conversation 3 - different people, e.g. friends meeting other friends after a holiday, husband meeting wife after a business trip
conversation 4 - different people saying goodbye, e.g. two business colleagues, two teenagers

Be prepared to feed in the language students might need for the characters and contexts they choose. Get students to act out one conversation each for the whole class. If possible, record the conversations and then play them back for students to comment on and correct.

Don't forget!

Workbook Unit 14
Exercise 9 Vocabulary - phrasal verbs
Exercise 10 The writing syllabus concludes with a focus on writing a thank-you letter. The context reintroduces a character from Unit 2 of the Student's Book, Dorita, who is writing a thank-you letter to her flatmates. Students are then invited to write a thank-you letter to someone who has looked after them.

Word list
Remind your students of the Word list for this unit on p141. They could write in the translations, learn them at home, and/or write some of the words in their vocabulary notebook.

Video
There are two video sections that can supplement this unit.
Report (Section 4) Heathrow Airport If you haven't already used this section after Unit 6, this section links thematically with the end of Unit 14.
Situation (Section 12) Cappuccino Paola spends her last day with David in Bath, before going back to Italy.

Pronunciation Book Unit 14

EXTRA IDEAS UNITS 13–14
On pp136–7 of the Teacher's Book there are two additional activities: a reading text and a song. If you have time and feel that your students would benefit from them, you can photocopy them and use them in class. The reading exercise revises Units 13–14 and could also be done for homework. Activities to exploit the reading are provided, and the answers are on p156. You will find the song after Unit 14 on the Class Cassette/CD. Students decide what is missing from several words which end in -in', then listen and complete the songs with the words they hear.
**Unit 2**  
**Practice 1** *(SB p13)*  
Identity card for **Student A**

<table>
<thead>
<tr>
<th>Surname</th>
<th>Binchey</th>
</tr>
</thead>
<tbody>
<tr>
<td>First name</td>
<td></td>
</tr>
<tr>
<td>Country</td>
<td>Ireland</td>
</tr>
<tr>
<td>Job</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>82, Hill Road, Dublin</td>
</tr>
<tr>
<td>Phone number</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>47</td>
</tr>
<tr>
<td>Married?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
</tr>
<tr>
<td>First name</td>
</tr>
<tr>
<td>Country</td>
</tr>
<tr>
<td>Job</td>
</tr>
<tr>
<td>Address</td>
</tr>
<tr>
<td>Phone number</td>
</tr>
<tr>
<td>Age</td>
</tr>
<tr>
<td>Married?</td>
</tr>
</tbody>
</table>

**Student A**

| Name |  |
| Country/town |  |
| Age |  |
| Job |  |
| Phone number |  |
| Married? |  |

**Student B**

| Name |  |
| Country/town |  |
| Age |  |
| Job |  |
| Phone number |  |
| Married? |  |
Extra ideas Units 1–4 Revision

Reading

1. A magazine called Weekend interviewed a politician, Roberta Tomlinson. Read about her.

3. Complete the questions or answers in the interview with Roberta Tomlinson.

1. A What's your name?
   B Roberta Tomlinson.

2. A ____________________?

3. A Where are you from?
   B ____________________

4. A ____________________?
   B I'm forty-three.

5. A Are you married?
   B ____________________

6. A ____________________?
   B Andrew.

7. A What does your husband do?
   B ____________________

8. A Do you have any children?
   B ____________________

9. A ____________________?
   B Yes, I have two brothers.

10. A Do you enjoy your work?
    B ____________________

11. A ____________________?
    B Because I meet a lot of people.

12. A Where do you live?
    B ____________________

13. A Do you have a garden?
    B ____________________

14. A ____________________ in your free time?
    B Having friends for dinner, going to the theatre, and listening to music.

Meet ..

Roberta Tomlinson

Me and my family

I'm from Glasgow, in Scotland, and I'm forty-three years old. I'm married, and my husband's name is Andrew. He's a teacher in a school for blind children. We have three children - two boys and a girl. I have two brothers. They still live in Scotland.

Me and my work

I'm a Member of Parliament, so I work in London for part of the week and in Scotland for the rest. I enjoy my work very much. I like it because I meet a lot of people and it is my job to help them. I work about fifty or sixty hours a week.

Me and my home

We have a flat in London, but my home is Glasgow, and we have a large house there. There are about twelve rooms, and the house is like a hotel. So many people come and go! We have a garden where we grow fruit and vegetables.

Me and my free time

Well, I have very little free time, but when I can, I like having friends for dinner. We sit, eat, drink, and talk for hours! I also enjoy the theatre, and I love the Edinburgh Festival, which takes place in August. I like all kinds of music but especially folk music.
Complete the song with the words you hear.

**Colours**

DONOVAN LEITCH

(1) _______ is the colour of my true love's hair  
(2) _______ when we rise  
(3) _______ when we rise  
That's the time, that's the time (4) _______  

(5) _______ is the colour of the sparklin' corn  
(6) _______ when we rise  
(7) _______ when we rise  
That's the time, that's the time I love the best  

Mellow is the feelin' that I get  
When I see her mm-hmm  
When I see her uh-huh  
That's the time, that's the time (8) _______  

Freedom is a (9) _______ I rarely use  
Without thinkin' mm-hmm  
Without thinkin' mm-hmm  
Of the (10) _______ when I've been loved
Alternative to roleplay

A = Interviewer  B = Alexandra or Lukas
A Hello, __________! Can I _________ you a few questions?
B Yes, of course.
A First of all, how old __________ you?
B I'm __________
A And do you __________ to school?
B Yes, I ...
A And __________ do you live?
B I live in ... with ...
A __________ you born in __________?
B No, I __________. I ...
A That's interesting. And were you special when you __________ very young?
B Well, perhaps. You see I could ...
A I can't believe it! Tell me, do you __________ much free time?
B No, I __________, because I ...
A Oh! And do you __________ to different countries?
B Yes, last year I ...
A Thank you very much. That's all very interesting. Good luck in the future!

Alternative to roleplay

A = Interviewer  B = Alexandra or Lukas
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A First of all, how old __________ you?
B I'm __________
A And do you __________ to school?
B Yes, I ...
A And __________ do you live?
B I live in ... with ...
A __________ you born in __________?
B No, I __________. I ...
A That's interesting. And were you special when you __________ very young?
B Well, perhaps. You see I could ...
A I can't believe it! Tell me, do you __________ much free time?
B No, I __________, because I ...
A Oh! And do you __________ to different countries?
B Yes, last year I ...
A Thank you very much. That's all very interesting. Good luck in the future!
Did you know that …

... Vincent van Gogh sold only two of his paintings while he was alive.

... the actress Shirley Temple was a millionaire before she was ten.

... Shakespeare spelled his name in eleven different ways.

... in 1979 it snowed in the Sahara Desert.

... King Louis XIV of France had a bath only three times in his life.

... the American President George Washington grew marijuana in his garden.

Did you know that …

... it took 1,700 years to build the Great Wall of China.

... King Henry VIII of England had six wives.

... Walt Disney used his own voice for the character of Mickey Mouse.

... Shakespeare and the Spanish novelist Cervantes both died on the same day, 23 April 1616.

... King Francis I of France bought the painting The Mona Lisa to put in his bathroom.

... when Shakespeare was alive, there were no actresses, only male actors.
Extra ideas Units 5–8 Revision

Reading and speaking

1 Work in groups. How good is your memory? Answer the questions.
   1 When is your parents’ wedding anniversary?
   2 What did you have to eat last night?
   3 Where were you ten days ago? What did you do that day?
   4 Where were the Olympic Games in 1996?
   5 When was your mother born?
   6 How many phone numbers can you remember?

2 Read the newspaper article about Dominic O’Leary, the man with the best memory in the world.

3 Answer the questions.
   1 What are some of the things Dominic can remember?
   2 How did he become world champion?
   3 Was he good at school? Why not?
   4 What did his teachers say about him?
   5 When did he start to improve his memory? What did he see?
   6 Why isn’t he popular with casino managers?
   7 How many clubs did he visit with the interviewers?
   8 How many clubs did he play in? Why?
   9 What do you think of Dominic’s suggestions for a good memory?

Try his ideas to remember some words in English!

4 Here are the answers to some questions. Write in the questions.
   1 ___________________________?
      Wednesday.
   2 ___________________________?
      Last October.
   3 ___________________________?
      Eight hundred pounds a day.
   4 ___________________________?
      She’s a clothes designer.
   5 ___________________________?
      Seven hundred and fifty pounds.
   6 ___________________________?
      He likes number games, crosswords, writing music, and playing the piano.

5 There are a lot of numbers in the article. What do these numbers refer to?

Example

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1876</td>
<td>April 21, 1876 was a Wednesday</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>35</td>
<td>£1,000</td>
</tr>
<tr>
<td>2</td>
<td>34</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1,250</td>
<td></td>
</tr>
</tbody>
</table>

WORLD CHAMPION MEMORY MAN

This is Dominic O’Leary, the man with the best memory in the world. He can tell you the day of any date in any year. What day was April 21, 1876? ‘Wednesday,’ says Dominic. He can remember the teams and the scores of every football match in every World Cup. And he became world champion memory man when he remembered the order of thirty-five packs of playing cards!

At school, Dominic was a pupil who couldn’t remember his lessons. ‘My maths and English teachers said I was stupid because I could never remember what they taught me.’ But four years ago he saw a programme on television which showed people how to improve their memory, and last October he became world champion. ‘I remembered the order of thirty-five packs of cards,’ said Dominic. ‘It was quite easy.’

Dominic, 34, can earn £800 a day on European TV programmes. He lives with his wife, Alison, a clothes designer, in a small village near Bath, and he is the manager of an office cleaning company.

WINNING

Casino managers don’t want Dominic to visit their casinos, because he can remember every card. ‘I played as a professional gambler for a few months, and I won £1,000 a night, but then the managers asked me to leave.’

We went with Dominic to seven clubs in London and Brighton. He started with £500, and four hours later, he had £1,250 in his pocket. He won £750.

He played in just three clubs for four hours. The other four clubs knew his face and didn’t want him to play.

In his free time, Dominic loves number games and crosswords, writing music, and playing the piano. He says children can learn to improve their memory from the age of five. ‘Then they can do anything,’ says Dominic.

HOW TO IMPROVE YOUR MEMORY

Dominic says anyone can have a good memory. These are his suggestions.

1 When you go to bed, remember everything you did that day.
2 Remember things in pictures, not words. ‘Words are difficult to remember, but pictures are easy.’
   For example, if you want to remember the name Kate, think of a cat. For the number 8811, think of two snowmen, a tree and a bird.
3 If you forget something, remember where you were when you could remember it.
**Song**

Choose the correct words to complete the song. Listen and check.

**Stevie Wonder**

**I Just Called To Say I Love You**

<table>
<thead>
<tr>
<th>Song</th>
<th>Choose the correct words to complete the song. Listen and check.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S o S e w Year's</strong></td>
<td><strong>Day/Eve</strong></td>
</tr>
<tr>
<td>_celebrate,</td>
<td></td>
</tr>
<tr>
<td><strong>S o c h o c o l a t e</strong></td>
<td><strong>smiles/heads</strong></td>
</tr>
<tr>
<td>covered candy</td>
<td></td>
</tr>
<tr>
<td><strong>(2)</strong> to give away</td>
<td></td>
</tr>
<tr>
<td><strong>S o f i r s t</strong></td>
<td><strong>play/sing</strong></td>
</tr>
<tr>
<td>of spring, no song to</td>
<td></td>
</tr>
<tr>
<td><strong>(3)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>In fact here's just another</strong></td>
<td><strong>day/time</strong></td>
</tr>
<tr>
<td><strong>ordinary</strong></td>
<td></td>
</tr>
<tr>
<td><strong>(4)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>S o A p r i l r a i n ,</strong></td>
<td><strong>flowers/colours</strong></td>
</tr>
<tr>
<td>no <strong>(5)</strong></td>
<td></td>
</tr>
<tr>
<td>**bloom,</td>
<td></td>
</tr>
<tr>
<td><strong>S o (6)</strong></td>
<td><strong>wedding/birthday</strong></td>
</tr>
<tr>
<td><strong>Saturday</strong></td>
<td></td>
</tr>
<tr>
<td>within the month of June.</td>
<td></td>
</tr>
<tr>
<td><strong>But what it is is something</strong></td>
<td><strong>blue/true</strong></td>
</tr>
<tr>
<td><strong>(7)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Made up of these three</strong></td>
<td><strong>lines/words</strong></td>
</tr>
<tr>
<td><strong>(8)</strong> that I must say</td>
<td>to you</td>
</tr>
</tbody>
</table>

**Chorus**

I just called to say I love you
I just called to say how much
I (9) care/love
I just called to say I love you,
And I (10) mean/give it from the bottom of my heart.

**S o s u m m e r s h i g h , no** | **warm/hot** |
| **(11)** | |
| **S o h a r v e s t** | **sun/moon** |
| **(12)** to | |
| **light one tender August night** | |
| **S o a u t u m n b r e e z e , no f a l l i n g** | **leaf/leaves** |
| **(13)** | | |
| **S o t e n t i m e f o r b i r d s t o** | **fly/go** |
| **(14)** to southern skies | |
| **S o L i b r a s u n , no h a l l o w e e n** | |
| **S o g i v i n g (15)** | **thanks/present** |
| **to all** | |
| _the Christmas joy you bring_ | |
| But what it is, though old, so new | |
| To fill your (16) | **heart/time** |
| like no three words could ever do. | |
Millionaire A
4 houses
30 cars - 10 Jaguars,
10 Porsches, and
10 Ferraris
100 Arab horses
5 boats
8 gold watches
50 gold and diamond rings
10 servants
50 million dollars

Millionaire B
5 houses - two in France, one in Miami, one in the Caribbean, and a castle in Scotland
30 cars - 10 Jaguars,
10 Porsches, and
10 Ferraris
100 Arab horses
5 boats
275 Arab horses
12 boats
80 platinum and diamond rings
25 servants
150 million dollars

Millionaire A
4 houses
30 cars - 10 Jaguars,
10 Porsches, and
10 Ferraris
100 Arab horses
5 boats
8 gold watches
50 gold and diamond rings
10 servants
50 million dollars

Millionaire B
5 houses - two in France, one in Miami, one in the Caribbean, and a castle in Scotland
30 cars - 10 Jaguars,
10 Porsches, and
10 Ferraris
100 Arab horses
5 boats
275 Arab horses
12 boats
80 platinum and diamond rings
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5 houses - two in France, one in Miami, one in the Caribbean, and a castle in Scotland
30 cars - 10 Jaguars,
10 Porsches, and
10 Ferraris
100 Arab horses
5 boats
275 Arab horses
12 boats
80 platinum and diamond rings
25 servants
150 million dollars
### Unit 12  The weather 3 (SB p96)

<table>
<thead>
<tr>
<th>WORLD WEATHER: NOON YESTERDAY</th>
<th>°C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens</td>
<td>S</td>
</tr>
<tr>
<td>Berlin</td>
<td></td>
</tr>
<tr>
<td>Bombay</td>
<td>R</td>
</tr>
<tr>
<td>Edinburgh</td>
<td></td>
</tr>
<tr>
<td>Geneva</td>
<td>C</td>
</tr>
<tr>
<td>Hong Kong</td>
<td></td>
</tr>
<tr>
<td>Lisbon</td>
<td>C</td>
</tr>
<tr>
<td>London</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Fg</td>
</tr>
<tr>
<td>Luxor</td>
<td></td>
</tr>
<tr>
<td>Milan</td>
<td>Fg</td>
</tr>
<tr>
<td>Moscow</td>
<td></td>
</tr>
<tr>
<td>Oslo</td>
<td>Sn</td>
</tr>
</tbody>
</table>

- **S** = sunny
- **Fg** = foggy
- **Sn** = snowy
- **C** = cloudy
- **R** = rainy

<table>
<thead>
<tr>
<th>WORLD WEATHER: NOON YESTERDAY</th>
<th>°C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens</td>
<td>S</td>
</tr>
<tr>
<td>Berlin</td>
<td></td>
</tr>
<tr>
<td>Bombay</td>
<td>R</td>
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<td>Milan</td>
<td>Fg</td>
</tr>
<tr>
<td>Moscow</td>
<td></td>
</tr>
<tr>
<td>Oslo</td>
<td>Sn</td>
</tr>
</tbody>
</table>

- **S** = sunny
- **Fg** = foggy
- **Sn** = snowy
- **C** = cloudy
- **R** = rainy
Extra ideas Units 9–12 Revision

Reading

Read the text and answer the questions. If you have a dictionary, use it to help with new words.

1. What is Verena's job? What is her hobby?
2. Why did she spend thousands of pounds?
3. Which was the most colourful season in her garden?
4. Why did Verena want to move?
5. Did Mr and Mrs Grey like the cottage when they first saw it?
6. Why were they shocked when they arrived at the cottage?
7. How much did Verena pay to move her garden?
8. What are her plans for her new garden?
9. What are Mr and Mrs Grey going to do?

Language work

1. Here are some answers. Complete the questions.

   1. How much did she spend to make her garden beautiful?
      Thousands of pounds.
   2. Which was the prettiest season of all?
      Summer. Because of all the roses.
   3. Why does she want to move?
      To see Verena's garden.
   4. Was the cottage easy to sell?
      Yes, it was. Very easy.
   5. Why did she buy the garden with the house?
      Because they wanted to have a garden.
   6. When did she move to her new house?
      At the end of the summer.
   7. What was the garden like?
      It looked terrible. There weren't any flowers, just stones and rocks.
   8. Has Verena got a garden now?
      Yes, she has. It's much bigger.
   9. What is she going to do?
      She's going to make her garden even more beautiful and she's going to have a pond.
   10. Who will her solicitor be?
       Their solicitor.

2. Find examples of the following in the text. Underline them.

   1. The present and past of *have got*
   2. a comparative sentence
   3. a superlative sentence
   4. three irregular past tenses
   5. three sentences about the future
   6. an infinitive of purpose
   7. a sentence with *some*
   8. a sentence with any

Vocabulary

The following words are either flowers or colours. Put them into the correct column. If you have a dictionary, use it to check new words.

<table>
<thead>
<tr>
<th>Flowers</th>
<th>Colours</th>
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<tbody>
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<td>tulip</td>
<td>pink</td>
</tr>
<tr>
<td>pink</td>
<td>orange</td>
</tr>
<tr>
<td>orange</td>
<td>daffodil</td>
</tr>
<tr>
<td>daffodil</td>
<td>grey</td>
</tr>
<tr>
<td>grey</td>
<td>rose</td>
</tr>
<tr>
<td>rose</td>
<td>red</td>
</tr>
<tr>
<td>red</td>
<td>gold</td>
</tr>
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<td>gold</td>
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</tr>
<tr>
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</tr>
<tr>
<td>snowdrop</td>
<td>yellow</td>
</tr>
<tr>
<td>yellow</td>
<td>primrose</td>
</tr>
<tr>
<td>primrose</td>
<td>brown</td>
</tr>
</tbody>
</table>

**Artist Verena Devoy loves gardening.** It is her passion. Until three days ago she lived in a lovely little thatched cottage in a village near Cambridge. She spent ten years and thousands of pounds to make her garden there beautiful. She had flowers and plants for every season of the year.

In autumn, big orange chrysanthemums grew next to the gold of the trees and bushes. In winter, little white snowdrops grew in the grass and under the trees. In spring there were bright yellow daffodils all over her front lawn and tulips and primroses next to the path.

And summer! Summer was the prettiest season of all! She bought hundreds of roses to fill every part of the garden: she bought climbing roses to put round the windows and doors, pink roses for the front garden, and red and white roses for the back. A lot of people came to the village especially to see Verena's garden. It was more beautiful than the park.

Then last summer she decided that she would like to move to a bigger house. It was easy to sell her beautiful cottage. Mr and Mrs Grey from London came to see it. 'We fell in love with it immediately, especially the garden' we couldn't believe the colours of the roses. We wanted to move from London because we didn't have a garden there.'

Of course Mr and Mrs Grey bought the cottage and at the end of the summer they moved from London. They arrived at the cottage.

'There was no garden! There was a brown field with some stones and rocks. There weren't any flowers or trees and there wasn't any grass! It looked terrible! We couldn't believe our eyes!'

But it was true! Verena Devoy loved her garden so much that she took it with her when she left. Five large lorries carried all the flowers, trees, and plants to her new house five miles away. It cost £1,000! She says: 'I've got a much bigger garden now and I'm going to make it even more beautiful than my first garden. I'm going to plant all the flowers and trees again and this time I'm going to have a pond with some goldfish.'

And Mr and Mrs Grey? What do they say? 'She can't do this! We bought the garden with the house! We're going to see our solicitor!'
**Song**

Complete each verse with a line from the box. Listen and check.

---

**Wonderful Tonight**

*Eric Clapton*

**Verse 1**

- **b** Then brushes her long blond hair
- **d** She's wondering what clothes to wear

'It's late in the evening

1 ____________________

She puts on her make-up

2 ____________________

And then she asks me,

3 ____________________

And I say Yes,

4 ____________________

**Verse 2**

- **e** And then she asks me,

  - **e** And then she asks me,
  - **f** We go to a party
  - **g** And I say 'Yes,'
  - **h** This beautiful lady

And everyone turns to see

6 ____________________

That's walking around with me.

7 ____________________

'Do you feel all right?'

8 ____________________

I feel wonderful tonight.'

---

**Verse 3**

- **i** How much I love you
- **j** Because I see
- **k** And the wonder of it all

I feel wonderful

9 ____________________

The lovelight in your eyes

10 ____________________

Is that you just don't realize

11 ____________________

**Verse 4**

- **i** So I give her the car keys,
- **m** Say 'My darling,'
- **n** It's time to go home now
- **o** And then I tell her

12 ____________________

And I've got an aching head

13 ____________________

She helps me to bed

14 ____________________

As I turn out the light

15 ____________________

You were wonderful tonight.'
### Unit 13 Catching a train 4 (SB p105)

<table>
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<th>DEPARTURE TIME</th>
<th>ARRIVAL TIME</th>
<th>DEPARTURE TIME</th>
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### DEPARTURE TIME | ARRIVAL TIME
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</thead>
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<td>at Stratford-upon-Avon</td>
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<td>1746</td>
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</tr>
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<td><strong>Day return</strong></td>
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<tr>
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<td><strong>£25.50</strong></td>
</tr>
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</table>

### DEPARTURE TIME | ARRIVAL TIME
<table>
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<th></th>
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<tr>
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<td></td>
</tr>
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<tr>
<td><strong>Period return</strong></td>
<td><strong>£15.50</strong></td>
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</tbody>
</table>
Answer the questions.

- What films have you seen recently?
- What's your favourite film?
- Who are your favourite films stars?

Reading

1. Read the text about Liza Minnelli and choose the correct words.
2. Answer the questions about Liza Minnelli.

1. When was she born?
2. Who was her mother?
3. What happened to Liza in 1951?
4. Which studio did her mother and father work for?
5. How old was she when she first appeared in a film?
6. How many awards has she won?
7. When did she make her first album?
8. Has she had an easy life? Why/Why not?

Language work

1. Put the words in the right order to form a question.

1. children mother many did her how have ________________ ?
   Three.
2. job what father’s was her ________________ ?
   He was a film director.
3. times did marry how mother her many ________________ ?
   Five times.
4. 1973 win what in she did ________________ ?
   An Oscar.
5. films many she has how made? ________________ ?
   More than fifteen.
6. did make Stepping Out she when ________________ ?
   In 1991.

2. Find five verbs in the Past Simple, and five in the Present Perfect.

Liza Minnelli was born on March 12, 1946, in Hollywood, California. She is the oldest of her mother’s three children. Her mother, of course, was Judy Garland and her father was the film director, Vincente Minnelli. He was the second of Miss Garland’s five husbands. In 1951, Liza’s parents (1) have divorced/divorced.

Liza spent most of her childhood in Hollywood, and she often visited her mother’s or father’s film sets at the MGM Studios. She was (2) interested/interesting in everything to do with films, but she especially loved dancers such as Fred Astaire, Gene Kelly, and Cyd Charisse. ‘I learned all their dances,’ Liza Minnelli said in an interview in 1972, ‘and I went home and practised them all in front of the mirror.’ When she was only two and a half years old she (3) has appeared/appeared in her first movie, called In the Good Old Summertime, and five years later she danced on the stage of the Palace Theatre in New York.

She knew that she wanted to be a professional actress when she saw a musical on Broadway in 1960. ‘The kids on stage looked fantastic,’ she said ‘so I immediately/decided to go to drama school.’

Liza has worked (5) hard/hardly all her life and has won many awards. She won her first award when she was nineteen for her performance in a musical called Flora, the Red Menace, and since then she has won five more. She won an Oscar in 1973 as Sally Bowles in Cabaret. She has made more than fifteen films and recorded eight albums. She made her first album, Liza! Liza! in 1963.

Liza has had an (6) excited/exciting life, but it has not always been (7) easy/easily for her. She has been married three times, but the marriages have never/lasted very long. She was an alcoholic for many years and has also had problems with drugs. In 1984 she went to the Betty Ford Center in California and she has also had problems with her health. Her fans were very (9) worried/worrying about her in the 1990s because she (10) has/had an operation on her hip in 1994 and one on her throat in 1997.

But Liza’s career hasn’t ended (11) yet/ever. In 1991, she made a film called Stepping Out, which was (12) on/about a group of people who find happiness and a purpose in life through dancing. This is a mirror of Liza Minnelli’s life because she’s now planning to appear on Broadway again in her new show Minnelli on Minnelli.
Song

1. Look at the underlined words and decide what's missing.
2. Listen and complete the song with the words you hear.

---

### SUMMERTIME
ELLA FITZGERALD

**Summertime and the livin’ is**

(1) __________

Fish are **jumpin’** and the cotton is

(2) __________

Oh your Daddy’s (3) __________ and
your ma is **a good-lookin’**

So hush little baby, don’t you

(4) __________

One of these (5) __________
you’re **a-o-in’** to rise up singing

Then you’ll spread your wings and
you’ll take the (6) __________

But till that morning there’s a **nothin’**
can harm you

With daddy and mammy **standin’** by.
Correct the mistakes

Each sentence has a mistake. Find it and correct it.

Example
Antonia is Italian. Antonia is Italian.

1. London is a city very big.
2. My mother works in a hotel is a receptionist.
3. My father watch TV in the evening.
4. He's like watching football.
5. On Sundays we go in a restaurant.
6. Hans is businessman.
7. You family is very nice.
8. I like listen to music.
9. Our school have a lot of students.
10. The childrens go to school near here.
11. We have the dinner at 7.00.
12. Buses in London are reds.
13. My brother no have a job.
14. Do you want a ice-cream?
15. Is near here, my flat.

Choose the correct sentence

One sentence is correct. Which one?

Example
Where she from? ✗
Where does she from? ✗
Where is she from? ✓

1. a Sally is a nice girl, and I like.
   b Sally is a nice girl, and I like her.
   c Sally is a nice girl, and I like him.
2. a He has 27 years old.
   b He's 27 years.
   c He's 27.
3. a Peter works with his father.
   b Peter works with his father.
   c Peter works with him father.
4. a Sally and Tim live in Madrid. They're flat is lovely
   b Sally and Tim live in Madrid. Their flat is lovely.
   c Sally and Tim live in Madrid. There flat is lovely.
5. a She lives in a house or a flat?
   b Does she lives in a house or a flat?
   c Does she live in a house or a flat?
6. a I don't like going to discos.
   b I don't like go to discos.
   c I no like going to discos.
7. a How many languages you speak?
   b How many languages do you speak?
   c How many languages does you speak?
8. a My brother work in a bank.
   b My brother he works in a bank.
   c My brother works in a bank.

Word order

Put the words in the correct order.

Example
Madrid Jorge from comes. Jorge comes from Madrid.

1. policeman from is John a New York

2. married sister is your?

3. mountains sister skiing goes the in my

4. isn't coffee nice English very

5. your what name teacher's is?

6. surname how spell do your you?

7. often weekends go I at swimming

Questions

1. Match a line in A with a line in B to make questions.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you go to bed?</td>
<td>do you go to bed?</td>
</tr>
<tr>
<td>Where languages do you speak?</td>
<td></td>
</tr>
<tr>
<td>What time is a cup of coffee and a sandwich?</td>
<td>do you usually sit next to?</td>
</tr>
<tr>
<td>Who do you do at weekends?</td>
<td></td>
</tr>
<tr>
<td>How much do you go on holiday?</td>
<td></td>
</tr>
</tbody>
</table>
Here are the answers to some questions. Write the questions. Use the words in brackets.

Example

What do you do? (you/do) I'm a hairdresser.

a (Peter/start work) At 8.00.
b (Sylvie and Jacques/come) From France.
c (your wife's) Jackie.
d (you/have) Three. Two girls and a boy.
e (you/like/gardening)

Yes, I do. I grow a lot of vegetables.

Prepositions

Complete the text with the prepositions in the box.

at in about after for with by to on after

Example

James lives in a small flat.

James lives (1) Cambridge. He lives (2) two other boys who are students (3) Cambridge University. They work hard during the week, but (4) weekends they invite a lot of friends to their house. They cook a meal (5) their friends, and then they go out (6) the pub (7) a drink, or they stay (8) home and listen (9) music.

James has two jobs. (10) Mondays, Tuesdays, and Wednesdays he works (11) a hospital, where he helps to look (12) children who are ill. He goes to the hospital (13) bus. He starts (14) ten o'clock and works until quarter (15) five. On Thursdays and Fridays he works (16) home. He has a computer (17) his bedroom and he writes stories. (18) the evening, one of the boys cooks a meal. (19) dinner they look in the newspaper to see what's on TV or they talk (20) their day. They usually go to bed at about midnight.

Vocabulary

Put the words in the correct column. There are five words for each column.

<table>
<thead>
<tr>
<th>Things to read</th>
<th>Professions</th>
<th>Things to eat</th>
<th>Places</th>
<th>Verbs</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>egg</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

am/is/do/does (not)

Complete the sentences with the verbs in the box.

Example

I'm not English.

1 Vienna _______ in Austria.
2 Where _______ you from?
3 I _______ on holiday. I'm at work.
4 My teacher _______ very funny.
5 What time _______ the bank open?
6 My sister _______ eat meat because she ______ like it.
7 I _______ hungry. How much ______ a tuna sandwich?
8 Where _______ you usually go on holiday?
9 Daddy, we _______ want to go to bed. We _______ tired.
10 Learning English _______ boring! It's interesting!

TOTAL 100

TRANSLATE

Translate the sentences into your language. Translate the ideas, not word by word.

1 I am a student.
2 My sister is a teacher.
3 She isn't at home. She's at work.
4 I live in a flat.
5 My mother works in a bank.
6 I don't smoke.
7 My father doesn't like rock music.
8 What do you do at weekends?
9 John's flat is in the centre of town.
10 Can I have a cup of coffee, please?
Stop and check 2

Correct the mistakes

Each sentence has a mistake. Find it and correct it.
Example
Where do you live? Where do you live?
1 There no is a supermarket.
2 Look at this pictures.
3 Is a bank near here?
4 I arrive at Heathrow airport at ten o'clock last night.
5 She could to speak three languages when she was ten.
6 Where did you went last night?
7 The plant is in front the window.
8 I don't can go out because I have a lot of homework.
9 In the kitchen is a table.
10 I was to the cinema last weekend.
11 Who are these people over there?
12 I buyed a new video.
13 Did you watch the football on TV last evening?
14 Italian people is very artistic.
15 I like cities because I can to go to the theatre.

Past Simple

Complete the text with the Past Simple form of the verbs in brackets. There are regular and irregular verbs.
Example
Leonardo da Vinci lived (live) in Italy in the fifteenth and sixteenth century.

Irregular verbs

Write the Past Simple form of these irregular verbs.
1 give _______ 6 make _______
2 leave _______
3 sell _______
4 speak _______
5 lose _______
6 go _______
7 break _______
8 meet _______
9 win _______
10 take _______

Can/could/was/were (not)

Complete the sentences with the verbs in the box.

I can't drive. I'm only 14 years old.

Questions and negatives

Write the statements as questions and negatives.
Example
He can swim. Can he swim?
He can't swim.
1 There's a good restaurant _______ in this town.
2 There are some eggs _______ in the fridge.
3 You can speak French. _______
4 He was born in 1985.

5 She could play the piano when she was three.

6 They were in class last week.

7 Your parents studied German at school.

8 The students went to the theatre last night.

**some/any/a/an**

Complete the sentences with *some*, *any*, *a*, or *an*.

Example

Heathrow is **an** international airport.

1 Did Charles Dickens have **any** children?

2 I bought **some** newspaper and **any** magazines.

3 Jane lives in **a** old house in France.

4 There are **some** trees in my garden, but there aren't **any** flowers.

5 Do you have **any** books by Gabriel Garcia Márquez?

6 There are **some** letters for you on the table.

**Vocabulary – connections**

Match a line in A with a line in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>birthday</td>
<td>kitchen</td>
</tr>
<tr>
<td>Easter Day</td>
<td>second</td>
</tr>
<tr>
<td>computer</td>
<td>operator</td>
</tr>
<tr>
<td>2nd</td>
<td>egg</td>
</tr>
<tr>
<td>telephone</td>
<td>wedding</td>
</tr>
<tr>
<td>fridge</td>
<td>Internet</td>
</tr>
<tr>
<td>son</td>
<td>war</td>
</tr>
<tr>
<td>season</td>
<td>sun</td>
</tr>
<tr>
<td>Congratulations!</td>
<td>month</td>
</tr>
<tr>
<td>ticket</td>
<td>aspirin</td>
</tr>
</tbody>
</table>

**Vocabulary – opposites**

Match a word in A with its opposite in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot</td>
<td>rich</td>
</tr>
<tr>
<td>clean</td>
<td>far</td>
</tr>
<tr>
<td>win</td>
<td>under</td>
</tr>
<tr>
<td>old</td>
<td>left</td>
</tr>
<tr>
<td>near</td>
<td>cold</td>
</tr>
<tr>
<td>before</td>
<td>lose</td>
</tr>
<tr>
<td>happy</td>
<td>finish</td>
</tr>
<tr>
<td>poor</td>
<td>after</td>
</tr>
<tr>
<td>on</td>
<td>sad</td>
</tr>
<tr>
<td>begin</td>
<td>modern</td>
</tr>
</tbody>
</table>

**TRANSLATE**

Translate the sentences into your language. Translate the ideas, not word by word.

1 Is there a chemist near here?

2 There are two books on the table.

3 There are some flowers in the living room.

4 Are there any glasses?

5 I can ski, but I can't swim.

6 I couldn't go to the party last night.

7 I was ill.

8 Where were you born?

9 I was born in Mexico.

10 She started work when she was twelve.

11 He didn't like his first job.

12 Where did you go on holiday last year?
Correct the mistakes
There is a mistake in each sentence. Find it and correct it.
Example
Where do you live?  Where do you live?
1 It's very hot today - do you like something to drink?
2 Peter's got a lot of books because he'd like reading.
3 How many children do you got?
4 How many money has he got?
5 Who's is that new car?
6 I'm go home now because it's late.
7 Last night I went to a cafe for to meet my friends.
8 We're going have a test next week.
9 I'm wear my old clothes because I'm going to clean the car.
10 Pierre is French, he's coming from Paris.
11 What you doing tonight?
12 My sister is more old than me.
13 I think is going to rain.
14 Your house is bigger than my.
15 Who is the most rich person in the world?

Questions and answers
Match a question in A with an answer in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does your sister work?</td>
<td>Yes, of course. What can I do for you?</td>
</tr>
<tr>
<td>Whose is this coat?</td>
<td>Yes, I think he's very nice.</td>
</tr>
<tr>
<td>How many cats have you got?</td>
<td>To buy some toothpaste.</td>
</tr>
<tr>
<td>How much did your bike cost?</td>
<td>To Turkey.</td>
</tr>
<tr>
<td>Could you help me, please?</td>
<td>In a bank.</td>
</tr>
<tr>
<td>Would you like some more to eat?</td>
<td>I stayed at home.</td>
</tr>
<tr>
<td>Do you like Henry?</td>
<td>Three.</td>
</tr>
<tr>
<td>Where are you going on holiday?</td>
<td>It's Jane's.</td>
</tr>
<tr>
<td>Why are you going to the chemist's?</td>
<td>£195.</td>
</tr>
<tr>
<td>What did you do last night?</td>
<td>Her name is Mrs Taylor.</td>
</tr>
<tr>
<td>Who's the new teacher?</td>
<td>No, thanks. I'm full.</td>
</tr>
</tbody>
</table>

Comparatives and superlatives
Complete the chart.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>more beautiful</td>
<td>worst</td>
</tr>
<tr>
<td>exciting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>noisy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comparing hotels
1 Look at the information about the two hotels. Write five sentences about the hotels using the comparative forms of the adjectives in the box.
Example
The Ritz is a better hotel than The Strand.

<table>
<thead>
<tr>
<th>good</th>
<th>big</th>
<th>expensive</th>
<th>near</th>
<th>far</th>
<th>modern</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ritz</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of stars</th>
<th>102</th>
<th>55</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of rooms</td>
<td>102</td>
<td>55</td>
</tr>
<tr>
<td>Price</td>
<td>£80-£100</td>
<td>£120-£140</td>
</tr>
<tr>
<td>How many minutes to the sea?</td>
<td>10 minutes</td>
<td>15 minutes</td>
</tr>
<tr>
<td>How many minutes to the town centre?</td>
<td>20 minutes</td>
<td>8 minutes</td>
</tr>
<tr>
<td>Old or new?</td>
<td>New-1990</td>
<td>Old-1870</td>
</tr>
</tbody>
</table>

2 Look at the information about The Star Hotel. Write five more sentences, comparing the three hotels. Use the superlative form of the adjectives.
Example
The Star is the best hotel.
Going to

Complete the sentences with going to. Use a verb and a place or person from the boxes.

Example
I’m going to do my homework in the living room.

<table>
<thead>
<tr>
<th>buy</th>
<th>write</th>
<th>see</th>
<th>borrow</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>my friend</td>
<td>Florida</td>
<td>library</td>
<td>theatre</td>
<td>baker’s</td>
</tr>
</tbody>
</table>

1. Peter ______ some bread at _______.  
2. I ______ some books from _______.  
3. We ______ a play at _______.  
4. They ______ a holiday in _______.  
5. I ______ a letter to _______.

Some/Any/A

Complete the sentences with some, any, or a.

Example
I don’t have ______ brothers or sisters.

1. Would you like ______ cup of tea?  
2. You have ______ lovely pictures on the walls!  
3. Is there ______ water in the fridge?  
4. Can I have ______ grapes, please?  
5. I’d like ______ hamburger and _______ chips, please.  
6. Do you want ______ sandwich?  
7. The shop doesn’t have ______ potatoes, peas, or bread.  
8. There are ______ eggs in the cupboard, but there isn’t ______ sugar.

Present Simple and Continuous

Complete the sentences with the correct form of the verbs in brackets.

Example
I often _______ (watch) TV in the evenings, but tonight I’m _______ (go) to the cinema.

1. Pierre ______ (smoke) twenty cigarettes a day, but he _______ (not smoke) now because he’s in class.
2. Alice and Peter ______ (look) for a new house. They _______ (not like) living in London.
3. I always _______ (wear) nice clothes for work. Today I _______ (wear) a blue jacket and skirt.
4. ‘Why _______ you _______ (go) to bed? It’s only 10.00.’ I always _______ (go) to bed early.
5. Jane _______ (work) in a bank, but today she’s at home. She _______ (write) letters.
Correct the mistakes

There is a mistake in each sentence. Find it and correct it.
Example
We were in Paris last year.  We were in Paris last year.
1 Why you want to learn Portuguese?
2 She hasn’t never been to Madrid.
3 I’ve wrote to her three times and she hasn’t answered yet.
4 I didn’t enjoy the film. It was very bored.
5 How many times you been to Greece?
6 I’m very exciting about my holiday.
7 The students worked very hardly.
8 Say me when you want to stop for lunch.
9 What sort books do you like reading?
10 Did you ever been to Ireland?

Questions and tenses

Ask questions about the statements.
Example
John went to New York. When did he go?
1 Anna’s tired. Why?
2 I don’t go to work by car. How?
3 This pen isn’t mine. Whose?
4 I met a famous actress. Who?
5 Sarah’s bought a new car. What sort?
6 We saw Bill yesterday. Where?
7 Sue’s watching television. What?
8 They’re going on holiday. Where?
9 Peter’s left the party. Why?
10 She drank a lot of wine. How much?

Past Simple and Present Perfect

1 Underline the correct tense.
   Example
   I saw/have seen Jill yesterday.
   1 I met/have met Anna ten years ago.
   2 My sister did never go/has never been to France.
   3 I’m sorry. I didn’t finish/haven’t finished my work yet.
   4 I ate/have eaten a lot of ice-cream when I was a child.
   5 They climbed/have climbed Everest in 1953.

2 Put the verb in brackets in the correct form, the Present Simple or the Present Perfect.
   Example
   I travelled (travel) by plane for the first time last year.
   1 We _______ (go) to Paris two years ago.
   2 _______ you ever _______ (eat) Japanese food?
   3 I _______ never _______ (be) to hospital.
   4 Where _______ you _______ (live) when you were a student?
   5 I can’t give you your book back, because I _______ (not read) it yet.

Adverb or adjective?

Underline the correct form.
Example
I’m driving carefully because it is raining.
1 Our village is always very quiet/quietly. Nothing happens.
2 Please speak more slowly/slowly. I can’t understand you.
3 She’s a very good/well driver.
4 He doesn’t drive very good/well.
5 My grandparents are very strong and health/healthily for their age.
Word order
Put the words in the correct order.
Example
letter you yet have written?

Have you written the letter yet?

1 many got you how cousins have?

2 Rome they just have in arrived

3 well speak you very English

4 quickly road along man the walked the

5 by play a have Shakespeare seen ever you?

6 exam students the yesterday a had difficult

7 carefully work you did your check?

8 exercise this do please quickly

9 people going many invite party how are to to your you?

10 up is because she tired she got early

Auxiliaries
Complete the sentences with an auxiliary verb from the box.
am/is/are do/does did have/has

Example
I am listening to music.

1 Look at those children – they ______ smoking cigarettes!

2 ______ your daughter speak French well?

3 ______ you learn German when you were at school?

4 ______ Ben ever been to India?

5 We ______ never played volleyball.

6 I ______ going to have driving lessons soon.

7 ______ Mark and Jane live near you?

8 ______ John going to phone you tomorrow?

9 When ______ you start work? A long time ago?

10 ______ you written to thank Sue and Bill yet?

Vocabulary – word groups
Put the words in the correct column. Each column has a different number of words.

quiet day return annoying jumbo jet departure lounge
worried niece station husband arrival hall platform
tiring aunt flight grandson badly-behaved boarding pass

gate widow lovely

<table>
<thead>
<tr>
<th>Travel by train</th>
<th>Travel by plane</th>
<th>Adjectives</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 20 |

Prepositions
Complete the sentences with the prepositions in the box.
about in out of by on for to from

Example
Pamela lives ______ the second floor.

1 I'm reading a book ______ the history of France.

2 Oliver Twist is a book ______ Charles Dickens.

3 Is it far ______ your house to the station?

4 Is Mexico City the biggest city ______ the world?

5 Jane's worried ______ her exam.

6 What's ______ television tonight?

7 Are you interested ______ politics?

8 She works ______ a big company.

9 Can I speak ______ you for a moment?

10 He drove ______ the garage and down the street.

Translate
Translate the sentences into your language. Translate the ideas, not word by word.

1 Tim drives carefully. Tim's a careful driver.

2 Have you ever been to China? I went to China last year.

3 He hasn't finished his homework yet.

4 I've just finished my homework.

5 I want to go home.

6 I'm interested in animals.
Progress test 1

Exercise 1 Asking about people

<table>
<thead>
<tr>
<th>Surname</th>
<th>Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>First name</td>
<td>John</td>
</tr>
<tr>
<td>Country</td>
<td>Britain</td>
</tr>
<tr>
<td>Age</td>
<td>30</td>
</tr>
<tr>
<td>Address</td>
<td>94 East St, Oxford OX1 9HJ</td>
</tr>
<tr>
<td>Job</td>
<td>Teacher</td>
</tr>
<tr>
<td>Place of work</td>
<td>School in Oxford</td>
</tr>
<tr>
<td>Married</td>
<td>No</td>
</tr>
<tr>
<td>Free time</td>
<td>Football</td>
</tr>
</tbody>
</table>

Read the information about John Smith. Write the questions.

Example
What's his first name?
His first name's John.

1. His surname is Smith.
2. He's from Britain.
3. He's 30.
4. 94 East St, Oxford OX1 9HJ.
5. He's a teacher.
6. In a school in Oxford.
7. No, he isn't. He's single.
8. He plays football.

Exercise 2 Word order

Put the words in the correct order.

Example
you from are Where?
Where are you from?

1. do at What weekends you do?
2. work she does Where?
3. a television There photo is the on
4. near there chemist a Is here?
5. Coke please I a Can have?
6. children How they do have many?
7. skiing in Hans Switzerland teaches
8. any Is milk the there fridge in?
9. not work Rosy go by does to car
10. Sue going Dave and the opera like to

Exercise 3 Questions

Match a line in A with a line in B to make a question. Then find an answer in C.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who do you do on Sundays?</td>
<td>At seven o'clock.</td>
<td></td>
</tr>
<tr>
<td>How much do you meet on Saturday evenings?</td>
<td>To the theatre.</td>
<td></td>
</tr>
<tr>
<td>What do you go on Friday evenings?</td>
<td>My friends, Dave and Paul.</td>
<td></td>
</tr>
<tr>
<td>Where do you get up?</td>
<td>I play tennis.</td>
<td></td>
</tr>
<tr>
<td>How is a ham sandwich?</td>
<td>By bus.</td>
<td></td>
</tr>
<tr>
<td>What time do you travel to work?</td>
<td>£1.80.</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 4 some, any, a, and an
Complete the sentences with some, any, a, or an.
Example
There are _some_ flowers in the garden.
1 There are _______ pictures on the wall.
2 Can I have _______ apple, please?
3 Are there _______ books in the living room?
4 There aren't _______ good restaurants in our town.
5 There's _______ newsagent's opposite the post office.
6 John has _______ trees in his garden.
7 Are there _______ Japanese students in your class?
8 There's _______ orange on the table.
9 There aren't _______ photographs on the wall.
10 There are _______ plates next to the sink.

Exercise 5 Present Simple
Complete the text with the correct form of the verb in brackets.
Example
Peter _is_ a teacher.
I (1) _______ (have) two brothers, Simon and Chris. They (2) _______ (live) in London. Simon (3) _______ (be) a pilot and Chris (3) _______ (work) in a garage. Simon (5) _______ (like) flying, but Chris (6) _______ (not like) mending cars. At weekends I (7) _______ (go) to London and I (8) _______ (stay) with them. We (9) _______ (go) to the theatre or to the cinema on Saturday evening, and on Sunday we (10) _______ (walk) in Hyde Park.

Exercise 6 be and do
Complete the sentences with a verb from the box.
Example
Peter _is_ a teacher.

<table>
<thead>
<tr>
<th>am / am not</th>
<th>does / does not</th>
<th>is / is not</th>
</tr>
</thead>
<tbody>
<tr>
<td>do / do not</td>
<td>are / are not</td>
<td></td>
</tr>
</tbody>
</table>

1 I _______ hungry. Can I have an apple?
2 How _______ you travel to work?
3 Rome _______ in Spain. It _______ in Italy.
4 Mary and Sarah _______ like milk.
5 _______ James have two jobs?
6 Ben _______ like travelling by bus.
7 We aren't from Spain – we _______ from Portugal.
8 ‘_______ you like ice-cream?’ ‘No, I _______’

Exercise 7 Plural forms
Write these sentences in the plural.
Example
She's a doctor. They're doctors.
1 I go swimming on Saturdays.
2 He watches TV every day.
3 The dictionary is over there.
4 This watch is expensive.
5 Look at that lovely flower.
6 Do you have a stamp?
7 She's our child.
8 He's an interesting person.
9 That man is American.
10 The school doesn't have a computer.
**Exercise 8 Prepositions**

Complete the sentences with the correct preposition. Write one word on each line.

1. There are two chairs _______ the living room.
2. The sofa is _______ _______ the table.
3. There's a lamp _______ the sofa.
4. There's a picture _______ the wall.
5. The chairs are _______ the television.
6. There's a cat _______ _______ _______ the fire.
7. The telephone is _______ the table.

**Exercise 9 Choose the correct sentence**

Tick (J) the correct sentence.

Example
Let's go to home.
Let's go home.

1. a) Kate and Ann are students in Cambridge University.
   b) Kate and Ann are students at Cambridge University.

2. a) Let's go out to the pub!
   b) Let's go out at the pub!

3. a) On Thursdays I get home at six o'clock.
   b) In Thursdays I get home at six o'clock.

4. a) Richard lives at London.
   b) Richard lives in London.

5. a) To weekends I go swimming.
   b) At weekends I go swimming.

**Exercise 10 Which one is different?**

Underline the different word.

Example
Cambridge London Oxford Rome

1. a) magazine
   b) pen
   c) newspaper
   d) book

2. a) milk
   b) apple
   c) ice-cream
   d) hammer

3. a) house
   b) palace
   c) street
   d) flat

4. a) actor
   b) dentist
   c) policeman
   d) teach

5. a) boring
   b) interesting
   c) like
   d) funny

6. a) father
   b) sister
   c) mother
   d) man

7. a) house
   b) bathroom
   c) kitchen
   d) living room

8. a) often
   b) near
   c) next to
   d) opposite

9. a) French
   b) England
   c) American
   d) Hungarian

10. a) my
    b) we
    c) his
    d) your

**Exercise 11 Adjectives**

Match the opposites.

- small — cheap
- difficult — horrible
- expensive — right
- hot — big
- lovely — easy
- wrong — left
- old — young
- new — cold
- right — old

**Exercise 12 Words that go together**

Match a verb in A with a line in B.

- drive — football
- play — a train
- go — tea
- speak — television
- drink — a car
- travel — to music
- catch — jogging
- listen — by bus
- watch — French
Progress test 2

UNITS 6–10

Exercise 1 The past tense of the verb to be

What are the past tense forms of the verb to be?

<table>
<thead>
<tr>
<th>Example</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 You</td>
<td>was</td>
<td>wasn't</td>
</tr>
<tr>
<td>2 He/She/It</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 We</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 They</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 2 can and can't

Read the information, then complete the sentences with can or can't and a verb.

<table>
<thead>
<tr>
<th>swim</th>
<th>play tennis</th>
<th>speak German</th>
<th>speak Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sylvia</td>
<td>J</td>
<td>X</td>
<td>J</td>
</tr>
<tr>
<td>Linda</td>
<td>✓</td>
<td>J</td>
<td>X</td>
</tr>
<tr>
<td>Marianne</td>
<td>X</td>
<td>X</td>
<td>✓</td>
</tr>
</tbody>
</table>

Example

Linda can swim and she can play tennis.

1 Sylvia can swim, but she ____________________
2 hlarianne ____________________ and she ____________________
3 Linda ____________________, but Sylvia and Marianne can.
4 Everybody ____________________
5 Only Linda ____________________
6 Sylvia and Linda ____________________, but Marianne can't.

Exercise 3 Past Simple

Write the Past Simple of these verbs.

<table>
<thead>
<tr>
<th>Regular</th>
<th>Irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 work</td>
<td>6 have</td>
</tr>
<tr>
<td>2 live</td>
<td>7 come</td>
</tr>
<tr>
<td>3 earn</td>
<td>8 give</td>
</tr>
<tr>
<td>4 move</td>
<td>9 go</td>
</tr>
<tr>
<td>5 stay</td>
<td>10 buy</td>
</tr>
</tbody>
</table>

Exercise 4 Past Simple and Present Simple

Complete the text with the correct form of the verb in brackets: the Past Simple or the Present Simple.

My friend Jack is 40. He (1) ________ (leave) Britain when he was 20 and (2) ________ (go) to Italy. He (3) ________ (work) in Naples for ten years, then he (4) ________ (move) to Rome. There he (5) ________ (meet) Antonella. They (6) ________ (get) married in 1982 and now they (7) ________ (live) in Florence. Jack (8) ________ (teach) English in a language school. And what (9) ________ (do) Antonella do? She (10) ________ (sell) computer software.
Exercise 5  Past Simple: negative
Make these positive sentences negative.
Example
He bought a new shirt.  He didn't buy a new shirt.
1 We enjoyed the film.
2 I took a photograph of my sister.
3 Angela wrote a letter to her friend.
4 Charles Dickens became a journalist when he was 18.
5 Germany won the World Cup in 1986.
6 Her father died when she was 14.
7 I lost £10 last night.
8 People flew by plane 100 years ago.
9 That book was very interesting.
10 We arrived at school at eight o'clock.

Exercise 6  would like
Tick (✓) the correct sentence.
Example
A Would you like a drink?
Do you like a drink?  ✗
B No thanks, I'm not thirsty.
1 A Would you like some fruit?
Do you like some fruit?
B Yes. An apple, please.
2 A Would you like windsurfing?
Do you like windsurfing?
B Yes, but I prefer swimming.
3 A What would you like for dinner this evening?
Do you like steak and chips?
B Steak and chips.
4 A Would you like Mr Brown?
Do you like Mr Brown?
B No. He's not very nice.
5 A Can I help you?
I like
B Yes. I'd like a bottle of mineral water, please.

Exercise 7  Countable and uncountable
Write C next to the count nouns and U next to the uncount nouns.
Example
book C  rice U
1 pencil C  5 apple U
2 music C  6 money U
3 rain C  7 bread U

Exercise 8  some, any, or a
Write some, any, or a in the gaps.
Example
Do you have any rice?
1 I've got ______ pens in the office.
2 Can I have ______ can of Coke, please?
3 There isn't ______ sugar in the dining room.
4 Have you got ______ photographs of Jim?
5 I'd like ______ fruit, please.
6 Peter put ______ water and ______ glasses on the table.
7 There wasn't ______ petrol or oil in the car.

Exercise 9  How much and How many
Complete the questions with How much or How many.
1 ______ milk is there in the fridge?
2 ______ stamps do you need?
3 ______ oranges and apples are there on the table?
4 ______ Coke is there in the kitchen?
5 ______ money did you take to France?
Exercise 10  Comparatives and superlatives 1

Read about the castles.

**Abergoran Castle**
- Price: 5200,000
- Built: 1072
- Rooms: 0

**Footleby Castle**
- Price: £10 million
- Built: 1833
- Rooms: 160

**Haywood Castle**
- Price: 52 million
- Built: 1450
- Rooms: 20

These sentences are false. Correct them.

Example
Abergoran Castle is more modern than Haywood Castle.
No, it isn’t. It’s older.

1 Footleby Castle is cheaper than Haywood Castle.

2 Abergoran Castle is bigger than Footleby Castle.

3 Abergoran Castle is the biggest.

4 Abergoran Castle is more expensive than Footleby Castle.

5 Footleby Castle is the cheapest.

6 Footleby Castle is older than Haywood Castle.

7 Abergoran Castle is the most modern.

---

Exercise 11  Comparatives and superlatives 2

Complete the chart.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>more dangerous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interesting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 12  Ordinal numbers

Write the ordinal numbers in words.

Example
6th  sixth

1 1st
2 2nd
3 3rd
4 12th
5 20th

Exercise 13  Opposites

Choose a word from the box and write it next to its opposite.

Example
big  small

<table>
<thead>
<tr>
<th>quiet</th>
<th>old</th>
<th>buy</th>
<th>before</th>
<th>start</th>
</tr>
</thead>
<tbody>
<tr>
<td>boring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stop</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>night</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sell</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>different</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>noisy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>old</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>modern</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>west</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>after</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Exercise 1 Present Continuous: -ing form

Write the correct -ing form.

**Example**

walk  \( \rightarrow \) walking

smoke  \( \rightarrow \) smoking

1. drive  ________
2. stop  ________
3. work  ________
4. use  ________
5. look  ________
6. get  ________
7. buy  ________
8. think  ________
9. swim  ________
10. cry  ________

### Exercise 2 Present Continuous

Complete the sentences with the Present Continuous form of the verb in brackets.

**Example**

Julie  **is wearing**  earrings. (wear)

1. I  ________ on holiday tomorrow. (not go)
2. A Why  ________ you  ________? (smile)
   B Because Mr Black didn't give us any homework.
3. A Where's Richard?
   B He  ________ next to Jane. (stand)
4. Tom  ________ at his desk. (not sit)
5. A What  ________ Sue  ________? (eat)
   B A tuna sandwich.
6. A What  ________ you  ________? (do)
   B I  ________ my shoes. (clean)
7. I can't phone my wife. The telephone  ________ (not work)

### Exercise 3 Present Simple and Continuous

Complete the sentences with the Present Simple or the Present Continuous form of the verbs in brackets.

**Example**

'Be quiet! I'm watching  ________ (watch) this film!'

1. We usually  ________ (take) the bus to town, but today we  ________ (go) by car.
2. A Where  ________ you usually  ________ (go) on Friday evenings?
   B To a disco.
3. A It's 11.30. Why  ________ you  ________ (work) so late?
   B Because I  ________ (have) a lot of homework.
4. A Where  ________ your parents  ________?
   B In a small  **village**  near Oxford.
   A  ________ they  ________ (like) living in the country?
   B Yes, they do.
5. A What  ________ you usually  ________ (have) for breakfast?
   B Toast. But today I  ________ (have) some fruit because there isn't any bread.
6. A The telephone  ________ (ring). Can you answer it?
   B OK.
Exercise 4 Possessive pronouns

Write the sentences using a possessive pronoun.

Example
It's my pen. It's mine.
They're her socks. They're hers.

1. It's your newspaper.
2. They're his books.
3. It's her T-shirt.
4. They're our videos.
5. This is their house.

Exercise 5 going to

Make positive sentences, negative sentences, and questions using going to.

Examples
she / pilot She's going to be a pilot.
he / not / bus driver He isn't going to be a bus driver.
you / hairdresser? Are you going to be a hairdresser?

1. they / architects
2. he / not / ballet dancer
3. you / pilot?
4. I / not / policeman
5. we / athletes
6. she / not / chef
7. he / vet?
8. I / actress
9. he / not / travel agent
10. you / English teacher?

Exercise 6 Infinitive of purpose

Rewrite these sentences using the infinitive of purpose.

Example
I went to Holland because I wanted to see the tulips.
I went to Holland to see the tulips.

1. I'm going to Moscow because I want to see the Kremlin.
2. Paul is going to London because he wants to buy some clothes.
3. Roger went to India because he wanted to visit the Taj Mahal.
4. Tracey often goes to the disco because she wants to dance.
5. Tim is going to America because he wants to see the Niagara Falls.
6. Frank is learning French because he wants to get a better job.
7. Peter is saving money because he wants to buy a car.
8. Henry went to Japan because he wanted to visit Kyoto.
9. Chris went to the newsagent's because he wanted to buy a newspaper.
10. Brian and Jane are going to Paris because they want to climb the Eiffel Tower.

Exercise 7 Adverbs

Write the adverbs next to the adjectives.

Example
quick quickly

1. slow ______ 5. hard ______
2. early ______ 6. sudden ______
3. careful ______ 7. fast ______
4. good ______ 8. bad ______
Exercise 8 Question words

Complete the questions with a word from the box.
Example
A  How tall is your sister?
B  1m 52.

<table>
<thead>
<tr>
<th>Where</th>
<th>Which</th>
<th>Why</th>
<th>How</th>
<th>Who</th>
<th>What</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 9 Past Simple and Present Perfect

Write the Past Simple and the Past Participle of these verbs.
Example
stay  stayed
sing  sang sung

1 eat  ________  ________
2 win  ________  ________
3 live  ________  ________
4 have  ________  ________
5 do  ________  ________
6 cook  ________  ________
7 go  ________  ________
8 drive  ________  ________

Exercise 10 Present Perfect and Past Simple

Tick (J) the correct sentence.

1 a I went to London last week.
   b I have been to London last week.
2 a Have you ever been to France?
   b Did you ever go to France?
3 a Kate has finished her homework two hours ago.
   b Kate finished her homework two hours ago.
4 a Did he go to the dentist last week or the week before?
   b Has he been to the dentist last week or the week before?
5 a I haven't seen that film yet.
   b I didn't see that film yet.
6 a I've just bought my plane ticket to Paris – here it is!
   b I just bought my plane ticket to Paris – here it is!
7 a Jim and Cathy won £1,000 last month.
   b Jim and Cathy have won £1,000 last month.

Exercise 11 Word groups

Put the words in the correct column.

<table>
<thead>
<tr>
<th>Colours</th>
<th>Clothes</th>
<th>Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>blue</td>
<td>T-shirt</td>
<td>foggy</td>
</tr>
<tr>
<td>tie</td>
<td>sunny</td>
<td>green</td>
</tr>
<tr>
<td>pink</td>
<td>suit</td>
<td>cloudy</td>
</tr>
<tr>
<td>suit</td>
<td>skirt</td>
<td>snowing</td>
</tr>
<tr>
<td>yellow</td>
<td>windy</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL 100
Answer keys

Extra ideas Units 1–4

Answers to the reading
2 A How do you spell it?
3 B Glasgow, in Scotland.
4 A How old are you?
5 B Yes, I am.
6 A What’s your husband’s name?
7 B He’s a teacher. (He teaches blind children.)
8 B Yes, I do. I have two sons and a daughter.
9 A Do you have any brothers or sisters?
10 B Yes, I do.
11 A Why do you enjoy your job?
12 B In London and Glasgow.
13 B Yes, I do.
14 A What do you like doing in your free time?

Song — Colours
1 Yellow
2, 3 In the morning
4 I love the best
5 Green
6, 7 In the morning
8 I love the best
9 word
10 time

Extra ideas Units 9–12

Answers to the reading
2 A How much can he earn a day on European TV programmes?
3 What does his wife do?
4 How much did he win?
5 What does he like doing in his free time?
6 He remembered the order of 35 packs of cards.
7 Dominic is 34 years old.
8 He won £1,000 a night.
9 He went to 7 clubs (with the interviewers).
10 He had £1,250 in his pocket.
11 Children can learn to improve their memory from the age of five.

Song — I Just Called To Say I Love You
1 Day
2 hearts
3 sing
4 day
5 flowers
6 wedding
7 true
8 words
9 care
10 mean
11 warm
12 moon
13 leaves
15 thanks
16 heart

Extra ideas Units 5–8

Answers to the reading
1 4 Seoul
3 1 the day of any date in any year; the teams and the scores of every football match in every World Cup.
2 He remembered the order of 35 packs of playing cards.
3 No, he wasn’t. He couldn’t remember his lessons.
4 They said he was stupid.
5 Four years ago. He saw a programme on TV which showed people how to improve their memory.
6 Because he can remember every card.
7 Seven.
8 Three. The other four clubs knew him and didn’t want him to play.
4 1 What day was April 21, 1876?
2 When did he become world champion?

Vocabulary

<table>
<thead>
<tr>
<th>Flowers</th>
<th>Colours</th>
</tr>
</thead>
<tbody>
<tr>
<td>tulip</td>
<td>pink</td>
</tr>
<tr>
<td>rose</td>
<td>red</td>
</tr>
<tr>
<td>daffodil</td>
<td>yellow</td>
</tr>
<tr>
<td>snowdrop</td>
<td>gold</td>
</tr>
<tr>
<td>primrose</td>
<td>orange</td>
</tr>
<tr>
<td></td>
<td>white</td>
</tr>
<tr>
<td></td>
<td>brown</td>
</tr>
<tr>
<td></td>
<td>grey</td>
</tr>
</tbody>
</table>

(Note that pink is also a flower, a type of carnation, but it is not necessary to mention this.)

Comprehension check
1 She’s an artist. Her hobby is gardening.
2 To make her garden beautiful. Because she wanted to make her garden beautiful.
3 Summer, because there were hundreds of red, white, and pink roses.
4 Because she wanted a bigger house.
5 Yes, they did. (They fell in love with it immediately.)
6 Because there was no garden, just a brown field with some stones and rocks. Also there weren’t any flowers or trees.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>She had flowers and plants for every season  ... we didn’t have a garden there.</td>
<td></td>
</tr>
<tr>
<td>It was more beautiful than the park.  ... she would like to move to a bigger house.</td>
<td></td>
</tr>
<tr>
<td>Summer was the prettiest season of all.</td>
<td></td>
</tr>
<tr>
<td>I spent, had, grew, bought, came, fell, left, (was/ were).</td>
<td></td>
</tr>
<tr>
<td>I’m going to make it even more beautiful than my first garden.</td>
<td></td>
</tr>
<tr>
<td>I’m going to plant all the flowers and trees again. I’m going to have a pond. We’re going to see a solicitor.</td>
<td></td>
</tr>
<tr>
<td>She spent ten years and thousands of pounds to make her garden there beautiful.</td>
<td></td>
</tr>
<tr>
<td>A lot of people came to the village especially to see Verena’s garden. Mr and Mrs Grey came to see it.</td>
<td></td>
</tr>
<tr>
<td>There was a brown field with some stones and rocks. I’m going to have a pond with some goldfish.</td>
<td></td>
</tr>
<tr>
<td>There weren’t any flowers or trees and there wasn’t any grass!</td>
<td></td>
</tr>
</tbody>
</table>
Song - Wonderful tonight
Id 2b 3c 4a 5f 6h 7e 8g 9j 10k 11i 12n 13i 140 15m

Extra ideas Units 13–14

Answers to the reading
1 1 divorced 5 hard 9 worried
2 interested 6 exciting 10 had
3 appeared 7 easy 11 yet
4 immediately 8 never 12 about
2 1 March 12,1946.
2 Judy Garland.
3 Her parents divorced.
4 MGM.
5 Two and a half.
6 Six.
7 1963.
8 No, she hasn't. She has been married three times and she has had problems with alcohol and drugs.

Language work
1 1 How many children did her mother have?
2 What was her father's job?
3 How many times did her mother marry?
4 What did she win in 1973?
5 How many films has she made?
6 When did she make Stepping Out?
2 Past Simple
was, divorced, spent, liked, enjoyed, learned, said, went, practised, appeared, danced, knew, wanted, saw, looked, told, decided, won, were, made
Present Perfect
has won, has made, has had, has (not) been, have lasted, hasn't ended

Song - Summertime
1 The letter g is missing.
2 1 easy 3 rich 5 mornings
2 high 4 cry 6 sky

Stop and check 1

Correct the mistakes
1 London is a very big city.
2 My mother works in a hotel. She's a receptionist. or My mother is a receptionist in a hotel.
3 My father watches TV in the evening.
4 He likes watching football.
5 On Sundays we go to a restaurant.

am/is/are/does (not)
1 is 6 doesn't doesn't
2 are 7 'm is
3 'm not 8 do
4 is/isn't 9 don't aren't
5 does/is 10 isn't

Translate
The idea behind this is that students begin to be aware of similarities and differences between English and L1. Emphasize that they must not translate word by word. Obviously it will only be possible to check their answers in a monolingual class but even in a multi-lingual class students can discuss their answers together in nationality groups.

Stop and check 2

Correct the mistakes
1 There isn't a supermarket.
2 Look at this picture/these pictures.
3 Is there a bank near here?
4 I arrived at Heathrow airport at ten o'clock last night.
5 She could speak three languages when she was ten.
6 Where did you go last night?
7 The plant is in front of the window.
8 I can't go out because I have a lot of homework.
9 There is a table in the kitchen.
10 I went to the cinema last weekend.
11 Who are those people over there?
12 I bought a new video.
13 Did you watch the football on TV last night/yesterday evening?
14 Italian people are very artistic.
15 I like cities because I can go to the theatre.

Past Simple
1 studied 6 thought
2 began 7 didn't go
3 didn't finish 8 wrote
4 was 9 didn't understand
5 wanted 10 could

Irregular verbs
1 gave 5 lost 9 won
2 left 6 made 10 took
3 sold 7 broke
4 spoke 8 met

Can/could/was/were (not)
1 wasn't was
2 wasn't was
3 was could
4 were weren't was
5 couldn't was
Questions and negatives
1 Is there a good restaurant in this town?
   There isn't a good restaurant in this town.
2 Are there any eggs in the fridge?
   There aren't any eggs in the fridge.
3 Can you speak French?
   You can't speak French.
4 Was he born in 1983?
   He wasn't born in 1983.
5 Could she play the piano when she was three?
   She couldn't play the piano when she was three.
6 Were they in class last week?
   They weren't in class last week.
7 Did your parents study German at school?
   Your parents didn't study German at school.
8 Did the students go to the theatre last night?
   The students didn't go to the theatre last night.

some/any/a/ an
1 any
2 a some
3 an
4 some any
5 any
6 some

Vocabulary - connections
(Suggested answers but do award points for any sensible alternatives!)
Easter Day - egg
computer - Internet
2nd - second
telephone - operator
fridge - kitchen
son - sun
season - month
Conratulations! - wedding
ticket - plane
chemist - aspirin
soldier - war

Vocabulary - opposites
clean - dirty
win - lose
old - modern
near - far
before - after

Translate
See note about translation on p156.

Correct the mistakes
1 It's very hot today - would you like something to drink?
2 Peter's got a lot of books because he likes reading.
3 How many children have you got?
4 How much money has he got?
5 Whose is that new car?
6 I'm going home now because it's late.
7 Last night I went to a café to meet my friends.
8 We're going to have a test next week.
9 I'm wearing old clothes because I'm going to clean the car.
10 Pierre is French, he comes from Paris.
11 What are you doing tonight?
12 My sister is older than me.
13 I think it is going to rain.
14 Your house is bigger than mine.
15 Who is the richest person in the world?

Questions and answers
Whose is this coat? - It's Jane's.
How many cats have you got? - Three.
How much did your bike cost? - £195.
Could you help me, please? -
Yes, of course. What can I do for you?
Would you like some more to eat? -
No, thanks. I'm full.
Do you like Henry? -
Yes, I think he's very nice.
Where are you going on holiday?
To Turkey.
Why are you going to the chemist's? -
To buy some toothpaste.
What did you do last night?
I stayed at home.
Who's the new teacher?
Her name's Mrs Taylor.

Comparatives and superlatives

Comparing hotels
a The Strand is bigger than the Ritz.
b The Ritz is more expensive than the Strand.
c The Strand is nearer the sea than the Ritz.
6 I'm very excited about my holiday.
7 The students worked very hard.
8 Tell me when you want to stop for lunch.
9 What sort of books do you like reading?
10 Have you ever been to Ireland?

Questions and tenses
1 Why is she tired?
2 How do you go to work?
3 Whose is this pen?
4 Who did you meet?
5 What sort of car did she buy?
6 Where did you see him?
7 What is she watching?
8 Where are they going?
9 Why did he leave?
10 How much wine did she drink?

Past Simple and Present Perfect
1 1 met 4 ate
2 has never been 5 climbed
3 haven't finished
2 1 went 4 did ... live
2 Have ... eaten 5 haven't read
3 have ... been

Adverb or adjective?
1 quiet 4 well
2 slowly 5 healthy
3 good

Word order
1 How many cousins have you got?
2 They have just arrived in Rome.
3 You speak English very well.
4 The man walked quickly along the road.
5 Have you ever seen a play by Shakespeare?
6 The students had a difficult exam yesterday.
7 Did you check your work carefully?
8 Please do this exercise quickly.
9 How many people are you going to invite to your party?
10 She is tired because she got up early.

Auxiliaries
1 are 6 am
2 Does 7 Do
3 Did 8 Is
4 Has 9 did
5 have 10 Have

Vocabulary - word groups

<table>
<thead>
<tr>
<th>Travel by train</th>
<th>Travel by plane</th>
</tr>
</thead>
<tbody>
<tr>
<td>day return</td>
<td>jumbo jet</td>
</tr>
<tr>
<td>station</td>
<td>departure lounge</td>
</tr>
<tr>
<td>platform</td>
<td>arrival hall</td>
</tr>
<tr>
<td>flight</td>
<td>flight</td>
</tr>
<tr>
<td>boarding pass</td>
<td>gate</td>
</tr>
</tbody>
</table>

Adjectives
| quiet           | nice             |
| annoying        | husband          |
| worried         | aunt             |
| tired           | grandson         |
| badly-behaved   | widow            |
| lovely          |                  |

Prepositions
<table>
<thead>
<tr>
<th>about 5 about 9 to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

Translate
See note about translation on p156.

Progress test 1

Exercise 1
1 What's his surname?
2 Where's he from?
3 How old is he?
4 Where does he live? / What's his address?
5 What does he do? / What's his job?
6 Where does he work / teach?
7 Is he married?
8 What does he do in his free time?

Exercise 2
1 What do you do at weekends?
2 Where does she work?
3 There is a photo on the television.
4 Is there a chemist near here?
5 Can I have a coke, please?
6 How many children do they have?
7 Hans teaches skiing in Switzerland.
8 Is there any milk in the fridge?
9 Rosy does not go to work by car.
10 Sue and Dave like going to the opera.

Exercise 3
How much is a ham sandwich? £1.80.
What do you do on Sundays?
I play tennis.
Where do you go on Friday evenings?
To the theatre.

How do you travel to work? By bus.
What time do you get up? At seven o'clock.

Exercise 4
1 some 6 some
2 an 7 any
3 any 8 an
4 any 9 any
5 a 10 some

Exercise 5
1 have 6 doesn't like
2 live 7 go
3 is 8 stay
4 works 9 go
5 likes 10 walk

Exercise 6
1 am 5 Does
2 do 6 does not
3 is not, is 7 are
4 do not 8 Do, don't

Exercise 7
1 We go swimming on Saturdays.
2 They watch TV every day.
3 The dictionaries are over there.
4 These watches are expensive.
5 Look at those lovely flowers.
6 Do you have any stamps?
7 They're our children.
8 They're interesting people.
9 Those men are American.
10 The schools don't have any computers.

Exercise 8
1 in 5 near
2 next to 6 in front of
3 behind 7 on
4 on

Exercise 9
1b 2a 3a 4b 5b

Exercise 10
1 pen (You can read the others.)
2 milk (You can drink milk.)
3 street (The others are buildings.)
4 teach (The others are professions.)
5 like (The others are adjectives.)
6 man (The others are names of family members.)
7 house (The others are rooms.)
8 often (The others describe position.)
9 American (American is an adjective.)
10 we (The others are possessive adjectives.)
Exercise 11

difficult – easy
expensive – cheap
hot – cold
lovely – horrible
wrong – right
old – young
new – old
right – left

Exercise 12
play football
shorts
go jogging
speak French
drink tea
travel by bus
catch a train
listen to music
watch television

Progress test 2

Exercise 1
1 were weren't
2 was wasn't
3 were weren't
4 were weren't

Exercise 2
1 can't play tennis
2 can speak German I can speak Italian
3 can't speak German
4 can speak Italian
5 can play tennis
6 can swim

Exercise 3
1 worked 5 stayed 9 went
2 lived 6 had 10 bought
3 earned 7 came
4 moved 8 gave

Exercise 4
1 left 5 met 9 does
2 went 6 got 10 sells
3 worked 7 live
4 moved 8 teaches

Exercise 5
1 We didn't enjoy the film.
2. I didn't take a photograph of my sister.
3 Angela didn’t write a letter to her friend.
4 Charles Dickens didn’t become a journalist when he was 18.
5 Germany didn’t win the World Cup in 1986.

Exercise 6
1 Would you like ...
2 Do you like ...
3 What would you like ...
4 Do you like ...
5 Yes, I'd like a bottle ...

Exercise 7
1C 2U 3C 4U 5C 6U 7U

Exercise 8
1 some 5 some
2 a 6 some some
3 any 7 any
4 any

Exercise 9
1 How much
2 How many
3 How many
4 How much
5 How much

Exercise 10
1 No, it isn't. It's more expensive.
2 No, it isn't. It's smaller.
3 No, it isn't. It's the smallest.
4 No, it isn't. It's cheaper.
5 No, it isn't. It's the most expensive.
6 No, it isn't. It's more modern.
7 No, it isn't. It's the oldest.

Exercise 11

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>dangerous</td>
<td>more dangerous</td>
<td>most dangerous</td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>interesting</td>
<td>more interesting</td>
<td>most interesting</td>
</tr>
</tbody>
</table>

Exercise 12
1 first 4 twelfth
2 second 5 twentieth
3 third

Exercise 13
1 interesting 6 quiet
2 start 7 new
3 day 8 old
4 buy 9 east
5 same 10 before

Exercise 1
1 driving 6 getting
2 stopping 7 buying
3 working 8 thinking
4 using 9 swimming
5 looking 10 crying

Exercise 2
1 am not going 5 is ... eating
2 are ... smiling 6 are ... doing
3 is standing 7 is cleaning
4 isn't sitting 8 isn't working

Exercise 3
1 take are going
2 do ... go
3 are ... working  have
4 do ... live Do ... like
5 do ... have am having
6 is ringing

Exercise 4
1 It's yours.
2 They're his.
3 It's hers.

Exercise 5
1 They're going to be architects.
2 He isn't going to be a ballet dancer.
3 Are you going to be a pilot?
4 I'm not going to be a policeman.
5 We're going to be athletes.
6 She isn't going to be a chef.
7 Is he going to be a vet?
8 I'm going to be an actress.
9 He isn't going to be a travel agent.
10 Are you going to be an English teacher?

Exercise 6
1 I'm going to Moscow to see the Kremlin.
2 Paul is going to London to buy some clothes.
3 Roger went to India to visit the Taj Mahal.
4 Tracey often goes to the disco to dance.
5 Tim is going to America to see the Niagara Falls.
6 Frank is learning French to get a better job.
7 Peter is saving money to buy a car.
8 Henry went to Japan to visit Kyoto.
9 Chris went to the newsagent's to buy a newspaper.
10 Brian and Jane are going to Paris to climb the Eiffel Tower.
Exercise 7

1 slowly  
2 early'  
3 carefully  
4 well  
5 hard  
6 suddenly  
7 fast  
8 badly

Exercise 8

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

Exercise 9

1 ate eaten  
2 won won  
3 lived lived  
4 had had  
5 did done  
6 cooked cooked  
7 went gone  
8 drove driven

Exercise 10

1a 2a 3b 4a 5a 6a 7a

Exercise 11

<table>
<thead>
<tr>
<th>Colours</th>
<th>Clothes</th>
<th>Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>blue</td>
<td>jumper</td>
<td>cloudy</td>
</tr>
<tr>
<td>yellow</td>
<td>skirt</td>
<td>snowing</td>
</tr>
<tr>
<td>pink</td>
<td>T-shirt</td>
<td>foggy</td>
</tr>
<tr>
<td>green</td>
<td>tie</td>
<td>sunny</td>
</tr>
<tr>
<td>brown</td>
<td>suit</td>
<td>windy</td>
</tr>
</tbody>
</table>