



CUTTING EDGE

THIRD EDITION

STARTER

TEACHER'S RESOURCE BOOK

WITH RESOURCE DISC

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TEACHER'S RESOURCE BOOK

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TEACHER'S RESOURCE DISC

Extra Resources

- Class audio scripts
- Video scripts
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STUDENTS' BOOK CONTENTS



| Unit | Grammar focus | Vocabulary | Skills |
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| 02 AROUND THE WORLD page 14 | <i>be</i> with <i>I, you, he/she/it</i> <i>his/her/their</i> and <i>our</i> | Countries Nationalities Numbers (21–100) and 'How old ...?' | |
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| 06 THINGS YOU DO page 42 | Present simple (<i>he, she, it</i>) Present simple questions (<i>he, she, it</i>) | Activities Likes and dislikes | Listening: Two lives Reading: A good match? |

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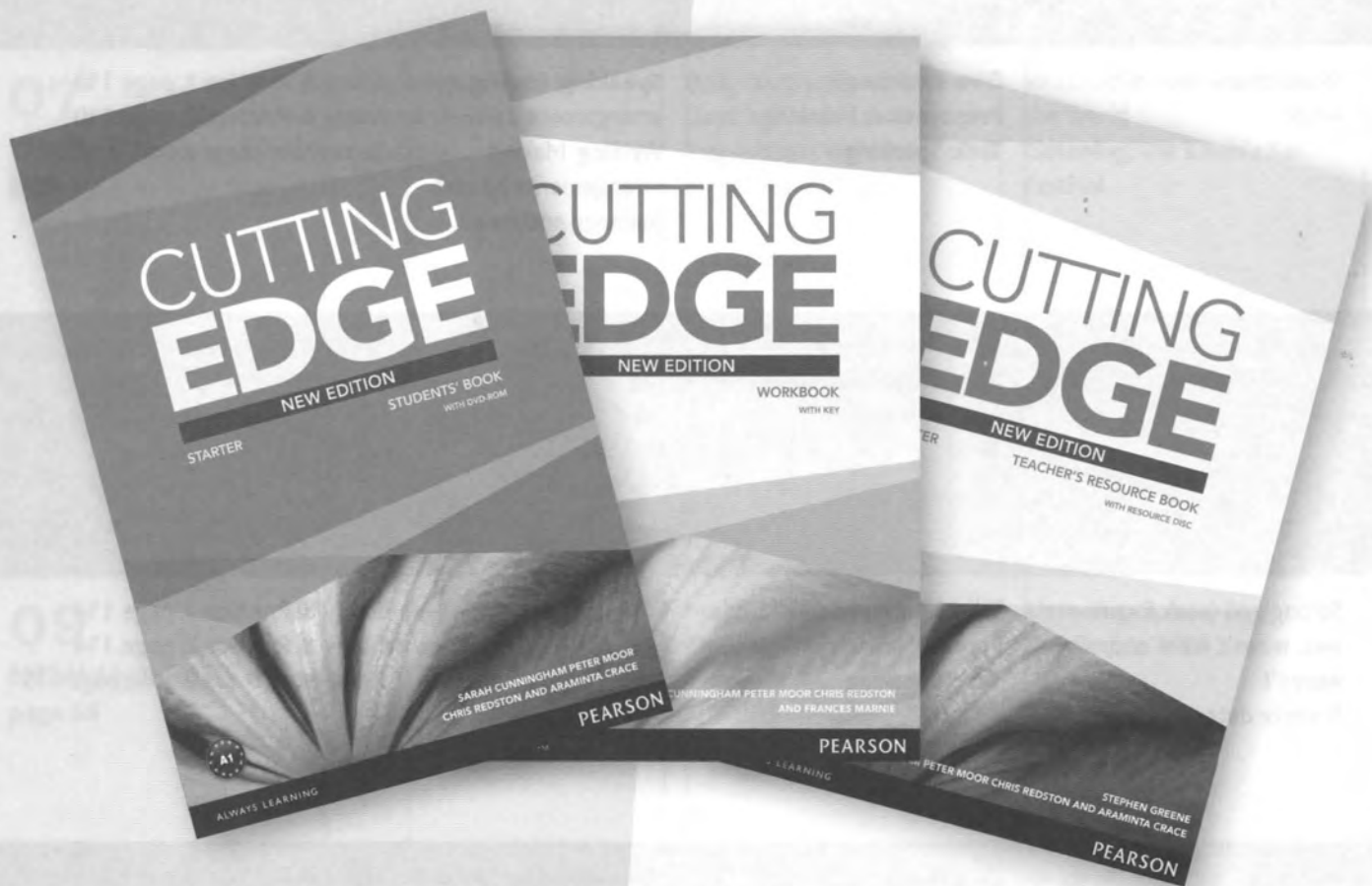


| Unit | Grammar focus | Vocabulary | Skills |
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| 08 YOU CAN DO IT! page 58 | <i>can/can't</i> Questions with <i>can</i> Review of questions | Verbs: things you do Parts of the body | Reading: Amazing people! Reading: Seven international customs |
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| Pronunciation | Task | Language live/ World culture | Study, Practice & Remember |
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STUDENTS' BOOK CONTENTS



MESSAGE FROM THE AUTHORS



Do you remember the first time you sent a text message? Or when you started checking information online? These things may seem like centuries ago or only yesterday, but one thing is for sure, in the last twenty years or so, we have lived through a period of unprecedented technological change. Change which has affected all of our personal and working lives. Change that will not go away but will continue in ways that we haven't yet imagined.

Cutting Edge Starter New Edition, while retaining its most popular features, has changed to reflect and embrace the digital age. We have done this through new texts, enhanced features and design along with a whole suite of new digital components. We've added new video content in the *Language live* lessons which deepen learners' knowledge of key functional language and help them to operate more effectively in the real world.

The new *Share your task* feature encourages learners to film and compare their work with other *Cutting Edge* users. The fully revised *MyEnglishLab for Cutting Edge Starter New Edition* has a wide variety of interactive exercises to motivate and engage learners along with the gradebook so you can keep track of your learners' progress in an instant.

Grammar rules, vocabulary lists and test scores all play their part in language learning, but that's not the whole story; in the end, language learning is about connecting people. *Cutting Edge Starter New Edition* provides a window on the world with humorous video clips, information-rich texts and engaging tasks. These provide a springboard for learners to engage in meaningful speaking and writing activities that reflect the reality of the 21st century.

We hope that you and your learners will enjoy using *Cutting Edge Starter New Edition* and we would like to thank you for the invaluable input you have given us over the years. We look forward to continuing and widening our ongoing dialogue with *Cutting Edge* users all over the world.



Sarah Cunningham and Peter Moor

OVERVIEW OF COMPONENTS

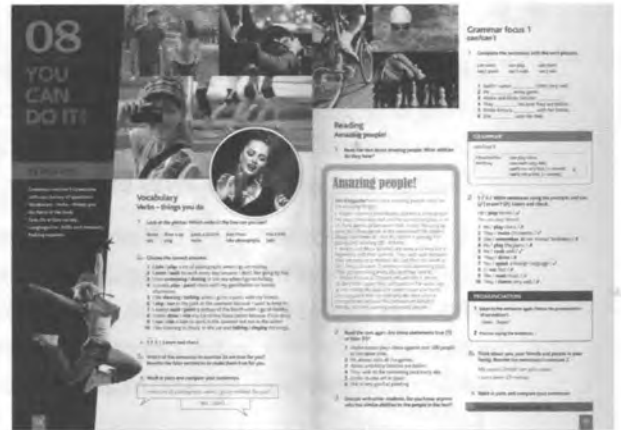


STUDENTS' BOOK

- Twelve units with 90 to 120 hours of teaching material
- A comprehensive Study, Practice & Remember section
- Audio scripts of the class audio

DVD-ROM

- Audio material for use in class
- DVD content (Language live)
- Audio and video scripts
- Digital Vocabulary Book



WORKBOOK

- Additional grammar, vocabulary and pronunciation exercises to complement the Students' Book
- Additional functional language practice exercises
- Extra listening and reading material
- Extra writing practice

WORKBOOK AUDIO

- Audio material to practice listening, pronunciation and functional language
- Visit www.english.com/students/cuttingedge3e to download the audio

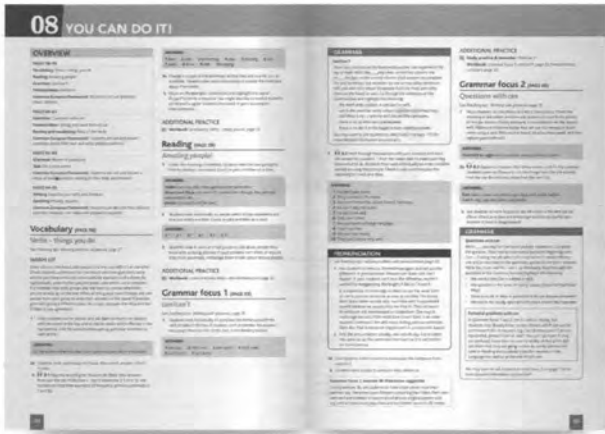


MYENGLISHLAB

Learning Management System that provides:

- Interactive Workbook with instant feedback
- Extra practice in grammar, vocabulary and the four skills
- Unit, Mid-course and End of course tests
- Extra videos with interactive exercises





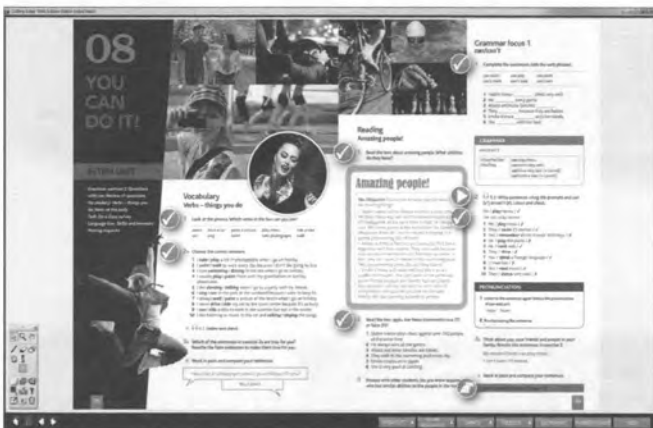
TEACHER'S RESOURCE BOOK

- Teacher's notes for every unit with alternative suggestions, culture notes and answer keys
- Generic teaching tips on useful areas such as: grammar, lexis, pronunciation, using video etc.



TEACHER'S RESOURCE DISC

- Class audio scripts and video scripts
- Photocopiable worksheets to provide additional practice of key language
 - Editable and printable tests
- Test audio, audio scripts and answer keys



ACTIVE TEACH

Software for classroom use to help teachers get the most out of the course featuring:

- Answer reveal feature
- Integrated audio and video content
- Test master containing all course tests
 - Large extra resources section
- Grammar and vocabulary review games
 - A host of useful tools



WEBSITE

- Information about the course
 - Sample materials
 - Placement test
- A range of free downloadable worksheets
www.pearsonELT.com/cuttingedge3e

THE STUDENTS' BOOK



- 1 Key language highlighted at the start of each unit.
- 2 Topic-related vocabulary and focus on high-frequency, useful words and phrases
- 3 Personalised speaking activities recycle vocabulary and encourage learners to draw on their own knowledge and experience.
- 4 A variety of pre and post-reading activities are provided to get the most out of reading texts.
- 5 Information-rich texts reflect learners' interests and experience.
- 6 Cross-referencing to Study, Practice & Remember sections for additional explanations, exercises and Study tips.
- 7 Grammar presented in context through listening and/or reading texts.
- 8 Plenty of form-based and communicative practice of key language.
- 9 Special Pronunciation boxes focus on stress, weak forms and intonation.
- 10 Learners are encouraged to learn more about the world and other cultures.

08 YOU CAN DO IT!

1 IN THIS UNIT

Grammar section 1 Questions with can/verb of questions
Vocabulary: verbs - things you do
Task: Draw a clear memory
Language focus: Skills and interests
Making requests

2 Vocabulary
Verbs - things you do

1 Look at the photos. Which verbs in the box can you see?

dance drink a car paint a picture play chess ride a bike sit sing swim surf take photographs walk

2 Choose the correct answers.

1 I take / play a lot of photographs when I go on holiday.
2 I never walk to work every day because I don't like going by bus.
3 I love swimming / driving to the sea when I go on holiday.
4 I usually play / paint chess with my grandfather on Sunday afternoons.
5 I like dancing / talking when I go to a party with my friends.
6 I enjoy / ride in the park at the weekend because I want to keep fit.
7 I always walk / paint a picture of the beach when I go on holiday.
8 I never drive / ride my car to the town centre because it's so busy.
9 I never enjoy / like to walk in the summer but not in the winter.
10 I like listening to music in the car and talking / singing the songs.

3 Listen and check.

4 Which of the sentences in exercise 2a are true for you?
Rewrite the false sentences to make them true for you.

5 Work in pairs and compare your sentences.

I take a lot of photographs when I go on holiday. Do you?
No, I don't.

Reading
Amazing people!

4 Read the text about amazing people. What abilities do they have?

5 You Magazine finds some amazing people who can do amazing things!

1. Madam Tenebris from Russia and her 3 chess players for chess. They only used to be sometimes, played a lot of chess games at the same time. In fact, the car play over 300 chess games at the same time! The board always wins them all - but he started to playing 210 games and winning 202 of them!

2. Akash and Akash Sanchet are twins and they live in Argentina with their parents. They can't walk because they got only one working leg, but they can walk on feet. They can't walk 25 meters in the swimming pool. They got swimming every day and they have it.

3. Emiko Kinoshita is 70 years old and she is an art teacher from Japan. She can't paint in his, some way as her friends because she doesn't have any hands. She can paint with her feet and she wins a lot of competitions because her pictures are fantastic. Her art has been painting pictures of people.

6 Read the text again. Are these statements true (T) or false (F)?

1 Madam Tenebris plays chess against over 300 people at the same time.
2 He always wins all the games.
3 Akash and Akash Sanchet are twins.
4 They walk to the swimming pool every day.
5 Emiko studies art in Japan.
6 She is very good at painting.

7 Discuss with other students. Do you know anyone who has similar abilities to the people in the text?

GRAMMAR
can/can't

can/can't
can/can't
can/can't
can/can't
can/can't
can/can't

1 Complete the sentences with the verb phrases.

1 Madam Tenebris ... chess very well.
2 He ... every game.
3 Akash and Akash Sanchet ... because they are twins.
4 They ... with her hands.
5 She ... with her feet.

2 2a.2 Write sentences using the prompts and can/can't (✓) or can't (X). Listen and check.

1 He / play tennis / ✓
2 They / watch 25 movies / ✓
3 She / remember all her friends' birthdays / ✓
4 He / play the piano / ✓
5 He / speak 3 languages / ✓
6 I / can't sit / ✓
7 She / read music / ✓
8 I / dance very well / ✓

3 Listen to the pronunciation. Notice the pronunciation of can/can't.

2 Practice saying the sentences.

3 Think about you, your friends and people in your family. Rewrite the sentences in exercise 2.

My cousin Emiko can play chess.
I can't swim 25 metres.

4 Work in pairs and compare your sentences.

10

7 Grammar focus 2
Questions with can

1 Match the photos with the job adverts below.

DO YOU WANT TO BE A DANCE LEARNER?
Can you sing, dance or play? We need! Call 07799 584233.

Do you want to be a personal trainer?
Can you teach, run and play tennis? We need! Call 07799 584233.

Do you want to be a nanny?
We need to be tidy and speak English. Call 07799 584233.

2a. If it's Olivia wants a job for the summer holidays. Read the job adverts and listen. Tick the things Olivia can do and cross the things she can't do.

b. Which job do you think is good for Olivia? Why?

GRAMMAR
Questions with can

Questions: Start answers
Can you dance? Yes, I can't dance but I can play tennis.
Can you sing English? Yes, I can't sing but I can play the guitar.

8

3a. Write questions using can and the prompts.

you / sing well. Can you sing well?
1 you / play tennis
2 you / swim
3 you / run fast
4 you / cook well
5 you / play the guitar
6 you / ride a bike
7 you / drive a car
8 you / speak three languages

3b. Listen to conversations with the questions in exercise 3a. Does each person answer yes or no?

9 PRONUNCIATION

1 Listen again to the conversations in exercise 3b. Notice the pronunciation of can in the questions and the short answers.

2 Practice saying the questions.

3a. Work in pairs. Ask and answer the questions in exercise 3a. Find three things your partner can do but you can't do.

3b. Tell the class.

What can you do?
I can't sing, but I can't dance.
I can't dance, but I can't sing.

Reading and vocabulary
Parts of the body

1 1a Listen to the parts of the body in the box. Which of these can you see in the photos?

eye(s) ear(s) nose(s) finger(s)
hand (s) head (s) mouth (s) leg(s)

PRONUNCIATION

1 Listen again to the parts of the body in exercise 1.

2 Practice saying the words.

2 Work in pairs and look at the pictures. Ask and answer questions with your partner.

What's that?
It's a hand.
What's that?
They're fingers.

KEY FACTS
That eye is the same size as your eye, but your ear isn't the same size as your ear.

3a Complete the text with the words in the box.

eye nose hand head foot nose thumb

Seven international customs

1a Listen to the text and check your answers.

2a Listen again. Tick the things that are the same in your country and cross the things that are different.

b Work in pairs and compare your ideas.

Is my country... it's the same as in Japan... you can't... it's different...
Really? It's OK in my country.

1 Task

Grammar focus 3

Review of questions

- Complete the questions below with the words in the box.
active exercise run team bats watching
- How fast can you _____? (run)
- Are you interested in watching sports on TV? (watch)
- How _____ are you? (active)
- When do you usually do _____? (exercise)
- Can you teach your _____ games for example, basketball? (team)
- Do you like playing _____ games for example, basketball? (bats)

- Listen to two people asking and answering the questions in exercise 1. Number the questions in the order you hear them.
- Listen again and match the answers with the questions in exercise 1.
 - Yes, I love it.
 - No, I hate them.
 - No, I can't.
 - Not very fast.
 - I'm not very active.
 - Sometimes run for the bus.

GRAMMAR

Review of questions

- Notice the word order of questions with *do*. Are you interested in watching sports on TV? How active are you?
- Notice the word order of questions with *can*. Can you teach your team? How fast can you run?
- Notice the word order of questions with *what*. Do you like playing team games? When do you exercise?
- Write the words in the correct order to make questions. Listen and check.
 - What / you / do / what sports?
 - Are / interested / you / can / run?
 - do / on / every day / walk / to school / walk?
 - can / on your hands / stand / can?
 - does / would / do / how many / you / do / exercise?
 - usually / you / up the stairs / do / run?

- Work in pairs. Ask and answer eight of the questions from exercises 1 and 3.

2 Do a class survey

Preparation Listening and reading

- Look at the survey. Match the photos with the four categories.
- Listen to Binli doing the first part of the survey with a friend. Answer the questions.
 - How many questions does Binli's friend ask?
 - Is Binli good with numbers?
- Listen again and tick the questions you hear in the Useful Language box (part a).
 - Listen again and tick the questions you hear in the Useful Language box (part b).

Task Speaking

- Read the questions in the survey again and make a note of your answers. Ask your teacher for any words/phrases you need and look at the Useful Language box (part b) to help you.
 - Useful language a
 - Ask and answer the questions with other students. Write notes about their answers.
 - Useful language a and b
- Work in pairs. Look at your notes and report the results of the survey for you and other students in the class.

I'm good with words, I like languages and I'm good at writing.

That's interesting! Binli is also good with words. He can speak four languages!

3 What are your skills and interests?

USEFUL LANGUAGE

- Are you good with numbers?
 - Do you like maths?
 - Can you do this in your head: 256 × 5677?
 - How good are you at remembering phone numbers?
- Are you musical?
 - Can you play a musical instrument?
 - What kind of music do you listen to?
 - Are you good at singing?
- Are you artistic?
 - Can you paint a picture of a person?
 - Are you interested in going to art galleries?
 - Do you like taking interesting photographs?
- Are you good with words?
 - How many languages can you speak?
 - Are you good at spelling?
 - Do you like writing essays?

ASKING QUESTIONS

Do you like (maths/arts/singing)?
Can you do this in your head: 256 × 5677?
Are you interested in (singing for fun/going to art galleries)?
How good are you at (singing the piano/remembering phone numbers)?
How many (languages) do you speak?

LISTENING ANSWERS

Yes, I am. (I'm very interested/interested with numbers).
Yes, I'm not. I'm just very good at (maths/reading) ...
Yes, I'm not. I'm just very interested in (maths/art) ...
Yes, I do. I like painting/going to galleries to (visit art) ...
Yes, I don't. I like to (take) interesting photographs/writing essays.
Yes, I can play (the piano/guitar).
Yes, I can't. I can't quite (play the guitar).
Yes, I can. I'm very good at remembering numbers. I can speak (two) languages, French and German.

SHARE YOUR TASK

Practice talking about your skills and interests.
Interview yourself talking about your skills and interests.
Share your findings/writing with other students.

1 Structured speaking tasks help learners to achieve a particular goal or outcome.

2 A model or stimulus is provided to show learners what they are expected to do.

3 Learners are encouraged to think and prepare before they do the task.

4 Useful language boxes help learners find the right expressions.

5 Share your task activities encourage learners to reflect and perfect their performance.

6 Language live spreads focus on functional language and writing.

7 Writing sections focus on particular genres of writing e.g. blogs, emails etc.

8 Key functional language is presented through light-hearted DVD clips.

9 Pronunciation is integrated throughout.

10 Can do box at the end of the unit highlights what learners have achieved in the unit.

6 LANGUAGE LIVE

My name's Alice. I'm 22 years old and I'm from Berlin in Germany. My favourite languages I can speak German, French, English and I can play guitar. I'm interested in music and I can play the piano and the guitar. I would like to go to university and I can play chess and I can do very well.

My name's Mónica and I'm 31 years old. I'm from Madrid in Spain. I'm good at languages. I can speak Spanish, German and English. I want to study in the United States. I don't play a musical instrument but I like music. My favourite singer is the American singer, Kelly Clarkson.

Can I sit here?

3a Choose the correct answer.

1. Alice says: Can you take a photo of me and my friend?
A. Sorry, I don't have one. / Yes, of course.
2. Alice has a bottle of water please?
B. Here you are. That's one euro, please. / No, thanks.
3. Alice says: Can you clean the board for me, Luis?
A. Yes, of course. / Yes, here you are.
4. Can you spell your name, please?
B. Yes, it's D-A-V-I-D. / My name's David.
5. Can I see your dictionary, please?
A. Yes, here you are. / Yes, it is.
6. Alice says: Can you tell me the time, please?
B. It's Friday. / It's 10 o'clock.

3b Work in pairs. Practice saying the conversations.

7 Writing
Describe your skills and interests

1. Read the text and answer the questions.
 - Where is Alice from?
 - Can she speak French?
 - What musical instruments can she play?
 - What is a sporty person?
 - How old is David?
 - How many languages can he speak?
 - Who is his favourite singer?
2. Read the information about capital letters.
 - We use capital letters at the beginning of a sentence and with names.
 - My name's Alice.
 - We also use capital letters for cities/ countries/ languages/ nationalities.
 - Rome London New York
 - Spanish French German Italian
3. Read the text about Mónica. Write capital letters in the correct places.

my name's mónica and i'm from madrid in spain. i'm good at languages. i can speak spanish, german and english. i want to study in the united states. i don't play a musical instrument but i like music. my favourite singer is the american singer, kelly clarkson.
4. Make some notes about you. Use these ideas to help you.
 - your name
 - your age
 - where you're from (country and country)
 - good at / not good at languages
 - languages you can speak
 - languages / other things you want to study
 - interested in music?
 - play musical instruments?
 - sports/games you can play
5. Write a paragraph about your skills and interests. Use the text about Alice and your notes to help you.

8 Speaking
Making requests

1. Watch the video and choose the correct answer.
 1. Ross is a university student / teacher.
 2. Ross is at the cinema / in a lecture hall.
 3. Ross is early / late.
 4. Ross has / hasn't got a pen.
 5. Ross takes notes / shares during the lecture.
2. Watch again. Who says the phrases below? Write A (Alice) or B (another person).
 1. Can I sit there?
 2. Yes, of course.
 3. Can you move your bag, please?
 4. Can I have a pen, please?
 5. Sorry, I don't have one.
 6. Here you are.
 7. Can you be quiet, please?
 8. Can I see your notes?
 9. No, you can't.

9 PRONUNCIATION

1. Watch and listen to the key phrases.
2. Practice saying them.

10 AFTER UNIT 'IF YOU CAN ...'

Talk about your own and other people's abilities. Ask and answer questions about people's abilities. Describe your skills and interests. Make and respond to requests.

THE STUDENTS' BOOK

1 **Study, Practice & Remember** sections at the back of the Students' Book explain and practise new language.

2 **Study** sections provide a comprehensive overview of key language covered in the unit.

3 Humorous cartoons help to clarify understanding of key language.

4 A range of practice exercises for each **Study** section ensure systematic consolidation of new language.

5 Practice exercises can be used in class or set for homework.

6 **Remember!** boxes alert learners to key rules and common errors.

7 **Remember these words** sections provide a list of the most important words and phrases covered in the unit.

8 Vocabulary practice exercises ensure learners remember important words and phrases covered in each unit.

04 STUDY, PRACTICE & REMEMBER

1 STUDY 1
Prepositions of place
We use prepositions of place to talk about where things are.

2 STUDY 2
There is and there are
There is a hotel on the left of the train station.
There are three cafes in my town.

3 PRACTICE 1

4 PRACTICE 2

5 PRACTICE 3

REMEMBER THESE WORDS

PRACTICE

1 Put the words and phrases in the box into the correct category.

2 Place to eat

3 Place to go to school

4 Place to get transport

5 Place to buy things

6 Place to study

7 Place to walk up

8 Are these sentences true or false for your town? Make the false sentences correct.

9 Add a prefix (di-, dis-, in-, im-, mis-, sub-, super-, trans-, un-, under-) to complete the adjectives.

10 Write two things with each adjective in exercise 9.

11 Complete a paragraph.

08 STUDY, PRACTICE & REMEMBER

1 STUDY 1
can/can't

2 STUDY 2
Review of questions

3 STUDY 3
Review of questions

4 PRACTICE 1

5 PRACTICE 2

6 PRACTICE 3

7 PRACTICE 4

REMEMBER THESE WORDS

PRACTICE

1 Complete the sentences with the words in the box. Use the form of the words.

2 Write parts of the body.

3 Complete the sentences.

4 Complete the sentences.

THE SUPPORT COMPONENTS

WORKBOOK

The Workbook contains a wide variety of grammar, vocabulary and functional language exercises that review all the areas studied in the Students' Book. It also features additional listening, reading and writing practice.

1 Listen and read sections encourage learners to develop listening skills using the accompanying audio files.

2 The workbook contains regular listening practice using the accompanying audio files.

3 A variety of functional language practice activities consolidate areas covered in the Students' Book.

4 Writing exercises offer further practice of the genres covered in the Students' Book.

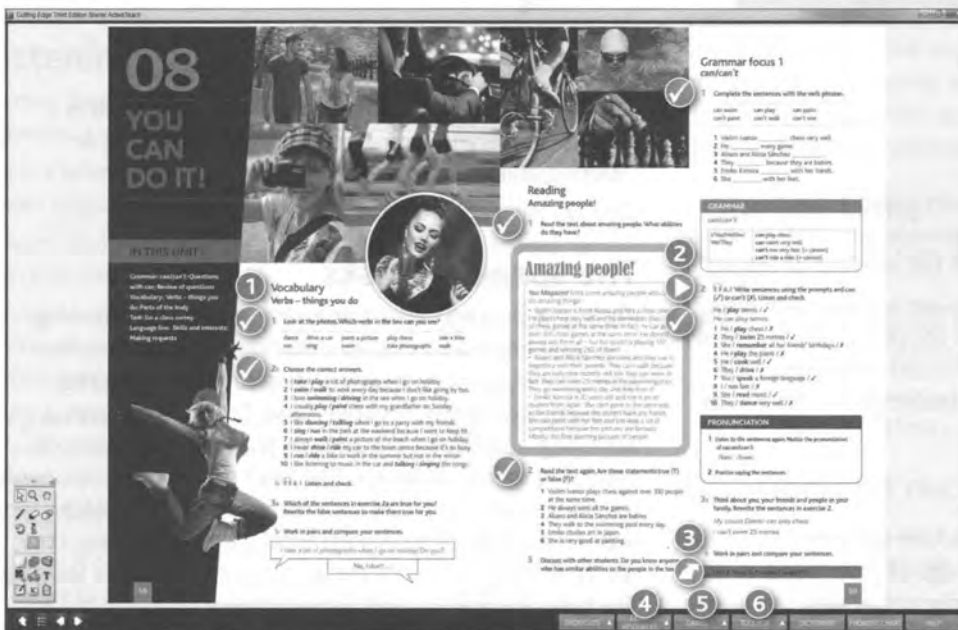
MYENGLISHLAB

MyEnglishLab provides a blended and personalised learning environment with materials that can be assigned at the touch of a button.

- Interactive workbook exercises with instant feedback and automatic grade book.
- Common error report that highlights mistakes that learners are making.
- Tips and feedback that direct learners to reference materials and encourage them to work out answers themselves.
- Mid-course and end of course tests.
- Extra video with interactive exercises for every unit

ACTIVETEACH

Cutting Edge Starter New Edition ActiveTeach contains everything you need to make the course come alive. It includes integrated whiteboard software that allows you to add notes, embed files, save your work and reduce preparation time.



- 1 Answers to exercises are revealed at the touch of a button.
- 2 Audio and video content fully integrated with time-coded scripting.
- 3 Shortcuts to the relevant pages of the *Study, Practice & Remember* sections.
- 4 Extra resources section with photocopyables, teacher's notes, editable audio and video scripts, editable tests and more.
- 5 Grammar and vocabulary games for warm up and review activities.
- 6 Useful tools include a regular/phonetic keyboard, a stopwatch and a scorecard.



WEBSITE

The *Cutting Edge Starter New Edition* website provides a wealth of information and additional material to support the course.

- Information about the course, its components and the authors.
- Introductory author videos.
- Sample materials and free downloadable worksheets.
- A placement test.

www.pearsonELT.com/cuttingedge3e

COURSE RATIONALE

The thinking behind Cutting Edge Starter New Edition



Overview

Cutting Edge Starter New Edition has a multilayered, topic-based syllabus which includes thorough and comprehensive work on grammar, vocabulary, pronunciation and the skills of listening, reading, speaking and writing. Structured speaking tasks form a central part of each unit.

Cutting Edge Starter New Edition gives special emphasis to:

- communication
- the use of phrases and collocations
- recycling and revision.

Topics and content

We aim to motivate learners with units based around up-to-date, globally relevant topics which provide information about the world and other cultures through the medium of English.

Cutting Edge Starter New Edition provides learners with many opportunities to share their opinions about the topics in focus and personalisation is strongly emphasized throughout. The differing needs of monocultural and multicultural classes has also been kept in mind throughout.

Approach to grammar

Learners are encouraged to take an active, systematic approach to developing their knowledge of grammar, and to use new language in a natural, communicative way.

Typically, there are two or three *Grammar focus* sections in each unit, in which grammar is presented using reading or listening texts. Each *Grammar focus* has a *Grammar* box which focuses learners on the main language points, and encourages them to notice the form and meaning.

The *Grammar focus* sections are followed up thoroughly through:

- a wide range of communicative and written practice exercises in the *Students' Book*
- the opportunity to use new grammar naturally in the speaking tasks (see below)
- the *Study, Practice & Remember* sections which consolidate learning and clarify any remaining problems
- further written practice in the *Workbook* and interactive exercises in the fully revised *MyEnglishLab*.

(See *Teaching tips: Working with grammar* on page 20, and *Using the Study, Practice & Remember* sections on page 25.)

Approach to vocabulary

A wide vocabulary is vital to communicative success, so new lexis is introduced and practised at every stage in the course. Particular attention has been paid to the selection of high-frequency, internationally useful words and phrases, using information from the British National Corpus.

Vocabulary input is closely related to the topics and tasks in the units, allowing for plenty of natural recycling. Further practice is provided in the *Study, Practice & Remember* sections at the end of each unit and in the *Workbook*.

Fluent speakers make extensive use of 'prefabricated chunks' of language. *Cutting Edge Starter New Edition* gives particular emphasis to collocations and fixed phrases which are integrated throughout in:

- topic-based vocabulary lessons
- the *Useful language* boxes in the speaking tasks
- *Language live* lessons, which focus on phrases used in common everyday situations such as telephoning or making arrangements.

(See *Teaching tips: Working with lexis* on page 21.)

The speaking tasks

Cutting Edge Starter New Edition integrates elements of a task-based approach into its methodology. Each unit has a structured speaking task including surveys, mini-talks, problem-solving and narrative tasks. The primary focus is on achieving a particular outcome or product, rather than on practising specific language. The tasks provide the opportunity for realistic and extended communication, and because learners are striving to express what they want to say, they are more likely to absorb the language that they are learning. The tasks are graded carefully in terms of difficulty and, in order for them to work effectively, a model or stimulus is provided, useful language is given to help learners express themselves and thinking/planning time is included. Learners are also encouraged to record themselves or each other performing the tasks, and to share their recording with other learners through the new *Share your task* feature, thus providing extra motivation for rehearsal and accurate production.

(See *Teaching tips: Making tasks work* on page 23, and *Teaching starter level learners* on page 25.)

In addition to the extended speaking tasks, *Cutting Edge Starter New Edition* offers many other opportunities for speaking, for example, through the discussion of reading and listening texts, communicative practice exercises, and the wide range of photocopiable activities in the *Teacher's Resource Disc*.

Language live

The *Language live* pages are a new feature of *Cutting Edge Starter New Edition*. The main purpose of these pages is to help learners with the functional language they need to deal with everyday situations such as telephoning, shopping and making social arrangements. Learners are presented with key language through the medium of light-hearted DVD clips which provide an immediate and motivating context. They are then given the opportunity to practise the language further through roleplay activities, and to develop their writing skills through a related writing task.

Other features of *Cutting Edge Starter New Edition*

Listening

Cutting Edge Starter New Edition places strong emphasis on listening. Listening material consists of:

- short extracts and mini-dialogues to introduce and practise new language
- words and sentences for close listening and to model pronunciation
- longer texts (interviews, stories and conversations) which often feature in the Preparation section as a model or stimulus for the Task
- regular *Listen and read* sections in the *Workbook* to further develop learners' confidence in this area.

Speaking

There is also a strong emphasis on speaking, as follows:

- The tasks provide a regular opportunity for extended and prepared speaking based around realistic topics and situations.
- Much of the practice of grammar and lexis is through oral exercises and activities.
- The topics and reading texts in each unit provide opportunities for follow-up discussion.
- There is regular integrated work on pronunciation.
- Most of the photocopiable activities in the *Teacher's Resource Disc* involve extensive speaking practice.

Reading

There is a wide range of reading material in the *Students' Book*, including newspaper and website articles, factual/scientific texts, stories, quizzes, forms, notes, letters, blogs and emails. These texts are integrated in a number of different ways:

- extended texts specifically to develop reading skills
- texts which lead into grammar work and language analysis
- texts which provide a model or stimulus for tasks and models for writing activities.

Writing

Regular and systematic work on writing skills are developed in *Cutting Edge Starter New Edition* through:

- *Language live* pages in the *Students' Book*, which focus on writing e-mails and letters, writing narratives and reviews, drafting and redrafting, use of linkers, etc.
- *Writing* sections in the *Workbook*, which expand on the areas covered in the *Students' Book*
- written follow-up sections to many of the speaking tasks.

Pronunciation

Pronunciation work in *Cutting Edge Starter New Edition* is integrated with grammar and lexis and there are special pronunciation boxes in every unit. The focus is mainly on stress, weak forms and intonation. A range of activity types are used in the *Students' Book*, including discrimination exercises and dictation, and an equal emphasis is placed on understanding and reproducing.

Learning skills

Cutting Edge Starter New Edition also develops learning skills by:

- Encouraging learners to experiment with language and to work out rules for themselves.
- Encouraging learners to take a proactive role in their learning by participating in tasks.

Revision and recycling

Recycling is a key feature of *Cutting Edge Starter New Edition*. New language is explicitly recycled through:

- speaking tasks which offer constant opportunities for learners to use what they have studied in a natural way, and for teachers to assess their progress and remind them of important points.
- extra practice exercises in the *Study, Practice & Remember* sections. These are designed to cover all the main grammar and vocabulary areas in the unit. After trying the exercises, learners are encouraged to return to any parts of the unit that they still feel unsure about to assess what they have (and have not) remembered.

(See *Teaching tips: Making tasks work* on page 23 and *Using the Study, Practice & Remember* sections on page 25.)

TEACHING TIPS

How to get the most out of *Cutting Edge Starter New Edition*



Working with grammar

In *Cutting Edge Starter New Edition*, learners are encouraged to take an active, systematic approach to developing their knowledge of grammar, and the opportunity to use new language is provided in a natural, communicative way.

Learners are encouraged to notice language in context where possible, but with the necessary support to help them achieve understanding and do meaningful practice.

1 Get to know the material available

Every unit of *Cutting Edge Starter New Edition* has two or three *Grammar focus* sections and new language is introduced in manageable stages. Each section includes:

- introductory material in the form of pictures or a short reading or listening exercise, to help contextualise the language (though the focus here is on overall comprehension rather than grammatical rules).
- a *Grammar* box which focuses on the form and meaning of main language points. The grammar boxes do not contain questions about the grammar, as this would be too much for most learners at this level.
- a *Study* section (part of the *Study, Practice & Remember* section) at the back of the *Students' Book* providing more detailed information about what is covered in the *Grammar* boxes, including some main exceptions and important additional information.
- oral and/or written communicative practice exercises, giving learners the chance to practice the new language in a thorough and focused way.

Many *Grammar focus* sections also have a Pronunciation box, to help learners notice and practise the key pronunciation features relevant to the language. See *Helping with Pronunciation* on page 22.

These language areas are recycled through the *Study, Practice & Remember* sections at the back of the *Students' Book*. The *Workbook* includes additional practice material. There are also a number of games and other activities designed to further consolidate the grammar areas covered in the *Teacher's Resource Disc*.

2 Be prepared to modify your approach

It is unlikely that learners will be able to use the target language perfectly after you've presented it. You may discover that many learners at this level are less confident than you thought. If this is the case, you may need to spend more time on the basic points, providing extra examples and further practice as necessary.

However, you may realise some learners only need brief revision, and that you can go through some or all of it very quickly. You may also decide to omit some of the practice activities, or set them for homework, though this is unlikely at the early stages.

3 Check what learners know and clarify

The *Grammar* boxes are designed to allow you to check what learners already know and guide them towards understanding. It is important to check how far learners have understood the language and allow them to demonstrate what they know already. However, if you find that learners are stuck or can't answer, then don't be afraid to clarify and firmly establish what the correct answer is, before moving on, using your own additional checks if necessary.

4 Be clear about what you are teaching

When planning a grammar lesson, an important first step is to make sure you fully understand the grammar point yourself. Read the *Study* section at the back of the book and make sure you are fully prepared for any questions learners ask. Even though the grammar point may appear to be simple, sometimes there are rules you may need to clarify in your own mind. At the same time, it is important to be aware of what learners can realistically be expected to learn at this level, so don't 'overload' them with too many rules. At this level, communicating clearly using the new language is much more important than being able to articulate all the rules.

5 Help learners look for similarities and differences in their first language

Sometimes it can be useful for learners to think about and compare how similar meanings to the grammar being studied can be expressed in their own language. This is especially important if this is the first time learners have come across a grammar point. Even in multilingual classes, you can ask learners if they have a similar grammar point in their own language, without having to go into too much detail about what it is exactly.

6 Use Grammar boxes in different ways

The *Grammar* boxes can be tackled in different ways, depending on the ability and confidence of your learners and the relative difficulty of the language point in question.

At this level, it is probably best to read the *Grammar* boxes to the whole class, especially in the first few units of the book, and if the grammar point is more complicated. Then, if necessary, ask simple questions to check further that the learners have grasped the main points. You may also wish to work through more examples with the learners on the board, so that learners can see the underlying pattern. It may be useful to leave these examples on the board, so that you can refer back to them during practice activities.

Alternatively, you could ask learners to read the *Grammar* boxes together in pairs and then ask them some straightforward questions to check their understanding. As learners gain more confidence, you can set more questions for them to do on their own. It is important that you monitor carefully to make sure that there are no major problems, and check answers together at the end to clear up any remaining doubts. At this stage, you may need to write up examples to highlight any important problems of form, meaning, etc.

The *Study* section at the back of the *Students' Book* can be read at the end, either individually or as a class.

Working with lexis

In *Cutting Edge Starter New Edition*, learners are encouraged to learn a range of useful language, either single words, common collocations or chunks of language. For starter level learners, lexis is probably more important than grammar in terms of helping with their basic communication needs. This is something learners usually understand and they enjoy learning groups of lexical items, as long as they are presented and practised in manageable stages.

1 Start with what students know

Many lexical items in *Cutting Edge Starter New Edition* are presented through labelling pictures which helps learners' confidence. As your learners become more confident, you may wish to do a matching activity of your own using words and pictures before getting them to look at the pictures. Even complete beginners may surprise you (and themselves) by being able to get some (if not all) of the answers right. This is something to be encouraged and will boost their confidence.

2 Become more aware of phrases and collocations

There are thousands of phrases and collocations in English. At Starter level, as well as single words, learners are exposed to:

- **collocations** (common word combinations), including:
 - verbs + nouns (*watch television, ride a bike*)
 - adjectives + nouns (*best friend, busy day*)
 - verbs + adverbs (*work hard, run fast*)
 - verbs + prepositions/particles, including phrasal verbs (*listen to, take part in*)
 - adjectives + prepositions (*interested in*)
- **fixed phrases**, such as: *Excuse me. / Here you are.*
- **whole sentences which act as phrases**, such as: *I don't know. / I agree with you.*

Such phrases blur the boundaries between 'vocabulary' and 'grammar' and in teaching these phrases, you will find that you are helping learners with many problematic areas that are traditionally considered to be grammar, such as articles and prepositions. Many common examples of these structures are in fact fixed or semi-fixed phrases. We are not suggesting that work on chunks should entirely replace the traditional grammatical approach to such verb forms, but recommend that it should be a useful supplement.

3 Beware of overloading learners

Learners at starter level usually like learning a lot of vocabulary. However, it is important not to overload them, even with relatively simple lexical sets. Generally it is a good idea not to present more than 8–10 items at any one time. This means learners have the chance to really take in the meaning and form of these words or phrases, as well as to practise them sufficiently. In order to avoid overloading learners, limit your input to high-frequency, useful phrases. As you teach lexis, ask yourself questions such as: *How often would I use this phrase myself? How often do I hear other people using it? Do my learners need it?*

4 Feed in phrases on a 'little but often' basis

Even at this level, you can teach a few phrases which relate to particular activities as you go along. It's important not to overdo this, but it ensures that learners can see the usefulness of the lexical input and put it into use immediately. For example, in a grammar practice activity, instead of simple answers such as *Yes, I do* or *No, I haven't*, feed in phrases such as *It depends, I don't know*.

5 Answer learners' questions briefly

One possible problem with a more lexical approach is that learners may ask a lot of questions beginning *Can I say ...?*, *What does ... mean?*, etc. Although learners should be encouraged to ask questions, there is obviously a danger of overload. Unless you feel that it is really important, answer briefly yes or no, and move on quickly. If you are not sure, the best answer is probably *I never hear anyone say it myself*.

6 Make the most of emerging language

One simple way to make your learners more aware of collocation is to get into the habit of writing word combinations on the board wherever appropriate. The more learners see these words together, the more likely they are to remember them. Rather than just writing up *tennis* or *party*, write up *play tennis* or *have a party*. Remind learners to write down the collocations too, even if they 'know' the constituent words.

7 Reinforce and recycle phrases

This is particularly important with all new words and phrases which can not only be hard to remember, but also need constant reviewing in order to become part of the learners' knowledge. There are various things you can incorporate into your teaching in order to help learners with recycling, for example:

- Encourage learners to use the vocabulary exercises in the *Study, Practice & Remember* sections.
- Give the learners the 'headword' of a lexical set you have taught (e.g. jobs, daily activities) and ask them to write as many words or phrases as they can in two minutes.
- Practise collocations by splitting them up on the board (e.g. verbs down one side, nouns down the other) and asking learners to match them up.
- Ask learners to make posters based on lexical sets to display around the classroom.
- Make a phrase bank: Copy new words and phrases from the lesson onto slips of card or paper (large enough for learners to read if you hold them up at the front of the room) and keep them in a box or bag. At the start and end of lessons, recycle the phrases by holding them up and asking learners to give you one or more of the following, as appropriate:
 - synonyms
 - opposites
 - the pronunciation
 - a sentence including the phrase etc.

TEACHING TIPS

How to get the most out of *Cutting Edge Starter New Edition*



Helping learners with pronunciation

1 Little and often is a good principle

It is important to help learners with pronunciation but also to be aware that for many, it is a difficult area that they can sometimes be quite sensitive about. You can set high standards for your learners and help them to hear and practise good enough pronunciation right from the beginning. However, you also need to make sure they know they don't have to be perfect so that their confidence is boosted.

There are many *Pronunciation* boxes in *Cutting Edge Starter New Edition*, focussing on specific areas of pronunciation (e.g. sounds, stress, linking), relevant to the particular language which is being taught. Each box allows learners to listen and notice the pronunciation, and also to repeat and practise it.

However, it is a good idea to integrate pronunciation work whenever learners have a problem. 'Little and often' is a particularly good principle. On the other hand, think about what you want to achieve: clarity and confidence are what most learners need, rather than perfection in every detail. Individuals vary widely in what they can achieve, so don't push too much when a particular learner is getting frustrated or embarrassed.

2 Aim for intelligibility

In today's world there are more speakers of English as a foreign or second language than there are native speakers, and so no-one can really say they speak the most 'correct' form. Focus on making sure learners can be understood rather than aiming for 'perfect' pronunciation, whatever that might be.

Consonants (particularly at the beginning and end of words) are probably more important than vowels here. Use any tips you know for helping learners to reproduce them. You might focus them on a similar sound in their own language and then help them to adapt it, or use a trick like starting with /u.../ to get learners to produce the /w/ sound. Anything that works is valid here. Sometimes it is useful to contrast the problem sound with the one that learners are mistakenly producing, via a 'minimal pair' such as *show* and *so*. Say the pair of words several times, then ask learners to say which they can hear, before asking them to produce the words themselves.

3 Drill in different ways

Choral and/or individual repetition is the simplest and most effective pronunciation activity. It can help to build confidence by giving learners valuable practice in a 'safe' environment. It is important to provide a really clear model, more than once as necessary, before asking learners to repeat anything. You can use the audio material to provide a model and/or model the language yourself. Some common drilling techniques include:

• When drilling longer phrases:

Establish a rhythm and start by drilling only the stressed syllables. For example, for the phrase *What do you do at the*

weekend? Start with *What – do – week*. Keeping the same rhythm, 'cram' in the other syllables, pronouncing them naturally. This helps learners feel how we use weak forms and sentence stress in English.

• **Drill the phrase backwards to keep it sounding natural:**
With longer words and phrases, start from the end and drill backwards. For example, with the word *comfortable*, work backwards *-ble – table – comfortable*. This allows you to isolate difficult parts of the word or phrase, but keep a natural-sounding pronunciation.

• Vary your voice:

This can be a simple way to add variety to drills, by e.g. shouting or whispering. It also give learners different ways to practise saying the language.

4 Focus consistently on stress

Get into the habit of focusing on word and sentence stress whenever you teach a new word/phrase with potential problems. If learners have problems, try one of the following ideas when you drill:

- Exaggerate the stress. This helps learners to hear it and it is unlikely they will copy it closely enough to ever sound wrong!
- Clap or click your fingers on the stressed syllable.
- Mumble the stress pattern, before saying the word:
mm-MM-mm 'attention'
- Isolate the stressed syllable first, and then add the other syllables.

Don't forget to mark stressed syllables when you write new words on the board and encourage learners to do the same when they write in their notebooks.

5 Focus on weak forms and word linking

Weak forms and word linking are important for Starter level learners more in terms of listening comprehension, than in terms of reproducing them completely accurately. As learners become more advanced, these features will also contribute to comprehensibility and fluency. As you teach new phrases and structures, draw learners' attention to weak forms and word linking as appropriate, and give them the opportunity to practise them. However, do not worry too much if they do not produce the weak forms and word linking spontaneously as this will come naturally when learners are more fluent.

6 Make learners aware of intonation

Intonation is a source of worry to many teachers and, consequently, learners. Teachers worry that their learners (or they themselves) cannot hear it, and that whatever they do their learners don't seem to 'learn' it. In reality, there are few situations in which wrong intonation leads to serious misunderstanding. Where problems do occasionally occur is in the area of politeness, and sounding sufficiently enthusiastic (although, even here, in real life many other factors – such as facial expression – can counteract 'wrong' intonation!).

In *Cutting Edge Starter New Edition*, we introduce some work on these limited areas for intonation. You shouldn't expect your learners to produce perfect intonation, but instead aim to raise awareness of it when appropriate.

Making tasks work

1 Use tasks for communication

Starter learners, as with any level, need to feel that they are able to communicate and the tasks give them a chance to do this. Some of the tasks may be familiar; the difference is in how they are treated. The main objective is for learners to use the language they know (and, if necessary, learn new language) in order to achieve a particular communicative goal, not to 'practise' specific language.

Although it is virtually impossible to perform some of the tasks without using the language introduced in the unit, in others learners may choose to use this language only once or twice, or not at all. At first, starter level learners may just use the language in the unit but as they accumulate more language, they may use other things from previous lessons. Do not try to 'force-feed' any particular language. Of course, if learners are seeking this language but have forgotten it, this is the ideal moment to remind them!

2 Make the task suit your class

Learners using this course will vary in age, background, interests and ability. All these learners need to find the tasks motivating and 'doable', yet challenging at the same time. In *Cutting Edge Starter New Edition*, the tasks include more stages, in order to provide learners with the support necessary to make the most of them. However, do not be afraid to adapt the tasks to suit your class. The teacher's notes contain suggestions on how to do this and there are also ideas for shortening tasks, or dividing them over two shorter lessons.

3 Make the most of the *Useful language boxes*

As learners are preparing, it is important that they are able to ask you about language queries, so that when they perform the task they can say what they personally want to say. Although the task should not be seen as an opportunity to 'practise' discrete items, there may be specific language that would be useful in order to perform the task successfully.

Each task is accompanied by a *Useful language box* containing phrases which can be adapted by individual learners to express different ideas and opinions, as well as an opportunity to listen to the phrases used by speakers doing a similar task. The idea behind this is twofold: firstly, learners can hear how the phrases are used in context, and secondly this also helps draw their attention to the phrases in case they want to use them during the task. Some ideas for varying the way you do this include:

- Give learners time to read the phrases and say them quietly to themselves so they know what to listen for.
- Have different learners listen for phrases under different sections of the *Useful language box* and then share their answers.
- After doing the exercise, have learners think of possible endings for the phrases and then read them out for their partner to guess.

4 Give learners time to think and plan

Planning time is very important if learners are to produce the best language that they are capable of. It is particularly useful for building the confidence of learners who are normally reluctant to speak in class. The preparation stage may take some time but this is appropriate. Once learners have planned, discourage them from reading from notes. Give them time to look at their notebooks, and then ask them to close them.

5 Make notes for further input

Before or during the performance of the task, you may notice errors and gaps in learners' knowledge that you want to look at. It is usually best not to interrupt the flow of the task, but to make a note of points to cover later on. However, don't go over every mistake you've heard. Pick out two or three of the most basic or most useful ones, as appropriate.

6 Use the *Share your task box*

All the tasks in *Cutting Edge Starter New Edition* have a *Share your task box* which can either be done in class or as a combination of homework and classwork. These offer learners the opportunity to repeat or carry out a similar task and film or record it, enabling them to consolidate what they have learnt, and put into practice any suggestions and corrections that you have discussed. This is also an opportunity for learners to practise 'perfecting' what they say, in order to record a version of themselves using English to a high standard.

As many learners have smartphones or other portable recording devices, this stage can be quite easy to set up and quick to do. Even doing a quick recording and then playing it back can be surprisingly motivating.

Some ideas for filming/recording include:

- learners create a video montage of themselves doing the task.
- learners create a TV/radio programme with a 'presenter' who introduces different people doing the task.
- learners could act out part of a narrative as a short film.
- encourage learners to add music or other background noise/visuals, and to film in different locations.
- encourage learners to post their recording on a blog or social networking site and collect comments to share with the class.
- learners watch/listen to other learners' recordings, or show them to another class, and choose the best one.
- after learners have filmed/recorded themselves, collect in the recordings and plan a 'find someone who' task. Give learners a list of things which appear in their classmates' tasks and ask them to discuss whose task each thing appears in. They then watch/listen and check their answers.
- learners watch/listen to their classmates' tasks and then write a summary report.

See the Teacher's notes for further suggestions on how to use each *Share your task box*.

TEACHING TIPS

How to get the most out of *Cutting Edge Starter New Edition*



Using video material in class

The video lessons are a new feature of *Cutting Edge Starter New Edition*, and are intended to be modern, engaging ways of consolidating and extending some of the topics covered in the units. These *Language live* lessons occur at the end of nine of the twelve units.

The *Language live* lessons each contain two clips: part of a story, used to introduce functional language and a *Key phrases* clip, where the functional language from the lesson is repeated in isolation. They are intended to introduce functional language in a light-hearted way and develop learners' writing skills through structured support.

1 Using video in class

Video can be an excellent way to study language as it is not only motivating but also illustrates the importance of nonverbal aspects of communication. In many respects, it is the 'next best thing' to observing real life and can really boost learners' confidence, especially at this level. In order to get the best out of it though, observe the following guidelines:

- **Watch the clip yourself beforehand:**

This is essential. It is important to know what to expect so you can help learners understand the humour in the *Language live* clips (see below).

- **Do something visual first:**

The exercises in *Cutting Edge Starter New Edition* are designed to go from easier to more challenging, but sometimes, with stronger classes, you might find that they'll benefit from first just watching the clip to get a general idea of what it's about, before watching again and doing the exercises in the *Student's Book*. However, make sure you build up slowly at first.

- **Don't replay the clip too many times:**

Learners may become demotivated if they really can't understand something in the clip. Instead, make the most of the subtitles or time-coded scripts. Always give learners a chance to comprehend by viewing only first, but if they run into difficulties with a particular part of the clip, use the subtitles/scripts to pinpoint the difficult language and explain as necessary. Remember also that it isn't always necessary for learners to understand every word, as long as the tasks you've set them are achievable.

- **Vary how you use it:**

There are many different ways of using video in class. For example, learners can sit in pairs, one facing the screen and the other with their back to it. Play the clip with the sound off, and the learner facing the screen describes what happens to the other learner, who then watches afterwards and checks. You'll find more suggestions in the teacher's notes for each lesson, and it's a good idea to vary the way you use the video material in class to keep it interesting.

2 Exploit the humour in the *Language live* clips

The *Language live* clips introduce functional language in a light-hearted way, which helps maintain learners' interest and make learning more enjoyable overall. A lot of the humour is visual and can be seen through the actors' expressions, but sometimes it will be useful to draw learners' attention to features in the clips, to get the most out of them. This is where it's important to watch the clip beforehand, and think about how you can draw learners' attention to these aspects with the use of guiding questions. For example, you can ask questions like *How does he feel?* which rely on learners looking at facial expressions and body language, and/or getting a sense of the whole situation.

3 Giving learners a chance to practise

After watching the video clips, each *Language live* lesson moves on to giving learners a chance to reproduce similar language themselves, usually in the form of a guided conversation or dialogue. Give them to prepare what they are going to say and then encourage them to practise their dialogue without reading from their notes or from the *Students' Book* page. For more confident learners, you could encourage them to add their own humour and act out their dialogues in front of the class. As with other features of the course, however, go slowly with this, and make sure learners are confident before pushing them too much.

Using the *Study, Practice & Remember* sections

The *Study, Practice & Remember* sections are a new feature of *Cutting Edge Starter New Edition* and can be found at the back of the *Students' Book*. Each unit has a *Study* section which provides a summary of key language as well as review and extension exercises.

The *Study, Practice & Remember* sections have the following main aims:

- to ensure systematic consolidation of new language before learners move on to the next unit.
- to recycle vocabulary through recording and practice.

1 Use the *Study, Practice & Remember* sections to consolidate learning

The *Study* sections provide a comprehensive overview of each language point covered in the main unit. These can be used in different ways. For example:

- learners read the *Study* section before focusing on the Grammar box in the main unit.
- after clarifying the language in the lesson, give learners a few minutes to read the *Study* section to consolidate what they have learnt, and think of questions to ask you.
- learners read the *Study* section for homework, either before or after the class, and think of questions they would like to ask.
- if you think your learners need additional practice before attempting the more communicative activities in the main units, you could select one or two of the Practice activities to do in class first.

2 Use the different activities as warmers and fillers

The activities in the *Study, Practice & Remember* sections can be used when you have ten or fifteen minutes to spare. For example, you could do the *Study* section at the end of one lesson, and do the exercises in the *Practice* sections in another lesson.

3 Make the most of the *Remember these words* sections

These sections aim to provide learners with a list of the most important words and phrases from each unit. However, it is important for learners to 'take ownership' of these lists, by adding to them, providing translations, example sentences, definitions, etc. Encourage learners to experiment with different ways of doing this and finding out what works for them. You can also use these lists towards the end of each unit to plan recycling activities (see *Teaching tips: Working with lexis* on page 21).

4 Set homework based on these sections

If you are short of time in class, the *Practice* section could easily be set as homework. If you do this, it might be useful to explain in class where learners should look in the *Study* section if they need to do further revision.

If you set the *Study* or *Practice* sections for homework, in the next lesson set aside some time for learners to ask any questions they have. You could encourage learners to discuss their questions in small groups before answering them with the whole class.

5 Encourage learners to take responsibility for their own progress

The approach in the *Study, Practice & Remember* section is to encourage learner independence and personal responsibility for progress. By using these sections frequently and in different ways, you will provide opportunities for learners to reflect on their learning and experiment with different ways of studying.

Teaching starter level learners

Teaching starter level learners comes with its own unique challenges and benefits. Learners at this level are still finding their feet, and the road ahead can seem a little daunting. However, they may also be surprised to discover they already know some words or phrases English, but need the confidence to use them. These learners need lots of encouragement, as well as a 'safe' environment in which to practise.

1 Go slowly and give plenty of praise and support

Go slowly and thoroughly through the material, giving plenty of controlled practice. Make sure learners feel confident with the new language before moving on. When students say something well, or answer a question correctly, make sure you acknowledge it by saying, for example, *Well done* or *Good*. However, do not go too far here, for example, by saying *That was excellent!* unless it really was, as it might become a little patronising. Learners also need lots of support when you set up activities and when they do them. Learning another language can be overwhelming at first, but with the right level of support, praise and practice, learners usually make rapid progress.

2 Build on what they already know

Make the aims of each lesson clear to learners at the start, and at the end of each lesson, recap what they have learnt. This will make it clear to learners that they are making good progress with English. After a few lessons, make sure you look back and do some revision and recycling, again reminding learners about how much they've learned.

Remind students that they already know some English, whether it is the use of 'international' words related to computers or sport or well-known phrases for greetings, such as *Hi!* Or *How are you?* Even learners who think they are 'complete beginners' usually find they can understand some English words.

3 Teach useful classroom language

It can be useful to teach common classroom language at the start of a course. Write the most common instructions you need to give, and the most common questions students might need to ask, on a poster and place it in clear sight of the class. Refer back to it when appropriate until students are comfortable using the phrases in English. As the course continues, make a note of any more classroom language which comes up, and adapt your poster accordingly.

If you have a monolingual class, you may want to give some instructions in the learners' own language. If you do this, it is a good idea to say the instructions in English immediately afterwards, so that learners can begin to understand it.

4 Grade your language

At this level you need to adapt the language you use so that students can follow your instructions and feel comfortable interacting with you. For some activities, it is a good idea to plan exactly how you will give instructions beforehand. Obviously you will need to speak a little more slowly, but there are other things you can do to grade language:

- **Use pauses:**
Remember that students are not just listening to what you say, they are also processing it in order to understand it in their L1. Use clear pauses after key words in instructions and things you need to get across. This will give learners a chance to 'digest' what you are saying.
- **Use gestures:**
There are many gestures you can use for different instructions, for example, *listen* (cup your ear), *work together* (move your fingers together), etc. The actual gestures you use are not so important, but if you use the same ones frequently, your students will come to understand what you want them to do.
- **Use imperatives:**
Avoid using phrases such as *I'd like you to ...* or *Now I want you to ...* etc. At this level learners only need to hear imperatives for instructions. As long as you use them in a friendly way, they can be much more effective.
- **Use the board:**
If you want to rearrange learners, for example, draw a simple plan on the board of how you would like the groups/class to look. This can be much easier for students to refer to. Again, planning exactly what you will write on the board is a good idea.

TEACHING TIPS

How to get the most out of *Cutting Edge Starter New Edition*



5 Use realia, visuals and the board

Using visual prompts instead of words is especially important at this level. For example, if you are teaching nouns within a topic, for example, clothes or food, it is much quicker and simpler to show a picture of a 'banana' rather than trying to describe it.

You might also find that using simple mimes, gestures or facial expressions is a useful way of conveying some things, e.g. actions (e.g. run, walk) or emotions (e.g. sad, happy).

The board is a very useful tool at this level. You can use it for showing how you want learners to sit (see above), writing up more examples of the new language, marking stress on new words/phrases, etc. Make sure you plan your use of the board, involve learners while you're writing (e.g. asking *What's the next word?*) and give learners enough time to write down what they need to. Starter level learners often take longer to do this than you may expect.

6 Monitor and check learners know what to do

Some learners, if they do not understand what you want them to do, will tell you. Others might not want to be 'difficult', and will just nod and pretend they understand when they do not. It is important at this level that you do not take anything for granted, especially when setting up activities. Here are some useful techniques for checking understanding:

• Elicit an example:

If students are doing a practice exercise, do the first one together, and elicit the answer. This will tell you whether students know what *type* of answer they need to give, or even just if they are looking at the right exercise!

• Demonstrate:

With a more complicated activity, demonstrate with a stronger student. It will make it much easier for learners to follow if they can see what they have to do.

• Ask a question:

It can be useful to ask questions to check simple details about an activity, for example, *Are you speaking or writing? Can you show your partner your answer?* Bear in mind that questions are only really useful for small details like this.

• Monitor:

After you have set up an activity, you will often need to quickly go round the class and check everyone knows what to do. Weaker students may need further help.

7 Be sensitive to errors

It is important to correct errors at appropriate times in class i.e. when you are focusing on accuracy or during controlled practice. This is something learners expect, even at this level, and will feel somewhat cheated if you do not correct them. However, it is important to do this sensitively, by giving the learners a chance to correct themselves or inviting other students to correct the error.

Do not spend too much time focusing on the error, but aim to establish the correct answer as soon as possible and then establish this firmly as the correct form.

8 Be sensitive to mixed levels

It is also important to be very sensitive to different levels and abilities within the class. Move at the pace of the average learner, not the strongest or the weakest. Try to be aware of all the students and not allow the strongest ones to dominate and answer all the questions. On the other hand, it can be useful to use the stronger ones to help and demonstrate activities. Provide plenty of opportunities for pair and group work, and try to ensure that the same learners don't always work together.

9 Enjoy your class and encourage enjoyment in your learners

Remember that it can be incredibly rewarding for both you and the learners at starter level. At times, it can feel that they are learning something new in every lesson and their language is growing all the time. Even though it can sometimes be difficult and daunting, the hard work often seems to pay off very quickly at this level.

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OVERVIEW

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Speaking: Saying hello and goodbye

Writing: Sentences and questions

Common European Framework: Students can start and end brief conversations.

Notes on teaching starter learners

See *Teaching tips: Teaching Starter learners*, page 26.

- Encourage students to use as much English as possible and give praise whenever a student makes an attempt.
- Provide corrections with care.
- Show students that they probably already know some English (see the warm up activity).
- Depending on your teaching institution's policy, you might like to consider using the students' first language to introduce yourself and explain what you are going to be doing.
- It can be very frustrating for students who feel the need to say something but just don't have the English to express themselves. If you are comfortable with using the students' first language, and if the institution you are working at allows it, let your students use their first language and, if possible, answer in English.

Grammar focus 1 (PAGES 6–7)

Names and introductions: *I and you; my and your*

See *Teaching tips: Working with grammar*, page 20.

WARM UP

This is your first class with students who think they know little or nothing about English. Your students are going to be very nervous and probably lacking in confidence, so do everything you can to reassure them and provide a comfortable learning environment.

Get to the class early so you are able to meet and greet your students as they arrive.

Write your name on the board and then ask each student to write their name on a sticker or piece of paper. Students either put the sticker on them or place the piece of paper in front of them so you can see it easily. Greet each student by name and say hello.

Even at this Starter level, many students will know lots of English words perhaps without even realising it. There are many words that English uses that are international, for example *taxi, hamburger, football, hotel, pizza*. If you are teaching a monolingual class, there may also be some words that are cognates between English and the students' first language.

Write *teacher* on the board and point to yourself. Say the word and encourage students to repeat it. Elicit about 20 more words in English and write them on the board (if possible, draw them to make sure all students understand what each one means). Model the correct pronunciation and encourage students to try to say them appropriately, but don't spend too much time on correcting students at this point.

You could go on to suggest some categories, for example *sport, food, transport*, and then ask students in pairs or small groups to categorise the words on the board. For feedback, ask groups to compare their categories.

1 1.1 Write *Hello, my name's ___* on the board. Focus students on the photos of people saying hello, and then play the conversations. Draw students' attention to the written conversations. Play the recording again and ask students to read as they listen.

Demonstrate the activity by reading the first conversation yourself. Ask two students to read the same two lines in an open pair in front of the class. Then ask students to practise all three conversations in pairs. Circulate and help with pronunciation.

Make sure students realise that we have a choice when introducing ourselves. We can either say *My name's ___* or we can say *I'm ___*.

2a Write Conversation 1 on the board with the blanks and elicit either *I* or *my* to complete the sentences. Students do the same for the other conversations and then check their answers in pairs.

b 1.2 Play the recording to check the answers. Ask your students if they would like to hear any of the conversations again. This will help to encourage them to take control in the future and feel better about asking for clarification.

ANSWERS:

1 | 2 My 3 my 4 | 5 my 6 My

3 1.3 Focus students on the pictures. Ask students to listen and read the conversations.

GRAMMAR

I and you, my and your

Write on the board: *___'m Fernando.; ___ name's Yumi.; Are ___ Jane? and What's ___ name?* Ask students to complete the gaps, referring back to the conversations as necessary. Read through the Grammar box with your students to confirm their answers. Make sure to highlight the following:

- the difference between *I* and *you*.
- the difference between *my name* and *your name*.
- the use of full stops, question marks, capital letters and apostrophes for contractions if your students have a different system to English.

Students might be interested in the meaning of *'m*, *'s* and *are* in these sentences. Tell them that they are part of the verb *be*, but encourage students to treat the new language as set phrases rather than worrying about grammar at this moment. The verb *be* is dealt with systematically in Units 2 and 3.

You may want to ask students to read Study 1 on page 98 for more detailed information on positive forms of *I and you; my and your*; and contraction of *be*.

- 4a Do the first sentence as an example with the class. Students then work individually to complete the rest of the sentences. Monitor and offer help as necessary. Students check in pairs.
- b 1.4 Students listen to check their answers. Refer students to the Grammar box if there are any doubts.

ANSWERS:

1 I 2 you 3 you 4 I 5 my 6 your 7 My 8 your

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording of sentences 5–8 from exercise 4 again, or model them yourself, and help students to hear the main stress in each sentence.
- 2 Play the recording again, stopping after each sentence and asking the students to repeat it. It can be useful for students if you write the sentences on the board and underline the stressed words to act as a visual aid. Ensure that students say the contracted form of *be* when repeating the sentences.

Potential problem: Sentence stress

It can sometimes be hard for students to notice the stressed words in a sentence. To help draw their attention to this, you might like to do one of the following.

- As you say the sentence clap on the stressed words.
- Use some other physical sign to show the stressed words, for example beat the stressed words like a conductor, raise your hand on the stressed words or nod your head.
- Exaggerate the stressed words to make them more noticeable.

- 5a Do the first sentence as an example with the class. Students then work individually to complete the rest of the sentences. Monitor and offer help as necessary. They check their answers in pairs.
- b 1.5 Play the recording for students to listen and check their answers. Be ready to play any difficult sentences more than once if you think students would benefit from it.

ANSWERS:

1 my, I 2 you 3 your, My 4 I, My 5 you, I 6 your, My

- 6 Model the example conversation with one of the students, making sure to substitute your names for the ones in the book. Ask students to move around the class practising different conversations with different students. Take this opportunity to observe the students, noting their names and also their communicative levels and personalities.

Grammar focus 1, exercise 6: Alternative suggestions

- Write *My name's ___* and *I'm ___* on one side of the board. Go around the class asking students to say their names in turn. Write the students' names on the other side of the board. Practise the pronunciation of these names if you have students from different countries.
- If your students already know each other, ask them to imagine they are famous people.
- If you have a large class, students work at their desks in groups of six to eight. This is especially useful if your classroom doesn't offer the space to move around.

Grammar focus 1, exercise 6: Additional activity

If you have a class of false beginners, you might want to challenge your students more by eliciting and revising other expressions which are useful when meeting new people, for example *Hello, Hi, Are you ___? Yes, that's right. No, I'm ___ . Nice to meet you*. Write these on the board as necessary. Students then move around the room and meet as many students as possible, using the language from the lesson.

ADDITIONAL PRACTICE

Resource bank: 1A *Classroom language* (Questions in the classroom)

Study, practice & remember: Practice 1

Workbook: Grammar focus 1: *Names and introductions: I and you; my and your*, page 4; Pronunciation: *Names and introductions: I and you; my and your*, page 5

Vocabulary (PAGE 8)

Jobs

See *Teaching tips: Working with lexical phrases*, page 21.

- 1 1.6 Write *jobs* on the board and then say *Hi, I'm (Janey) and I'm a teacher*. Ask students to find the photo of the teacher in the Students' Book. Elicit the names of any other jobs that students know in the photos. Play the recording and ask students to listen, read and repeat.

Vocabulary, exercise 1: Additional activities

- If you have a strong class, you may want to challenge them by asking them to match the photos to the jobs before they listen.
- If this is easy for your class, you may want to introduce some more jobs vocabulary, especially words for the students' own jobs.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording and allow students to listen to the words. Focus students on the main stress of each word by clapping your hands on the stressed syllable, and/or marking the stress on the board, or by getting the students to mark the stress on the board.

ANSWERS:

1 waiter/waitress 2 businessman/businesswoman
3 engineer 4 actor 5 teacher 6 police officer
7 accountant 8 shop assistant

- 2 Play the recording again (or model the pronunciation yourself), pausing after each word and asking the class to repeat chorally and individually. Check the pronunciation of *businessman* /'bɪznɪsmən/ and *businesswoman* /'bɪznɪswʊmən/. Also focus students on the /ə/ sound at the end of many of the words, for example *actor* /'æktə/. Remember that if you have previously given students other vocabulary for their own jobs, mark the stress and add them to the list, too.

ADDITIONAL PRACTICE

Resource bank: Activity 1C *Vocabulary extension (Jobs)*

Workbook: Vocabulary: *Jobs*, page 5; Pronunciation: *Jobs*, page 5

Grammar focus 2 (PAGE 8)

a/an with jobs

See *Teaching tips: Working with grammar*, page 20.

- 1 1.7 Play the recording and complete the first sentence as an example, then ask students to listen and complete the rest of the sentences with a job. Students check their answers in pairs or small groups. Play the recording again, stopping after each person to check the answers with the whole class.

ANSWERS:

- 1 businesswoman 2 teacher 3 waiter 4 actor
5 police officer 6 engineer 7 shop assistant 8 accountant

GRAMMAR

a/an with jobs

Focus students on the answers in Grammar focus 2, exercise 1. Ask them what word comes before each job and elicit *a/an*. Give your students the opportunity to guess when we use *a* and when we use *an*.

Teach the words *vowel* and *consonant*, and then go through the rule, emphasising that in English we nearly always use *a/an* when talking about jobs. This is particularly important if this is not the case in your students' first language, or if their language does not use articles at all.

You may want to ask students to read Study 2 on page 98 for more detailed information on *a/an* with jobs.

- 2 Draw the two word webs from the Students' Book on the board and elicit another word to complete one of the branches on each. Students then work in pairs to complete the two word webs. For feedback, elicit the correct answers to complete the word webs, or invite students to come to the board to complete the word webs there.

You might like to point out that we say *a shop assistant* but *an assistant*.

ANSWERS:

a: waiter/waitress, businessman/businesswoman, teacher, police officer, shop assistant
an: engineer, actor, accountant

- 3a Do the first sentence as an example. Students complete the sentences individually and then check in pairs or small groups.
b 1.8 Play the recording to check the answers. In the future, always try to put *a/an* in front of countable nouns when you are writing new vocabulary on the board as this will help to reinforce this language point.

ANSWERS:

- 1 a 2 an, an 3 a 4 a, an

- 4 Model the example conversation, making sure your intonation rises at the end of the question. Students work in pairs or small groups to practise the conversations. Circulate and be ready to offer help with different jobs vocabulary as needed.

Grammar focus 2: Additional activity

Prepare slips of paper with the names of different jobs on them. Put students into two teams. Invite a student from Team A to come to the front and hand him/her one of the papers.

The student either draws a picture or does a mime to elicit the job and the correct article from his/her team. Set a time limit of 30 seconds. Then ask a person from the second team to come up and draw or mime a different job from the papers for their team.

Continue until everybody has had the chance to elicit a job or you have run out of slips of paper, or one of the teams reaches five correct answers and is declared the winner.

ADDITIONAL PRACTICE

- Resource bank:** Activity 1B *What's your job?* (Names and jobs: *I and you; my and your*)

Study, practice & remember: Practice 2

Workbook: Grammar focus 2: *a/an* with jobs, page 6

Vocabulary (PAGE 9)

The alphabet and *How do you spell ... ?*

See *Teaching tips: Working with lexical phrases*, page 21.

Potential problems with the alphabet

Students who have a similar script to English often have problems with specific letters that are similar to their own but sound different. This will change according to the language, but some common problems that present themselves include confusion between the letters *a*, *e* and *i*. Some students confuse *g* and *j*, and *q* and *k*. Many languages with a similar alphabet don't have the letters *w*, *x* and *y*. Try to identify letter problems specific to your learners and make sure you constantly check the pronunciation. Also, try to think of words that include the letters which have the problematic pronunciation, for example *email*, *internet*, *OK*.

Students who have a totally different script to English have different problems because they have to learn all of the alphabet from scratch. These students will need a lot more time and practice so try to integrate lots of spelling activities into class. Whenever you write a new word on the board, ask students to spell it for you. Whenever you do any revision or recycling of vocabulary, make sure to include a question about spelling.

- 1 1.9 Play the recording and ask students to repeat each letter. Drill the letters chorally and individually. Check if students remember the meaning of *vowel* and *consonant* from the Grammar box on page 8, and ask them to name the vowels.
2a 1.10 Focus students on the list. Play the recording of the first code and ask students which one they heard. Play the rest of the recording. Students note which codes they hear. Students check their answers in pairs. Play the recording again and stop after each one to check the answer.

ANSWERS:

- 1 LAX 2 YVR 3 IST 4 DXB 5 NRT 6 PEK 7 ZRH
8 LGW 9 JFK 10 GIG

- b 1.11 Focus students on the table and explain or elicit that the missing information is each airport code. Demonstrate to students that they need to write one of the codes from exercise 2a in each box in the first column. Students listen to complete the table. Play the recording again to check the answers.

ANSWERS:

- 1 DBX 2 JFK 3 ZRH 4 NRT 5 LAX 6 YVR 7 LGW
8 IST 9 GIG 10 PEK

Culture notes

Airport codes are short abbreviations that are used to identify most of the airports around the world. The system started in the 1930s and originally used just two letters for each airport. Today, most people recognise the most common codes from airline tickets and they are usually three letters long. Air traffic controllers, however, have a slightly different system that is four letters long.

- c Students work in pairs to say the codes to each other. Circulate and monitor pronunciation.

Vocabulary, exercise 2c: Alternative suggestion

Student A says the name of one of the International airports from the table and student B has to give the code. Once students have each had several turns they can try this with their books closed.

- 3a 1.12 Ask students to close their books so they avoid reading the names. Play the recording and do the first one with the class as an example. Play the rest of the recording, pausing after each word for students to write out the correct spelling. Use the table to check answers.

ANSWERS:

1 Dubai 2 New York 3 Tokyo 4 London 5 Istanbul

- b Ask students to spell the name of the town or city you are in as an example. Students then work in pairs to ask each other how to spell other towns and cities from around the world.
- 4 Check the meaning of *surname* and *workplace*. Ask some students some of the questions to demonstrate the activity and write their answers on the board. If students don't know or need reminding of your surname, write it on the board. Students work in pairs to ask and answer the questions. If you have a class of real beginners, you might want to give them the opportunity to write their answers before they start speaking. This will give them time to prepare and added confidence because they will be able to refer to their notes.

Vocabulary: Additional activities

- a *Bingo*: draw a 4 x 4 grid on the board and ask students to copy it. Students then fill in letters at random, but without repeating any, on their own bingo card. Call out letters in random order. (It is useful to make a list of the letters yourself and tick them off as you call them out.) The student who completes a line – or the whole card – first is the winner.
- b *Guess the word*: think of a word students know and write it on the board as a series of dashes, with one dash for each letter (e.g. *actor* would be _ _ _ _ _). Students say a letter they think will be in the word. If they are correct, write it in the appropriate space. If the letter doesn't appear in the word, write it in a box on one side of the board. If the class guesses the word before there are eight letters in the box, they win the game. After demonstrating this a few times with the class, students can continue to play in pairs or small groups.

ADDITIONAL PRACTICE

- Study, practice & remember:** Practice 3

Workbook: Vocabulary: *The alphabet and How do you spell ... ?*, page 6

Vocabulary (PAGE 10)**Numbers 0–20**

See *Teaching tips: Working with lexical phrases*, page 21.

- 1a 1.13 Play the recording and ask students to repeat the numbers. Drill the numbers chorally and individually. Make sure you include 0 (zero) as students will need this for exercise b.
- b 1.14 Play the recording and ask students to write down the numbers they hear using numerals. Elicit the answers and write them on the board.

ANSWERS:

5, 12, 7, 3, 11, 9, 4, 0, 6, 1, 10, 2, 8

- c Give students a few minutes to write the numbers from exercise 1b in words. For feedback, elicit the spelling of each word and write it under the appropriate number on the board.

ANSWERS:

five, twelve, seven, three, eleven, nine, four, zero, six, one, ten, two, eight

- 2 Students work in pairs to take it in turns to write a number in numerals and for their partner to say the number.

Vocabulary, exercise 2: Alternative suggestion

Students work in pairs and take it in turns to dictate numbers to each other.

- 3a 1.15 Play the recording and ask students to repeat the numbers. Drill the numbers chorally and individually.
- b 1.16 Play the recording and ask students to write down the numbers they hear. Check in pairs and then repeat. Finally, elicit the numbers and write them on the board.

ANSWERS:

14, 19, 16, 13, 20, 18, 15, 17

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 1.17 Remind students of how to mark the stressed syllable in a word. Play the recording for students to decide which syllable is stressed.

ANSWERS:

two three four five six seven eight nine
ten eleven twelve thirteen fourteen fifteen
sixteen seventeen eighteen nineteen twenty

- 2 Play the recording again, or model the pronunciation yourself, for students to copy.

- 4a 1.18 Play the recording with a pause between each conversation to allow students time to write the phone numbers.

ANSWERS:

1 01343 456 228 2 07752 909 547 3 07212 887 308

- b Show students how the intonation goes up after each set of numbers, until the last set of numbers is completed. Students then work in pairs to practise the conversations.

Vocabulary: Additional activities

- If you have a strong class, you might want to introduce the word *oh* as an alternative for *zero* and show how we can say *double* for two of the same number, e.g. *double five*.
- Counting activities:** put students into pairs and ask them to count alternately from 0 to 20. Students can also count backwards from 20 to 0, or count using only odd (1, 3, 5 ...) or even (2, 4, 6 ...) numbers. These counting activities can also be played around the class and as a warmer in future classes.
- Mutual dictation:** students write down ten of the numbers in any order. Students then work in pairs and take it in turns to dictate the numbers to their partner.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Numbers 0–20, page 7

Task (PAGES 10–11)**Ask for and give personal information**

See *Teaching tips: Making tasks work*, page 23.

Preparation (PAGE 10)**Listening**

- 1.19** Play the recording for students to tick the appropriate information. Check in pairs and then as a class. During feedback, introduce the words *at* and *dot* for saying email addresses.

ANSWERS:

first name, surname, phone number, email address

- Give students a minute or two to read through the boxes so they know what information they need to listen for. Play the recording again for students to complete the gaps. Check in pairs and then as a class.

ANSWERS:

1 Tarasova 2 07856 011 256 3 Leoni 4 b.leoni@mobile.com
5 Iqbal 6 07456 141 698

- Focus students on the Useful language box. Give students enough time to read through the sentences and deal with any questions. Play the recording again for students to tick the phrases they hear. Check answers in pairs and then as a class.

ANSWERS:

What's your name? ✓
What's your surname/name? ✓
How do you spell it? ✓
What's your phone number? ✓
What's your email address? ✓
Are you (Yasir)? ✓
My first name's (Irina). ✓
My surname's (Tarasova). ✓
Yes, that's right. I'm (Yasir). ✓
My phone number is (07456 141 698). ✓

Task (PAGE 11)**Speaking**

- Students read through the Useful language box to find different ways to give the information for each heading.

ANSWERS:

First name: What's your name? What's your first name? How do you spell it? Are you (Yasir)?

Surname: What's your surname/name? How do you spell it?

Phone number: What's your phone number?

Email address: What's your email address?

- Give students a few minutes to write their answers. Be aware that some students might not feel comfortable giving out personal information like this. If so, encourage them to invent details.
- Students work in groups of four to ask and answer the questions. Circulate and monitor to ensure students are actually asking and answering the questions.
- Demonstrate the activity by giving your own personal information. Students work in pairs to do the same.

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework, and bring the recordings to the next class.

Some additional ideas could include:

- Strong students record themselves asking and answering questions as well as just delivering their own personal information.
- Upload the recordings to a class blog so students can listen to each other in their own time and show it to their friends and family.

ADDITIONAL PRACTICE

Workbook: Listen and read: *Personal information*, page 7

Language live (PAGES 12–13)**Speaking (PAGE 12)****Saying hello and goodbye**

See *Teaching tips: Using the video material in the classroom*, page 24.

- Give your students a moment to read through the phrases. Play the DVD for students to identify the sentences they hear.

ANSWERS:

All the phrases are used.

- Play the DVD again for students to match 1–7 with a–g.

ANSWERS:

1 c 2 a 3 f 4 e 5 g 6 b 7 d

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the DVD and ask students to pay attention to the pronunciation, paying particular attention to the contractions.
 - 2 Drill the phrases chorally and individually.
- 3 Students work individually to answer the questions. Check in pairs and then as a class.

ANSWERS:

1 a 2 b 3 a

- 4a Complete the first conversation with the class as an example. Students then complete the rest of the conversations individually. Check as a class.

ANSWERS:

1 fine 2 Hi, Nice 3 name, spell 4 This 5 See

- b Give students a few minutes to practise the conversations in pairs. Invite some of the pairs to say their conversations aloud to the rest of the class.

Writing (PAGE 13)

Sentences and questions

- 1 Put students into pairs and ask them to identify the full stops and the question marks. Don't confirm or deny their answers.
- 2a Read through the information with the students and then check their answers to exercise 1.

Writing, exercise 2a: Alternative suggestion

If your students are complete beginners or speak a language that doesn't use question marks and full stops, you might want to ask them to do exercise 2a before exercise 1.

- b Remind students of the difference in word order between questions and statements. Explain that one of each pair of sentences is correct and one is wrong because of the punctuation. Students work in pairs to identify the correct ones.

ANSWERS:

1 a ✓ b X 2 a X b ✓ 3 a ✓ b X 4 a ✓ b X

- 3 Students work individually to complete the conversations. Check in pairs and then as a class.

ANSWERS:

1 ? / . / . / . / . 2 ? / . / ? / . 3 . / ? / . / ?

- 4a Read through the information about capital letters. Ask students to quickly identify some capital letters from exercises 1 and 3.
- b Do the first one as an example with the class. Students then work in pairs to add capital letters as necessary. Check with the class by writing, or inviting students to write, the correct sentences on the board.

ANSWERS:

- 1 My name's Andrew.
- 2 Are you a teacher?
- 3 My name is Tom Woods. I'm an actor.
- 4 Hello, Tom. Nice to meet you.
- 5 How do you spell your first name?
- 6 I'm Anna. I'm a student.
- 7 Are you David?
- 8 What's your name?

- 5a Students work individually to complete the paragraph. Check in pairs and then as a class.

ANSWERS:

1 name 2 my 3 is 4 a 5 email address 6 phone number

- b Complete the information about Ewa as a class with information from exercise 5a. Give students a couple of minutes to complete the second column with their own information.
- 6 Explain to students that they should use the paragraph about Ewa as a model for their own paragraph, as well as their notes from exercise 5b. Give students a few minutes to write their information. When you read the students' personal information, the way you mark it is very important. Try to use ink other than red as this can have negative connotations. Make sure you write a short response to the students to give them a reason to read through their text again, e.g. *Very good Ewa, you have used capital letters and full stops well.*

ADDITIONAL PRACTICE

- Workbook:** Language live: *Hello and goodbye*, page 7; Pronunciation: /aɪ/, page 7; Writing: *Sentences and questions*, page 7

Study, practice & remember

(PAGES 98–99)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1

ANSWERS:

- 1 1 your, My 2 you, I 3 My, I 4 your, My
- 2 1 your 2 My 3 you 4 your 5 I 6 you 7 your 8 I 9 your 10 My

Practice 2

ANSWERS:

- 1 1 a 2 an 3 an 4 a 5 an 6 a 7 a 8 an
- 2 1 You're a student.
2 I'm an architect.
3 Are you a shop assistant?
4 I'm a businessman.
5 You're an engineer.
6 Are you an actor?
7 I'm an accountant.
8 You're a businesswoman.

Remember these words

ANSWERS:

- 1 1 teacher 2 eight 3 engineer 4 eleven 5 businessman 6 fifteen 7 architect 8 twenty
- 3 1 first 2 spell 3 meet 4 address 5 How 6 fine 7 surname 8 again
- 4 two, three, seven, eleven, nineteen, four, twenty, twelve, eight, fifteen, thirteen

OVERVIEW

PAGES 14–15

Vocabulary: Countries

Grammar: *be with I and you; be with he, she and it*

Common European Framework: Students can provide and understand basic information about other people and places.

PAGES 16–17

Vocabulary: Countries and nationalities

Pronunciation: Word stress in nationalities

Grammar: *his/her*

Pronunciation: *his or he's*

Common European Framework: Students can talk about where they or others come from.

PAGES 18–19

Vocabulary: Numbers (21–100) and *How old ... ?*

Task: Do a quiz

Common European Framework: Students can ask and answer simple questions about other people and places.

Vocabulary (PAGE 14)

Countries

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

If possible, get to the classroom before the students and stand at the door waiting for them. As they arrive, greet them using the language from the last unit, e.g. *Hello, how are you? I'm ... What's your name? How do you spell that? I'm a teacher. What's your job?* You could also use some of the language from this unit to gauge what they already know, for example *I'm from ... Where are you from?* Don't worry if students don't understand this, but it will help to prepare students for the new language.

If it isn't possible to have students waiting outside for you, try to use the greetings with as many students as possible inside the classroom.

1a 2.1 Write on the board the name of the country you are in and the name of the country you come from, if it is different. Say the word or words aloud for students to repeat. Show the list of countries and play the recording. Ask students to pay attention to the pronunciation focusing on the stressed syllables. Students listen and repeat. Drill the pronunciation chorally and individually.

b Ask students to match the countries in exercise 1a to the photos.

ANSWERS:

left (from top to bottom): England, Japan, Egypt

right (from top to bottom): China, Australia, Italy

2 Students work in pairs to write the names of the countries. Elicit some of their answers to questions 2 and 3 as a class.

Vocabulary: Additional activities

- a If you have a monolingual class, you might want to teach words for any other countries that are important to them, for example common holiday destinations or places where parents or grandparents might have come from.
- b If you have a class of false beginners, consider teaching the English words for the continents/regions, for example *North America* /nɔːθ ə'merɪkəl/, *South America* /sauθ ə'merɪkəl/, *Asia* /'eɪʒə/, *Europe* /'jʊərəp/, *Africa* /'æfrɪkəl/, *The Middle East* /ðə 'mɪdl iːst/, etc. Students can then practise in pairs by asking each other where the countries are, for example: *'Where's Egypt?' 'It's in Africa.'*

ADDITIONAL PRACTICE

Workbook: Vocabulary: *Countries*, page 8

Grammar focus 1 (PAGES 14–15)

be with I and you

See *Teaching tips: Working with grammar*, page 20.

- 1 2.2 Give students a few minutes to read the sentences and then make sure students have noted the first sentence in conversation 1: *Are you from Brazil?* Ask students to guess which sentence might come next and then play the recording for students to put the sentences into the correct order. Check in pairs and then play the recording again to check as a class.

ANSWERS:

Conversation 1

Are you from Brazil?

No, I'm not.

Oh, Where are you from?

I'm from Italy.

Conversation 2

Are you from the USA?

The USA? No, I'm not.

Where are you from?

I'm from England.

Grammar focus 1, exercise 1: Alternative suggestion

If you have strong students, you might like to ask them to try to put the sentences in order before they listen to the recording and then listen to check their ideas.

GRAMMAR

be with I and you

Write *Where ... you from? I ... from Brazil. and ... you from Greece? No, I ... from Japan.* on the board, and ask the students to complete the sentences with the verb *be*.

Read through the Grammar box with your students to confirm their answers. Make sure to highlight the following:

- *am* and *are* are parts of the verb *be*.
- we use *am* with the pronoun *I*, and *are* with the pronoun *you*.
- *I'm* is a contraction of *I am*.
- *you're* is a contraction of *you are*.
- the use of *not* to form the negative.
- *aren't* is a contraction of *are not*.
- the word order in questions: *you are* → *are you?*
- *are* is usually pronounced with the weak form, for example in *Where are you?*

You may want to ask students to read Study 1 on page 100 for more detailed information on *be with I and you*.

2a 2.3 Students work individually to complete the conversation using the prompts in the box. Check in pairs and then play the recording to check the answers as a class.

ANSWERS:

1 are 2 'm 3 I 4 you 5 not

b Model the conversation with a student, making sure to use contractions where appropriate. Students then practise the conversation in pairs. If you have time, swap partners after a few minutes so that students get the chance to go through the conversation twice, this time encouraging them to change the countries and cities.

ADDITIONAL PRACTICE

Resource bank: Activity 2A *Where are you from?* (be with I and you)
Workbook: Grammar focus 1: *be with I and you*, page 9

Grammar focus 2 (PAGE 15)

be with he, she and it

See *Teaching tips: Working with grammar*, page 20.

1a Write the names *Daniel Day Lewis* and *Rebecca Miller* on the board and, if possible, find some photos of the two on the internet to show on a projector. Ask if students know anything about these two people. Students read the text quickly to find out what their jobs are. You might like to highlight the use of *he's* and *she's* to prepare students for the upcoming grammar exercise.

b 2.4 Students work individually to match the questions to the answers. Check in pairs and then play the recording to check the answers as a class.

ANSWERS:

1 b 2 a 3 e 4 c 5 d

GRAMMAR

be with he, she and it

Write on the board:

Lady Gaga's from the USA.

Usain Bolt's an athlete.

Big Ben is in London.

Change the names above if you feel that your students won't know who they are for other more appropriate ones. It might also be a good idea to find photos to show to students if possible.

Ask students which names can be replaced by *he*, *she* and *it*, and write the contracted forms *he's*, *she's* and *it's* in the correct place. Then write *from Mexico*, *a footballer* and *in Paris* on the board next to the corresponding sentences and ask students to form the corresponding negative sentences.

Read through the Grammar box with your students and highlight the following:

- we use *is* and *isn't* with the pronouns *he*, *she* and *it*.
- the contractions: *He's*, *She's*, *It's* and *isn't*.
- we can also say *he's not* instead of *he isn't*, etc.

You may want to ask students to read Study 1 on page 100 for more detailed information on *be with he, she and it*.

2 2.5 Students work individually to complete the conversations with *is*, *'s* or *isn't*. Check in pairs and then play the recording to check the answers as a class.

ANSWERS:

1 Is, isn't 2 is, 's 3 Is, is 4 Is, isn't 5 's

3 Focus students on the photos and elicit who each person is. Focus on the example conversation and then ask students to work in pairs to match the people to the countries, using the conversation as a model.

Culture notes

Stephanie Rice (b. 1988) is an Australian swimmer who won three gold medals at the 2008 Olympics in Beijing in the 200m and 400m individual medley and the 4 x 200m freestyle relay.

Vladimir Putin (b. 1952) became the President of Russia for the second time in May 2012. He had previously been the President from 2000–2008. In the four years between his presidencies he was the Prime Minister.

Lang Lang (b. 1982) is a Chinese pianist who has gained a wide following both in classical and contemporary music. As well as being a busy musician, he is also a United Nations Messenger of Peace.

Neymar (b. 1992) is a Brazilian footballer who plays for Barcelona in Spain. In June 2013 Neymar was transferred from the Brazilian club Santos to Barcelona for €57m, making him the 10th most expensive player ever at the time.

Adele (b. 1988) is a British singer and songwriter. Her first two albums *19* and *21* were critically and commercially very successful and won her a string of awards, including Grammys. In 2013, she won an Oscar for her song *Skyfall*, which she wrote for the James Bond film of the same name.

Oprah Winfrey (b. 1954) is an American talk show host and actress. As well as presenting her own programme on American TV, she has been nominated for an Oscar, for her role in *The Color Purple*. Some people call her 'the most influential woman in the world'.

Grammar focus 2, exercise 3: Additional activity

Put students into teams of about four. Prepare some images of famous people and famous places that you can show the class. Have a list of countries on the board or on a piece of paper. Each time you show a person or a place on the board the team has to decide where he, she or it is from. During feedback, insist on students providing the complete sentence. The team that got the most correct answers is the winner.

ADDITIONAL PRACTICE

Study, practice & remember: Practice 1

Workbook: Grammar focus 2: *be with he, she and it*, page 9

Vocabulary (PAGE 16)

Countries and nationalities

See *Teaching tips: Working with lexical phrases*, page 21.

1a 2.6 Focus students on the photos and check they recognise the flags and nationalities. Then focus students on sentences 1–4 and play the recording for them to listen and read the information.

Asking students to read and listen at the same time can help them to become more confident at listening and improve their pronunciation. You can do this with other listening activities by using the audio scripts at the back of the Students' Book.

- b Students use the information from exercise 1a to complete the numbered gaps in the table. Check answers as a class.

ANSWERS:

1 Russian 2 Chinese 3 Brazilian 4 English

- 2a Match the countries with the nationalities as a class.

ANSWERS:

| | |
|-------------------------|-----------------------|
| Argentina – Argentinian | Poland – Polish |
| Australia – Australian | Portugal – Portuguese |
| Egypt – Egyptian | Spain – Spanish |
| Japan – Japanese | the USA – American |

Vocabulary, Exercise 2a: Alternative suggestion

You might like to do the work in the pronunciation box now instead of later and then do exercise 2b. This will give students more practice at pronouncing the nationalities properly.

You might also like to point out the difference in pronunciation of the *-ian* suffix between /ɪən/ and /ən/, for example *Argentinian*, /ɑːdʒən'tɪniən/ and *Australian* /ɔː'treɪliən/ compared to *Egyptian* /ɪ'dʒɪpʃən/

- b Use the information from exercise 2a to complete one of the rows of the table in exercise 1b as an example. Students work individually to complete the rest of the table. Check in pairs and then as a class.

ANSWERS:

A Australia, Australian; the USA, American
 B Japan, Japanese; Portugal, Portuguese
 C Argentina, Argentinian; Egypt, Egyptian
 D Poland, Polish; Spain, Spanish

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 2.7 Remind students what word stress is and how to mark it. Play the recording for students to mark the stress.

ANSWERS:

| | | | | |
|----------|-----------|-------------|----------|------------|
| Russian | American | Australian | Chinese | Portuguese |
| Japanese | Brazilian | Argentinian | Egyptian | English |
| Spanish | Polish | | | |

- 2 Drill the pronunciation chorally and individually.

- 3 Students work individually to complete the conversations. Check in pairs and then check as a class. During feedback make sure students use appropriate word stress patterns.

ANSWERS:

1 Portuguese 2 Egyptian 3 Polish 4 Argentinian
 5 Chinese 6 Spanish

- 4 Model the example conversation with one of the stronger students. Students then work in pairs to do the same using the prompts given or their own ideas.

ADDITIONAL PRACTICE

- Resource bank:** Activity 2B *Vocabulary extension* (Nationalities)

Workbook: *Vocabulary: Countries and nationalities*, page 10;
Pronunciation: Nationalities, page 10

Grammar focus 3 (PAGE 17)**his/her**

See *Teaching tips: Working with grammar*, page 20.

- 1 2.8 Focus students on the photos and read aloud the celebrities' names. Play the recording for students to complete the sentences with a nationality. Check in pairs and then as a class.

ANSWERS:

1 Spanish 2 English 3 Russian, Russian

GRAMMAR**his/her**

Read through the Grammar box with your students and highlight the following:

- *his* is used for men.
- *her* is used for women.
- the word order in questions *his name is* → *is his name?*
- the difference between *he/his* and *she/her*.

You can help students notice the difference by pointing out that *he/she* is followed by a verb and *his/her* is followed by a noun. If you have a monolingual class, then using translation occasionally in the classroom can be a good idea. You might like to ask students to translate the example sentences from the Grammar box to help analyse the way *he/his* and *she/her* are used in the students' own language.

After you have finished reading through the Grammar box ask students to look back at exercise 1 and underline all the examples of *his/her*.

You may want to ask students to read Study 2 on page 100 for more detailed information on *his/her*.

- 2 2.9 Complete the first conversation with the class as an example. Give students a few minutes to complete the rest of the conversations. Check in pairs and then as a class.

ANSWERS:

1 Her 2 He 3 His 4 She 5 his 6 She

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1a 2.10 Play the recording and ask students to focus on the pronunciation of the underlined words.

Potential problems: /ɪ/ and /i:/

Students often have problems in distinguishing and using the two sounds /ɪ/ and /i:/. Encourage students to exaggerate the long /i:/ sound and to spread their lips as they say it. When saying the /ɪ/ sound, they should relax their lips and try to say it quicker than the /i:/ sound.

- b 2.11 Play the recording. Ask students to write *his* or *he's* for each of the six sentences. Check in pairs and then listen again with a pause after each one to check as a class

ANSWERS:

1 His 2 He's 3 He's 4 His 5 He's 6 His

- 2 Drill the pronunciation chorally and individually.

- 3 Students work in pairs to match the people in the photos to what they do. Check as a class.



ANSWERS:

1 c 2 a 3 b

- 4a Students work individually to complete the conversation about Sandra Bullock. For feedback, encourage different students to read out each question and answer.

ANSWERS:

Her name's Sandra Bullock.
She's from the USA.
She's an actor.

- b Students work in pairs to have similar conversations about Lionel Messi, Vanessa Amorosi and anybody else on the page or who they might be interested in. Circulate and make a note of any errors, which you can put on the board after the exercise and invite students to correct.

Grammar focus: Additional activity

Your students have now had a few classes together and should be starting to get to know each other, but a lot of the time students don't know anything about the other members of the class, including their names. It is important to encourage a warm and comfortable environment in class as it can help students take risks with their language. This activity will help to foster this type of environment.

Put students into pairs and tell them to ask each other questions about the other members of the class, for example *What's her name? Where's she from? What's her job?* If a student doesn't know the answer, he/she has to go and ask a question to find out the answer before reporting back. You might like to teach the expression *Excuse me* so that students can say *Excuse me, what's your name?*

For feedback, ask students for one or two things that they learnt about the other members of the class.

ADDITIONAL PRACTICE

- Resource bank: Activity 2C *What's his surname?* (be with he, she and it)

Study, practice & remember: Practice 2

Workbook: Grammar focus 3: *his/her*, page 10; Pronunciation: *his/her*, page 10

Vocabulary (PAGE 18)

Numbers (21–100) and How old ... ?

See *Teaching tips: Working with lexical phrases*, page 21.

- 1 **2.12** You may want to revise the numbers 0–20 before beginning this exercise. Play the recording, pausing after each number for students to repeat.
- 2a Focus students on how the numbers 21, 22 and 29 are written, pointing out the use of hyphens. Students then write the missing numbers individually. Check in pairs.
- b **2.13** Play the recording for students to check their answers. Play the recording a second time, pausing after each number for students to repeat.

ANSWERS:

twenty-three twenty-four twenty-five twenty-six
twenty-seven twenty-eight

- 3 **2.14** Play the recording for students to listen and write the numbers. Remind them to write the numerals only the first time they listen. Once you have finished the recording, give them time to write the numbers in words. Check in pairs and then as a class. You could do this feedback by asking students to write the answers on the board.

ANSWERS:

68 – sixty-eight 46 – forty-six 21 – twenty-one
53 – fifty-three 99 – ninety-nine 82 – eighty-two
100 – a hundred 34 – thirty-four 75 – seventy-five

- 4 Demonstrate this activity with the class then put students into pairs or threes to practise saying the numbers.

Vocabulary, exercise 4: Additional activity

Students can work in pairs and take it in turns to count from 20–100 in threes, fours and fives, e.g. 20, 23, 26, etc. They can also do the same backwards from 100.

- 5a Focus students on the photos. Teach the question *How old is he/she?* and highlight the change in word order *he's* → *is he?* Teach the meaning of *I don't know*. and *I think (she's about twenty-two)*, and drill all the new language chorally and individually and then write it on the board so that students can refer to it later. Students then work in pairs to ask each other how old they think the three people are.
- b **2.15** Elicit some of the guesses from exercise 5a. Then play the recording for students to check their guesses.

ANSWERS:

Ben 13 Eva 86 Tim 38

- 6 Ask two students to model the example conversation. You could show a photo of Javier Bardem if you have access to the internet and a screen. Direct students back to previous photos in Units 1 and 2 and ask them to talk about the ages of the people they can see. Remind students to use the language you wrote on the board in exercise 5a.

ADDITIONAL PRACTICE

- Resource bank: Activity 2D *Bingo!* (Numbers 1–100); Activity 2E *The numbers game* (Numbers 1–100)

Workbook: Vocabulary: *Numbers (21–100) and How old ... ?*, page 10

Task (PAGES 18–19)

Do a quiz

See *Teaching tips: Making tasks work*, page 23.


Preparation (PAGES 18–19)

Listening and reading

- 1a Ask students if they can name any of the people, places or things in the photos.
- b Direct students to the names in the quiz (in bold) to check if they were correct.

ANSWERS:

clockwise from top left: Alisher Usmanov (businessman), Claudia Leitte (singer), Zara (clothes company), The Shard, Toyota car, the Great Pyramid of Giza, the River Amazon
centre: Hugh Jackman (actor)

- 2a  **2.16** Ensure that students know that the people are not talking about all of the questions. Play the recording for students to tick which of the questions are talked about.

ANSWERS:

The people talk about questions 1 and 2.

- b Direct students to the Useful language box and give them a few minutes to read through the questions and answers. Play the recording again for students to tick the phrases they hear.

ANSWERS:

Where's he/she from? ✓
 Where is it? ✓
 I think he's/she's (American/Australian). ✓
 I think it's in (Brazil/Japan). ✓
 It isn't in (Britain/Argentina). ✓
 I don't know. ✓

Task (PAGE 19)**Speaking**


- 1 Ask the class the first question and encourage speculation using the sentences from the Useful language box. Students then work in pairs to try to answer the quiz questions.
- 2 Direct students to page 96 to check their answers. For feedback, find out which pair got the most correct answers.
- 3 Give a model for students to copy, e.g. *Hugh Jackman is an actor from Australia.* or *Hugh Jackman is an Australian actor.* Students then choose six of the remaining questions and prepare to present a sentence about each using the information from the quiz. For feedback, go around the class asking for volunteers to read one or two of their sentences.

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework, and bring the recordings to the next class.

For this activity, if you have a small class, you could have one person to ask the quiz questions and eight different students take it in turns to provide an answer using their pre-prepared information.

ADDITIONAL PRACTICE

-  **Resource bank:** Activity 2F *What's your address?* (Personal information questions)

Workbook: Listen and read: *Where in the world ... ?*, page 11

Students can now do Progress test 1 on the Teacher's Resource Disc.

Study, practice & remember

(PAGES 100–101)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1**ANSWERS:**

- 1
 1 'm 2 're 3 Are 4 's 5 Is 6 are 7 isn't 8 're
- 2
 1 are 2 aren't 3 Is 4 isn't 5 am 6 is 7 am 8 Are
 9 isn't 10 Are
- 3
 1 Are you from London?
 2 Is it a big city?
 3 Are you late for school?
 4 Is she a teacher?
 5 Are you thirty years old?
 6 Are you a student?
 7 Is he from Brazil?
 8 Are you Japanese?

Practice 2**ANSWERS:**

- 1
 1 His 2 Her 3 His 4 His 5 Her 6 Her 7 His 8 Her
- 2
 1 His 2 Her 3 He 4 She's 5 His 6 Her 7 She 8 He's
- 3
 2 Her surname's Gomez.
 3 Her phone number's 07343 221665.
 4 She's from Spain.
 5 She's Spanish.
 7 His surname's Johnson.
 8 His phone number's 646 896 3342.
 9 He's from the USA.
 10 He's American.

Remember these words**ANSWERS:**

- 1
 1 Brazilian 2 Russian 3 England 4 Egyptian 5 Portuguese
 6 Italy 7 Chinese 8 Spain
- 2
 1 China – Chinese 2 Brazil – Brazilian 3 Poland – Polish
 4 Italy – Italian 5 Japan – Japanese 6 Egypt – Egyptian
 7 Australia – Australian 8 England – English
- 3
 1 old 2 think 3 company 4 know 5 am 6 friend
- 4
 43 forty-three 38 thirty-eight 62 sixty-two
 99 ninety-nine 81 eighty-one 25 twenty-five
 57 fifty-seven 100 a hundred 74 seventy-four
 58 fifty-eight

OVERVIEW

PAGES 20–21

Vocabulary: Plural nouns

Pronunciation: Plural nouns; *th-*

Grammar: *this/that, these/those*

Common European Framework: Students can ask for information about vocabulary in English.

PAGES 22–23

Reading and vocabulary: Common adjectives

Pronunciation: Word stress in adjectives

Grammar: *be* with *we* and *they*

Common European Framework: Students can give basic descriptions of feelings; can describe others in simple sentences.

PAGES 24–25

Listening and vocabulary: Food and drink

Task: Talk about your favourite food

Common European Framework: Students can talk about food they like to eat.

PAGES 26–27

Speaking: In a café

Writing: Holiday messages

Common European Framework: Students can order food from a simple menu; can write simple holiday messages.

Vocabulary (PAGE 20)

Plural nouns

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Teach the words *plus*, *minus* and *equals*. Either prepare a worksheet before the class or read out some simple maths problems using words instead of numbers, e.g. *three cars plus fifteen cars equals?* Make sure you use plural nouns, and you might like to limit the vocabulary to that in exercises 1 and 2. Put students into pairs and have a competition to see which pair can complete the questions first. Don't worry if students don't produce the plurals correctly at this stage because this activity will help them be prepared for it when you introduce the language point.

- 1 Focus students on the photos. Students work in pairs and try to guess which countries the photos show. Elicit ideas from the whole class, and encourage justifications where possible. Students then work in pairs or small groups to find the vocabulary items in the photos. Drill the new vocabulary chorally and individually.

ANSWERS:

All the words in the box apart from *bus/buses* are in the photos.


- 2 Do the first one as an example with the class. Remember to use the indefinite article in front of the singular nouns to reinforce this language point from Unit 1. Students then work individually to match the singular nouns to the plural nouns. Check in pairs and then as a class. As you check the answers highlight the following:
 - the most common form of plural in English is to simply add an *-s* to the end of the singular noun.
 - nouns ending in *-s* (e.g. *bus*) form the plural by adding *-es*.
 - with nouns ending in *-y* (e.g. *city*), the *-y* changes to *-ies*.
 - the existence of irregular plurals in English such as *men* or *people*.

ANSWERS:

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

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  3.1 Play the recording and allow students to hear the pronunciation of the plural forms. Highlight the fact that with nouns ending in */s/* (e.g. *address*), the plural forms have an extra syllable that is pronounced */ɪz/*. Pay particular attention to the pronunciation of *woman* */'wʊmən/*, *women* */'wɪmɪn/* and *people* */'pi:pl/*.
- 2 Play the recording again, or model the pronunciation yourself, for students to repeat the words chorally and individually.

Potential problem: Plurals


For nouns that end in a voiced phoneme, for example *car* */kɑː/* or *city* */'sɪtɪ/* the plural form is usually pronounced with a voiced */z/*. Nouns that end in an unvoiced phoneme, for example *shop* */ʃɒp/* or *student* */'stju:dənt/*, on the other hand, have a plural form that is pronounced */s/*. For most people this is not a problem and in normal connected speech it is difficult to distinguish between the two, and for this reason we have chosen not to focus on this and risk confusing things. Some students, however, may try to use an unvoiced */s/* sound for all plurals so be aware of this.

- 3 Give some examples by saying some singular nouns to students and eliciting the plural nouns with a number before them. You could write a series of numbers (1–100) on the board for students to choose from and explain that each number may only be used once. Students then work in pairs to practise the singular and plural nouns.

Vocabulary: Additional activity

This exercise works particularly well with false beginners. Collect a number of different objects and place them on a table or tray at the front of the class. Ask students to count how many there are of each item, for example *five pencils*. Hide the items behind a cloth, or ask the students to close their eyes, and remove some of the items, for example two of the pencils. Ask students to say which items are missing (e.g. *two pencils*). Continue until all of the items have been removed.

ADDITIONAL PRACTICE

-  **Workbook:** Vocabulary: *Plural nouns*, page 12; Pronunciation: *Plural nouns*, page 12.

Grammar focus 1 (PAGE 21)

this/that, these/those

See *Teaching tips: Working with grammar*, page 20.

- 1 3.2 Focus students on the pictures and ask them to identify what they can see, e.g. a sandwich. Highlight the alternatives in the conversations. Play the recording for students to choose the correct alternative in each conversation. Check in pairs and then as a class. Play the recording again as necessary.

ANSWERS:

1 this 2 that 3 those 4 These

Grammar focus 1, exercise 1: Alternative suggestion

If you have a strong class, you might like to ask students to select an answer first and then listen to check.

GRAMMAR

this/that, these/those

Hold up a pencil and say *this pencil*. Then put the pencil down and walk away and say *that pencil*. Do the same with other objects, for example a pen or a book. Give one of the objects to a student and elicit *this pencil*. Give the same object to another person and elicit *that pencil* from the original student. Do the same again with more than one pencil using *these* and *those*.

Draw two columns on the board with the headings *singular* and *plural*. Write *this pencil* and *that book* in the first column, and *these pencils* and *those books* in the second column. Using hand gestures, ask students which words refer to 'here' and which words refer to 'there'. Guide students to form questions with *What's ___ ?* or *What are ___ ?* for each word, and write these on the board.

Highlight the following:

- *this* and *these* refer to things that are close to the speaker.
- *that* and *those* refer to things that are at a distance from the speaker.
- *is* is used for singular nouns and *are* is used for plural nouns.

You may want to ask students to read Study 1 on page 102 for more detailed information on *this/that, these/those*.

- 2a Do the first one in open class. Then students work individually to choose the correct answers, referring to the Grammar box as necessary. Check in pairs.
- b 3.3 Play the recording for students to check their answers.

ANSWERS:

1 that 2 These 3 those 4 this 5 that 6 These
7 those 8 This

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording for students to focus on the pronunciation of /ð/. Model the pronunciation yourself, making sure your students can see the position of your tongue and your lips. If they are having difficulties, put your index finger on your lips and make the sound, showing how the tongue needs to appear between the lips and slightly touch the finger. Reassure students that it is common to have problems with this sound but, with lots of practice, over the next few classes, they will succeed.
- 2 Play the recording again, or model the pronunciation yourself, for students to repeat the words chorally and individually.

- 3 3.4 Focus students on the four pictures and elicit some vocabulary to describe them. Students then work individually to complete the sentences. Check in pairs and then play the recording to check as a class.

ANSWERS:

1 that 2 this 3 those 4 These

- 4 Students work in pairs to practise the conversations in exercises 1 and 3. Circulate and monitor for appropriate pronunciation.

Grammar focus 1: Additional activity

Teach some more vocabulary for objects in the classroom, e.g. *smart/white/blackboard, window, door, desk, table, chair, coat, bag, picture, poster, DVD player, noticeboard, wall, floor*, and anything that can be seen outside the windows. Teach the students the question *What's this/that/these/those in English?* Students work in pairs or small groups and ask each other the questions. Circulate and offer help with new vocabulary and pronunciation. During feedback, find out if there was any vocabulary students didn't know and encourage them to ask you using the target language: *What's this/that/these/those in English?*

ADDITIONAL PRACTICE

- Resource bank:** Activity 3A *What's this?* (Vocabulary revision: *this/that, these/those*)
- Study, practice & remember:** Practice 1
- Workbook:** Grammar focus 1: *this/that, these/those*, page 12

Reading and vocabulary (PAGE 22)

Common adjectives

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Show a photo or draw a picture of a football match on the board. Elicit the word: *football (match)*. Ask students to show you by giving either the thumbs up or thumbs down sign whether they like or don't like football. Write the results on the board under a smiley face and a sad face. If you have strong beginners, elicit the words *happy/sad* and write these on the board. Say that these are adjectives or 'describing words'. Explain that this lesson is about adjectives.

- 1 Focus students on the photos and see if anyone recognises the city. Guide students to read the two questions. Students then read the text and find the answers. Check in pairs and then as a class.

ANSWERS:

1 New York 2 holiday

- 2a 3.5 Focus students on the adjectives and on the pictures used with them. Play the recording, or model the pronunciation yourself, for students to copy. Quickly check students have understood which adjectives are positive and which ones negative by using thumbs up or thumbs down signs again. Remember, though, that *cheap* and *expensive* are not necessarily either positive or negative, but depend on the context.

Vocabulary, exercise 2a: Additional activity

You might like to check that students have understood the adjectives by asking more questions. Choose examples relevant to your context, for example a famous soap opera character, and ask *Is he/she friendly?* Think of a car or a local restaurant and ask *Is it expensive?* Choose a sports team or a band and ask *Are they fantastic?* This last question might generate a lot of interest depending on what you choose.



Grammar focus 2 (PAGE 23)

be with we and they

See *Teaching tips: Working with grammar*, page 20.

- 1 Focus students on sentences 1–4 and the word choices in bold italics. Students work individually to choose the correct answers. Encourage them to refer to the reading text on page 22 if they are not sure. Write the correct complete sentences on the board to help with the next activity.

ANSWERS:

- 1 are 2 are 3 isn't 4 aren't

GRAMMAR

be with we and they

Draw three columns on the board and label the first +, the second – and the third ?. Write *We ___ in New York.* and *They ___ expensive.* in the first column and elicit the verb *are* to complete each sentence. Write the verb in the gaps using the contracted form. Write *We ___ in Los Angeles.* and *They ___ cheap.* in the second column and elicit the negative form *aren't* to complete the sentences. In the final column write *___ we in New York?* and *___ they expensive?* and elicit the word *Are* to complete both questions. If you have a strong class, you might also like to show the short answers *Yes, they are.* and *No, they aren't.*

Highlight the following:

- the meaning of *we* and *they*.
- the use of *are/aren't* with *we* and *they*.
- the contractions *we're, they're* and *aren't*.
- the use of *aren't* in negative sentences.
- the word order in questions: *you are* → *are you?*
- contrast this with the verb *be* with *I* and *you* and *he, she* and *it* from pages 14–15 of the Students' Book.

You may want to ask students to read Study 2 on page 102 for more detailed information on *be* with *we* and *they*.

- 2a Ask students to quickly describe what they can see in the photo and then ask them to read the text and ignore the options. Check students have understood the basic information by asking *What nationality are they? Where do they live? Do they like Boston?* Students then work individually to complete the text with the correct form of the verb *be*. Check in pairs.
- b 3.8 Play the recording to check answers as a class.

ANSWERS:

- 1 are 2 aren't 3 are 4 are 5 are 6 is 7 aren't
8 are 9 is

- 3a Ask students for a quick description of the photo, for example *How many people can you see? Where do you think they are?* and then check the meaning of the word *conference*. Check understanding of the basic information by asking *What are their jobs? Are they from Brazil? Are they in Australia?* Students work individually to fill in the gaps using *is, isn't, are* or *aren't*. Check answers in pairs.
- b 3.9 Play the recording to check answers as a class.

ANSWERS:

- 1 are 2 are 3 aren't 4 are 5 are 6 aren't 7 are
8 is 9 is 10 isn't 11 is 12 are

- 4a Go through the example sentences with the class and check students can make them negative before students start to write. Students choose one group of people from pages 22 and 23 and write four sentences about them using *They're* or *They aren't*. Circulate helping weaker students.

- b Ask students to read the text again to choose the correct answers. Check in pairs.
- c 3.6 Play the recording to check the answers. For feedback, ask various students to read out the lines from the text where they found the answers.

ANSWERS:

- 1 friendly 2 cheap 3 happy 4 fantastic

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 3.7 Remind students how to mark word stress and then play the recording.

ANSWERS:

- friendly* *unfriendly* *cheap* *expensive* *happy* *sad*
fantastic *awful*

- 2 Drill the words chorally and individually and then put students into pairs to practise together.

- 3 Do the first sentence with the class as an example. Students then work in pairs to decide which adjective is most appropriate. Check as a class.

ANSWERS:

- 1 friendly 2 cheap 3 fantastic 4 expensive 5 unfriendly
6 sad

- 4a Give students a few minutes to think of their answers. Make sure they understand that they should answer truthfully for themselves.
- b Students work in pairs to exchange their ideas. If possible, pair students from different countries together. For feedback, elicit some answers and try to encourage stronger students to justify their answers.

Vocabulary: Additional activity

It can be useful for students to have a record of the vocabulary they have learnt available to them to see in class. You can provide this by putting new vocabulary up on the walls or by creating a digital dictionary of all new words you introduce that students can access online or share on their phones.

ADDITIONAL PRACTICE

Resource bank: Activity 3B *Adjective dominoes* (Adjectives and nouns)

Workbook: Vocabulary: *Common adjectives*, page 13; Listen and read: *Places to eat in Newcastle*, page 13.

- b Ask two students to read the example conversation aloud. Students then work in pairs. One person reads their sentences and the other person guesses which group they are talking about. Finish the activity by inviting some people to read their sentences to the class for everyone else to guess.

Grammar focus 2, exercise 4: Alternative suggestion

Students work in pairs and write down ten sentences about the people on pages 22 and 23 including their names in the sentence, e.g. *Joana is from Poland*. Of these ten sentences they should write five true ones and five false ones. Put the pairs together to form groups of four. Each pair reads their sentences and the other pair has to decide which are true and which are false. You could run this activity as a competition with the pair that guesses the most true or false sentences being the winner. If necessary, demonstrate this activity with the whole class before they begin.

ADDITIONAL PRACTICE

- Resource bank: Activity 3C *What are their names?* (be with we, our, they and their)

Study, practice & remember: Practice 2

Workbook: Grammar focus 2: *be with we and they*, page 14


Listening and vocabulary (PAGE 24)

Food and drink

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Draw two columns on the board. On the left-hand side write the following nationalities: Japanese, Chinese, Italian, Polish, English. On the right-hand side stick up photos, draw pictures, or show images on your screen, of the following foods/dishes: English breakfast – see Culture notes below (English); tiramisu (Italian); sushi (Japanese); borscht (Polish beetroot soup); knedle (Polish dumplings); Peking duck (Chinese); tempura (Japanese); fish and chips and mushy peas (English); spaghetti bolognese (Italian); spring rolls (Chinese). Ask students to match the foods with the nationalities. Tell them there are two per nationality. Ask them to put their hands up if they have tasted any of the foods on the board. Ask several students if the food they have tasted was awful or fantastic. Be aware that, depending on the cultural mix of your class, this may be a sensitive issue, in which case omit the descriptions.


- 1a  3.10 Focus students on the food pictures and play the recording for students to label the pictures. You should also be ready to give the names of any food or drink that is particularly popular among your students. Drill the pronunciation chorally and individually.

ANSWERS:

A apples B bread C tea D rice E eggs F water
G potatoes H milk I pasta J chicken K coffee L cheese


Vocabulary, exercise 1a: Alternative suggestion

If you have a strong class, you might like to ask them to label as many of the items as they can before they listen to the recording.

- b Check the meaning of *drink, meat and fish, fruit and vegetables*. You can do this with simple pictures. Students then work in pairs or small groups to categorise the food items in the box.
- c  3.11 Play the recording to check the answers and then check the pronunciation once more by drilling chorally and individually.

ANSWERS:

1 coffee, milk, water 2 chicken 3 apples 4 potatoes
5 rice, pasta, eggs, cheese

- 2a Check the meaning of the words *horrible* and *delicious*. This can be done very quickly through gestures and facial expressions. Students then label each of the food items from exercise 1a with a 1 if they think it is horrible, 2 if they think it is OK or a 3 if they think it is delicious.
- b Model the example conversation. Students work in pairs to compare their answers. For feedback, find out which items each pair agreed on.
- 3a  3.12 Check students understand *breakfast* by drawing a clock on the board with an appropriate time. You could also draw a picture of somebody in bed and then sitting at a breakfast table. Focus students on the table in the Students' Book and make sure students know what information is missing. Play the recording for students to complete the table. Check in pairs and play again as necessary. Check as a class.

ANSWERS:

Jim: two eggs and fruit, maybe an apple

Kumiko: black tea, no milk

Tomas: bread and cheese, white coffee (with milk)

Culture notes

An English breakfast is traditionally served with some or all of the following: fried bacon, fried sausage, fried mushrooms, fried tomatoes, beans, toast or bread and butter and a mug of tea. This was never eaten by everyone, as it would have been very expensive, and nowadays with people being more health conscious, most people will only eat it at weekends, if at all. The main food for breakfast today in the UK is cereal or toast and tea or coffee.

Lunch in the UK is not usually a big meal. Most people will have a sandwich or another small meal such as soup. It is usually served cold and doesn't take more than half an hour to eat.

Dinner is the main meal for most British people. It can be served at any time between 5.00 and 8.00 p.m., depending on people's work habits. It is usually a hot meal and nowadays can be almost any type of meal from around the world.

- b If possible, take a photo of your typical breakfast and then show and describe it as an example. If you can't show your students a photo, then you could draw a picture or just describe it. Students then work in pairs or small groups to talk about their own breakfasts. Circulate and offer help with new vocabulary as necessary. If students require new vocabulary, write it on the board for all students to see. When students have finished the activity, check if other students like the food items you have written on the board by drawing pictures or finding examples from the internet. See if other students eat these food items as well.

Vocabulary, exercise 3: Additional activity

If students have shown interest in this activity, and if your students have the technology, you could ask them to take a photo of their next breakfast and then ask them to show and describe it in the next class. This would be a good opportunity to recycle the language from this class.

ADDITIONAL PRACTICE

- Resource bank: Activity 3D *Vocabulary extension* (Food and drink)

Workbook: Vocabulary: *Food and drink*, page 14



Task (PAGES 24–25)

Talk about your favourite food

See *Teaching tips: Making tasks work*, page 23.

Preparation (PAGES 24–25)

Listening

- 1 Focus students on the photos and look at the question and the examples. Students then work in pairs and circle the food vocabulary in the list that they can see. Check the meaning and the pronunciation of any new words, especially the pronunciation of *vegetables* /'vedʒtəblz/.

ANSWERS:

The following can be seen in the photos: apple, banana, coffee, fish, ice cream, orange, pasta, potatoes, rice, vegetables

Listening, exercise 1: Alternative suggestion

If you have a strong class, you might want to ask them to name as much food as they can before they look at the list.

- 2a **3.13** Give students a moment to look at the table to see what information is missing. Play the recording and ask students to complete the table. Check in pairs and play again as necessary. Check as a class.

ANSWERS:

Rob: sushi, apples, tea with milk

Barbara: pasta (spaghetti with tomatoes), oranges, coffee (cappuccino)

- b Focus on the Useful language box and give students a minute to read through all of the phrases. Answer any questions that students might have. Play the recording again for students to tick the phrases they hear.

ANSWERS:

- What's your favourite food? ✓
- What's your favourite fruit or vegetable? ✓
- What's your favourite drink? ✓
- What about you? ✓
- My favourite food is (Japanese food). ✓
- My favourite food isn't (English). ✓
- Pasta is very popular in Italy. ✓
- My favourite drink is coffee, I think. ✓

Task (PAGE 25)

Speaking

- 1a Draw the table on the board and complete the first column according to your preferences. Ask students to do the same for themselves in their books.
- b Demonstrate the activity by asking one student a couple of questions and filling in the second column on the board with his/her answers. Students then work in pairs to ask and answer the questions and complete the table. Circulate and offer help as necessary.
- 2 Demonstrate the activity by using the information you found in exercise 1b. Invite students to report to the class on their partner. If you have a big class, you might want to put students into groups and ask them to tell the group.

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework, and bring the recordings to the next class.

For this activity, you could play the role of an interviewer and ask students about their partner's favourite food and drink. Walk around the class with one student holding the camera. Ask different students the questions and encourage them to talk to the camera.

Language live (PAGES 26–27)

Speaking (PAGE 26)

In a café

See: *Teaching tips: Using the video material in the classroom*, page 24.

- 1 Focus students on the photo by asking questions such as *Where are they? Who is holding the cup? What is in the cup?* Ask students if they go to cafés and what they eat or drink there. Give students a moment to read sentences 1–4 and make sure they understand the meanings, especially *lunchtime*. You can check this by referring to *breakfast* and then drawing a clock with a later time. Play the DVD for students to select the correct answers.

ANSWERS:

- 1 on holiday 2 breakfast time 3 the same thing
- 4 something different

- 2 Give students a moment to read through the list and tick any of the items they can remember from watching the DVD the first time. Check the meaning of *juice* by giving some other examples, like *apple juice* or by showing a picture. Play the DVD again for students to check their answers and tick any other items Peter and Mary order and decide who ordered what.

ANSWERS:

- eggs P, M coffee (black) M orange juice P tea (with milk) P
- water M

- 3a Students work individually to mark each sentence with a *P* if Peter said it, *M* if Mary said it or *W* if the waiter said it. Check in pairs.
- b Play the DVD again for students to check their answers.

ANSWERS:

- 1 W 2 M 3 M 4 P 5 W 6 M 7 P 8 W 9 M
- 10 P

Potential problem with Can I have ... ?

We have chosen to introduce *Can I have* as a lexical chunk rather than explaining the grammar of it. If your students ask you a question about this structure, tell them it is a polite way to ask for something and that they will deal with it in more detail in the future. You should also see *Teaching tips: Working with lexical phrases*, page 21.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the DVD and ask students to pay attention to the pronunciation of the phrases.
- 2 Drill the phrases chorally and individually. Students then work in pairs to say the phrases to each other.

- 4a Students work in pairs to complete the conversation using the words in the box. Check as a class.

ANSWERS:

1 chicken 2 sir 3 Nothing 4 water 5 Coffee

- b Students work in groups of three to practise the conversation. Encourage them to practise more than once with everybody swapping roles.

Potential problems with group work

If you don't have the right number of students to have groups of three, you can use one of the following strategies:

- have one or two groups of four. The fourth person should pay attention to pronunciation and offer feedback at the end of the conversation. Make sure the group swaps roles so that everybody gets the chance to practise.
- join a group yourself to make up the numbers. While this can be appealing and is easy to organise, it does have the disadvantage of meaning you cannot monitor the other groups to see if they are having problems and are keeping on task.

- 5 Give students some time to create their own conversations using the words in the box or their own ideas. Circulate and offer help and encouragement as necessary. Ask the groups to practise their conversations and then invite one or two groups to act them out for the rest of the class.

Writing (PAGE 27)**Holiday messages**

- 1 Check the meaning of *holiday* and *postcard*. Set the context by quickly asking about favourite holiday destinations. Focus students on the photo and ask if they like this type of holiday. Make sure students read the questions before they read the postcard. Check in pairs and then as a class.

ANSWERS:

1 Jo 2 Carolyn 3 Turkey

- 2 Students complete the email with the words from the box and using the postcard as a reference. Check in pairs and then as a class.

ANSWERS:

1 on holiday 2 friendly 3 expensive 4 fantastic 5 We're
6 See you

- 3 Ask students if they normally write postcards or emails to friends and family while they are on holiday. Ask them to imagine they are on holiday; you could suggest the last holiday they went on, a perfect holiday, or show some photos of holiday destinations. Students then write either a postcard or an email from one of the holiday destinations, using the examples in the book as a reference. Give students plenty of time to do this in class or, alternatively, you could set it as homework.

ADDITIONAL PRACTICE

- ➔ **Workbook:** Language live: *In a café*, page 15; Writing: *Holiday messages*, page 15

Study, practice & remember

(PAGES 102–103)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1**ANSWERS:**

- 1
1 This 2 those 3 these 4 that 5 This 6 These 7 Those
8 that
- 2
1 This 2 those 3 those 4 This 5 These 6 that 7 That
8 These

Practice 2**ANSWERS:**

- 1
1 We are from Spain.
2 They aren't happy.
3 Are they from Brazil?
4 They are teachers.
5 We aren't students.
6 Are they expensive?
7 They aren't from the UK.
8 We are in Italy.
- 2 Student A
1 We aren't students.
2 They aren't from China.
3 Linda and Kim aren't accountants.
4 We aren't happy.
5 We aren't in Italy.
6 Those potatoes aren't cheap.
- 2 Student B
1 Are they Australian?
2 Are we in a Japanese restaurant?
3 Are those sandwiches awful?
4 Are they expensive?
5 Are we in London?
6 Are David and Nicky on holiday?

Remember these words**ANSWERS:**

- 1
1 taxis 2 sandwiches 3 countries 4 women 5 buses
6 cities 7 people 8 children
- 2
1 cheese, apples, chicken 2 coffee, tea, milk
3 man, child, woman 4 white, black, yellow
- 3
1 vegetables 2 expensive 3 yellow 4 meat 5 milk
6 friendly 7 delicious 8 holiday

OVERVIEW

PAGES 28–29

Vocabulary: Places in a town

Grammar: Prepositions of place

Common European Framework: Students can describe the basic position of people and places.

PAGES 30–31

Grammar: *there is* and *there are*

Pronunciation: /ð/

Reading: Places to visit in York

Grammar: *there is* and *there are* – positive, negative and questions

Common European Framework: Students can read for general understanding about places in a town.

PAGES 32–33

Reading and vocabulary: Natural features

Task: Talk about your home town

Common European Framework: Students can describe towns and cities.

PAGES 34–35

Speaking: Asking for directions

Writing: Your town

Common European Framework: Students can ask for and give basic directions; can ask and answer simple questions about a town.

- 2 Check the meaning of *buying food* and *getting money*. Elicit an example from the class and then ask students to work in pairs to categorise the places on the word web. Remind students that some places could appear in more than one category. Check as a class and encourage students to justify their answers if there is disagreement.

ANSWERS:

Eating: café, restaurant, (hotel, shopping centre)

Travelling: bus stop, train station, car park, (hotel)

Buying food: supermarket

Getting money: bank

Meeting friends: café, restaurant, cinema, square, park, shopping centre

Vocabulary, exercise 2: Additional activities

- a If you have students from the same town or city, you may also like to teach some other vocabulary for places that are local to you, e.g. *mosque, church, temple, underground station, bridge, river, cathedral, stadium, museum, gallery*.
- b If your students are all familiar with the same area, you could print out or photocopy a map and ask students to mark or find the location of the places from exercise 1.
- c Play a memory game. Give students one minute to memorise all the new vocabulary. Ask students to close their books and write down as many of the words as possible in one minute.

Vocabulary (PAGE 28)

Places in a town

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Start drawing a simple map of where the school (or the class) is located on the board. Don't tell students what or where you are drawing but ask them to work it out. Draw the school or building you are in and then the street you are on and a couple of nearby streets. Mark some significant places on the map, for example a bus stop near the school, a metro station, a café, a local restaurant, a supermarket, a cinema, etc. Ask students if they recognise and can name any of the places you have marked. Write the words in English on the board and model the pronunciation.

- 1 4.1 Focus students on the map. Play the recording for students to listen to the names and find the places. If you drew a map of the local area on the board in the warm up, ask students if they can add any more places from the list correctly onto that map.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording again for students to mark the stress on the words in exercise 1. Check as a class by writing the words on the board and marking the stress yourself or asking students to come to the board and do it.

ANSWERS: *

a café a restaurant a cinema a hotel a supermarket
a bank a bus stop a train station a square a park
a car park a shopping centre

- 2 Drill the pronunciation chorally and individually.

ADDITIONAL PRACTICE

Resource bank: Activity 4A *Vocabulary pelmanism* (Places and people)

Workbook: Vocabulary: *Places in a town*, page 16; Pronunciation: *Places in a town*, page 16

Grammar focus 1 (PAGE 29)

Prepositions of place

See *Teaching tips: Working with grammar*, page 20.

- 1 4.2 Focus students on the pictures that represent the prepositions of place. Play the recording for students to repeat, making sure they have identified the correct picture for each preposition of place. Check comprehension of *left* and *right* by asking students to hold up their left hands and then their right hands.

Grammar focus 1, exercise 1: Alternative suggestion

If possible, bring in a box and a ball or another item to demonstrate the prepositions. This will make the language more 'alive'.

GRAMMAR

Prepositions of place

Read through the sentences with the students and provide more examples for each of them, for example put something in your bag to highlight *in*. Use your students to provide examples for the other sentences, for example *João is on the left of / on the right of / near Izzit*. As you read through the sentences highlight:

- there is no other preposition after *near* or *in*.
- the complete phrase *on the left/right of*.
- the use of the verb *be* in the example sentences.


You may want to ask students to read Study 1 on page 104 for more detailed information on prepositions of place.

04 Around town

- 2 Students work individually to decide if the sentences are true or false. Check in pairs and then as a class. Ask students to correct the false sentences.

ANSWERS:

1 T 2 F 3 T 4 F

- 3a Do the first sentence as an example with the class. Students then work in pairs to choose the correct answers for the rest of the sentences.
- b  4.3 Play the recording to check the answers as a class.

ANSWERS:

1 train station 2 on the right of 3 isn't 4 café 5 is
6 Station Road 7 on the right of 8 on the left of

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording for students to pay attention to the sentences.
- 2 Play each sentence again and pause for students to repeat. Students work in pairs to practise saying the sentences to each other.

Potential problem: Longer sentences


It can be difficult for students to repeat longer sentences. If this is the case, then split the sentences up into natural chunks for them to practise each part first and then put the chunks back together to make the whole sentence. For example, *The car park (repeat) is near (repeat) the train station.*

- 4a Give students a few minutes to write three true and three false sentences about the map. Circulate and offer help as necessary. If you have lower level beginners, get students to work with a partner. You could focus students on the example sentence from exercise 4b and check students realise that it is a false sentence to help them understand what they have to do.
- b Students work in pairs and take it in turns to read their sentences to each other and decide which ones are true and which ones are false. If students have written the sentences in pairs, they now form groups of four.

Grammar focus 1: Additional activities

- a If possible, you might like to use a Google maps projection of your local area to practise the vocabulary and prepositions from these two pages. If it isn't possible to use Google maps, then you might be able to use tourist maps. Ask students *Where is ...?* and elicit replies. Students can then ask each other the same question.
- b If you have a strong class, you might also like to introduce *next to* and *opposite*. Use the map to show the meanings of these words and encourage students to use them in exercise 4.

ADDITIONAL PRACTICE

-  **Resource bank:** Activity 4B *Where's the cinema?* (Places in a town; prepositions of place)

Study, practice & remember: Practice 1

Workbook: Grammar focus 1: *Prepositions of place*, pages 16–17

Grammar focus 2 (PAGE 30)

there is and there are

See *Teaching tips: Working with grammar*, page 20.

WARM UP

Write on the board: *There are ___ children in the classroom. There are ___ students in the classroom. There are ___ teachers in the classroom.* Students then work in pairs or individually to complete the sentences with the correct numbers – then, assuming there's only one teacher in the room, say *One sentence is not grammatically correct. Which one?* This will review numbers and singular/plural nouns and lead into the target language of *there is* and *there are*.

- 1 Focus students on the picture and ask for a description of some of the things they can see. Students then work individually to read the sentences and decide if they are true or false. Check in pairs and then as a class.

ANSWERS:

1 T 2 F 3 F 4 T

GRAMMAR


there is and there are – positive

Draw two columns on the board with the headings *singular* and *plural*. Write *There ___ a bus stop in the picture.* in the first column and *There ___ three men in the picture.* in the second column. Elicit the forms of the verb *be* to complete the gaps and write them on the board. Make sure you use the contracted form for *there's*. Elicit two or three more sentences from the picture for each column. Drill the example sentences chorally and individually.

Highlight the following:

- the contraction in *there's* /ðeəz/.
- the weak form of *are* in *there are* /ðeəə/.
- that the main stress of the sentence comes on the words that follow *there is* and *there are*, e.g. *a bus stop* and *three men*.

You may want to ask students to read Study 2 on page 104 for more detailed information on *there is* and *there are*.


- 2a Students work individually to complete the sentences using *'s* or *are*. Check in pairs.
- b  4.4 Play the recording to check students' answers.

ANSWERS:

1 are 2 's 3 's 4 are 5 's 6 are

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  4.5 Remind students of how they practised this sound when looking at *this*, *that*, *these* and *those* in Unit 3, page 21. Play the recording or model the pronunciation yourself for students to copy. Drill the pronunciation chorally and individually.
- 2 Model the first two sentences from exercise 2a and drill the pronunciation chorally and individually. In pairs, students practise saying sentences 3–6.

- 3a Students work individually to write four more sentences about the picture using *there is* and *there are*. Circulate and offer help as necessary.
- b Students work in pairs to compare their ideas. For feedback, ask several students to say one of their sentences.



Grammar focus 2, exercise 3b: Additional activities

- a Give students a minute to look at the picture on page 30. Then ask them to close their books and write four sentences about the picture from memory.
- b Revise classroom vocabulary and then ask students to write six sentences about the things they can see in the classroom and through the windows of the classroom. Three of the sentences should be true and three should be false. For example, *There are three computers*. Students then work in pairs to read their sentences aloud and to decide which ones are true and which are false.

ADDITIONAL PRACTICE

- Resource bank: Activity 4C *Vocabulary extension* (Places in a town)
Study, practice & remember: Practice 2
Workbook: Grammar focus 2: *there is* and *there are*, page 17;
 Pronunciation: *th-*, page 17

Reading (PAGES 30–31)

Places to visit in York

WARM UP

Set a context for the next activity by showing a map of the UK with York highlighted in the northeast of England. Ask if students have ever heard anything about the city or if they have been there. If you have the time, you can also find virtual tours of the city on Google. You can show the map by printing one out and photocopying it or, if you have the technology, by showing it on an interactive whiteboard or a large TV screen.

- 1 Check the meaning of *cathedral*. Ask students to read the text quickly to find the names of the items listed. In order to encourage students not to read the text closely at this point, you might like to set a time limit for reading of 30 seconds. Check in pairs and then as a class.

ANSWERS:

the King's Hotel Akash Market Weighton

- 2 Discuss the text type with the students and check understanding of *forum*. Elicit that *Mar* is an abbreviation of *March*. Allow students time to read the sentences before they read the text again. Give them more time to read the text and decide if the statements are true or false. Check in pairs and then as a class.

ANSWERS:

1 T 2 F 3 F 4 F 5 F

Reading, exercises 1 and 2: Alternative suggestion

Use the same text to do a group reading or jigsaw reading activity. Put students into groups of four and photocopy one copy of the text per group. Cut up the text and give each person the comments from one of the people in the text, for example student A receives the three comments from jaybee, student B receives the comment from MariaM and so on. Each person reads their text and then, as a group, tries to answer the questions from exercise 1 by exchanging information.

Check the answers as a class and then ask each group to answer the questions from exercise 2 before checking the answers again as a class.

ADDITIONAL PRACTICE

- Workbook: Listen and read: *The World Showcase*, page 18

Grammar focus 3 (PAGE 31)

***there is* and *there are* – positive, negative and questions**

See *Teaching tips: Working with grammar*, page 20.

- 1 Find the first example, *There's a famous cathedral* together with the class. Elicit that this sentence is positive. Students then work individually to find and underline other examples of *there is* and *there are* in the reading text and to decide which are positive, which are negative and which are questions. Check answers in pairs and then as a class.

ANSWERS:

Positive:

There's a famous cathedral
 there's a big university
 there are some beautiful old streets
 there are a lot of nice cafés and restaurants
 There's a hotel in Mount Street
 there are some fantastic cafés!

Negative:

there isn't a train station.
 There aren't any big shops

Questions:

Is there a good hotel in York?
 Are there any good restaurants near the hotel?

GRAMMAR

***there is* and *there are* – positive, negative and questions**

Draw two columns headed *singular* and *plural* on the board. Write *There's* ___ *famous cathedral*. in the first column and *There are* ___ *beautiful old streets*. in the second. Ask students to complete the gaps. Repeat this procedure for the negative sentences and questions. Drill the sentences chorally and individually. Read through the examples in the Grammar box and highlight the following:

- we use *there isn't* and *there aren't* in negative sentences.
- the word order in questions: *There's* → *Is there?*;
There are → *Are there?*
- we use *some* in positive plural sentences and *any* in negative plural sentences and questions.
- the weak pronunciation of *are* /ə/ and *some* /səm/,
 e.g. *There are some parks.* /ðeərə səm pɑ:ks/.

Potential problem with *some/any*

We feel that *some* and *any* with countable nouns is enough for students to understand at this level. Therefore, we decided to leave *some* and *any* with *there is* and uncountable nouns until later in the course.

You may want to ask students to read Study 3 on page 105 for more detailed information on *there is* and *there are* – positive, negative and questions.

- 2a Do the first one as an example with the class. Students then work individually to select the correct answers for 2–8. Check in pairs.
- b 4.6 Play the recording to check the answers as a class.

ANSWERS:

1 a 2 some 3 a 4 any 5 any 6 a lot of 7 a 8 any

- 3a If you come from a different country to your students, you might like to provide some answers to these questions as an example. Examples from the UK might be: Oxford University; Oxford Street, London; Yorkshire moors; Leicester Square, London; Brighton; Land's End, Cornwall. Give students a minute to think of answers for the prompts. Encourage them to write more than one place, if possible.
- b Model the example sentence. Students then work in pairs or small groups to compare their ideas. If your students all come from the same country, ask the groups to find out how many people chose the same places, and then do the same as a class for group feedback.

ADDITIONAL PRACTICE

Resource bank: Activity 4D *Spot the difference* (there is and there are – positive, negative and questions)

Study, practice & remember: Practice 3

Workbook: Grammar focus 3: *there is and there are* – positive, negative and questions, pages 18–19

Reading and vocabulary (PAGE 32)


Natural features

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Either write on the board, or prepare a handout before class, of vocabulary you have covered from this unit, but with the words presented with all the letters mixed up. Put students into small groups and have a competition to see which group can unscramble all the words first. Allow students to look at their books if they wish as you want this to be a learning opportunity and not a test.

Ask students to come up to the board to write the answers or, alternatively, ask the class to spell the words for you to write them. This will provide an opportunity to revise the alphabet.


- 1  4.7 Students work in pairs to match as many of the words to the pictures as possible. Play the recording for students to check their answers.

ANSWERS:

A a mountain B an island C a lake D the sea E a river
F a rainforest G a hill H a beach

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording again, or model the words yourself, for students to listen to the pronunciation. Some words that students often have problems with are *beach* /bi:tʃ/, *mountain* /'maʊntən/ and *river* /'rɪvə/. Make sure they notice the silent 's' in island.
- 2 Drill the pronunciation chorally and individually.
- 2  4.8 Students work in pairs to choose the correct answers. If you feel some students may not have the prior knowledge needed to complete the exercise, you might like to provide atlases or internet access for this lesson. Play the recording to check the answers.

ANSWERS:

1 sea 2 islands 3 lakes 4 river 5 rainforest 6 mountain
7 beach 8 hills

Vocabulary, exercise 2: Alternative suggestions

- a You could have a class competition for this activity. Put students into pairs or small groups and ask them to write down their answers on a sheet of paper. Once students have finished, ask them to swap their papers with another group. Play the recording and ask the groups to mark the papers. Find out which group had the most correct answers.
- b If you have a strong group of beginners, you could photocopy or read out the questions, blanking out the options. Students choose the answers from the words in the box in exercise 1.

- 3 If you think it is necessary, quickly check that students know that Paris is the capital of France. Ask students if they have been to Paris and what they can tell you about the city. Ask students to read the questions and then read the text to find the answers. Check in pairs and then as a class.

ANSWERS:

1 the Seine 2 two 3 no 4 no 5 no 6 yes 7 no
8 near the city

Reading, exercise 3: Alternative suggestion

If your students know a lot about France and Paris, you might like to ask them to read the questions and guess the answers before they read the text in pairs or small groups. They can then use the text to check their answers.

ADDITIONAL PRACTICE

Workbook: Vocabulary: *Natural features*, page 19

Task (PAGES 32–33)

Talk about your home town

See *Teaching tips: Making tasks work*, page 23.


Preparation (PAGES 32–33)

Listening

Culture notes

Hugh Town is the biggest town in the Isles of Scilly, off the southwest coast of England. With a population of just over 1,000 its main economic activities are tourism and fishing. The harbour in Hugh Town is the main harbour for all of the Isles of Scilly and is the destination of the ferry for the 37 mile or 60 kilometre trip back to the mainland.

Gotemba is a city of around 90,000 people and is situated on the southeast side of Mount Fuji. The spectacular views of the mountain attract tourists, but its main industry is agriculture. It also specialises in outlet stores.

- 1 Focus students on the photos. They work in pairs to describe some of the things they can see and answer the questions. For feedback, elicit one or two key words to describe each photo and students' ideas about which towns are small or big.
- 2a Students work in pairs and decide which of the items on the list apply to each town. Encourage students to guess even if they really don't know.
- b  4.9 Play the recording for students to check their guesses and to fill in any gaps in the table.

ANSWERS:

Hugh Town: beaches, parks and hills, shops, restaurants
Gotemba: beaches, lakes, shopping centre, cinemas, restaurants



- Focus students on the Useful language box. Give them a moment to read through the phrases and deal with any problems that might arise. Play the recording again for students to tick the sentences they hear.

ANSWERS:

- What famous places are there near your town? ✓
- Are there any (beaches/lakes) near your house/town? ✓
- There aren't any (famous places). ✓
- There are some fantastic (beaches/mountains). ✓
- It's (beautiful/great)! ✓

Task (PAGE 33)

Speaking

- Give students plenty of time to prepare ideas to talk about the town they have chosen. Remind students to use the language in the Useful language box and, if necessary, encourage them to look at the text about Paris in *Reading and vocabulary* exercise 3. Circulate and help with any new language students might need and use the questions yourself from the Useful language box to encourage different ideas.

Speaking, exercise 1: Alternative suggestion

If your students are all from the same town/city, encourage them to talk about different towns/cities. To help to ensure students talk about different things, you might like to write some of the following ideas on the board: *a hospital, a nice café, hotels, a cinema, a bus station, cheap restaurants, a library, famous buildings, a mosque, a church, a temple, a market, a bookshop*. If possible, try to pair students who have chosen different towns for exercise 2.

- Students work in pairs to ask questions from the Useful language box and provide answers about the things close to where they live.
- Put students into different pairs. Students repeat the activity from exercise 2, in particular paying attention to the things that are *near* their towns rather than *in* their towns.

Potential problem with repeating activities

Some students might not understand why they are being asked to repeat the same activity. The idea here is to get students repeating the task with different people. There is lots of research that suggests repeating similar tasks leads to improved language performance. If your students ask why they are doing the same thing again, explain that it will help them to improve more quickly.

Speaking 3, exercises 2 and 3: Additional activity

Circulate and monitor students' language for both exercises and make notes on both good language use and language that needs to be improved. Write six to eight examples on the board and put students into pairs to identify the sentences that need correcting. This activity will make students aware that you are not just walking around looking for incorrect sentences, but you are also looking for correct sentences that you can praise.

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework, and bring the recordings to the next class.

For this activity, instead of just asking students to talk about their towns you could put them into pairs with one person asking questions and the other answering in an interview style. Make sure that everybody knows what questions are going to be asked so that they are ready with their answers.

Language live (PAGES 34–35)

Speaking (PAGE 34)

Asking for directions

See *Teaching tips: Using the video material in the classroom*, page 24.

- Focus on the photo and elicit what it represents and check understanding of *directions*. Make sure that students are aware who is asking for directions and who is giving directions in the photo. Ask students to watch the DVD and count how many people give directions.

ANSWER:

Only the last person gives directions.

- Focus attention on the three conversations. Explain that the conversations are in the wrong order. Point out that the first sentence has been given as an example in each conversation. Play the DVD again and stop after each conversation to allow students time to write the order. Play each conversation again if students are having difficulties. Check in pairs and then as a class.

ANSWERS:

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

Speaking, exercise 2: Alternative suggestions

- If you have a strong class, ask them to number the phrases before they watch the DVD again. They then watch to check their answers.
- Type, print out and cut up the phrases. Distribute one set of phrases to each pair and ask them to put them into the correct order as they watch the DVD. Make sure the phrases have different colours for each conversation or have the number of the conversation written in the top right-hand corner, so that it isn't too difficult. The advantage of doing the activity in this way is that for some students it is easier to move things around rather than just marking sentences in a book.

- Make sure students read through the alternatives before they watch the fourth conversation. They then watch and decide which is the correct answer. Play the DVD clip several times as necessary.

ANSWER:

c

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the DVD for students to focus on the pronunciation. You might like to ask students to decide which words are stressed in the sentences, or ask them to notice differences in word stress between questions and answers, or positive and negative sentences.
- 2 Drill the sentences chorally and individually.

Potential problem: Pronunciation

Sometimes students can get stuck at a certain point in a sentence when trying to practise its pronunciation. If this happens, it can be very frustrating and embarrassing as they always have a problem with the same word or phrase.

To get over this problem, try to backchain a sentence or phrase. Instead of starting the sentence at the beginning, start at the end and move gradually towards the beginning of the sentence.

For example, for the sentence *There's a bank in Market Street*, start by drilling the pronunciation of *Street*. Then ask students to say *Market Street*. When they are comfortable with this, introduce *in Market Street*, followed by *bank in Market Street* and then *a bank in Market Street*. Finally, students should be ready to say the whole sentence *There's a bank in Market Street*.

Backchaining can help to get around problem words and sounds by changing the focus of the sentence and allowing students not to be too worried about what is coming up.

- 4a Make sure students understand how the flowchart works; it is a template for a conversation and, as indicated by the arrows, flows downwards. Elicit a couple of examples for the first gap as an example. Students then work in pairs to complete the conversation.
- 4b Students practise their conversations in pairs. If possible, put students into different pairs than exercise 4a so they get more practise using the language. Finish the activity off by asking for volunteers to perform in front of the class.

Writing (PAGE 35)

Your town

- 1 Focus students on the photo of Vicky and the town. Check to see if students can identify anything in the photo, e.g. *castle, church, tower*. Check the meaning of *historic*. Make sure students read the questions first and then read the text to answer them. Check in pairs and then as a class.

ANSWERS:

- 1 Spanish 2 Cáceres 3 historic town centre
4 El Horno, in the centre in Calle San Martín 5 near Cáceres

- 2 Give students time to complete the sentences about the town they live in. Circulate and help with any vocabulary.
- 3 Students write a paragraph about a different town using the example about Cáceres on page 35 and the questions as prompts. Allow plenty of time to do this properly or it could be done as homework.

Writing, exercise 3: Additional activity

We usually write something in order for somebody else to read it. You can try to bring this dimension into class by putting students' paragraphs up on the walls of the classroom and asking the class to walk around and read the different descriptions. Ask the class to read them and decide which town or city they would like to visit. If students have done the writing for homework, you might also like to ask them to bring in photos of the town they have written about.

ADDITIONAL PRACTICE

Workbook: Language live: *Directions*, page 19; Writing: *Your town*, page 19

Students can now do Progress test 2 on the Teacher's Resource Disc.

Study, practice & remember

(PAGES 104–105)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1

ANSWERS:

- 1
1 D 2 A 3 C 4 B
- 2
1 near 2 left/right 3 in/near 4 near/in 5 left/right
6 near 7 in 8 left/right

Practice 2

ANSWERS:

- 1
1 is 2 are 3 are 4 is 5 is 6 are 7 is 8 are
- 2
1 There's 2 There are 3 There's 4 There are 5 There are
6 There's 7 There's 8 There are

Practice 3

ANSWERS:

- 1
1 a 2 some 3 a 4 any 5 a 6 any 7 a lot of 8 any
- 2
1 an 2 some 3 a 4 any 5 a 6 any 7 a 8 any

Remember these words

ANSWERS:

- 1
1 café, restaurant 2 lake, river 3 train station, bus stop
4 supermarket, shopping centre 5 school, university
6 mountain, hill
- 2
Students' own answers
- 3
1 big 2 small 3 old 4 good 5 nice 6 famous
7 fantastic 8 beautiful
- 4
Students' own answers

OVERVIEW

PAGES 36–37

Vocabulary: Family

Pronunciation: Word stress in family words

Grammar: Possessive 's

Pronunciation: Possessive 's

Common European Framework: Students can describe family relationships.

PAGES 38–39

Reading: Life in another country

Grammar: Present simple (*I, you, we, they*)

Vocabulary: Verbs with noun phrases

Pronunciation: Intonation in positive and negative sentences

Common European Framework: Students can extract personal information from short texts.

PAGES 40–41

Grammar: Present simple questions (*I, you, we, they*)

Pronunciation: Weak form of *do*

Task: Present your personal profile

Common European Framework: Students can present basic facts about their lives.

Vocabulary (PAGE 36)

Family

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Find some photos of famous families, and, if possible, a photo of your own family. Some real famous families might include Will Smith and his son, the Jacksons, the Royal Family, Brad Pitt and Angelina Jolie, the Sheen family. If your students come from the same country, there might be some famous families from there that they all know of.

Put the photos up around the room, or show them on the board. Ask students to look at the families and try to identify as many as possible. Elicit the names of the families and the family members if possible and why they are famous. Name some family relationships, for example *brother, sister, father, daughter, wife*, and ask students to identify which photos have examples of these relationships.

If you have included a photo of your own family, you can round off this warm up by showing just this photo to your students and describing who is shown. Students often like to learn about their teacher and it will act as a great way to introduce the vocabulary from this unit.

- 1a 5.1 Focus students on the photos and elicit any family relationships that students already know. Play the recording and ask students to read the vocabulary list at the same time. Ask students to identify people in the photos who correspond to the family vocabulary.
- b Students work in pairs to categorise the words under the headings given. Draw three columns on the board with the headings *male, female* and *male or female* and either you or the students add the words to the columns.

Some students might be interested in other relationships, for example *step-brother, half-sister, cousin, father-in-law*. If they ask, provide the vocabulary but don't dwell on it too long as it could take up a lot of time.

ANSWERS:

Male: brother, father, son, husband, grandson, grandfather

Female: sister, mother, daughter, wife, grandmother, granddaughter

Male or female: parents, children, grandparents, grandchildren

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording, pausing after each word or phrase for students to mark the stress. When students have finished, ask them if they notice anything about the stress patterns of these words: *the stress is on the first syllable*.
- 2 Drill the pronunciation chorally and individually.

- 2a Check students understand *odd one out* by drawing three stick men and one stick woman on the board. Show how the stick woman is different from the rest of the group and then look at the example in the book. Students work individually to complete the rest of the exercise.

- b Students check in pairs and then as a class.

ANSWERS:

2 child 3 grandparent 4 wife 5 children 6 sister

ADDITIONAL PRACTICE

Workbook: Vocabulary: *Family*, page 20

Grammar focus 1 (PAGE 37)

Possessive 's

See *Teaching tips: Working with grammar*, page 20.

- 1 Focus students on the family tree. Check that they understand the colour-coding (green means male and orange means female). Students read the sentences and decide if they are true or false. Do the first one with the class as an example.

ANSWERS:

1 T 2 F 3 T 4 F 5 F 6 F 7 T 8 F

GRAMMAR

Possessive 's

Write *Dylan is Sonia brother*, and *Tom father name is George*, on the board, then ask the class what is missing (the possessive 's).


Alternatively, write *Alice is the wife of Tony*, on the board, then put a line through it and ask students the correct way to say it. This is a particularly useful way of introducing the language point if the students' language uses this particular structure.

Refer students to the Grammar box and highlight the following:

- we use 's for family relationships.
- using *of* is incorrect (e.g. *the wife of Tony*).

If you have strong students, you might want to show them how we say *Tom and Anna's daughter*, not *Tom's and Anna's daughter*.

You may want to ask students to read Study 1 on page 106 for more detailed information on possessive 's.

- 2a Students rewrite the false sentences from exercise 1. Check in pairs.
 b  5.2 Play the recording for students to check their answers.

ANSWERS:

- 1 Dylan is Sonia's brother.
- 2 Tom is Anna's husband.
- 3 Sonia and Laura are Dylan's sisters.
- 4 Sonia's mother's name is Anna.
- 5 Alice is Tony's wife.
- 6 Helena is Sonia's grandmother.
- 7 Tom's father's name is George.
- 8 Tony and Alice are Sonia's grandparents.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording again for students to focus on the pronunciation. Highlight the fact that if a person's name ends in an -s (/s/ or /z/ sound), we add an extra syllable /ɪz/.
 - 2 Drill the sentences chorally and individually. If students are having difficulties, remember to use backchaining.
- 3 Look at the example with the class. Students then work individually to add an 's' in the appropriate place in each sentence. Check in pairs and then as a class by writing the sentences on the board or by asking students to write the sentences on the board.


ANSWERS:

- 2 sister's 3 brother's 4 Kate's 5 father's 6 Sarah's
 7 teacher's 8 Maria's
- 4 If you used a photo of your family, or of a famous family, for the warm up exercise, then show this again and give a brief description as an example. Students then talk about some of their family members in pairs. Encourage them to show any photos they might have on their mobile phones if this is appropriate.

Grammar, exercise 4: Additional activity

To round off this class, put students into new pairs and ask them to report on their previous partner's family. This will provide an opportunity to practise language like *This is Feng's sister. She's 13.*

ADDITIONAL PRACTICE

-  **Resource bank:** Activity 5A *Bob's family* (Family; possessive 's)
Study, practice & remember: Practice 1
Workbook: Grammar focus 1: *Possessive 's*, page 20

Reading (PAGE 38)**Life in another country****WARM UP**

Either draw a face on the board or display a photo of a man or a woman and make up a name for him/her. Introduce him/her to the class. Draw the outline of a country on one side of the board and a different country on the other side of the board. Choose countries your students will know. Say that your character comes from one of the countries but now lives in the other country. Try to elicit ideas for why this might be, for example, he/she might be studying, working, travelling, staying with family, etc. Elicit ideas of what your character might notice is different about the new country he/she lives in, for example food, habits, weather, etc. Ask students about their own experiences of living in another country if relevant. Explain that the text they are about to read is about people who live in other countries.

- 1 Focus on the photos and ask students to quickly describe what they can see and to guess where the people are from and which countries the photos are of. Students then read the texts to match the names with the people. To encourage students to do this as quickly as possible, you might want to set a time limit and reassure them that they will be able to read it in more detail later.

ANSWERS:

Chinese girl on page 38: Ellie
Family on page 39 (from left to right): Harry, Sophie, Holly, David

- 2 Check the meaning of *live*, *study*, *work* and *have* by giving some examples if you haven't already done so in the warm up exercise. Ask students to read the sentences first and then read the texts again to decide which ones are true and which ones are false. Check in pairs and then as a class. As a class, correct the false sentences and then draw attention to sentence 2 and ask if the 's' is a possessive or a contraction for a quick review.
 You might like to point out to students that *apartment* is the American English version of *flat*. This will be especially useful if the students' language has a similar word or they are exposed to American English regularly.

ANSWERS:

1 T 2 F 3 T 4 T 5 T 6 F 7 F 8 F

ADDITIONAL PRACTICE

-  **Workbook:** Listen and read: *Carla's family*, page 21

Grammar focus 2 (PAGES 38–39)**Present simple (I, you, we, they)**

See *Teaching tips: Working with grammar*, page 20.

- 1 Students read the texts again to decide who said the sentences. Check in pairs and then as a class.

ANSWERS:

1 Ellie 2 Sophie 3 Harry and Holly 4 Harry
 5 Sophie and David 6 Ellie

- 2a Do the first sentence with the class as an example. Students then work individually to complete the sentences with words from the box. Check in pairs.





Grammar focus 2, exercise 2a: Alternative suggestion

If you have a class of real beginners, or students who are lacking confidence, you might want to give them some support before they attempt this exercise. Write an example of a positive and a negative sentence on the board accompanied by a tick and a cross respectively, so students can start to see how *don't* is used to form the negative.

b 5.3 Play the recording to check the answers as a class.

ANSWERS:

1 live 2 don't live 3 teach 4 work 5 speak
6 don't go 7 study 8 don't have

GRAMMAR

Present simple (*I, you, we, they*)

Draw two columns on the board headed *positive* and *negative*. Write two examples from the Grammar box on the board, and ask your students to give you one or two more examples from exercise 2a for each column.

Direct students to the Grammar box and highlight the following:

- the name of the tense.
- we use the Present simple to talk about facts and situations that are permanent.
- to form the negative we use *don't* or *do not* before the verb.
- the *you, we* and *they* forms are grammatically the same as the *I* form.

You may want to ask students to read Study 2 on page 106 for more detailed information on the Present simple (*I, you, we, they*).

- 3a Give a demonstration of this activity by writing four sentences about yourself on the board, using the verb phrases in the box. Invite students to decide which two are true and which two are false. Students then write their own four sentences, making sure two are true and the other two are false.
- b Model the example conversation. Then repeat with one of your own sentences from exercise 3a. Use a student to make a new conversation using this sentence. Students work in pairs to guess which of each other's sentences are true and false. Try to pair students who do not usually sit together for this activity to make it more challenging.

Grammar focus 2: Additional activity

Before the class, prepare six sentences about one of your students that you think might be true but you are not sure about, for example *I think you live in a house.* and *I think you study at university.* Read these to the student and see if you are right or not.

Put students into pairs, if possible with students they don't know very well or don't usually work with. Students write between six and eight sentences about their partner that they think are true, but they are not allowed to ask their partner any questions. Students then say their sentences to their partner, who must say whether they are true or false.

ADDITIONAL PRACTICE

Study, practice & remember: Practice 2

Workbook: Grammar focus 2: *Present simple (I, you, we, they)*, page 21

Vocabulary (PAGE 39)

Verbs with noun phrases

See *Teaching tips: Working with lexical phrases*, page 21.

1a Write the verbs on the left of the board and the noun phrases on the right. Give students a minute or two to work in pairs and decide which verbs match which noun phrases. Invite students to come to the board and draw lines to match the verbs and the noun phrases. Focus on the word webs and ask students to complete them so that they have a record of the phrases.

b 5.4 Play the recording to check the answers as a class.

ANSWERS:

go: home for lunch, to work by bus
have: two brothers, a car
live: in a house, with your family
study: at university, languages
work: for a big company, long hours

Vocabulary, exercise 1b: Alternative suggestion

If you have a strong class, you might try to elicit more noun phrases that go with the verbs. You could also set this as a task for homework.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

1 5.5 Read a couple of sentences from Grammar focus 2, exercise 3a to make sure students can hear the positive and negative forms. Then play the recording for students to decide if the sentences are positive or negative.

ANSWERS:

1 P 2 N 3 N 4 P 5 P 6 N 7 N 8 P
9 N 10 N

2 Play the recording again, or model the sentences yourself, for students to repeat. Drill the sentences chorally and individually.

- 2a Write the first two or three sentences on the board with both options. Erase the option that does not apply to you as an example. Students then do the same individually.
- b Students work in pairs to compare their sentences.

ANSWERS:

Students' own answers

- 3a Choose two famous people that everyone in your class will recognise, for example members of the royal family, political leaders or the American president and his wife. Ask for suggestions from the class and write five sentences about them (these should be a mix of positive and negative statements). Students then work individually to write five sentences about two people that they know.
- b Students work in pairs to compare their sentences. If possible, try to put students into different pairs than in exercise 2b.

Vocabulary, exercise 3b: Alternative suggestion

To help students remember the verb–noun collocations, put them into pairs. Student A says one of the expressions, e.g. *in a house* and student B says the verb *and* the expression, e.g. *live in a house*.

ADDITIONAL PRACTICE

Resource bank: Activity 5B *Present simple dominoes* (Present simple (*I, you*); Verbs with noun phrases); Activity 5C *Vocabulary extension* (Rooms in a house)

Workbook: Vocabulary: *Verbs with noun phrases*, page 22;
Pronunciation: *Negatives*, page 22

Grammar focus 3 (PAGE 40)


Present simple questions (*I, you, we, they*)

See *Teaching tips: Working with grammar*, page 20.

WARM UP


Put students into pairs or small groups. Write the verb *go* on the board and give them two minutes to find or remember as many phrases as possible that use this verb, for example *go to school*. Elicit the phrases and put them on the board or invite students to put them on the board. You can introduce a competitive element by awarding one point for each correct phrase.

Do the same with the other verbs from exercise 1: *have, live, study, work*. You can either choose to have students do this from memory or allow them to look through their books to find examples.

- 1  **5.6** Focus students on the questions and the verbs in the box. Complete the first question with the class as an example. Students then complete the rest of the questions. Check in pairs and then play the recording to check the answers.

ANSWERS:

2 live 5 have 6 work 7 go 8 study

- 2  **5.7** Tell students they are going to listen to Mario answering questions 1–5 from exercise 1. Students then listen and underline Mario's answers. Check in pairs and play the recording again as necessary. Check answers as a class.

ANSWERS:

1 b 2 a 3 b 4 a 5 a

GRAMMAR

Present simple questions (*I, you, we, they*)

Write *Where ___ you live?* and *___ you live in a house?* on the board and ask the students to complete the questions. Ask students for other questions from exercise 1 and write them on the board.

To help students notice the structure, it can be useful to write the corresponding words directly below each other, i.e. all the *dos* under each other, all the *yous* under each other, etc. Put a tick and a cross next to *Do you live in a flat?* and ask students for the answers. Write *Yes, I do.* and *No, I don't.* next to the tick and cross respectively.

Focus attention on the Grammar box and highlight the following:


- *do* is used to make Present simple questions with *I, you, we, they*.
- the word order: (question word) + *do* + *you* + verb.
- if there is no question word, then the answer is usually either *Yes, I do.* or *No, I don't.*
- if there is a question word, then the answer can be almost anything.
- the answers *Yes, I like.* and *No, I don't like.* are incorrect.

You may want to ask students to read Study 3 on page 106 for more detailed information on Present simple questions (*I, you, we, they*).

- 3 Students work individually to write questions using *you*. Circulate and offer help as necessary. Check answers in pairs and then as a class.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.


- 1  **5.8** Play the recording for the first question and ask students to focus on the pronunciation of the word *do*. Highlight the weak form of *Do you* /dəju:/ in the questions. Tell students it is important that they use the weak form to be understood and it is important to be able to recognise it when other people use it.
- 2 Drill the pronunciation of the questions chorally and individually. Focus on natural rhythm when drilling, and encourage students to stress the verbs, adjectives and nouns and not the auxiliary *do*.

Potential problem: Weak forms

Weak forms often present a problem for students when speaking but also when listening to people. For this reason we have chosen to introduce the concept very early so as to avoid any bad habits setting in. In future lessons try to focus on weak forms and sentence stress as much as possible.

- 4 Ask random students some of the questions from exercises 1 and 3 to provide an example. Give students a minute to choose eight questions from exercises 1 and 3 that they want to ask. Students then work in pairs to ask and answer the questions. For feedback, ask several students to tell the class what they learnt about their partners.

ADDITIONAL PRACTICE

 **Study, practice & remember:** Practice 3

Workbook: Grammar focus 3: *Present simple questions (I, you, we, they)*, pages 22–23; **Pronunciation:** *Weak forms*, page 23


Task (PAGES 40–41)

Present your personal profile

See *Teaching tips: Making tasks work*, page 23.

Preparation (PAGES 40–41)

Listening

- 1  **5.9** Check students understand *personal profile*. Focus students on the photos and ask for a description of the things they can see. Ask students to read through the list of topics before listening to the recording and ticking the items Talya mentions. Check in pairs and then as a class.

ANSWERS:

country, city, flat, job, brother, parents

- 2a Students read through the table and fill in any information they can remember from the first listening.
- b Play the recording again for students to check their ideas and to complete the rest of the table. Check answers as a class.

ANSWERS:

2 Turkey 3 Marmaris 5 parents, brother
6 artist and photographer 7 four 8 teachers, student

- 3 Focus students on the Useful language box and give them a minute to read through all of the phrases. Deal with any problem vocabulary and then play the recording for students to tick the phrases they hear. Check in pairs and play again as necessary before checking as a class.

ANSWERS:

My name is ... and I'm (26/33 ...). ✓
 I'm from (Turkey/Japan ...). ✓
 My parents are from (a small town / the capital city ...). ✓
 I live (with my family/alone). ✓
 I'm (an artist/a student/an engineer ...). ✓
 I work (for a magazine / in a school / in an office ...). ✓
 My (brother's/sister's/father's/mother's) name is ... ✓
 He's/She's (a student). ✓
 They're (teachers). ✓

Task (PAGE 41)**Speaking**

- 1a Students use the information from Listening, exercises 1 and 2a to make notes about themselves. Give students enough time to do this as the preparation stage is key. Circulate and offer advice and encouragement as necessary.
- b Remind students of the Useful language box to help them divide their profile into three distinct parts. Give students time to prepare their personal profiles and offer help with any language that they might need.

Speaking, exercise 1b: Alternative suggestions

- a You might like to ask students to prepare their notes for homework and then present their personal profiles at the start of the next class.
- b You could extend this activity and ask students to make either a virtual or a wall poster with visual elements to represent what they are talking about. These visuals could include flags, maps, photos, drawings, etc. Present your own personal profile to students using your own poster and then ask students to do the same for homework.
- 2 Students work in small groups to present their personal profiles. Circulate and make notes about your students to help get to know them a bit more. You can also use this information to introduce Unit 6 (see warm up on page 56). Ensure other group members are listening respectfully. With stronger learners you could introduce some appropriate responses, for example *How interesting! I didn't know that! Really?*

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework, and bring the recordings to the next class.

ADDITIONAL PRACTICE

- Workbook:** Writing: *A personal profile*, page 23

Study, practice & remember

(PAGES 106–107)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.**Practice 1****ANSWERS:**

- 1
 1 Ben's 2 sister's 3 – 4 company's 5 Diana's 6 –
 7 brother's 8 teacher's
- 2
 1 Marian's 2 brother's 3 Kim's 4 teacher's 5 Carmen's
 6 friend's 7 sister's 8 Sandra's

Practice 2**ANSWERS:**

- 1
 1 live 2 study 3 go 4 don't work 5 speak 6 don't have
 7 work 8 live
- 2
 1 have 2 don't live 3 teach 4 don't have 5 study 6 go
 7 don't work 8 don't speak

Practice 3**ANSWERS:**

- 1
 1 e 2 d 3 b 4 g 5 h 6 a 7 c 8 f
- 2
 1 do you live 2 do they speak 3 Do you go 4 Do they live
 5 do we work 6 Do you have 7 do they work 8 Do you study

Remember these words**ANSWERS:**

- 1
Men: father, brother, husband, son
Women: wife, mother, daughter, sister
Men and women: children, parents, grandparents, grandchildren
- 2
 Students' own answers
- 3
 1 work 2 live 3 study 4 have 5 go 6 work 7 go 8 study
- 4
 1 for 2 by 3 in 4 at 5 for 6 at 7 with 8 to



OVERVIEW

PAGES 42-43

Vocabulary: Activities – verbs

Listening: Two lives

Grammar: Present simple (*he, she, it*)

Pronunciation: Third person -s

Common European Framework: Students can describe other people's habits.

PAGES 44-45

Reading: A good match?

Grammar: Present simple questions (*he, she, it*)

Pronunciation: Linking between *does he* and *does she*

Common European Framework: Students can read short texts and extract specific information.

PAGES 46-47

Vocabulary: Likes and dislikes

Task: Giving information about someone

Common European Framework: Students can ask and answer about likes and dislikes.

PAGES 48-49

Writing: Your classmate

Speaking: Making offers

Common European Framework: Students can ask for and give information about others; can offer and accept/refuse things to eat and drink.

Vocabulary, exercise 1b: Alternative suggestion

On page 39, Unit 5 there were a number of word webs used to present verb and noun phrases. Instead of writing a list on the board, you might prefer to use word webs again to be consistent. If you have stronger students, you might like to challenge them to add more items to the word webs / lists.

- Choose one or two of the verb phrases from exercise 1 to do with the class as an example. Students work in pairs to categorise the vocabulary. Check as a class and invite students to justify their answers if there is disagreement.

POSSIBLE ANSWERS:

at home: watch TV, cook a meal, cook dinner

outside home: play tennis, go out with friends, go out with your family, listen to live music, go to the gym, go to the cinema

both: watch a film, play computer games, read books, read magazines, listen to music, use a computer, use a laptop

ADDITIONAL PRACTICE

➔ **Workbook:** Vocabulary: *Activities – verbs*, page 24

Listening (PAGE 43)

Two lives

- Refocus students on the two photos of Tom and Annie. Students work in pairs to guess which sentences describe Tom and which describe Annie. You might like to remind them of the phrases *I think ... ; No, I don't think that ... ; I agree.* to use while they match the sentences to the people. Discuss the first one as an example.
- 🔊 6.2 Play the recording. Students check their ideas.

ANSWERS:

1 Tom 2 Annie 3 Annie 4 Tom 5 Annie 6 Tom

- Ask students to read the sentences before they listen again. Students then listen to decide if the sentences are true or false. Check in pairs and play the recording again as necessary. Check answers as a class.

ANSWERS:

1 F 2 T 3 T 4 F 5 F 6 T

Listening, exercise 2: Alternative suggestion

Use the audio script at the back of the Students' Book to check the answers instead of confirming them yourself. You can then use the audio script to reinforce the grammar point which follows.

Vocabulary (PAGE 42)

Activities – verbs

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

If you made a note of the students' personal profiles from the last unit, you can use this information to start this one. Prepare a number of questions based on your notes about people in the class, for example *Who has five brothers? Who lives alone? Who's a lawyer?* Students work in pairs or small groups to either remember or guess the answers.

This activity will revise previously taught language and set a context for talking about other people that will be used in this unit.

- 🔊 6.1 Focus students on the pictures. Play the recording, pausing after each phrase for students to repeat.

Vocabulary, exercise 1a: Alternative suggestion

If you have a strong class, you might want to find some pictures to represent the phrases and elicit the vocabulary. Use the pictures in the book to confirm ideas.

- Check the pronunciation and meaning of the words in the box, particularly *dinner, computer games, magazines* and *live music*. Students work individually to match the words in the box to the verbs. Check in pairs and then as a class by writing the list on the board.

ANSWERS:

1 computer games 2 magazines 3 your family 4 live music
5 to the cinema 6 dinner 7 a laptop

Grammar focus 1 (PAGE 43)

Present simple (*he, she, it*)

See *Teaching tips: Working with grammar*, page 20.

- Draw two columns on the board. One of the columns should be headed + or *positive* and the other column should be headed – or *negative*. Elicit the positive and negative sentences from Listening, exercise 1a and write them in the appropriate columns.

ANSWERS:

Positive: 1, 2, 4, 5
Negative: 3, 6

Grammar focus 1, exercise 1: Alternative suggestion

You could ask students to find more examples of positive and negative sentences from audio script 6.2 on page 123.

GRAMMAR

Present simple (he, she, it)

Go through the examples in the Grammar box and highlight the following:

- the use of *-s* for the third person singular.
- the use of *doesn't* to form the negative of the third person singular.
- *doesn't* is the contracted form of *does not*.

Contrast this with the Present simple (*I, you, we, they*) from Unit 5, page 38.

You may want to ask students to read Study 1 on page 108 for more detailed information on the Present simple (*he, she, it*).

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 **6.3** Play the recording for students to notice the pronunciation of the final *-s*. Ask students which two words are different and elicit *uses* and *watches*. Show how words that end in a final /s/ or /z/ sound need an extra syllable /ɪz/.
- 2 Drill the pronunciation chorally and individually. Students can then work in pairs to practise saying the verbs. Students can take turns pointing to a verb for their partner to say aloud.

Pronunciation: Additional activity

Play 'verb tennis' to practise both the verb forms and their pronunciation. Choose a strong student and say the infinitive of a verb and encourage the student to say the third person form. The student then says the infinitive of a different verb for you to say the third person form of. Put students into pairs to do the same activity. After a couple of minutes ask students to stop, and find out if they had any problems with remembering any of the third person forms.

- 2 **6.4** Students work individually to select the correct answers. Check in pairs and then play the recording to check as a class.

ANSWERS:

- 1 cooks 2 plays 3 doesn't use 4 go 5 watches
6 don't read 7 uses 8 has

- 3a Read the example sentence aloud. Then use the box to create one or two sentences about you and your family or friends as further examples. Students then work individually to create their own sentences. Either set a time limit of about three minutes or ask students to write ten sentences each. If you feel that this might be too personal for some students, encourage them to write about other people or tell them to feel free to make up information.

Grammar, exercise 3a: Alternative suggestion

If you have a strong class, you might want to elicit family vocabulary as a review instead of presenting it to them in the box. Very quickly draw a simple family tree on the board with your name and a line going up to two spaces. Elicit *mother* and *father*. Then draw a line from the side of your name and draw a stick man and a stick woman and elicit *brother* and *sister*. Continue doing this until you have elicited *grandparents, son, daughter, husband* and *wife*.

- b Students work in pairs or small groups to compare their sentences. For feedback, ask several students to share one or two of their sentences with the class.

ADDITIONAL PRACTICE

Study, practice & remember: Practice 1

Workbook: Grammar focus 1: *Present simple* (he, she, it), page 24;
Pronunciation: *-s and -es endings*, page 25

Reading (PAGES 44–45)

A good match?

- 1 Focus students on the photos by asking how many men and women there are and asking for any descriptions of them, e.g. jobs, ages, etc. Students then work in pairs to match the texts to the photos. Encourage students to do this as quickly as possible and not to worry about the meaning of every word. Check answers as a class.

ANSWERS:

top (from left to right): Hannah, Marco
centre (from left to right): Jack, Eddie
bottom (from left to right): Sarah, Marina

Reading: Alternative suggestion

If you think these texts are too long for your students, or if you would like to make the exercise more communicative, put students into groups of six and ask each student to read about just one of the people. They should read their text aloud and, as a group, try to match it to a photo. Check answers as a class and then ask each group to answer the questions in exercises 2 and 3.

- 2 Make sure students read the questions before they start the task. Give them more time to complete this activity as they will need to read in more detail.

ANSWERS:

1 two 2 zero 3 one 4 one

- 3 Students read through the texts again to complete the sentences with the names. Point out that sentence 4 is negative,

ANSWERS:

1 Jack 2 Marco 3 Marina 4 Hannah 5 Eddie, Sarah

- 4 Read through the example with the class. Students then work in pairs to talk about which of the people in the texts are friends. This could be extended to talk about which of the people the students would like to be friends with. For feedback, encourage students to justify their answers if there is any disagreement.

ADDITIONAL PRACTICE

Workbook: Listen and read: *Famous couples*, page 25

Grammar focus 2 (PAGE 45)

Present simple questions (*he, she, it*)

See *Teaching tips: Working with grammar*, page 20.

- 1 Focus students on the options in the box. Check the meaning of *I don't know*. You could do this by writing a simple maths sum on the board, e.g. 3×3 and saying *I know - it's 9*. Then write a complex maths sum on the board, e.g. $89,012 \times 4,563$ and shrug your shoulders and shake your head and say *I don't know*. Students work individually to match the answers to the questions about the people from the reading texts. Check in pairs and then as a class.

ANSWERS:

- 1 Yes, he does. 2 Yes, she does. 3 No, he doesn't.
4 No, she doesn't. 5 I don't know.

GRAMMAR

Present simple questions (*he, she, it*)

Remind students, or elicit from them, how to form Present simple questions using *I, you, we* and *they* from page 40 in Unit 5, and write one or two examples on the board.

Write *Jack plays the guitar* on the board. If possible, write the *-s* from *plays* in a different colour or underline it to focus attention on it. Ask students to make this sentence into a question, and write *Does Jack play the guitar?* on the board, again writing the *-es* in *Does* in a different colour or underlining it to focus attention on it. Use these sentences, and the different colours, to show students that the *-(e)s* moves from the main verb to the auxiliary verb in questions.

Draw a tick and a cross on the board next to the question to elicit the answers and write *Yes, he does.* and *No, he doesn't.* Compare this question and the answers with those for *I, you, we* and *they*.

Read through the examples in the Grammar box and highlight the following:

- *does* is used to make questions for *he, she, it*.
- there is no *-s* on the main verb in the question form.
- the answers *Yes, she likes.* and *No, she doesn't like.* are incorrect.

You may want to ask students to read Study 2 on page 108 for more detailed information on Present simple questions (*he, she, it*) and short answers.


- 2 Write the first question with the class on the board using *he* or *she* as an example. Students then work individually to write questions for the rest of the prompts. Check in pairs and then as a class.

ANSWERS:

- Does he/she have a pet?
- Does he/she like Chinese food?
- Does he/she watch TV a lot?
- Does he/she go to the cinema?
- Does he/she go out with his/her friends a lot?
- Does he/she like cooking?
- Does he/she go to the gym?
- Does he/she travel a lot?
- Does he/she play football?

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  6.5 Play the recording for students to pay attention to the linking between *does he* and *does she*. Show how *does he* sounds like /dʌzi/ and *does she* /dʌʃi/.
- 2 Drill the pronunciation chorally and individually.


- 3a Put students into pairs and tell them that one of them is student A and the other is student B. Direct everybody who is student A to page 96 to read about the two women, and everybody who is student B to page 97 to read about the two men.

Grammar, exercise 3a: Alternative suggestion

If you feel that your students would benefit from extra support, then put students into groups of four. Tell two of the students to read the text for student A on page 96 and the other two students to read the text for student B on page 97. Encourage the two people who read the same texts to talk to each other to check they have understood the text. For exercise 3b they can then split up so that one person who read student A talks to one person who read student B. This will give your students more confidence when it comes to the speaking exercise.

- b Ask two students to read the model conversation to the class. Elicit the purpose of the task, i.e. to find out which man and woman make a good match. Students work in A/B pairs to ask each other the questions in exercise 2 and answer them with information from the texts they read in exercise 3a on pages 96 and 97. At the end, they should have decided who is a good match. Do a quick class survey to see if everyone agrees. Ask several students to justify their conclusions.

ADDITIONAL PRACTICE

-  **Resource bank:** Activity 6B *Does he or doesn't he?* (Present simple questions (*he, she, it*))

Study, practice & remember: Practice 2

Workbook: Grammar focus 2: *Present simple questions* (*he, she, it*), page 26; *Pronunciation: Linking does he and does she*, page 26


Vocabulary (PAGE 46)

Likes and dislikes

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Draw a picture of something you like on the board, e.g. swimming, playing football, cooking, horses, the sea. Elicit the name of the activity or item you have drawn and write the sentence *I like cooking / horses / the sea.* on the board. Invite a student to come to the board and draw a picture of something he/she likes and elicit the words from the class, or provide them as necessary. If you have a small class, continue until everyone has an activity on the board. If you have a larger class, gather about ten activities from different students on the board, or split the class into groups and each student draws a picture on paper for their group.

- 1a  6.6 Focus students on the pictures and play the recording for students to listen and repeat. Pay attention to the pronunciation, especially the /r/ in *rock music* the final /ɪ/ in *shopping* and in *going* and the /h/ in *horses*.
- b Students work in pairs to categorise the vocabulary in the lists. Check as a class.

ANSWERS:

Sports: running **Food and cooking:** fast food, Chinese food
Music: jazz, rock music **Free time activities:** going to the cinema
Animals and pets: dogs, horses

- c Check the meaning of *spicy food*. Students then work in pairs to add the words in the box to the categories from exercise 1b. Check as a class.

ANSWERS:

Sports: basketball **Food and cooking:** spicy food
Music: pop music **Free time activities:** walking
Animals and pets: cats



- 2 Draw the line with the smiley faces from the book on the board. Elicit and write on the line, or invite students to write on the line, the correct answers. Check students can pronounce the verbs, especially *love* /lʌv/ and *hate* /heɪt/.

ANSWERS:

- ☺☺ I love shopping.
- ☺ I like playing football.
- ☹ I don't mind jazz – it's OK.
- ☹ I don't like dogs.
- ☹☹ I hate fast food.

- 3 6.7 Ask students to read the sentences first. Play the recording for students to complete the sentences with one of the verbs from exercise 2.

ANSWERS:

- 1 like 2 don't like 3 love 4 don't mind 5 hate

- 4 Remind students of the phrase *Me too!* to show agreement and then model the conversation with a stronger student. Students work in pairs to talk about the things they like/dislike from exercise 1. For feedback, ask students to tell you about the things their partners like or the things they have in common.

ADDITIONAL PRACTICE

- Resource bank:** Activity 6A *Vocabulary extension* (Sports); Activity 6C *Like, love and hate* (Likes and dislikes; object pronouns); Activity 6D *Pronoun snap* (Subject and object pronouns with *like, love and hate*)

Workbook: Vocabulary: *Likes and dislikes*, pages 26–27

Task (PAGES 46–47)

Giving information about someone

See *Teaching tips: Making tasks work*, page 23.

Preparation (PAGES 46–47)

Listening

- 1a Focus on the *Find someone who ...* quiz. Students work individually to match the questions with the categories. Check in pairs and then as a class.

ANSWERS:

- Food: 2, 7 Music: 3, 6, 10 Sport: 5, 8 Pets: 4
Free time: 1, 9

Listening, exercise 1a: Alternative suggestion

If you have a weak class, you might like to use the pictures to introduce or remind students of the key vocabulary. Ask them to look at the pictures and tell you what they can see, e.g. *a cat, walking, etc.* Then ask students to match the questions from the *Find someone who ...* quiz to the pictures. Then move on to exercise 1a.

- b Read through the examples with the class. Elicit the question for number 3 in the quiz and write it on the board. Students then work in pairs to write questions for the remaining phrases in the quiz. Check as a class.

- 2a 6.8 Make sure students read the two questions first. Play the recording and check in pairs. Play the recording again if students are not sure of their answers. You might like to suggest that students listen for the answers to question 1 the first time they listen and for the answers to question 2 the second time. Check answers as a class.

ANSWERS:

- 1 Do you go to the cinema a lot?
Do you like spicy food?
Do you play the guitar?
2 Stella says she goes to the cinema a lot. Alex says he likes spicy food.

- b Focus students on parts a and b of the Useful language box. Give them a minute to read through the questions and answers and deal with any questions they may have. Play the recording again and ask students to tick the phrases they hear.

ANSWERS:

- Do you go to (the cinema / the gym) a lot? ✓
Do you like (spicy food / rock music)? ✓
Do you play (the guitar / basketball)? ✓
No, I don't like (going to the cinema). ✓
Yes, I do. I love (spicy food). ✓
No, I don't. I play the (piano) but I don't play the (guitar). ✓

- 3a 6.9 Make sure students read the sentences first and then play the recording for students to decide if they are true or false. Check in pairs and then as a class.

ANSWERS:

- 1 T 2 T 3 F 4 F 5 T 6 T

- b Focus students on the phrases in part c of the Useful language box and allow a minute for your students to read through them. Play the recording again for students to tick the ones they hear.

ANSWERS:

- He/She goes to (the cinema / the gym) a lot. ✓
He/She likes (spicy food / horses). ✓
He/She loves (basketball / jazz / spicy food). ✓
He/She doesn't play (the guitar / football). ✓
He/She doesn't have a (cat/dog). ✓
His/Her favourite (sport/food/music) is (basketball / Chinese food). ✓

Task (PAGE 47)

Speaking

- 1a Ask students to write one more question each to add to the ones from Preparation, Listening, exercise 1b. Circulate and offer help as necessary. If you have stronger students, you might ask them to write more than one question.
b Tell students to move around the room and to ask and answer the questions with as many of their classmates as possible. You might like to set a time limit to add some urgency to the activity. Remind them to make a note of the names of the people who give the answers, as this will make the next steps easier.

Speaking, exercise 1b: Alternative suggestions

There are a number of different ways to organise this exercise, depending on the size of your class and the amount of time you have available:

- a If you have a large class, you could put your students into groups of six to eight and tell them to ask each other the questions.
- b If you have a classroom that doesn't have the space to move around, tell students to ask their questions of those sitting nearby, in front of and behind them.
- c If you have lots of time and/or a small class, you could tell students to ask everybody else all of the questions.
- d If you have little time and/or a large class, you could tell students to ask one person all the questions until they say yes. When they have found someone who says yes, they should then move on to somebody else. Their objective is to find a positive answer for each question.

- e If you would like to control the time more strictly, you could tell people they will have one minute to ask as many questions as possible and then you will clap your hands. At this point they must move on and find another person to talk to. This means that if you have ten minutes to do the activity, you will give them five opportunities to talk for one minute at a time each as they should also answer the questions for a minute.
- f If you have a very small class, it can be intimidating because it is very easy to listen to other people's conversations. Consider playing some music in the background to make it easier for students to focus on their own conversation. Be prepared to act as another student in a very small class in order to provide more practice.

- 2a Remind students about the Useful language box, and especially that they are going to have to use the third person singular. Give students a few minutes to prepare what they want to say.
- b Focus students' attention on part c of the Useful language box again. Remind them to use the third person form. Students tell the class about the people they spoke to. If you have a large class, you might want to put students into groups to do this activity.

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework, and bring the recordings to the next class.

Some additional ideas could include:

- Record people talking individually about different members of the class.
- Make a recording of an interview about another member of the class. For example, two students are talking about Naomi, the first student is the interviewer and the second is going to be giving the answers. The interviewer asks the questions, e.g. *Does she go to the cinema a lot?* and the other student gives the answers, e.g. *Yes, Naomi loves going to the cinema.*

Language live (PAGES 48–49)

Writing (PAGE 48)

Your classmate

WARM UP

Run a quick quiz or hands up survey about the people in the class to build on the work from the last class and to prepare for this one. Ask questions based on the quiz on page 47, e.g. *Who goes to the cinema a lot?* or *Can you remember anyone who goes to the cinema a lot?* Although the question structure is different to that which has already been taught, it will serve to expose students to different language and help prepare them for it when they come to study it in the future.

- 1 Focus students on the photos and elicit the vocabulary for the pictures of the music, the dog and the food. Students read the descriptions and match these items to the people. Check answers as a class.

ANSWERS:

Kara: the dish of food
Alan: the dog
Maria: the sheet music

- 2a Read through the example sentences and highlight the use of *and* and *but*. Draw attention to the fact that in the sentence with *and* the two verbs are positive (*likes, has*) whereas in the sentence with *but* one verb is negative (*doesn't listen*) and one verb is positive (*likes*). Check the pronunciation of *but*, teaching the more common weak form /bət/ instead of the strong form /bʌt/.

Writing, exercise 2a: Alternative suggestion

If you have a monolingual class, this can be an ideal opportunity to use the students' first language. A quick translation of *and* and *but* can save a lot of time and boost students' confidence in knowing how to use them.

- b Write the first sentence on the board with the gap. Elicit whether both verbs are positive or if one is positive and the other negative. Elicit whether we need *but* or *and* to complete the sentence. Students then work individually to complete the rest of the sentences with either *and* or *but*. Check in pairs and then as a class.

ANSWERS:

1 but 2 but 3 and 4 and 5 but 6 but

- 3 Do the first couple of sentences with the class as examples using the names of people you know or, preferably, students in the class. Students then work individually to complete the rest of the sentences. Circulate and offer help as necessary. Ask several students to read one or two of their completed sentences to the class.

ANSWERS:

Students' own answers

- 4 Tell students about a member of your family, using some of the ideas from the previous exercises. Students then work individually to write about a person they know. Remind them to use the descriptions from exercise 1 as models and offer as much help and support as necessary. Alternatively, set the writing task as homework.

Writing, exercise 4: Alternative suggestion

If your class have got to know each other quite well and you have developed a warm and supportive atmosphere, you might like to ask students to write about another member of the class. Tell students that when they write they should not use the name of the person, instead they should just use *he* or *she*.

When they have written their descriptions, they can either read them aloud for everybody else to guess or you can pin them up around the room for everybody to read. If you do this, make sure you put a number on each of the texts so students can make a note of who they think each one is about.

Speaking (PAGE 49)

Making offers

See *Teaching tips: Using the video material in the classroom*, page 24.

WARM UP

Bring something that you can offer students in to class, for example a bunch of grapes or some sweets, etc. Offer the (grapes) to the students and say *Stefan, would you like a (grape)? Mimi, would you like a (grape)? Would anyone like a (grape)?* Once everybody has had the opportunity to get a (grape) or two explain that in this lesson you are going to be talking about offers. Write the question *Would you like a (grape)?* on the board. Then write the answers *Yes, please.* and *No, thank you.*

- 1 Focus students on the pictures and ask them to match them to the words in the box. Check the pronunciation of *chocolate* /ˈtʃɒklət/ and *tissues* /ˈtɪʃjuz/.



ANSWERS:

top: popcorn
bottom (from left to right): tissues, chocolates, a bottle of water

- 2 Tell students they are going to watch a DVD about Jim and Alice. Show them the sentences and ask them to watch the DVD and decide if the sentences refer to Jim, Alice or both Jim and Alice. Check in pairs and then as a class.

ANSWERS:

1 Alice 2 Alice 3 Jim and Alice 4 Jim 5 Jim 6 Jim

- 3a Give students time to read through the conversation so they know what they need to listen for. Play the recording again for students to select the correct answers.

Speaking, exercise 3a: Alternative suggestion

If you have a strong class, you might like to ask them to select an answer before they watch the DVD.

- b Ask students if they would like to hear the phrases one more time.

ANSWERS:

1 eat 2 No, thanks. 3 sure 4 OK 5 drink 6 Yes, please.
7 a chocolate 8 Here 9 some popcorn 10 No, thank you.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording and ask students to focus on the pronunciation. You might also like to look at the intonation patterns and point out that when we accept an offer the intonation usually rises, but when we decline our intonation usually falls.
2 Drill the key phrases chorally and individually.

- 4a Students work in pairs to role-play the conversation.

Speaking, exercise 4a: Alternative suggestion

It can sometimes be monotonous for students to role-play conversations, but it can be an important learning exercise. You can help to provide variety to this kind of exercise by suggesting students perform the conversation in different ways. For example, you could ask them to whisper or shout the conversation, or you could ask them to perform it from different sides of the room or standing back-to-back. You could also ask them to take on different roles, for example, they have to read the conversation as if they were in love, very angry or extremely tired.

- b Students work in pairs to prepare their own conversations using the one in exercise 4a as a model. Circulate and offer support as necessary. For feedback, invite a few pairs to perform their conversation in front of the class. Alternatively, if you have access to the technology, students could record their conversations to play them back to the class or just to the teacher after the class.

ADDITIONAL PRACTICE

Workbook: Writing: *and/but*, page 27; Language live: *Making offers*, page 27

Students can now do Progress test 3 and the Mid-course test on the Teacher's Resource Disc.

Study, practice & remember

(PAGES 108–109)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1

ANSWERS:

- 1
1 -s 2 x 3 -es 4 x 5 -s 6 -es 7 x 8 -s
2
1 David doesn't like playing tennis.
2 My sister doesn't go to school in the town centre.
3 My school doesn't have a big library.
4 Maria doesn't study medicine at university.
5 My brother doesn't read a lot of computer magazines.
6 Jenny doesn't live near the beach.
7 My town doesn't have a lot of interesting cafés.
8 My cousin doesn't go to the USA every year.

Practice 2

ANSWERS:

- 1a
1 Do 2 Does 3 Does 4 Do 5 Does 6 Does 7 Do 8 Does
1b
1 Yes, I do. 2 No, he doesn't. 3 No, she doesn't.
4 Yes, they do. 5 Yes, he/she does. 6 No, it doesn't.
7 Yes, I do. 8 Yes, she does.
2
1 Does James play tennis every Saturday? Yes, he does.
2 Does your brother live with you? No, he doesn't.
3 Does his teacher go to work by car? Yes, he/she does.
4 Does your town have a big swimming pool? Yes, it does.
5 Does she eat meat? No, she doesn't.
6 Does Soraya like going to the cinema? Yes, she does.
7 Does he speak French? No, he doesn't.
8 Does Cassia study at university? No, she doesn't.
3
1 Yes, he does.
2 Does Mark cook? No, he doesn't.
3 Does Mark have/use a computer? Yes, he does.
4 Does Mark go to the gym? No, he doesn't.
5 Does Louise read books? No, she doesn't.
6 Does Louise watch TV? Yes, she does.
7 Does Louise have/use a laptop? No, she doesn't.
8 Does Louise listen to music? Yes, she does.

Remember these words

ANSWERS:

- 1
1 watches 2 cooks 3 goes to 4 uses 5 listens to 6 reads
7 goes out with 8 plays
2
1 football 2 basketball 3 junk food 4 Indian food 5 jazz
6 rock music 7 dog 8 cat 9 running 10 dancing
11 guitar 12 piano
3
Students' own answers

OVERVIEW

PAGES 50–51

Vocabulary: Daily routines and times

Reading: Routines around the world

Grammar: Frequency adverbs

Common European Framework: Students can exchange basic information about daily routines.

PAGES 52–53

Vocabulary: Days and times

Listening: The Kawhia Kai Festival

Grammar: Present simple *Wh-* questions

Pronunciation: *Wh-* question words

Common European Framework: Students can talk about special days and festivals in their countries.

PAGES 54–55

Vocabulary: Prepositions with time expressions

Task: Give a mini-talk

Common European Framework: Students can give basic information about daily routines and habits in their countries.

PAGES 56–57

Speaking: Making an arrangement

Writing: Making arrangements by text message and email

Common European Framework: Students can make spoken and written social arrangements.

Vocabulary (PAGE 50)

Daily routines and times

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Because this is the start of the second half of the book, there is a chance that you might have some new students. It is also a good opportunity to check what people know about each other to help continue to build a supportive atmosphere in the class and revise question forms and language introduced in the last unit.

Write all of the students' names on the board and then write a couple of *yes/no* questions using the Present simple tense, for example *Does Fatima like shopping? Does Tomaz go to the cinema a lot?* Elicit the answers / guesses from the class and then check with 'Fatima' and 'Tomaz' if these answers are correct.

Students then work in pairs to write five questions about the other people in the class, using the questions on the board as examples. Once they have finished they should then walk around the class and ask other students the questions. Finally, they should find out what the real answers were by asking the subject of the questions directly.

- 1a 7.1 Focus students' attention on the photos and elicit any descriptive vocabulary they know, for example *coffee, breakfast, businessman, sandwich, laptop*, etc. Play the recording for students to repeat the verb phrases. Pay particular attention to the pronunciation of *work* /wɜ:k/ and *breakfast* /'brekfəst/.

Vocabulary, exercise 1a: Alternative suggestion

It can sometimes be useful to vary the way in which you introduce vocabulary, so try teaching the phrases yourself through either mime, drawings, flashcards or a combination of the three.

- b Do the first couple of phrases from exercise 1a as examples. Students work in pairs to allocate a time to the rest of the activities. When you elicit the answers, make sure students use the full phrase including the preposition, e.g. *in the morning*. Students' answers may vary depending on their nationalities and jobs. Ask students with differing ideas to justify or explain their answers.

ANSWERS:

morning: get up, go to work, have breakfast, start work

afternoon: finish work, get home, have lunch

evening: go to bed, have dinner

- 2 7.2 Focus students on the clocks. Do the first one with the class as an example. False beginners may know the times as *half/quarter past/to* and you may need to point out how this relates to *fifteen/thirty/forty-five*. They may also want to say *fifteen past one* rather than *one fifteen*. You may like to point out that this is incorrect. Students then work individually to match the times to the clocks. Check in pairs. Play the recording for students to check their answers.

ANSWERS:

from left to right: eleven o'clock, six thirty, one fifteen, two forty-five, eight fifteen, twelve forty-five, seven o'clock, nine thirty

- 3 7.3 Make sure students are aware that they can write the times in numerals. If necessary, elicit how to write the times in exercise 2a in numerals. Play the recording, pausing after each one, for students to write down the times they hear. Check in pairs and then as a class. Play the recording again as necessary.

ANSWERS:

2 5:30 3 3:45 4 9:15 5 11:00 6 12:45 7 7:15 8 10:30

Vocabulary, exercise 3: Additional activity

If you think your students would benefit, you could play the recording again for them to listen and repeat.

- 4 Drill the question *What's the time?* chorally and individually. Students then work in pairs to ask and answer questions about the clocks in exercise 2a.

Vocabulary, exercise 4: Alternative suggestion

Ask students to draw eight blank clock faces on a piece of paper. They should then write eight times at the bottom of the paper. Stress that these times should not be on the clock faces. Students work in pairs and say their times to their partner, who must draw the times on the blank clocks. When they have finished, ask students to compare the times and the clocks to see if they were correct.

ADDITIONAL PRACTICE

Workbook: Vocabulary: *Daily routines and times*, page 28

Reading (PAGE 51)

Routines around the world

- 1 Focus students on the people in the two photos and ask *What are their jobs?* Elicit some ideas and then tell students to read the two questions and then the texts to find the answers. Encourage students not to worry about any words they don't understand by stressing they only need to understand enough to be able to answer the two questions. Check as a class.

ANSWERS:

- 1 John – restaurant manager; Ruthie – singer
- 2 Yes, they both love their jobs.

- 2 Give students more time to read the texts this time as they find the answers. Check in pairs and then as a class.

ANSWERS:

- 1 11:30 a.m. 2 No 3 5:30 (p.m.) 4 1:30 or 2:00 (a.m.)
- 5 6:00 in the morning 6 Yes 7 In the restaurant.
- 8 10:30 or 11:00 p.m.

Reading, exercise 2: Additional activity

If you have false beginners, ask students to go through the texts again and underline all the examples of *at* and *about* that they can find. Use these examples to show that when we are giving a specific time, we usually use *at* and when we are giving a vague time, we use *about*.

- 3a Write a couple of examples about yourself on the board as an example. Students then work individually to write their own five sentences using the verb phrases from Vocabulary, exercise 1a. Circulate and offer help as necessary.
- b Students work in pairs to compare their sentences. You might also like to remind students of the phrase *Me too!* to help students produce more natural sounding conversations. For feedback, you could ask for things that pairs have in common.

ADDITIONAL PRACTICE

➔ **Workbook:** Listen and read: *Life in Britain today*, page 29

Grammar focus 1 (PAGE 51)

Frequency adverbs

See *Teaching tips: Working with grammar*, page 20.

- 1a Ask students to read through the texts again and find and underline all the frequency adverbs.

ANSWERS:

- John:** I always get up early.
 I usually have coffee and bread for breakfast.
 I don't usually have dinner.
 I finish work at about 10:30 p.m. or sometimes 11 o'clock.
- Ruthie:** I always work in the evening.
 I never work in the morning.
 I don't usually have breakfast.
 I usually finish work at 12:00 a.m.
 It's sometimes 1:00 a.m.
 I sometimes feel very tired!

- b Students work individually to write *usually* and *don't usually* in the correct place on the line. Mark the word stress on the board, which is the first syllable for all of the frequency adverbs. Check the pronunciation, especially *always* /'ɔ:lweɪz/ and *usually* /'ju:ʒuəli/ which often cause problems.

ANSWERS:

always usually sometimes don't usually never


GRAMMAR

Frequency adverbs

Write an example sentence on the board for each of the adverbs of frequency. Write the sentences under each other to show the word order subject + adverb + verb is constant. Show how the auxiliary *doesn't/don't* fits into the structure, i.e. subject + *doesn't/don't* + adverb + verb.

Read through the examples in the Grammar box and highlight the incorrect examples.

You may want to ask students to read Study 1 on page 110 for more detailed information on frequency adverbs.

- 2  **7.4** Rewrite the first sentence with your students as an example. Students then work individually to rewrite the rest of the sentences, referring to the Grammar box as necessary. Check in pairs and then play the recording to check as a class.

ANSWERS:

- 1 I never start work at 7:00 a.m.
- 2 I usually feel tired in the morning.
- 3 I don't usually have breakfast.
- 4 I sometimes go to work by train.
- 5 I always have lunch in a restaurant.
- 6 I usually go to bed late.
- 7 I never work in the evening.
- 8 I don't usually get up early.

- 3a Change one of the sentences from exercise 2 so that it is true for you as an example. Give students a minute or two to do the same for the rest of the sentences. In order to clarify the task, you could choose a student and ask him/her one of the questions, e.g. *Marta, do you usually feel tired in the morning?* Use your student's response to write a sentence that is true for him/her on the board, for example *I don't usually feel tired in the morning.*
- b Focus students on the example conversation. Ask two students to read it aloud. Students work in pairs to compare their sentences but also encourage them to ask one extra question where they can, as in the example. During feedback, ask students about the extra information they discovered.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 7A *A footballer's day* (Present simple with *he*; daily routines); Activity 7B *Adverb patterns* (Frequency adverbs); Activity 7D *Vocabulary extension* (Verbs and nouns)

Study, practice & remember: Practice 1

Workbook: Grammar focus 1: *Frequency adverbs*, page 29


Vocabulary (PAGE 52)

Days and times

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Play *Hangman* with today's day, for example *Wednesday*. This is good for beginner students as it revises the alphabet. At the end of the game drill the correct pronunciation chorally and individually.

- 1  **7.5** Play the recording for students to listen to the pronunciation of the days of the week.

Culture notes

In many cultures the week starts on a different day, for example in Portuguese Monday is *segunda-feira*, which could be translated as *second market fair day*, while in Arabic, Sunday is *Ahad*, which could be translated as *first day*. In English speaking cultures, however, it is usually accepted that the week starts on a Monday with the beginning of the working week.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Remind students about how to recognise word stress. If you used today's day in the warm up activity, then demonstrate word stress by clapping out the day and marking it on the word on the board, or asking a student to do so. Play the recording again and ask students to mark the stress. Check the answers as a class on the board.


ANSWERS:

Monday Tuesday Wednesday Thursday Friday
Saturday Sunday

- 2 Drill the pronunciation chorally and individually, paying particular attention to *Tuesday* /'tju:zdeɪ/ and *Wednesday* /'wenzdeɪ/. Ask students to identify which day has three syllables (Saturday). Put students into pairs to practise the pronunciation with each other.

Potential problem with days of the week

Students often get confused with *Tuesday* and *Thursday*. If this is the case, ask lots of questions over the next few classes about the days things are going to happen to elicit these days, for example *What day is today? What day is our next class? What day is before Friday? What day is (a popular TV programme) on?*

- 2  **7.6** Play the recording for students to underline the day they hear. Point out that we use capital letters with the days of the week. Check in pairs and then as a class.


ANSWERS:

2 Sunday 3 Thursday 4 Wednesday 5 Friday 6 Tuesday
7 Saturday

- 3a Answer the questions about yourself to provide an example to students. Then give students a couple of minutes to think about their answers.
- 3b Students work in pairs to ask and answer the questions from exercise 3a. Encourage students to justify their answers whenever possible.

Vocabulary: Alternative suggestion

Teach *yesterday*, *tomorrow* and *the day after tomorrow* and ask students *What day is/was it tomorrow / yesterday / the day after tomorrow?* Ask this question for the next few classes to review the days of the week.


- 4a  **7.7** Make sure students read the prompts before they listen so they know what information they need. Highlight the example answer and draw students' attention to the use of *at* when talking about the time, then play the recording. Check in pairs and play the recording again as necessary. Check answers as a class.

ANSWERS:

2 On Wednesday at 10:45. 3 On Friday at 11:00.
4 On Saturday at 8:30. 5 On Thursday at 6:15.
6 On Sunday at 9:45. 7 On Tuesday at 1:15.
8 On Wednesday at 2:00.

- b Give students a moment to think of or invent their answers to the questions from exercise 4a. Students then work in pairs to ask and answer the questions. Circulate and monitor, paying attention to the use and pronunciation of the prepositions.

ADDITIONAL PRACTICE

-  **Workbook:** Vocabulary: *Days of the week*, page 29; Pronunciation: *Days of the week*, page 30

Listening: Find out first


In the next class, students are going to talk about festivals in their countries. To prepare for this, ask students to think about popular festivals and prepare some notes to talk about one of them. If possible, students could also bring in photos or images from the internet related to the festival.

Listening (PAGE 52)**The Kawhia Kai festival****Culture notes**

The town of Kawhia is a small township on the west coast of New Zealand's North Island. The festival was started to encourage tourists to visit the local area by focusing on traditional food and Maori culture. Maoris were the original inhabitants of New Zealand before the Europeans arrived.

There are normally around 400 people who live in the town, but the festival attracts up to 10,000 people. The first festival was in 2004.

The festival is held on February 6th to celebrate Independence Day. Unlike other former colonies, which celebrate independence from an empire, this was the day in 1840 when the Maori tribes signed the treaty of Waitangi which was meant to guarantee the independence of the Maori peoples. However, this was largely ignored by the British governors for many decades, but in recent years there has been a resurgence in Maori pride and interest in their culture.

- 1a Focus students on the pictures and tell them they are going to listen to a report on the Kawhia Kai Festival in New Zealand. Find out what, if anything, students know about New Zealand and the people that live there, or if anyone has visited the country. Students then work in pairs to guess the answers to the questions.
- 1b  **7.8** Play the recording for students to check their guesses to the questions in exercise 1a. If necessary, play it a second time pausing after each answer is given for students to notice it.

ANSWERS:

1 b 2 a 3 a 4 a 5 b 6 b

- 2 Students work in pairs to talk generally about festivals in their own countries. Remind students that there are different types of festivals to consider, for example: music festivals, cultural festivals, religious festivals, harvest festivals.

Grammar focus 2 (PAGE 53)**Present simple Wh- questions**

See *Teaching tips: Working with grammar*, page 20.

- 1 Ask students to find the question words in Listening, exercise 1a. Students work in pairs to match the question words with the meanings. Check as a class.

ANSWERS:

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

- 2 Do the first question as an example with the class. Students then work individually to complete the rest of the questions.

ANSWERS:

1 do 2 does 3 are 4 do 5 is 6 does 7 do 8 are

Grammar focus 2, exercise 2: Alternative suggestion

If you have a class of real beginners or students that need to boost their confidence, you might like to remind students before they do this activity that *do/does* is followed by the subject and then a verb, while *is/are* is followed by a noun.

If you have a strong class, you could let students do the activity and then elicit this information afterwards.

GRAMMAR**Present simple Wh- questions**

With books closed, ask students if they can remember any of the questions from the Listening section and write them on the board. As you write the questions, make sure they are in a list with the question words under each other so students can notice the word order. Read through the Grammar box and highlight the following:

- the word order: the auxiliary *do/does* comes after the question word and before the noun or pronoun.
- questions with the verb *be* do not need an auxiliary.
- the inverted word order of questions with the verb *be*.

You may want to ask students to read Study 2 on page 110 for more detailed information on Present simple Wh- questions.

- 3a Students work individually to choose the correct answers. If they have problems, refer them back to exercise 1. Check in pairs.
- b 7.9 Play the recording for students to check their answers.

ANSWERS:

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

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 7.10 Ask students to listen to the pronunciation of the question words and pay attention to whether the letter *h* is pronounced or not. Explain that the letter *h* is only pronounced in the word *who* /hu:/ where the letter *w* is silent.
- 2 Drill the pronunciation chorally and individually. Put students into pairs to practise asking and answering the questions from Listening, exercise 1a and Grammar focus 2, exercise 3a. This will help students practise the pronunciation in context rather than just isolated question words.

- 4a Give students a few minutes to think of a special day and to prepare their answers for the questions in exercise 3a. Alternatively, if they prepared notes prior to the class, remind them to use these now. Circulate and help students with vocabulary and write all of this new vocabulary on the board for students to use. If you haven't asked students to bring in photos and you have access to the internet in class, allow students to search for images. Encourage them to make notes in order to remember what they want to say.
- b Students work in pairs to ask and answer the questions. For feedback, ask students to report back to the class on what their partner said.

ADDITIONAL PRACTICE

- Study, practice & remember:** Practice 2

Workbook: Grammar focus 2: *Present simple Wh- questions*, page 30; Pronunciation: *Wh- questions*, page 30

Vocabulary (PAGE 54)**Prepositions with time expressions**

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Revise telling the time and set a context for the next activity by asking questions about time, for example *What time is it now? What time do we start the class? What time do we finish the class?*

- 1a Students work in pairs to order the parts of the day. Check as a class.

ANSWERS:

afternoon 3 midnight 5 midday 2 morning 1 evening 4

- b Give students time to read through the quiz on their own. Students work in pairs to ask and answer the questions. Don't ask for feedback at this stage.
- 2a Students work individually to match the time expressions with the prepositions. Encourage students to check with the quiz in exercise 1b if they are not sure. As students finish, ask them to check in pairs.

Vocabulary, exercise 2a: Additional activity

If some students finish this activity much quicker than others, you could ask them to look back at previous pages for examples of time expressions and any prepositions that have been used with them.

- b 7.11 Play the recording for students to check their answers. During feedback, highlight the general rule: *on* is used with days, *in* is used with parts of the day and *at* is used with times.

ANSWERS:

1 **on:** weekdays, Sunday morning
2 **in:** the morning, the afternoon
3 **at:** the weekend, three forty-five
4 **every:** day, weekend

- 3a Students work individually to choose the correct prepositions in the second part of the quiz. Check in pairs and then as a class.

ANSWERS:

1 on 2 at 3 on 4 every 5 in

- b Students change pairs to ask and answer the questions. During feedback, find out how many students are 'morning people' and how many are 'evening people'.

ADDITIONAL PRACTICE

- Resource bank:** Activity 7C *A classroom survey* (Prepositions with time expressions)

Workbook: Vocabulary: *Prepositions with time expressions*, page 30

Task (PAGES 54–55)**Give a mini-talk**


See *Teaching tips: Making tasks work*, page 23.

Preparation (PAGES 54–55)**Listening**

- 1 Students work in pairs to match the photos with the activities in the box and then decide what time of day people usually do these activities. For feedback, encourage and accept different ideas about when people do these activities.

Listening, exercise 1: Alternative suggestion

If you have false beginners, you might like to challenge them more by asking them to look at the photos and describe what is happening before they check with the vocabulary in the box.

- 2a  **7.12** Give students plenty of time to read the statements so they know what they have to listen for. Play the recording for students to note the order they hear each item. Check in pairs and play the recording again as necessary. Check the answers as a class.


ANSWERS:

- 1 what most people have for breakfast
- 2 morning routine for young people
- 3 morning routine for working people and older people

- b Ask students to read the statements. Play the recording again for students to decide if the statements are true or false. Check in pairs and then as a class. If you have students from China, check with them to see if they agree with the information. You could also ask students who are not from China if they have similar routines in their countries.

ANSWERS:

1 F 2 F 3 T 4 T 5 F

- 3a  **7.13** Tell students they are now going to listen to somebody from Russia talking about food. Play the recording for students to decide which of the meals he does NOT talk about. If you have students from Russia, check with them to see if they agree with the information. You could also ask students who are not from Russia if they have similar eating habits in their countries.

ANSWER:

special meals

- b Focus students on the Useful language box. Play the recordings again and ask students to tick the phrases they hear.

ANSWERS:

Most people (drink tea/eat/cook food at home) ... ✓
 (Russian/Italian/Spanish) people usually (have/eat/drink) ... ✓
 A typical (lunch/dinner) in (Russia/Poland/Japan) is ... ✓
 Most people get up (early/late/at 6:00 ...) ✓
 The family (talks/watches TV) during (dinner/lunch). ✓
 After dinner, many (Russian/Chinese) people like (drinking tea/talking). ✓

Task (PAGE 55)**Speaking**

- 1a Tell students they are going to give a mini-talk similar to the ones in the Preparation, Listening exercises. Ask them to choose one of the topics to talk about.
- b Tell students to use Mei and Aleksis's mini-talks as models and to use the Useful language box to help them prepare their mini-talks.
- 2 Students work in small groups to give their mini-talks.

Share your task


The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework, and bring the recordings to the next class.

Language live (PAGES 56–57)**Speaking (PAGE 56)****Making an arrangement**

See *Teaching tips: Using the video material in the classroom*, page 24.

WARM UP

With books closed, ask students what they like to do on a Saturday night. Elicit as many suggestions as possible, helping with vocabulary when necessary, and put them all on the board. If you think your students might be reticent in talking about what they do, bring in some photos of typical activities including a concert and show them one by one. Elicit what each picture shows and then ask students to put their hands up if they like to do them. Once you have done this, ask students to watch the first part of the DVD in exercise 1a to see if Sally arranges to do any of the things the class has mentioned.

- 1a  Tell students they are going to watch Sally and Angie making arrangements for a Saturday night. Play the first part of the DVD for students to decide where they arrange to go.

ANSWER:

to a concert

- b Give students time to read through the statements and then play the first part of the DVD again for them to select the right answers. Check in pairs and then as a class.


ANSWERS:

1 a concert 2 City Hall 3 Saturday 4 8:00 5 Angie's house

- 2 Students watch the second part of the DVD to choose the correct answers. Check in pairs and then as a class.

ANSWERS:

1 see a film 2 the City Cinema 3 Saturday 4 7:30
 5 the City Cinema


- 3a Check the meaning of *How about ... ?* from sentences e and h. Play the whole DVD and ask students to number the phrases in the order they hear them.
- b  Play the key phrases for students to check their answers.

ANSWERS:

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

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  Play the DVD again for students to focus on the pronunciation of the key phrases.
- 2 Drill the pronunciation chorally and individually. Put students into pairs for more practice and ask them to role-play the sentences from exercise 3a.

- 4a Focus students on the flowchart and ensure that they understand how it works. Students work in pairs to complete the conversation with words and phrases from the box. Check as a class.

ANSWERS:

2 night out 3 film 4 cinema 5 Saturday 6 8 o'clock

- b Students work in pairs to practise the conversation. After they have used the one in the Students' Book, ask them to adapt the conversation with their own ideas by changing the information in the gaps. If you did the warm up activity, students should have plenty of ideas. Ask students to walk around the class and try to make arrangements with three other students. To round off this part of the class, invite one or two pairs to present their conversations.

Writing (PAGE 57)

Making arrangements by text message and email

- 1 Ask students: *Do you like texting or do you like talking on the phone?* Find out how often students text their friends or colleagues and ask them how they make social arrangements, for example by email, face-to-face, text, etc. Students then read the text messages to answer the questions. Check as a class.

ANSWER:

To the Park Cinema on Saturday at 8:15.

- 2 Students work in pairs to complete the text message conversations following the arrows. Invite some pairs to read out their text conversations.
- 3 Explain that Jan, from exercise 1, has received an email from her sister, Carrie. Students read the email to answer the questions. Check as a class.

ANSWERS:

- 1 She wants to meet Jan at 8 o'clock.
- 2 Jan's meeting Steve on Saturday.

- 4 Students write either the text message or the email. Give them a moment to read through the prompts and then time to write their message. If you have a mixed ability class, you could suggest that fast finishers try writing both options. Circulate and offer help and encouragement as necessary.

ADDITIONAL PRACTICE

- Workbook:** Language live: *Making an arrangement*, page 31;
Writing: *Making arrangements by text message and email*, page 31

Study, practice & remember

(PAGES 110–111)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1

ANSWERS:

- 1
 - 1 He always gets up early.
 - 2 You don't usually eat meat.
 - 3 I never watch TV in the evening.
 - 4 She sometimes goes to work by bus.
 - 5 They usually go out on Fridays.
 - 6 I don't usually have breakfast on weekdays.
 - 7 We always play football on Sundays.
 - 8 She never has a party for her birthday.

- 2
 - 1 She never has breakfast.
 - 2 My brother sometimes plays football at the weekend.
 - 3 We always go on holiday to the beach.
 - 4 They don't usually have coffee after dinner.
 - 5 I usually do my homework in the library.
 - 6 He always goes to the gym on Saturdays.
 - 7 I never work late on Fridays.
 - 8 They sometimes watch the football on TV.

- 3

Students' own answers

Practice 2

ANSWERS:

- 1
 - 1 Where do you live?
 - 2 What do they have for breakfast?
 - 3 Why are you late?
 - 4 Where does your brother live?
 - 5 Who do you play football with?
 - 6 When is your first class?
 - 7 How many languages do you speak?
 - 8 Who is that man?
- 2
 - 1 Where does she go on Fridays?
 - 2 What time do you get up?
 - 3 Why does he play tennis?
 - 4 Who do they live with?
 - 5 How many children does she have?
 - 6 Who does he go out with after work?
 - 7 Where do you work?
 - 8 What time does she finish work?
- 3
 - 1 She lives with her husband.
 - 2 She's a teacher.
 - 3 She always gets up at 6:30.
 - 4 She usually has coffee and toast.
 - 5 She has lunch at school or in a café.
 - 6 She finishes work at 5:30 or 6:00 (on Saturdays).
 - 7 She always has breakfast with her friends.
 - 8 She sometimes goes to the gym (on Saturday afternoon).

Remember these words

ANSWERS:

- 1
 - 1 goes 2 finishes 3 have 4 go 5 gets up 6 go out 7 has 8 get
- 2

Students' own answers
- 3a
 - 1 Sunday 2 Thursday 3 Saturday 4 Tuesday 5 Wednesday 6 Friday 7 Monday
- 3b
 - 2 three fifteen 3 nine thirty 4 eleven forty-five 5 midday 6 midnight
- 3c
 - 1 on 2 at 3 in 4 every 5 in 6 on 7 every 8 at

OVERVIEW

PAGES 58–59

Vocabulary: Verbs – things you do

Reading: Amazing people!

Grammar: *can/can't*

Pronunciation: *can/can't*

Common European Framework: Students can talk generally about abilities.

PAGES 60–61

Grammar: Questions with *can*

Pronunciation: Strong and weak form of *can*

Reading and vocabulary: Parts of the body

Common European Framework: Students can ask and answer questions about their own and other people's abilities.

PAGES 62–63

Grammar: Review of questions

Task: Do a class survey

Common European Framework: Students can ask and answer a range of basic questions relating to their skills and interests.

PAGES 64–65

Writing: Describe your skills and interests

Speaking: Making requests

Common European Framework: Students can describe their abilities and their interests; can make and respond to requests.

Vocabulary (PAGE 58)

Verbs – things you do

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Draw a line on the board with *easy* at one end and *difficult* at the other. Check students understand the two words and then give them some actions you have previously introduced, for example *cook a dinner for eight people, speak English, play the piano, play tennis, use a computer*. Put students into small groups and ask them to discuss where the actions should go on the line. When all the groups have finished, ask one person from each group to write their answers on the board. If possible, give each group a different colour. As a class, compare the ideas and see if there is any agreement.

- 1 Focus students on the photos and ask them to match the photos with the words in the box and to decide which verb in the box is not represented. Drill the pronunciation paying particular attention to *walk /wɔ:k/*.

ANSWERS:

All the words in the box apart from *paint a picture* are in the photos.

- 2a Students work individually to choose the correct answers. Check in pairs.
- b 8.1 Play the recording for students to check their answers. Point out the use of *like/love + -ing* in sentences 3, 5 and 10. Ask students to find three examples of frequency adverbs (sentences 4, 7 and 8).

ANSWERS:

1 take 2 walk 3 swimming 4 play 5 dancing 6 run
7 paint 8 drive 9 ride 10 singing

- 3a Change a couple of the sentences so that they are true for you as examples. Students then work individually to rewrite the sentences about themselves.
- b Focus on the example conversation and highlight the use of *Do you?* to invite a response. You might also like to remind students of *Me too!* to agree. Students then work in pairs to compare their sentences.

ADDITIONAL PRACTICE

Workbook: Vocabulary: *Verbs – things you do*, page 32

Reading (PAGE 59)

Amazing people!

- 1 Check the meaning of *amazing*. Students read the text quickly to find the abilities mentioned. Check in pairs and then as a class.

ANSWERS:

Vadim: can play 300 chess games at the same time
Alvaro and Alicia: can swim 25 metres even though they are only nine months old
Emiko: can paint with her feet

- 2 Students work individually to decide which of the statements are true and which are false. Check in pairs and then as a class.

ANSWERS:

1 T 2 F 3 T 4 F 5 T 6 T

- 3 Students work in pairs or small groups to talk about people they know with amazing abilities. If your students can't think of anyone they know personally, encourage them to talk about famous people.

ADDITIONAL PRACTICE

Workbook: Listen and read: *AIBO – the electronic pet*, page 32

Grammar focus 1 (PAGE 59)

can/can't

See *Teaching tips: Working with grammar*, page 20.

- 1 Students work individually to complete the sentences with the verb phrases in the box. If students can't remember the answers, encourage them to refer to the text in the Reading section.

ANSWERS:

1 can play 2 can't win 3 can swim 4 can't walk
5 can't paint 6 can paint

GRAMMAR

can/can't

Draw two columns on the board with *positive* and *negative* at the top of each. Write *She ___ play chess.* in the first column and *He ___ run fast.* in the second column. Elicit answers to complete the two sentences. Ask students for one or two other sentences with *can* and *can't* about the people from the texts and write them on the board as well. Go through the sentences in the Grammar box and highlight the following:

- the word order: subject + *can/can't* + verb.
- *can* is the same for every subject (*I/you/he/she/it/we/they*), and there is no *-s* with *he* and *she*: *He/She cans swim.*
- there is no *to* after *can*: *I can to swim.*
- there is no *don't* in the negative form: *I don't can swim.*

You may want to ask students to read Study 1 on page 112 for more detailed information on *can/can't*.

- 2 8.2 Work through the example with your students and elicit the answer for question 1 from the whole class to make sure they know what to do. Students then work individually to write complete sentences using the prompts. Check in pairs and then play the recording to check as a class.

ANSWERS:

- 1 He can't play chess.
- 2 They can swim 25 metres.
- 3 She can't remember all her friends' birthdays.
- 4 He can't play the piano.
- 5 He can cook well.
- 6 They can't drive.
- 7 You can speak a foreign language.
- 8 I can't run fast.
- 9 She can read music.
- 10 They can't dance very well.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Ask students to listen to the sentences again and tell you the difference in pronunciation between *can* /kæn/ and *can't* /kɑ:nt/. If your students can't hear the difference, model it yourself by exaggerating the length of the /ɑ:/ in *can't*.
It is important to encourage students to use the weak form of *can* in positive sentences as soon as possible. The strong form /kæn/ often sounds very much like *can't* in connected speech because we usually drop the final /t/. This can result in confusion and communication breakdown. One way to encourage the use of the weak form of *can* /kən/ is to make students 'overstress' the verb when drilling positive sentences. Note also that in American English *can't* is pronounced /kænt/.
- 2 Drill the pronunciation chorally and individually. Put students into pairs to say the sentences from exercise 2 to each other for more practice.

- 3a Give students a few minutes to personalise the sentences from exercise 2.
b Students work in pairs to compare their sentences.

Grammar focus 1, exercise 3b: Alternative suggestion

During exercise 3b, ask students to make notes about what their partners say. Once they have finished comparing their ideas, form new pairs and ask students to report on what their original partner said, e.g. *Leticia's cousin can play chess and her brother can swim 25 metres.*

ADDITIONAL PRACTICE

Study, practice & remember: Practice 1

Workbook: Grammar focus 1: *can/can't*, page 33; Pronunciation: *can/can't*, page 33

Grammar focus 2 (PAGE 60)

Questions with can

See *Teaching tips: Working with grammar*, page 20.

- 1 Focus students on the photos and elicit descriptions. Check the meaning of *job advert* and then ask students to match the photos to the job adverts. During feedback, focus attention on the adverb *well*. Make sure students realise that we use *this* instead of *good* when using a verb. Write on the board: *He plays chess good.* and then replace *good* with *well*.

ANSWERS:

from left to right: dance teacher, nanny, personal trainer

- 2a 8.3 Explain to students that Olivia needs a job for the summer. Students listen to Olivia and tick the things from the job adverts that she can do and cross those that she can't do.

ANSWERS:

Can: dance, swim, run, drive a car, cook well, speak English
Can't: sing, play the piano, play tennis

- b Ask students to work in pairs to decide which is the best job for Olivia. Check as a class and encourage students to justify their answers if there is disagreement.

GRAMMAR

Questions with can

Write *___ you sing?* on the board and ask students to complete the question. Elicit two or three more questions beginning with *Can ... ?*, using the job adverts for inspiration if needed. Write a tick and a cross next to the questions, and elicit the short answers. Write *Yes, I can.* and *No, I can't.* on the board. Read through the examples in the Grammar box and highlight the following:

- the word order: *Can* + subject + verb.
- the question is the same for every subject (*I/you/he/she/it/we/they*).
- there is no *do* or *does* in questions with *can*: *Do you can swim?*
- the verb is not usually repeated in the short answer: *Yes, I can drive.*

Potential problems with can

In Grammar focus 1 and 2, *can* is used for ability, but students may already know several phrases which use *can* for permission/rules or requests, e.g. *Can I borrow a pen? Can you repeat that, please? Can I sit here? You can't go in yet.* If they are confused, focus them on *can* for ability at this point, but tell them that they are going to look at *can* for permission/rules in Reading and vocabulary and for requests in the Grammar live section at the end of this unit.

You may want to ask students to read Study 2 on page 112 for more detailed information on *can/can't*.


- 3a Work through the example with your students. They then work individually to write questions for the rest of the prompts. Check in pairs and then as a class.

ANSWERS:

- 1 Can you play tennis?
- 2 Can you swim?
- 3 Can you run fast?
- 4 Can you cook well?
- 5 Can you play the guitar?
- 6 Can you ride a bike?
- 7 Can you drive a car?
- 8 Can you speak three languages?

Grammar focus 2, exercise 3a & b: Alternative suggestion

If you have a group of confident false beginners, you might want to play the recording from exercise 3b to check the answers. Then play the recording again for students to decide whether the answers are *yes* or *no*.

- b  8.4 Ask students to listen to the questions from exercise 3a and decide if the answers are *yes* or *no*.

ANSWERS:

- 1 Yes 2 Yes 3 No 4 No 5 Yes 6 No 7 Yes 8 No

PRONUNCIATION


See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Model the strong and weak forms of the pronunciation of *can*. Play the recording and ask students to pay attention to how they are used in the questions and short answers. Confirm that the weak form /kən/ is used in the questions, /kæn/ is used in positive short answers and /kɑ:nt/ is used in negative short answers.
 - 2 Drill the questions chorally and individually. Put students into pairs to practise saying the questions in exercise 3a to each other.
- 4a Students work in pairs to find three things their partner can do but they can't, using the questions from exercise 3a. If you have a mixed ability group, pair stronger students together and encourage them to make up more questions regarding abilities to ask each other.
- b Highlight the example sentence and then ask students to report back to the class on the differences they found in exercise 4a. If you have a large group, try to make sure that everyone says at least one sentence.

Grammar focus 2: Additional activities

- a Students write down four things they can do. They then walk around the class in order to find somebody else who can do the same things. Students should try to find a different person for each skill. For feedback, students can tell the whole class their answers.
- b Students write down the names of three people they know well (either friends or family members). Students work in pairs and ask each other what the people can and can't do. Students must find two things each person can do, and two things they can't do.

ADDITIONAL PRACTICE


-  **Resource bank:** Activity 8A *What can you do? (can/can't)*
Study, practice & remember: Practice 2
Workbook: Grammar focus 2: *Questions with can*, page 33

Reading and vocabulary (PAGE 61)**Parts of the body**

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Give the thumbs up sign and ask students what it means in their culture and check that students know the word *thumb*. Then use the thumbs down sign and ask what it means. Ask if students think this gesture has the same meaning all around the world. Do the same with other gestures using parts of the body, for example, clap your hands, cup your ear to show you can't hear, ways to call a waiter, wink your eye, always making sure to check that students know the name of the body part.


- 1  8.5 Focus students on the photos. Play the recording, pausing after each word, for students to check if each word is represented in the photos. Check as a class and point out the irregular plural of *foot/feet*.

ANSWERS:

All the words are in the photos.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording again for students to repeat the words. Pay particular attention to the pronunciation of *foot* /fʊt/, *head* /hed/ and the silent letter *b* in *thumb* /θʌm/.
2 Drill the pronunciation chorally and individually.
- 2 Ask a couple of questions using *that* and *these* to demonstrate the activity. Ask two students to read out the example conversation and for the rest of the class to find examples in the photos. Students work in pairs to ask each other questions about the photos.
Some less confident students will benefit from a very quick review of *this/that* and *these/those*. You can find the original introduction to this language point on page 21, Unit 3 of the Students' Book.
- 3a Students work individually to complete the text using the words in the box. Check in pairs.
b  8.6 Play the recording to check the answers as a class. After checking the answers, you might like to ask if there is a difference between the way *can* is used in this text compared to the examples on page 60 of the Students' Book. Elicit that in this exercise *can* is being used to talk about permission (or rules), but on the previous page it was used to talk about ability.

ANSWERS:

- 1 hand 2 feet 3 nose 4 hands 5 eyes 6 thumb 7 head

- 4a Students read the text again to decide which ones are true for their own countries.
b Students work in pairs to compare their answers. Remind them of the response *Really?* Encourage them to ask a follow-up question, if possible.

Reading and vocabulary, exercise 4b: Alternative suggestions

- a If your students all come from the same country, ask them to think of other customs that include parts of the body that foreigners might not be aware of.
- b To practise parts of the body, play *Simon says*. Demonstrate to students that when you say *Simon says touch your head*, they have to touch their heads. Do this for a few different body parts and then demonstrate that when you only say *Touch your mouth*, they shouldn't do anything. Play the game, sometimes saying *Simon says ...* and sometimes not saying it. If a person touches the wrong body part, or they touch it when they shouldn't, they are out. After a few turns, encourage other students to take over your role. This activity can work surprisingly well if played in quick, short bursts, but some people can feel it is childish so be careful which students you use it with.

ADDITIONAL PRACTICE

Resource bank: Activity 8B *Vocabulary extension* (Parts of the body)

Workbook: *Vocabulary: Parts of the body*, page 34

Grammar focus 3 (PAGE 62)

Review of questions

See *Teaching tips: Working with grammar*, page 20.

WARM UP

Write on the board: *D__ y__ l__ f__*? Explain that there are four words in the question and that you have given students the first letter of each word. Put students into threes and invite them to complete the question. Circulate and offer clues as necessary. For feedback, elicit different possible questions, e.g. *Do you like football? Do you like films?* Praise all possible correct answers and finally tell students what the question was: *Do you like Fridays?*

- Students complete the questions individually with the words in the box. You might want to reassure students that they have encountered all of these question types in the course so far. Check in pairs and then as a class.

ANSWERS:

1 run 2 watching 3 active 4 exercise 5 toes 6 team

- 2a 8.7 Explain to students that they are going to listen to two people asking and answering the questions in exercise 1. Students listen and number the questions in the order in which they hear them. You might like to focus attention on the phrase *interested in* + gerund. Show students that *interested* is usually followed by the preposition *in* and the *-ing* form.

ANSWERS:

See answers to exercise 2b below.

- b Give students a minute to read through the answers, then play the recording again for them to match the answers to the questions.

ANSWERS:

- How active are you?
I'm not very active.
- When do you usually do exercise?
I sometimes run for the bus.
- How fast can you run?
Not very fast.
- Can you touch your toes?
No, I can't.
- Do you like playing team games; for example, basketball?
No, I hate them.
- Are you interested in watching sport on TV?
Yes, I love it.

Grammar focus 3, exercise 2b: Alternative suggestion

If you have a strong class, you might like to ask students to do exercise 2b before listening to check their answers.

GRAMMAR

Review of questions

Students have studied a lot of question forms so far, but they will still be causing problems. Factors such as word order, auxiliary verbs and pronunciation mean that it takes students a long time to be able to control question forms appropriately. With lots of review and recycling they will manage it, though.

If you would like to check for yourself what aspects of questions have been introduced to students, you can find them on the following pages in the Students' Book: Unit 2, page 15; Unit 3, page 23; Unit 4, page 31; Unit 5, page 40; Unit 6, page 45 and Unit 7, page 53.

Read through the examples in the Grammar box and highlight the following:

- the word order: *be* + subject, *can* + subject + verb, *do* + subject + verb
- the position of *Wh-* question words at the beginning of questions.

You may want to ask students to read Study 3 on page 113 for more detailed information on questions.

- 8.8 Do the first question as an example with the class. Students then work in pairs to rearrange the words to make questions. Ask each pair to check their questions with a different pair and then play the recording to check as a class.

ANSWERS:

- What sports do you like doing?
- Can you run ten kilometres?
- Do you walk to school or work every day?
- Can you stand on your hands?
- How many days a week do you do exercise?
- Do you usually run up the stairs?

- Give students a moment to select eight questions from exercises 1 and 3. Students then work in pairs to ask and answer the questions.

ADDITIONAL PRACTICE

Resource bank: Activity 8C *Question word quiz* (Review of questions)

Study, practice & remember: Practice 3

Workbook: *Grammar focus 3: Review of questions*, page 34

Task (PAGES 62–63)

Do a class survey

See *Teaching tips: Making tasks work*, page 23.


Preparation (PAGES 62–63)

Listening and reading

- Focus students on categories 1–4 in the survey on page 63 and on the photos below it. Students match the photos to the categories from the survey. Do this in open class.

ANSWERS:

1 chalkboard 2 violin 3 potter 4 typewriter

- 2  **8.9** Explain that students are going to listen to Bindi answering the first part of the survey. Give students a moment to read through the questions and then deal with any problem vocabulary, for example *in your head, kind of, spelling, essays*. Emphasise the fact that students have to listen for the number of individual questions asked, not just the categories covered and then play the recording. Check in pairs and then as a class.

ANSWERS:

1 5 (Numbers: 1, 2, 3; Musical: 1, 2) 2 Yes

- 3a Focus students on the Useful language box, part a. Play the recording again for students to tick the questions they hear.

ANSWERS:

Do you like (maths/art/singing)? ✓
 Can you do this (In your head: 356 + 567)? ✓
 How good are you at (playing the piano / remembering phone numbers)? ✓

- b Focus students on the answers in part b of the Useful language box. Play the recording again for students to tick the ones that they hear.

ANSWERS:

Yes, I can play (the piano / guitar). ✓
 I'm (very / not very) good at remembering numbers. ✓

Listening and reading, exercise 3b: Alternative suggestion

If you have a class of confident false beginners, you might like to ask students to do exercises 3a and 3b together to challenge them more.

Task (PAGES 62–63)**Speaking**

- 1a Give students plenty of time to prepare their answers for the questions from the survey. Encourage them to use the Useful language box and to make a note of their ideas so they can use them in the following speaking activity. Circulate and offer help and encouragement. Try to ensure that students have written correct sentences.
- b Put students into small groups to ask and answer the questions. Encourage them to make notes about each other's responses. Circulate and make sure that nobody is dominating the conversation too much.
- 2 Ask two students to model the example conversation aloud. Elicit that the first speaker is speaking about themselves, but the second speaker is referring to other students he/she has been speaking to. Put students into pairs, with a partner from a different group if possible, to report on the results of their surveys.

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework, and bring the recordings to the next class.

Some additional ideas could include:

- Ask students to talk only about themselves in a monologue.
- Ask students to talk about other students in the class using their notes from exercise 1b.
- Set up interview style recordings in pairs with one person asking questions from the survey and the other person giving their answers.

Language live (PAGES 64–65)**Writing (PAGE 64)****Describe your skills and interests****Culture notes**

Basel, with 166,000 inhabitants, is the third biggest city in Switzerland. Although situated in the German speaking part of Switzerland, its suburbs spread across the borders into both Germany and France. It is a centre of production for the chemical and pharmaceutical industries and also has an important port. Basel has a large university which claims to have been the first one ever created in Switzerland. It is also famous in Switzerland for culture with a number of theatres, museums and opera companies.

The pronunciation of the city's name causes a number of problems. The city has at least four different spellings, Basle, Basel, Bâle and Basilea, depending on which language you are using. Its German pronunciation is /ba:zəl/, but the anglicised pronunciation is usually based on the French version of /ba:l/.

Ankara, with a population of about 5 million, is the capital city of Turkey and the country's second biggest city after Istanbul. It is located in the centre of the country and is an important commercial and industrial city. It has an ancient history with evidence of settlements there going back over 4,000 years to the Hittites in the Bronze Age.

Historically, Ankara was famous for its production of mohair and angora wool products. Today, it is also home to wine and grape production, with a particular reputation for Muscat grapes.

- 1 Students read the short texts and answer the questions. Check in pairs and then as a class.

ANSWERS:

1 Basel in Switzerland 2 Yes 3 piano and guitar 4 No 5 31
 6 Three 7 No 8 Kelly Clarkson

- 2 Using capital letters, and punctuation in general, is obviously important for students who have a different writing system. However, even for students who use a similar writing system there can still be subtle differences which students should be aware of. Read through the information about using capital letters with the class and remind them that they were briefly introduced to capital letters on page 13, Unit 1.

Writing, exercise 2: Additional activity

Ask students to go through the text about Alice and circle all the capital letters. During feedback, ask students why the capital has been used. Highlight the four reasons from this text:

- the start of a sentence;
- a name (person/city/country);
- a nationality/language;
- the pronoun *I* is always capitalised.

- 3 Students read through the text about Mônica and add capital letters as necessary. You could help weaker students by telling them that they should make 22 alterations in the text. Check in pairs and then as a class. For feedback, you might like to write or project the text on the board and ask students to come up and correct it.

ANSWERS:

My name's Mônica and I'm from São Paulo in Brazil. I'm 28 years old. I'm good at languages. I can speak Portuguese, Spanish, Italian and English. I love learning languages. I can't play a musical instrument but I like listening to music, especially Brazilian music. My favourite singer is Marisa Monte. She's from Brazil.



- 4 Give students plenty of time to think about what they want to write and to make notes. Circulate and offer advice as necessary. Alternatively, you could ask students to do this and exercise 5 as homework.
- 5 Students write a paragraph about themselves using their notes and the text about Alice as a model.

Speaking (PAGE 65)

Making requests

See *Teaching tips: Using the video material in the classroom*, page 24.

- 1 Focus students on the photo and read the question. Elicit the purpose of *can*: for permission. Focus students on the statements. Check the meaning of *lecture hall*, *early*, *late* and *take notes*. Make sure you give students enough time to read the statements before they watch the DVD and choose the correct answers. Check in pairs and then as a class.

ANSWERS:

- 1 university student 2 in a lecture hall 3 late 4 hasn't
5 sleeps

- 2 Play the recording again for students to decide if Ross (R) or another person (A) says the phrases. Check in pairs and then as a class.

ANSWERS:

- 1 R 2 A 3 R 4 R 5 A 6 A 7 A 8 R 9 A

Speaking, exercise 2: Alternative suggestion

If you have a class of false beginners, you might like to ask students to decide who says the phrases before they watch the recording again to check their answers.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the DVD for students to pay attention to the pronunciation. You might like to ask them to focus on the stressed words or the intonation. Pause after each phrase to drill the pronunciation.
- 2 Students work in pairs to practise saying the key phrases to each other. Circulate and monitor for appropriate pronunciation and sentence stress.

- 3a Do the first one with the class as an example. Students work individually to choose the correct answers. Check in pairs and then as a class.

ANSWERS:

- 1 Yes, of course.
- 2 Here you are. That's one euro, please.
- 3 Yes, of course.
- 4 Yes, it's D-A-V-I-D.
- 5 Yes, here you are.
- 6 It's 8 o'clock.

- b Students work in pairs to practise the conversations. Encourage them to personalise the conversations, e.g. by spelling their own names and by changing some of the other details. Invite pairs to perform their conversations to the class for feedback.

ADDITIONAL PRACTICE

- Workbook:** Writing: *Describing your skills and interests*, page 35;
Language live: *Making requests*, page 35

Students can now do Progress test 4 on the Teacher's Resource Disc.

Study, practice & remember

(PAGES 112–113)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1

ANSWERS:

- 1
1 does 2 not 3 to 4 do 5 to 6 does 7 do 8 not
- 2
Students' own answers

Practice 2

ANSWERS:

- 1
1 to 2 do 3 does 4 to 5 can 6 does 7 to 8 do
- 2
2 Can she sing? Yes, she can.
3 Can he cook? Yes, he can.
4 Can they dance salsa? No, they can't.
5 Can she swim? Yes, she can.
6 Can he play tennis? No, he can't.
7 Can she ride a bike? Yes, she can.
8 Can they run fast? No, they can't.

Practice 3

ANSWERS:

- 1
1 b 2 a 3 c 4 b 5 a 6 b 7 b 8 c
- 2
1 Where does he live?
2 How many languages can you speak?
3 What nationality are they?
4 Where is your teacher?
5 What musical instruments can she play?
6 How does he go to school?
7 What do they do on Saturdays?
8 Where are they from?

Remember these words

ANSWERS:

- 1
1 play 2 swim 3 remember 4 take 5 forget 6 drive
7 walk 8 ride
- 2
Students' own answers
- 3
1 head 2 arm 3 nose 4 mouth 5 finger 6 thumb 7 eye
8 foot
- 4
1 team 2 fast 3 toes 4 remember 5 ride 6 at 7 with
8 in

OVERVIEW

PAGES 66–67

Vocabulary: Months of the year

Pronunciation: Word stress in months

Vocabulary: Ordinal numbers and dates

Pronunciation: Dates

Listening: Special days

Common European Framework: Students can talk about special days and dates in the calendar.

PAGES 68–69

Reading: In 1986 ...

Grammar: Past simple of *be*: *was/were*

Pronunciation: *was, wasn't, were* and *weren't*

Grammar: Questions with *was/were*

Common European Framework: Students can ask and answer questions about the past.

PAGES 70–71

Vocabulary: Years

Task: Talk about your childhood

Common European Framework: Students can briefly talk about past events in their own history.

Vocabulary (PAGE 66)

Months of the year

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Teach the four seasons: *winter, spring, summer, autumn* and see if your students have all of these seasons in their own countries or not. Write, draw or find photos of the following: *play football, go skiing, go to the beach, go walking in the mountains, ride a bike, swim in the sea, drive a car, take photos* and any others you feel students will know and will be relevant.

Students then work in pairs or small groups to decide which season each is most likely to be done in. Check whether the whole class agrees but don't insist on a correct answer, instead allow different opinions.

- 1 9.1 Write the date on the board and elicit the season you are currently in. Ask about festivals or important holidays that take place this month, and find out if anybody has a birthday. Teach the word *month* /mʌnθ/ and then focus on the months in the Students' Book. Ask students to listen to the pronunciation and put the words in the correct order. Write them in order on the board.

ANSWERS:

January February March April May June July
August September October November December

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording again for students to mark the word stress. Check in pairs and then as a class by writing the words with their stressed syllables on the board.

ANSWERS:

January February March April May June July
August September October November December

- 2 Drill the pronunciation chorally and individually. For this particular language point you could try to vary drills in some of the following ways:
 - change the volume: Whisper or shout the words and ask students to copy you.
 - change the speed: Say some of the months very quickly and others very slowly and ask the class to copy you.
 - around the class: Ask the first student to say *January*, the next to say *February*, and so on.
 - random students: Indicate with an open palm a student at random to say *January*, then indicate another student from a different part of the class to say *February*, and so on.
 - backwards drill: Start with *December*, then *November*, *October*, etc. ... until you get to *January*.

- 2 Students work in pairs to answer the questions. Encourage students to ask follow-up questions, for example *Why is May your favourite month?* Finish off by telling students which your favourite month is and why.

ADDITIONAL PRACTICE

- Workbook:** Vocabulary: *Months of the year*, page 36; Pronunciation: *Months of the year*, page 36

Vocabulary (PAGE 67)

Ordinal numbers and dates

See *Teaching tips: Working with lexical phrases*, page 21.

- 1 9.2 Play the recording and pause after each ordinal for students to repeat. Pay particular attention to the final /θ/ sound in *fourth*, *fifth* and *sixth*.

Potential problem: /θ/

Students tend to have lots of problems with the /θ/ sound in ordinals because of the consonant cluster it creates. Don't insist on them being absolutely correct at this point, but gently correct over time.

- 2a Students work in pairs to match the words in the box with the numbers.
- b 9.3 Play the recording to check answers as a class.

ANSWERS:

a thirteenth b fifteenth c seventeenth d nineteenth
e twentieth f twenty-second g thirtieth h thirty-first

- 3 Students work in pairs and alternately count up from *first* to *thirty-first*. This could also be done backwards from *thirty-first* down to *first*. If you have a small class, you could go around the class nominating a different student for each ordinal.
- 4 Students work individually to complete the dates. Ask them to refer to exercises 1 and 2a if they are unsure of the spellings. Check in pairs and then as a class.

ANSWERS:

first, second, third, fourth, fifth, ninth, twelfth, twentieth

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 9.4 Play the recording for students to notice the pronunciation of the dates and pause after each date for them to repeat. Pay attention to the /θ/ sound in the ordinals and the weak form of *the* /ðə/ and *of* /əv/.
- 2 Drill the pronunciation chorally and individually.

ADDITIONAL PRACTICE

Workbook: Vocabulary: *Ordinal numbers and dates*, page 36

Listening (PAGE 67)

Special days

Culture notes

Canada Day (1st July) celebrates the day in 1867 when Canada was made a country within the British Empire. Most communities hold local celebrations with parades, parties, festivals, barbecues and fireworks.

United Nations Day (24th October) celebrates the day the Charter of the United Nations came into force in 1947. Since 1971, the UN has called for the day to be a holiday in every country in the world, however very few countries have actually implemented this.

St. Patrick's Day (17th March) celebrates the patron saint of Ireland. Traditionally, people in Ireland have parades, parties and family meals on this day.

Independence Day (Mexico) (16th September) The holiday actually starts on the evening of the 15th with the celebration of the Cry of Dolores (*Grito de Dolores*) and then continues into the 16th. On the evening of the 15th, officials ring bells reminding people of the sacrifices made for independence and then the 16th is celebrated as a holiday with parades, marching band competitions and concerts.

Freedom Day (27th April) This day celebrates freedom and remembers the first non-racial elections held in South Africa after the apartheid system was disbanded. As well as political events there are also music festivals, big outdoor meals and family entertainment.

New Year's Day (1st January). All over the world there are parties that start on the evening of 31st December to celebrate the start of the New Year. On the stroke of midnight there are often fireworks and people hug and kiss. Many people make resolutions, or promises, about things they hope to do in the next year, for example lose weight or give up smoking.

Labour Day (Canada) (first Monday in September) Unlike many countries around the world which have Labour Day on 1st May, in Canada it falls in September. Unions try to organise events, but most people see it as a long holiday weekend.

Thanksgiving (Canada) (second Monday in October) Thanksgiving in the United States falls in November, but in Canada it is much earlier. The traditions are similar in that it is a family holiday with a big meal forming the highlight of the day. As well as food, sport and parades are also important.

Remembrance Day (11th November) At 11 o'clock on 11th November 1918, World War I officially came to an end. At the same time every year Commonwealth countries pause to remember all the people who have died in wars. Politicians and former and current armed services personnel lay wreaths of red poppies in memory of those who died fighting for their country.

- 1 9.5 Check the concept of *special days* by eliciting a few from the students' own countries. Give students a minute to read the days and the dates and then play the recording for them to match the two together. Check in pairs and play a second time as necessary. Check as a class. During feedback, encourage students to say the whole date, e.g. *the sixteenth of September* and not just a or b.

ANSWERS:

1 d 2 e 3 c 4 a 5 b

- 2a Ask students to read the text quickly to answer the question. Check answers as a class.

ANSWERS:

five: Canada Day, New Year's Day, Labour Day, Thanksgiving and Remembrance Day

- b 9.6 Ask students to look at the gaps and predict the information they will need, for example a month, a date or an ordinal number. Play the recording for students to complete the text. Check in pairs and then as a class.

ANSWERS:

1 1st January 2 September 3 second 4 11th November

- 3a Make sure students have enough time to make notes about five different dates. Circulate and offer help with the pronunciation of specific dates as necessary.
- b Ask two students to read the example conversation aloud. Students work in pairs to talk about the dates they chose.

Listening, exercise 3b: Additional activity

Teach the question: *When's your birthday?* Ask students to stand in a line with the person with the earliest birthday in the year standing at the front and the person with the latest birthday at the end. Make sure you only use birthdays and not birth years as this might be embarrassing for some people.

Reading (PAGE 68)

In 1986 ...

WARM UP

If your students are old enough, write the year 1986 on the board and ask them what they remember happening in that year and where they were. You could also show pictures of yourself from 1986 and talk about what you were doing (if you are old enough).

If your students are not old enough, you could find some photos from 1986 and show them to your students and ask them to guess the year.

- 1a Focus students on the photos and see if students can identify any of the people. Then focus students on the words in the box and check the meaning of *records* and *east*. Students then read the text and try to complete it using the words. Check in pairs.
- b 9.7 Play the recording for students to check their answers. Check as a class.

ANSWERS:

1 75 2 Tom Cruise 3 two 4 East Berlin 5 Argentina
6 records 7 Poland

- 2 Point out to students that these questions are about the present. Students work in pairs to see how many questions they can answer.

Reading, exercise 2: Alternative suggestions

- a If you feel that your students will have difficulties with these questions, you could ask them to research the answers for homework.
- b Organise students into teams with their books closed. Read each question aloud and give the teams a minute to discuss and write their answers. Check the answers with the class at the end and give one point for each correct answer. The team with the highest number of points is the winner.

ADDITIONAL PRACTICE

- 📖 **Workbook:** Listen and read: *When they were young*, page 37

Grammar focus 1 (PAGES 68–69)

Past simple of *be*: *was/were*

See *Teaching tips: Working with grammar*, page 20.

- 1 Find the first examples of *was* and *were* in the text with the class as an example: *Ronald Reagan was President of the USA*. and *Other popular films in that year were Crocodile Dundee ...*. Students then work through the rest of the text to find other examples.

GRAMMAR

Past simple of *be*: *was/were*

Write *In 1986 ...* on the board and two columns below it. Write two of the examples from Reading, exercise 1 on the board, one with the verb *was* and one with *were* but leave blanks for the verbs. Elicit the answers to complete the sentences. Ask students to make them negative and elicit *wasn't* and *weren't*. Read through the examples in the Grammar box with your students and highlight the following:

- *was* and *were* are the past of *be*.
- we use *was* with *he, she, it* and names of people and places.
- we use *were* with *they* and plural nouns.
- the negative contractions *wasn't* and *weren't* = *was not* and *were not*.

You may want to ask students to read Study 1 on page 114 for more detailed information on the Past simple of *be*: *was/were*.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 🎧 **9.8** Play the recording or model the sentences from the Grammar box yourself. Allow time for students to listen and repeat and make sure they are using the weak forms of *was* /wəz/, *were* /wə/, *wasn't* /wəzənt/ and *weren't* /wənt/.

Potential problem: Weak forms

When drilling weak forms such as *was* and *were*, it is easy to stress these words because we want to highlight them to our students. It is therefore often useful to drill weak forms in conjunction with a stressed word before or after it. For example, drilling the phrases ... *was President* /wəz 'prezɪdənt/ or *records were ...* /'rekɔ:dz wə/ from the sentences in the pronunciation box may help your students achieve more natural pronunciation.

- 2 Put students into pairs to practise saying the sentences to each other.

- 2 Check that students realise we are talking about the past by asking them what years the sentences are about: *the 1950s*. Students work in pairs to complete the sentences with *was, wasn't, were or weren't*. If you have a multicultural class, try to make sure you have pairs made up of people from different cultures.

ANSWERS:

- 1 were 2 weren't, was 3 weren't, were 4 were 5 were
6 were, were 7 weren't, was

ADDITIONAL PRACTICE

- 📖 **Study, practice & remember:** Practice 1

Workbook: Grammar focus 1: *Past simple of be*: *was/were*, page 38

Grammar focus 2 (PAGE 69)

Questions with *was/were*

See *Teaching tips: Working with grammar*, page 20.

- 1 Pre-teach the word *fan*. Students work individually to read the text and answer the questions. Check in pairs and then as a class.

ANSWERS:

She's English. She's an actor.

Culture notes

RADA (the Royal Academy of Dramatic Art) was founded in 1904 and is one of the oldest drama schools in the UK. It is seen as one of the most prestigious places to study drama in the world. Some of its famous students have included Sir Roger Moore, Ralph Fiennes, Sir Anthony Hopkins and Joan Collins.

- 2 Students work individually to match the answers to the questions. Encourage them to refer to the text and remind them that it can be useful to underline the parts of the text which give them the answers. Check in pairs and then as a class.

ANSWERS:

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

GRAMMAR

Questions with *was/were*

Write *___ she happy as a child? ___ they interested in acting?* on the board. Ask your students to complete the questions with *was* or *were*. Put a tick and a cross next to each of the questions and elicit the short answers *Yes, she was. / No, she wasn't.* and *Yes, they were. / No, they weren't.* and write them on the board. Also write a *Wh-* question on the board, for example *When was she a student?* Drill the questions and short answers with the class, focusing on natural rhythm and stress. Read through the examples in the Grammar box and highlight the following:

- the word order in questions: *she was* → *was she?*
- the use of pronouns in short answers.
- *was* and *were* are unstressed in questions (particularly in *Wh-* questions), but are stressed in short answers.

You may want to ask students to read Study 2 on page 114 for more detailed information on questions with *was/were*.

- 3a Focus students on the photo of Cary Grant. Ask if anyone recognises him and if they know any films that he made. Draw attention to the dates (1904–86) and elicit the fact that he is no longer alive and that we are talking about him in the past. Tell students to complete the questions about him without reading the text. Check in pairs and then as a class.

ANSWERS:

See answers to exercise 3b below.

- b Students work individually to find the answers to the questions in the text. Check in pairs and then as a class.

ANSWERS:

- 1 Were; No, they weren't. They were British.
 - 2 Was; No, he wasn't. He was born (in Bristol) in England.
 - 3 Was; No, it wasn't. His real name was Archibald Leach.
 - 4 Was; No, he wasn't.
 - 5 was; His first job was in the USA.
 - 6 Was; No, it wasn't. His first film was *Blonde Venus*.
 - 7 were; Four of his films were *Blonde Venus*, *Bringing up Baby*, *North by Northwest* and *Walk, Don't Run*.
 - 8 was; His last wife was Barbara Harris.
- 4 Give students a minute to read the questions and think about their answers. Then ask two students to model the example conversation. Students then work in pairs to talk about their answers.

Grammar focus 2, exercise 4: Additional activity

If it is appropriate for your students, ask them to write some sentences for homework about their life in 1986. These can be put up around the classroom in the next lesson for the other students to read. If your students are too young to write about 1986, choose a more recent year or ask them to write about their lives when they were ten years old. Encourage your students to use the texts about Gemma Arterton and Cary Grant as models.

ADDITIONAL PRACTICE

- Resource bank: Activity 9B *Where were you?* (Questions with *was/were*)
- Study, practice & remember: Practice 2
- Workbook: Grammar focus 2: *Questions with was/were*, page 39

Vocabulary (PAGE 70)**Years**

See *Teaching tips: Working with lexical phrases*, page 21.

- 1a 9.9 Play the recording and pause after each year for students to repeat.
- b 9.10 Play the recording for students to write the years they hear. Check in pairs and then play it again. Check as a class by inviting students to write the years on the board.

ANSWERS:

1995, 2003, 1948, 1908, 1899, 2020, 1970, 2014

- 2a Focus students on the photos and ask them if they can say what each person is famous for (see Culture notes below). Students then work in pairs to try and match the photos to the place and year of birth.

Culture notes

- Rafael Nadal** is one of the top male tennis players from the last 10 years.
- Daniel Craig** is an actor and is most famous for his role as James Bond.
- Harper Beckham** is the daughter of David and Victoria Beckham. David Beckham was a famous English footballer and Victoria was a famous singer in the Spice Girls.
- Priyanka Chopra** was Miss World in 2000 and is now a very successful Bollywood actor.
- Nelson Mandela** was a civil rights campaigner who was imprisoned in South Africa for 27 years. Upon his release he became president of the country.
- Shakira** is a famous singer, songwriter and dancer.

- b 9.11 Play the recording to check the answers.

ANSWERS:

Rafael Nadal – Manacor, Spain, 1986
 Daniel Craig – Chester, UK, 1968
 Harper Beckham – Los Angeles, USA, 2011
 Priyanka Chopra – Jamshedpur, India, 1982
 Nelson Mandela – Mvezo, South Africa, 1918
 Shakira – Barranquilla, Colombia, 1977

- c Check students remember the difference between *when* and *where*. Students then ask a partner questions using *when* and *where* about the people in exercise 2a: *When was he/she born?* and *Where was he/she born?*
- 3 Students work in groups to ask the same questions from exercise 2c of each other. Draw attention to the use of the first and second person forms in the model conversation.

ADDITIONAL PRACTICE

- Resource bank: Activity 9A *The date game* (Dates, months and years); Activity 9C *Vocabulary extension* (Describing people: *has*)
- Workbook: Vocabulary: *Years*, page 39

Task (PAGES 70–71)**Talk about your childhood**

See *Teaching tips: Making tasks work*, page 23.

Preparation (PAGES 70–71)**Listening**

- 1a 9.12 Focus on the photos and elicit what students can see. Check the meaning of *pets*. Give students time to read through the list and then play the recording for students to tick the items that are mentioned.

ANSWERS:

Jack talks about his family, his best friend, his school and his favourite thing.

- b Focus on the Useful language box and give students time to read through all of the phrases. Play the recording again for students to tick the phrases they hear.

ANSWERS:

Were you (quiet or noisy / clean or dirty)? ✓
 Who was your (best friend / favourite person) in your family? ✓
 What was your favourite subject? ✓
 Were you good at (sport/maths/music)? ✓
 That's a difficult question. ✓
 I can't remember ✓
 I was(n't) good at (sport/music). ✓
 My favourite (subject/person/sport) was ... ✓
 It was (great/fun/terrible)! ✓

- 2 Try to elicit as many of the answers as possible, but don't put too much pressure on students if they can't remember. Play the recording for students to check or note down Jack's answers.

ANSWERS:

I was noisy!
 I think my favourite person was my grandfather.
 My best friend was a boy called Tim.
 I think my favourite subject was maths.
 No, I wasn't! I wasn't good at sport at all.

- 3 Students work individually to match the questions from the Useful language box to the categories. Check as a class.

ANSWERS:

People: Who was your (best friend / favourite person) in your family? Were your (teachers / brothers and sisters) nice to you? Were you nice to your (friends/brother/parents)?
School and interests: What was your favourite subject? Were you good at (sport/maths/music)? Were you interested in (reading/sport)?
You: Were you (tall/short)? Were you (quiet or noisy / clean or dirty)? Were you naughty at home?

Task (PAGE 71)**Speaking**

- 1a Give students plenty of time to think about their answers, using the Useful language box for language and inspiration. Circulate and offer help and encouragement as necessary.
- b Put students into pairs and tell them to select six questions to ask each other. Encourage them to make notes of the answers to make the next exercise easier.
- 2 Ask a student to read the example sentences aloud. Students work in small groups to tell each other about their childhoods.

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework, and bring the recordings to the next class.

For this activity, you could have students talking about their own childhood or you could ask them to use their notes from exercise 1b to talk about their partner's childhood.

ADDITIONAL PRACTICE

- ➡ **Workbook:** Writing: *Write about your childhood*, page 39

Study, practice & remember

(PAGES 114–115)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.**Practice 1****ANSWERS:**

- 1
 1 was 2 were 3 weren't 4 were 5 was 6 wasn't 7 was
 8 weren't
- 2
 1 was 2 weren't 3 wasn't 4 were 5 weren't 6 were
 7 was 8 wasn't

Practice 2**ANSWERS:**

- 1
 1 did 2 be 3 was 4 did 5 do 6 be 7 was 8 does
- 2a
 1 Were 2 Was 3 Were 4 Was 5 Were 6 Was 7 Were
 8 Was
- 2b
 1 Yes, I was. 2 No, he wasn't. 3 Yes, they were. 4 Yes, she was.
 5 No, I wasn't. 6 Yes, it was. 7 No, they weren't.
 8 No, he wasn't.
- 3
 1 He was a singer. 2 He was born in Rome in Italy.
 3 No, they weren't. 4 He was an accountant.
 5 She was a maths teacher. 6 Yes, they were.
 7 No, he wasn't. 8 Yes, he was.

Remember these words**ANSWERS:**

- 1a
 1 September 2 May 3 January 4 July 5 November
 6 February 7 March 8 June 9 April 10 December
 11 August 12 October
- 1b
 January, February, March, April, May, June, July, August, September,
 October, November, December
- 2
 1 the twenty-third of June
 2 the nineteenth of March
 3 the twelfth of November
 4 the seventeenth of May
 5 the first of August
 6 the thirty-first of December
 7 the twenty-second of January
 8 the third of March
- 3
 1 nineteen eighty-eight
 2 nineteen ninety
 3 two thousand and seven
 4 twenty fourteen
 5 nineteen seventy-nine
 6 two thousand
 7 nineteen oh nine
 8 nineteen ninety-nine

OVERVIEW

PAGES 72–73

Grammar: Past simple: regular verbs (positive)

Pronunciation: Past simple -ed endings

Grammar: Past simple: regular verbs (negative)

Common European Framework: Students can talk about people's lives using regular verbs in the Past simple.

PAGES 74–75

Vocabulary: Verbs – life events

Reading: Vivienne Westwood

Grammar: Past simple: irregular verbs (positive and negative)

Common European Framework: Students can produce and understand information about other people's past events.

PAGES 76–77

Vocabulary: Creative jobs

Pronunciation: Word stress in jobs

Task: Do a quiz

Common European Framework: Students can do a quiz using the Past simple.

PAGES 78–79

Writing: Apologies and thanks

Speaking: Apologies and thanks

Common European Framework: Students can apologise and respond to apologies; can write a simple thank you message.

Grammar focus 1 (PAGES 72–73)

Past simple: regular verbs (positive)


See *Teaching tips: Working with grammar*, page 20.

WARM UP

Write some categories on the board that you think your students might be interested in, for example *Art, Music, Theatre, Politics, Science, Sport*, etc. Elicit one or two famous names for each of the categories and then elicit whether the people are dead or alive. Ask further information about one of the people, for example *Where does/did he/she work? Why is/was he/she famous?* Put students into small groups and ask them to think of more information about the other people on the board. Circulate and offer ideas as necessary.

Don't worry if students don't produce the past tense correctly at this point as the objective is to get them thinking about the difference between past and present and to set a strong context for the class.

1a Focus students on the photos and make sure they are aware of who the people are by reading the information strips on each photo. Students then work in pairs to match the sentences with the photos.

b  **10.1** Play the recording for students to confirm their answers.

ANSWERS:

- 1 Henri Matisse 2 Toni Morrison 3 Toni Morrison
4 Darcey Bussell 5 Darcey Bussell 6 Larry Page 7 Larry Page
8 Henri Matisse

Culture notes

Henri Matisse (1869–1954) was born in France and is generally considered to be one of the masters of modern art. He was influential in revolutionising how artists view and use colour in paintings and sculptures. His most famous works include *The Dance* and *Blue Nude*.

Toni Morrison (b. 1931) is an African American writer who has been honoured with numerous prizes including the Nobel Prize for Literature in 1993. Her most famous book, *Beloved*, is set just after the American Civil War and tells the story of an escaped slave trying to avoid recapture. The book was made into a film starring Oprah Winfrey and Danny Glover in 1998.

Darcey Bussell (b. 1969) is widely acclaimed as being one of the greatest ever British ballerinas. She danced with the Royal Ballet in London and Birmingham before retiring in 2007. She is now a judge on the BBC TV programme *Strictly Come Dancing* and works for many charities.

Larry Page (b. 1973) is an American computer scientist and internet entrepreneur. He is famous for co-founding Google with Sergey Brin and being the CEO of Google since 2011. He is believed to have a personal wealth of \$20 billion and is ranked as the 13th richest person in the USA in the Forbes Rich List.

GRAMMAR

Past simple: regular verbs (positive)

Write *like, work, start, create* and *study* on the board and ask students what the Past simple of these verbs is by referring to the sentences in exercise 1a. Write the endings for each verb on the board, in a different colour pen if possible. Read through the examples in the Grammar box and highlight the following:


- regular verbs take *-ed* to form the Past simple.
- verbs ending in *-e* (e.g. *like*) only need a *-d*.
- with verbs ending in *-y* (e.g. *study*), the *-y* changes to *-ied*.
- we use the same past tense form for *I/you/he/she/it/we/they*.

It is worth remembering that the rule for verbs ending in *-y* is a simplification. It would be more accurate to say verbs ending in consonant + *y* change to *-ied*. Verbs ending in vowel + *y* (e.g. *play*) simply take the *-ed* ending (e.g. *played*). However, at this level we feel the *-y* → *-ied* rule is enough for students to learn.

You may want to ask students to read Study 1 on page 116 for more detailed information on the Past simple: regular verbs (positive).

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1**  **10.2** Model the voiced /d/, unvoiced /t/ and the /ɪd/ endings so students can hear the difference. Play the recording, or say the words yourself, for students to complete the table.

ANSWERS:

- /d/: died, received
/t/: liked, worked
/ɪd/: started, studied, created, married

- 2** Drill the pronunciation chorally and individually. Put students into pairs to practise saying the words by playing 'verb tennis': one student says the infinitive without *to*, for example *like* and the other student then says the Past simple form, *liked*. Then the second student says an infinitive without *to* and the partner gives the Past simple form. Let this activity go on for a minute or two so that students have enough time to play with all the verbs once or twice.

Potential problem: -ed pronunciation

Students often have difficulties pronouncing Past simple regular verb endings appropriately. There is often a tendency to pronounce the letter e so that it always sounds like /ɪd/. This can be a particular problem for students who speak a language where all the letters correspond to a sound as they find it difficult to skip letters. Some techniques to help students overcome this problem include:

- asking students to count the number of syllables. In the word *liked* there is only one syllable, but if students pronounce the /ɪd/ they will have two syllables.
- drilling the pronunciation with another word following the verb that begins with a vowel, for example *He liked art*. This will help students to focus on the /t/ or /d/ endings.
- showing students that they only ever use the /ɪd/ ending when the last sound of the verb is /t/ or /d/. In every other case they should not use /ɪd/. This is important because in connected speech it is difficult to hear whether a person says /t/ or /d/.
- playing a recording with lots of Past simple regular verbs and asking students to read the audio script at the same time, for example audio script 10.1 on page 125. This will help them to see that the pronunciation is different to the spelling.

- 2 Direct students to the audio script on page 125. Ask students to underline all of the Past simple regular verbs.

ANSWERS:

Larry Page: loved, studied, created
Henri Matisse: started, worked, married, lived, died
Toni Morrison: liked, moved, started, received
Darcey Bussell: lived, worked, started

- 3 Students work in pairs to complete the sentences with the Past simple form of the verbs in brackets. Encourage students to check their answers with the Grammar box and then check as a class. During feedback, encourage students to use correct pronunciation of the past tense endings.

ANSWERS:

1 loved 2 lived 3 studied 4 died 5 moved 6 worked
 7 married 8 received

- 4a Ask students to close their books and give them a minute or two to work in pairs and remember as many of the facts as possible from exercises 1 and 3. If students are having problems remembering the names of the people, write these on the board to remind them.
- b Students work in different pairs to tell each other the facts they remembered. For feedback, elicit as many sentences as possible about each of the people from the class.

ADDITIONAL PRACTICE**⇒ Study, practice & remember:** Practice 1

Workbook: Grammar focus 1: *Past simple: regular verbs (positive)*, page 40; *Pronunciation: Past simple -ed endings*, page 40

Grammar focus 2 (PAGE 73)**Past simple: regular verbs (negative)**

See *Teaching tips: Working with grammar*, page 20.

WARM UP

If possible, find some examples of Leonardo da Vinci's art to show to students, especially *The Last Supper* and the *Mona Lisa* to help set a context. Ask students if they recognise the paintings, if they know the name of the artist and if they like the paintings.

- 1 **TT** 10.3 Tell students they are going to read about Leonardo da Vinci. Find out what they already know about him. You might like to do this by writing prompts on the board, for example *nationality, jobs, famous for, lived*, etc. Students then read the text in pairs and guess which three facts are *not* true. Play the recording for students to check their guesses.

ANSWERS:

He moved to Milan (not New York).
 He painted *The Last Supper* in 1498 (not 1458).
 He died in France (not Italy).

Grammar focus 2, exercise 1: Additional activity

If you have weaker beginners, you might like to encourage them to say all of the years in the text to provide an opportunity to review the pronunciation of years from the previous unit.

GRAMMAR**Past simple: regular verbs (negative)**

Write *He ___ move to New York*. and *He ___ paint The Last Supper in 1458*. Elicit the verbs to complete the sentences in the negative. Write a couple of positive sentences on the board from Grammar focus 1, for example *She liked reading books*. and *He studied computer science*. and ask students to change these into the negative. Read through the Grammar box and highlight the following:

- we use *didn't* to make the Past simple negative.
- the word order: subject + *didn't* + verb.
- *didn't* is a contraction of *did not*, and is always stressed.
- the negative form is the same for all subjects (*I/you/he/she/it/we/they*).

You may want to ask students to read Study 2 on page 116 for more detailed information on the Past simple: regular verbs (negative).

- 2 Go through the example with the class. Students then work individually to write corrections for the rest of the sentences about Leonardo da Vinci. Check in pairs and then as a class. For feedback, write the sentences on the board, or ask various students to, so students get another opportunity to see the different structures in the positive and the negative.

ANSWERS:

- 1 He didn't move to London in 1482. He moved to Milan.
- 2 He didn't live in Rome for many years. He lived in Milan.
- 3 He didn't paint the *Mona Lisa* in 1458. He painted it in 1503.
- 4 He didn't study history. He studied maths.
- 5 He didn't design cars. He designed planes.
- 6 He didn't like drawing vegetables. He liked drawing people.
- 7 He didn't move to France in 1519. He moved to France in 1516.
- 8 He didn't die in Italy. He died in France.

- 3a Remind students of the four people they looked at in Grammar focus 1. Students then choose two of the people and write three false sentences.
- b Model the conversation in the example. Students then work in pairs taking turns to say their false sentences and to correct their partner's.

ADDITIONAL PRACTICE

Study, practice & remember: Practice 2

Workbook: Grammar focus 2: *Past simple: regular verbs (negative)*, page 40

Vocabulary (PAGE 74)

Verbs – life events

See *Teaching tips: Working with lexical phrases*, page 21.

- 1 Focus students on the pictures and then ask them to match the pictures with the verb phrases. Check in pairs and then as a class.

ANSWERS:

1 C 2 G 3 E 4 H 5 A 6 F 7 J 8 D 9 I 10 B

- 2a Students work in pairs to select the right verb. Encourage them to refer to exercise 1 if they are unsure. Check as a class.

ANSWERS:

1 get 2 buy 3 have 4 leave 5 go 6 leave 7 get
8 pass

- b If you come from a different country to your students, you could do the first couple yourself as an example. If not, elicit the first one or two from the class and then put students into different nationality pairs to talk about the ages people generally experience these life events in their countries. If all your students are from the same country, then elicit that they will need to change *your* to *our* in the model conversation.

ADDITIONAL PRACTICE

Workbook: Vocabulary: *Verbs – life events*, page 41

Reading (PAGE 74)

Vivienne Westwood

Culture notes

Vivienne Westwood (b. 1941) is a British fashion designer who is largely credited with bringing punk and new wave fashions into the mainstream. She and her husband became famous for their designs and the fact that they worked very closely with the music group the Sex Pistols. Her designs are still very popular with all types of celebrities.

- 1a Focus students on the photos of Vivienne Westwood, the title and subheading. Students work in pairs to answer the questions. Elicit some ideas from the class. If you have a small class, you might like to do this activity all together.
- b Students read the text to check their answers. Check as a class and then deal with difficult vocabulary, for example *jewellery*, *market*, *stay together*, *punk*, *show*.

ANSWERS:

She's from England. She's a fashion designer.

- 2 Give students time to read the statements before they reread the text so that they know what information they are looking for. Students read the text again to decide if the statements are true or false. Check in pairs and then as a class.

ANSWERS:

1 F 2 F 3 T 4 T 5 T 6 F 7 F 8 F

- 3 Students work in pairs to discuss the questions. If some of your students are interested in fashion, you might like to extend this exercise by circulating and making a note of any interesting comments and writing them on the board. Ask the whole class if they agree or disagree with these comments. You could also find out if students like any other designers, for example Stella McCartney, John Galliano, Hugo Boss, or if any of your students are wearing any designer clothes or have any designer bags, jewellery or watches on them.

ADDITIONAL PRACTICE

Workbook: Listen and read: *The Kennedys*, page 41

Grammar focus 3 (PAGE 75)

Past simple: irregular verbs (positive and negative)

See *Teaching tips: Working with grammar*, page 20.

- 1a Focus on the sentence *She went to art school ...* and ask students whether we are talking about the past or the present. Ask students to identify the verb and elicit what the present is. Explain to students that while most verbs follow the regular pattern of adding *-ed* to the end of the infinitive, there are some that are irregular and have a different form. If students haven't already realised, tell them that the text contained a lot of irregular past verbs. Students work individually to match the infinitive form with the past form of each verb.
- b 10.4 Play the recording for students to check their answers. Play it a second time and pause after each word for students to repeat the pronunciation.

ANSWERS:

2 i 3 c 4 a 5 g 6 h 7 d 8 f 9 e 10 j

- c Students read the text about Vivienne Westwood again and underline all of the Past simple irregular verb forms.

ANSWERS:

was, went, became, got, made, sold, met, had, left, bought, won

GRAMMAR

Past simple: irregular verbs (positive and negative)

Draw two columns on the board with one headed *positive* and the other *negative*. Write *She ___ to art school.* in the positive column and elicit the verb to complete the sentence. Then ask for the negative form and write that in the other column. Repeat this for another couple of sentences from the text about Vivienne Westwood. Read through the Grammar box and check students understand they have to memorise the irregular verbs.


Students often become frustrated because of the number of common verbs in English that have irregular past forms. Every time you present a new verb in future classes, tell the students if it has a regular or irregular past tense, and write the irregular past tenses on the board. This will encourage students to be aware of irregular past tenses and hopefully help students to acquire them.


You should also direct students to page 127 for a list of common irregular verbs that they can study or refer to in the future.

You may want to ask students to read Study 3 on page 117 for more detailed information on the Past simple: irregular verbs (positive and negative).

PRONUNCIATION


See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  **10.5** Play the recording, pausing after each sentence, for students to listen and repeat. Pay particular attention to *bought* /bɔ:t/ as the spelling can confuse students.
- 2 Drill the pronunciation chorally and individually. Put students into pairs to practise saying the sentences by playing 'verb tennis' again: student A says a positive sentence and student B says the negative. They then swap roles and continue for a couple of minutes.

- 2a Tell students that all of the verbs in this exercise are irregular. Students then work individually to complete the sentences. Check in pairs.
- b  **10.6** Play the recording to check the answers. Ask students to write the answers on the board to consolidate spellings.

ANSWERS:

1 left 2 went 3 sold 4 bought 5 met 6 won 7 got
8 became 9 had 10 made

- 3a Rewrite the first sentence to make it negative with the class as an example. Students then rewrite the rest of the sentences. Check in pairs.
- b  **10.7** Play the recording to check the answers.

ANSWERS:

1 didn't leave 2 didn't go 3 didn't sell 4 didn't buy
5 didn't meet 6 didn't win 7 didn't get 8 didn't become
9 didn't have 10 didn't make


- 4a Demonstrate the activity with the class using events from your own life. Give students a few minutes to draw the two circles and think of the events they want to include.
- b Model the example conversation with a student. Students then work in pairs to match their partner's events with the years. For feedback, ask students to tell you what they learnt about their partners.

Grammar focus 3, exercise 4b: Alternative suggestion

If you have a class of false beginners, and the students are old enough to have experienced most of the life events from the Vocabulary section on page 74, then put them into pairs to find out when they did them. Model the question: *When did you get married?* and the answer: *I got married in 2010.* Pre-teach the word *never* so that students can say *I never got married.*

Wh- questions were introduced with the Present simple in Unit 7, on page 53. However, they will only be explicitly taught with the Past simple in Unit 11, so only do this activity if you have confident students.

ADDITIONAL PRACTICE

-  **Resource bank:** Activity 10A *Past simple quiz* (Past simple (positive)); Activity 10B *Ten things about me* (Past simple (positive and negative)); Activity 10C *Past simple bingo* (Irregular and regular); Activity 10D *Vocabulary extension* (Past simple: irregular verbs)

Study, practice & remember: Practice 3

Workbook: Grammar focus 3: *Past simple: irregular verbs (positive and negative)*, page 42

Vocabulary (PAGE 76)

Creative jobs

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Prepare five sentences about some of the creative people students have encountered in Units 1–10 so far but omit their jobs, for example *Darcey Bussell is (a dancer / a ballet dancer – p72). Vivienne Westwood is (a fashion designer – p74). Cary Grant was (an actor – p69). Emiko Kimura is (a painter / an artist – p59). Ruthie is (a singer – p51).*


Put students into pairs or small groups and have a competition to see who can remember or find the jobs the quickest. During feedback, make sure students use the indefinite article and use the correct pronunciation.

- 1 When dealing with the language of jobs, remember to use the indefinite article *a/an* as introduced on page 8 in Unit 1.

Check the meaning of *creative*. Go through the list of jobs and check that students understand what they are. You can do this through mime, by drawing a picture on the board or you could source photos of each profession. Students then work in pairs to discuss the questions about the jobs. Check in pairs and then as a class. There is no one correct answer, so invite students to try to justify their ideas if there is some disagreement.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  **10.8** Remind students how to mark the stress on words and then play the recording.

ANSWERS:

architect artist dancer film director inventor
musician singer writer

- 2 Play the recording again, pausing after each word, or model the pronunciation yourself for students to repeat. Drill chorally and individually, paying particular attention to *architect* /'ɑ:kitekt/ and *musician* /mju:'zi:ʃən/.

- 2 Do the first sentence with the class as an example. Students then work individually to complete the rest of the sentences using a job from exercise 1. It shouldn't be a problem if students haven't heard of the people because there are enough clues in the sentences to help them reach the right answers.

ANSWERS:


1 writer 2 artist 3 film director 4 musician 5 singer
6 dancer 7 inventor 8 architect

- 3 Students work in pairs to discuss the questions. Round off this activity by asking various students questions about what they talked about in their pairs.

Vocabulary: Additional activity

For homework, ask students to write their own gapped sentences similar to those in exercise 2, but using other famous creative people. In the next class they can then give these sentences to other students and ask them to complete them with the correct job.

ADDITIONAL PRACTICE

-  **Workbook:** Vocabulary: *Creative jobs*, page 42

Task (PAGES 76–77)

Do a quiz

See *Teaching tips: Making tasks work*, page 23.

Preparation (PAGES 76–77)

Listening

- 1a Students work in pairs to answer the quiz. Encourage them not to read the three possible answers but to guess the answers. If you think your students will be unable to ignore the answers, you might like to prepare a worksheet with the questions, or write the questions on the board, without the answers for students to guess.
- b 10.9 Tell your students they are going to listen to two people doing part of the quiz. Students listen for the number of questions asked and the speakers' answers to those questions.

ANSWERS:

Questions 1, 2 and 3

- 2 Focus on the Useful language box and give students a minute to read through all of the phrases. Play the recording again for students to number the phrases in the order they hear them. For feedback, you might like to play the recording again and pause after each phrase to make sure everybody has heard them.

ANSWERS:

- 1 What do you think?
- 2 I'm not sure, but I think ...
- 3 Yes, I think so, too.
- 4 Yes, I think you're right.
- 5 Do you know this one?
- 6 Yes, I know this one.
- 7 That's right.
- 8 Do you have any ideas for this one?
- 9 I don't know.
- 10 I'm not sure either.
- 11 I don't think it was ...

Task (PAGES 76–77)

Speaking

- 1a Put students into different pairs. They work together to answer the quiz using the multiple-choice answers and the Useful language box.
- b Direct students to page 97 to check how many answers they got right. For feedback, find out which pair got the most correct answers.
- 2 Students use the information from the quiz and from page 97 to prepare to talk about two of the people mentioned in the quiz. Allow plenty of time for students to prepare. Circulate and offer help as necessary.

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework, and bring the recordings to the next class.

For this activity, students might feel more comfortable talking about somebody not from the quiz. Encourage this as much as possible and ask them to do some research about the people they would like to talk about.

Language live (PAGES 78–79)

Writing (PAGE 78)

Apologies and thanks

WARM UP

Provide a context for the topic of apologising by doing something stupid for which you need to say sorry. You might 'accidentally' bump into a student, or go to give a student a pencil but drop it on the floor. After the apology, elicit what you did wrong and ask students if they can remember what you said.

- 1 Check the meaning of *apologies* (see the warm up suggestion above). Students read the texts to decide which ones are thanks and which ones are apologies.

ANSWERS:

1 and 3 are thanks.
2 and 4 are apologies.

- 2 Students read the replies to the text messages and emails from exercise 1 and match them with the originals. Check in pairs and then as a class.

ANSWERS:

a 3 b 2 c 4 d 1

- 3a Students work individually to complete the phrases using either *Thanks* or *Sorry*. Check in pairs and encourage them to check their answers with the messages in exercises 1 and 2. Check as a class.

ANSWERS:

1 Thanks 2 Sorry 3 Thanks 4 Sorry 5 Sorry 6 Thanks

- b Students read the answers in exercise 2 to find a way of replying to somebody who says *Thank you* or *Sorry*. Check as a class.

ANSWERS:

Thank you. – You're welcome!
Sorry. – That's OK.

- 4a Give students a minute or two to read through the situations and choose two of them. Students then write either texts or emails as instructed. If necessary, remind students that they looked at writing texts and emails on page 57 in Unit 7.
- b In pairs, students read each other's texts and emails and write a reply. Remind them to use the answers in exercise 2 to help them.

Speaking (PAGE 79)

Apologies and thanks

See: *Teaching tips: Using the video material in the classroom*, page 24.

- 1a Check the meaning of *business presentation*. Students work in pairs to decide which of the factors might be important.
- b Students watch the DVD to find out what Richard did and didn't do.

ANSWERS:

Didn't: arrive on time, wear smart clothes, buy a cup of coffee, check the presentation on his laptop
Did: bring his laptop

- 2a Check the meaning of *on time*. Students work individually to select the correct answers. Check in pairs.

10 Famous lives

- b Play the DVD again for students to check their answers as a class.

ANSWERS:

1 late 2 bus 3 man's 4 had some 5 didn't ask him any
6 wasn't

- 3 Look at the example with the class. Students then decide if the rest of the phrases are apologies (A), thanks (T) or responses (R). Check in pairs and then as a class.

ANSWERS:

1 R 2 A 3 A 4 R 5 T 6 T 7 R 8 T 9 R

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- Play the DVD for students to focus on the pronunciation. Pause after each key phrase for them to listen and repeat.
- Drill the phrases chorally and individually. Put students into pairs for them to practise saying the phrases to each other.

- 4a Focus attention on the pictures. Elicit the situation in each picture. Students then work individually to complete the two conversations with the words in the boxes. Check in pairs and then as a class.

ANSWERS:

1 sorry 2 all right 3 bus 4 come 5 worry 6 late 7 No
8 very much 9 kind 10 welcome

- b Students work in pairs to practise the conversations. To round the class off, invite one or two pairs to read the conversations aloud.

ADDITIONAL PRACTICE

- Workbook:** Writing: *A personal history*, page 43; Language live: *Apologies and thanks*, page 43

Students can now do Progress test 5 on the Teacher's Resource Disc.

Study, practice & remember

(PAGES 116–117)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1

ANSWERS:

- 1 work 2 lived 3 returned 4 studies 5 started 6 married
7 livé 8 hated
- 1 worked 2 designed 3 died 4 moved 5 studied 6 lived
7 married 8 created

Practice 2

ANSWERS:

- 1 She does not like playing computer games.
2 My parents do not live in the city centre.
3 ✓
4 My teacher did not come to class today.
5 We did not stay in a hotel last year.
6 ✓
7 You did not start work early yesterday.
8 He did not pass his driving test.

2

1 doesn't 2 didn't 3 didn't 4 don't 5 didn't 6 didn't
7 doesn't 8 didn't

3

- My parents didn't work in a hospital.
- He didn't design the new train station.
- She didn't die at the age of 79.
- I didn't move to the USA when I was three.
- They didn't study engineering at university.
- Martina didn't live in Russia for three years.
- He didn't marry a woman from Argentina.
- They didn't create an online company last year.

Practice 3

ANSWERS:

1a

1 bought 2 went 3 got 4 had 5 left 6 made 7 met
8 won

1b

1 went 2 bought 3 met 4 made 5 got 6 left 7 won
8 had

2

- We didn't go to the beach last week.
- He didn't buy a new car last weekend.
- They didn't get married two months ago.
- I didn't write an essay yesterday.
- They didn't have a great holiday last month.
- She didn't leave work early last Friday.
- We didn't have three cats when I was a child.
- I didn't go to the cinema yesterday.

Remember these words

ANSWERS:

1

1 leave 2 go 3 meet 4 get 5 have 6 pass 7 buy 8 leave

2

Students' own answers

3

1 dancer 2 artist 3 inventor 4 architect 5 writer 6 singer
7 film director 8 musician 9 fashion designer

OVERVIEW

PAGES 80–81

Vocabulary: Transport and travel

Reading: Transatlantic travel – the facts

Grammar: Past simple Yes/No questions

Pronunciation: Linking between *Did you ... ?* and *Were you ... ?*

Common European Framework: Students can ask and answer questions about journeys.

PAGES 82–83

Listening: An amazing bike ride

Grammar: Past simple *Wh-* questions

Vocabulary: Time phrases

Common European Framework: Students can describe a journey they had.

PAGES 84–85

Vocabulary: Holiday activities

Task: Interview your partner about a holiday

Common European Framework: Students can ask and answer questions about good and bad aspects of past holidays.

PAGES 86–87

Writing: A blog about a journey


Speaking: Travelling by train

Common European Framework: Students can write a short travel-related blog entry; can buy a ticket and ask for information at a train station.

Some students might be confused about the difference between *boat* and *ship*. Check they have understood by showing that a boat is usually smaller and works on rivers, lakes and near the coast, while a ship is usually bigger and goes across seas. The picture at the top of page 80 shows a ship.

Vocabulary, exercise 1: Additional activity

Write the new vocabulary on large cards, with one item per card. Number the cards on the back and then put the cards on the walls or the board with the numbers facing the students and the words facing the wall. Ask a student to choose a number and then turn that card over. The student has to say the word with the correct pronunciation. The student then nominates another student to choose a different number. If you have strong students, you could also encourage them to use the word in a sentence.

- 2a Check the meaning of *journey*, *single ticket*, *return ticket* and *travel card*. One way to do this would be to bring in examples of bus and train tickets, if possible. Do the first one as an example with the class. Students then work individually to decide if only one or both words are possible. Make it clear to students that they have to choose between the words in italics. The words in bold make up the phrase with the correct word(s) in italics. Check in pairs.
- b  11.2 Play the recording to check the answers as a class.

ANSWERS:

1 bus 2 bus/train 3 bus 4 train 5 buses 6 buses/trains
7 car 8 train/boat

- 3a Read out the first sentence and tell the class if this is true or not for you. Ask students to raise their hands if it is true for them. To double check students have understood the question fully, you could ask several students who have not raised their hands how they usually go to work or school. Students then work individually to decide if the remaining statements are true for them or their town or not.
- b Students work in pairs to compare their ideas.

ADDITIONAL PRACTICE

 **Workbook:** Vocabulary: *Transport and travel*, page 44

Reading (PAGE 81)

Transatlantic travel – the facts

- 1 Check the meaning of *transatlantic*. Students then read the text quickly to underline all of the different types of transport. Set a time limit to ensure that students scan the text only. Check in pairs and then as a class.

ANSWERS:

sailing boats, ships, plane, train

- 2 Give students more time to read the text and decide if the statements are true or false. Check in pairs and then as a class. After doing feedback, you might like to ask students to correct the false sentences.

ANSWERS:

1 F 2 T 3 F 4 T 5 F 6 F

- 3 Students work in pairs to discuss their favourite ways of travelling. If some students finish quickly, you could ask them to talk about the forms of transport they don't like and why.


Vocabulary (PAGE 80)

Transport and travel

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Prepare one strip of paper for each student. On each strip of paper there should be either the infinitive or the Past simple form of an irregular verb studied in Unit 10. Before the students enter the classroom, put one strip of paper either on or under each chair. Make sure you have both the infinitives and the Past simple forms distributed randomly around the room. As students enter the room, they should pick up their strip of paper and walk around to find the person with its pair, for example *buy* and *bought*. When they have found their partner, they should sit next to each other and create true sentences using the verbs in either the positive or the negative. After feeding back on the sentences they have made, ask students to continue the rest of the class in their new seats as this will help to avoid students always working with the same people.

- 1  11.1 Write on the board: *Today, I come to class by bus*. Ask students if the sentence is grammatically correct. If necessary, prompt the students by underlining *Today* and *come* and elicit that the past of *come* is *came*. Ask students to put up their hands if the sentence is true for them. With false beginners you could also elicit other modes of transport they used to get to school, e.g. *car*, *bike*, etc.

Focus students on the pictures of the different modes of transport. Play the recording, pausing after each word for students to repeat. Pay particular attention to the pronunciation of *bus* /bʌs/ and *boat* /bəʊt/.

Reading, exercise 3: Additional activities

- a Write on the board different reasons for travelling, for example *getting to: work, a restaurant, an island holiday, a local park, a foreign holiday*. Students work in pairs to decide which form of transport would be best for each one.
- b You might also like to remind students of the frequency adverbs introduced on page 51 of the Students' Book, so that they can produce sentences like *I always go to work by car. I sometimes go to a restaurant by bus.*

ADDITIONAL PRACTICE

➡ **Workbook:** Listen and read: *The only way to travel*, page 44

Grammar focus 1 (PAGE 81)

Past simple Yes/No questions

See *Teaching tips: Working with grammar*, page 20.

- 1 Students work individually to choose the correct answers, referring back to the text as necessary. Check in pairs and then as a class. If you have strong students, then, during feedback, elicit the fact that the answer repeats the verb in the question. If you have weaker students, you might like to point this out before you start the exercises to give them more confidence.

ANSWERS:

- 1 Yes, it did. 2 Yes, they did. 3 No, it wasn't.
4 No, they weren't.

Grammar focus 1, exercise 1: Alternative suggestion

If you have a class of real beginners, you might like to focus on the explanation in the Grammar box first and then do exercise 1 as a very controlled practice activity.

GRAMMAR

Past simple Yes/No questions

Questions with *be*

Draw two columns on the board, one headed *be* and the other headed *other verbs*. Under the *be* column write *___ the first transatlantic plane American?* and *___ the journeys by boat dangerous?* Elicit the form of the verb to complete the questions. Put ticks and crosses next to each of the questions and elicit the positive and negative short answers. Read through the examples in the Grammar box and highlight the following:

- the word order in questions *be* :+ subject.
- the use of *was* for *I, he, she* and *it*.
- the use of *were* for *we, you* and *they*.
- the use of *was/were* and *wasn't/weren't* in the answers.

Questions with other verbs

In the *other verbs* column write *___ people travel by plane in the 1930s?* Elicit the verb to complete the question and then elicit the positive and negative short answers. Read through the examples in the Grammar box and highlight the following:

- the word order in questions *did* :+ subject.
- the use of *did* for all subjects (*It/you/he/she/it/we/they*).
- the use of *did/didn't* in the answers for all subjects.

Highlight the differences between questions that use *be* and those that use other verbs, particularly the use of *did*, stressing the fact that questions like *Was the first transatlantic plane American?* don't need the auxiliary *did*.

It may be useful to show the similarity in grammar between Present simple questions and Past simple questions, particularly the fact that *do/does* simply changes to *did* to make a question in the past. Present simple questions were introduced in Unit 5, page 40 and Unit 6, page 45.

You may want to ask students to read Study 1 on page 118 for more detailed information on Past simple Yes/No questions.

- 2a Students work individually to complete the questions. Check in pairs.
b 🎧 11.3 Play the recording to check the answers.

ANSWERS:

- 1 Did you buy 2 Did you have 3 Were you 4 Did you buy
5 Were you

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording for students to listen to the linking between *did you* and *were you*. Demonstrate how *did you* sounds like /dɪdʒə/ and *were you* /wəjə/.
- 2 Drill the pronunciation chorally and individually. Put students into pairs for them to practise the pronunciation together.

- 3 Students use the questions from exercise 2a to ask and answer about their journeys to work or school. For feedback, ask students to tell you what they learnt about their partners.

ADDITIONAL PRACTICE

➡ **Resource bank:** Activity 11A *Did you or didn't you?* (Past simple Yes/No questions)

Study, practice & remember: Practice 1

Workbook: Grammar focus 1: *Past simple: Yes/No questions*, pages 44–45; Pronunciation: *Linking words*, page 45

Listening (PAGE 82)

An amazing bike ride

- 1 Focus attention on the photo. Ask students to name or describe things they can see. Students work in pairs to try to guess the location of the photo.
- 2a 🎧 11.4 Tell students they are going to listen to an interview with a woman called Juliet. Give them a minute to read through the list. Check the meaning of *sports camp*, *charity* and *high mountains*. Play the recording for students to tick the things Juliet talks about.

ANSWERS:

Juliet talks about a bike ride, a charity, an organised group and high mountains.

- b Make sure students read the sentences before you play the recording again. Students choose the correct answers.

ANSWERS:

- 1 USA 2 July 3 two 4 charity 5 22 6 hot 7 tired
8 £3,000

- 3 Students work in pairs to answer the questions.

Grammar focus 2 (PAGE 82)

Past simple Wh- questions

See *Teaching tips: Working with grammar*, page 20.

- 1a If you have a class of real beginners, you might want to quickly revise the Wh- question words which were introduced in Unit 7 on page 53 of the Students' Book.

Students work individually to match the questions to the answers in Listening exercise 2b. Check in pairs.

- b 11.5 Play the recording for students to check their answers.

ANSWERS:

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

GRAMMAR

Past simple Wh- questions

Write *Why ___ you go?* and *What ___ you do?* on the board, and elicit the verbs to complete the questions. You may wish to add one or two other Wh- questions, such as *Where did you stay?* and *Who did you go with?* It is a good idea to write the questions so that similar words are above each other, for example the Wh- question words and the auxiliary *do*, as this helps students see the underlying pattern. Read through the examples in the Grammar box with the class and highlight the following:

- we use *did* in Past simple questions with verbs, except for the verb *be*. In this case we don't use an auxiliary.
- the word order: (Question word) + *did* + subject + verb.
- we do not use the past tense *Did you went?* except for *be* and the auxiliary, in questions.
- the question form is the same for all subjects (*I/you/he/she/it/we/they*).

You may want to ask students to read Study 2 on page 118 for more detailed information on Past simple Wh- questions.

- 2 Do the first question as an example with the class. Students then work individually to complete the rest of the questions using the prompts. Check in pairs and then as a class.

ANSWERS:

1 did she leave 2 did you go 3 were you 4 did they feel
5 did he go 6 did you visit 7 was the weather
8 did you have

- 3a Put students into pairs and decide which is going to be student A and which student B. Direct student As to page 96, and student Bs to page 97. Give them a few minutes to read the information and then tell them to ask each other the questions from exercise 1a. Encourage them to make a note of their partner's answers. For feedback, ask students about what their partners said.

Grammar focus 2, exercise 3a: Alternative suggestion

If your students need more support, then, when you put students into pairs, don't allocate student A and B. Instead, ask each pair to read either the information on page 96 or 97 and for them to practise asking and answering the questions together about just one of the people. When they are more confident, create new pairs consisting of one person who has read the information on page 96 and one person who has read the information on page 97 and continue the activity as normal.

- b Students work in different pairs or small groups to discuss the questions. For feedback, try to see if there is agreement in the class as to what would be the best bike ride, thinking about the two they have read about and the one from the Listening section.

ADDITIONAL PRACTICE

- ➔ **Resource bank:** Activity 11B *Madonna's life story*, (Past simple Wh- questions)

Study, practice & remember: Practice 2

Workbook: Grammar focus 2: *Past simple: Wh- questions*, pages 45–46

Vocabulary (PAGE 83)

Time phrases

See *Teaching tips: Working with lexical phrases*, page 21.

Vocabulary, exercise 1: Additional activity

To introduce the text, ask students to read it first to find out how many forms of transport are included. (two)

- 1 Check *time phrases* by writing on the board: *I went shopping yesterday*. Underline the time phrase *yesterday* and then point out the first time phrase underlined in the text. Ask students to read the text quickly to identify the other seven time phrases in pairs. Check answers as a class.

ANSWERS:

in 2009, Last year, First, Then, for four days, After that, in the end

- 2 Students work individually to select the correct answers. Check in pairs and then as a class.

ANSWERS:

1 ago 2 that 3 end 4 in 5 last 6 First, Then

- 3a Give students plenty of time to prepare their stories and make it clear that they can either think of a real story or invent one. Circulate and offer help with vocabulary as necessary.
- b Students work in pairs to tell each other their stories and decide if they are real or invented. Encourage students to ask each other questions to help them decide.

Vocabulary, exercise 3b: Additional activity

Ask students to write their stories for homework. In the next class, put the stories up on the wall and ask students to walk around and read them and try to decide which ones are real and which ones are invented.

Vocabulary: Find out first

In the next class you are going to be talking about holiday activities. You might like to ask students to bring in photos of themselves doing some typical holiday activities so that you can use them in class.

ADDITIONAL PRACTICE

- ➔ **Resource bank:** Activity 11C *Past simple snakes and ladders* (Past simple review); Activity 11D *Collocation pelmanism* (Verb/noun collocations)

Workbook: Vocabulary: *Time phrases*, page 46

Vocabulary (PAGE 84)

Holiday activities

See *Teaching tips: Working with lexical phrases*, page 21.

- 1 Focus on the pictures and elicit some of the activities. Students then work individually to match the pictures with the phrases in the box. Check in pairs and then as a class. Drill the pronunciation, paying particular attention to *walking* /'wɔ:kɪŋ/, *sightseeing* /'saɪtsi:ɪŋ/, and the stressed words in *go on a boat trip* and *go to the beach*.

ANSWERS:

A eat out B visit museums C go sightseeing D go shopping
E go on a boat trip F go to the beach G go walking
H go skiing

Vocabulary, exercise 1: Additional activity

If you have a class of false beginners, they might be interested in vocabulary for other holiday activities, for example *sunbathe*, *relax*, *see family*, *go horse riding*, etc.

- 2a Students work in pairs to predict what holiday activities they could do in each of the destinations. If you have a world map in your classroom, or if you can use the internet to show one, locate them geographically to provide a little bit more context. Encourage students to guess even if they have no idea.

Culture notes


Bariloche, Argentina is located in the foothills of the Andes in an area known as the Switzerland of South America. It has been a popular tourist destination since the 1930s because of its skiing, trekking and mountaineering facilities. In the 1990s, it gained notoriety as a hiding place for Nazis after World War II.

Florida, USA is located in the far southeast of the country. It is popular with tourists because of its beaches, its wetlands known as the Everglades and its numerous theme parks such as Sea World and Disney World.

Berlin, Germany is the capital of the central European country. Among its many attractions for tourists are the remnants of the Berlin Wall which divided the city during the Cold War after World War II. It also boasts some exciting architecture, great restaurants and a vibrant cultural scene and nightlife.

Coral Island, Thailand is located to the southwest of Thailand, near the city of Phuket. It has many small sandy white beaches and is seen as the perfect retreat from the hustle and bustle of Thailand. It is popular with honeymooners and divers, as well as those just looking to get away from it all.

Johannesburg, South Africa is located in the northeast of the country and holds the distinction of being the biggest city in the world not situated on a river, lake or coastline. Although it has some good shopping and excellent bars and restaurants, it doesn't have a great deal of tourism. Tourists usually only visit the city in transit to Cape Town and the Kruger National Park.

- b  11.6 Play the recording for students to check their guesses and to note the activities in each of the destinations. Check in pairs and play again as necessary.

ANSWERS:


Bariloche: go skiing, go walking
Florida: go to the beach
Berlin: visit museums, go sightseeing
Coral Island: go on a boat trip
Johannesburg: eat out, go shopping

- 3a Give students some time to think of three different places they like and the different activities you can do there. Encourage them to think of places that have different attractions and if possible, are in different countries or at least different regions of their own country. This will help to avoid all of your students talking about the same holiday destination. Circulate and help with vocabulary as necessary.
- b Model the conversation in the example with a student. Students then work in pairs or small groups to talk about the places they made notes for in exercise 3a.

Vocabulary: Additional activity

If you asked students to bring in photos of themselves doing typical holiday activities at the end of the last class, put students into pairs and ask them to describe the things they are doing. You could also show some pictures of yourself and describe them as an example. If your students are unable or unwilling to bring in photos, you could ask them to draw pictures and describe them instead.

ADDITIONAL PRACTICE

 **Workbook:** Vocabulary: *Holiday activities*, page 46


Task (PAGES 84–85)

Interview your partner about a holiday

See *Teaching tips: Making tasks work*, page 23.

Preparation (PAGES 84–85)

Listening

- 1a Focus students on the photos and ask them if they like this kind of holiday. Students then work in pairs to try to guess the answers to the questions. Elicit some of their ideas and write them on the board.
- b  11.7 Play the recording for students to check their answers. If you wrote their ideas on the board, see how many were correct.

ANSWERS:

1 to the beach in Ceará 2 his family 3 by plane and bus
4 in a small hotel 5 fish

Culture notes

Ceará, pronounced /si:ɑ:'ræ/, is one of the 27 states of Brazil and is situated in the northeast of the country with Fortaleza as its capital. The temperature ranges between 23°C and 33°C making it perfect for tourism all year round. The state is famous for having over 600 km of sandy beaches and this is the main attraction for tourists in the area. Inland, there are also mountains and valleys but the climate can be very dry and extremely hot away from the coastal areas.

- 2a Make sure students read the statements before they listen to the recording again to decide if they are true (T) or false (F). Check in pairs and play the recording more than once as necessary. Check answers as a class.

ANSWERS:

1 F 2 F 3 T 4 T 5 F 6 F 7 T 8 T

- b Students work individually to rewrite the false statements to make them true.

ANSWERS:

1 Tim went to Ceará for his last holiday.
2 He went in February.
5 They stayed in a small hotel.
6 They swam in the sea.

- 3 Give students a minute to read through the Useful language box and deal with any vocabulary problems. Play the recording again for students to tick the phrases they hear.

ANSWERS:

Where did you go (for your last holiday)? ✓
 When did you go (there / on holiday)? ✓
 Who did you go with? ✓
 How did you travel? ✓
 Where did you stay? ✓
 What did you do there? ✓
 Did you enjoy your holiday? ✓
 I went to (Brazil / a beach / a beautiful place). ✓
 I went (in February / two months ago / last year / in the summer). ✓
 I went with (my family / some friends / my cousin). ✓
 We went by (plane/bus/car). ✓
 We stayed in (a small hotel / my cousin's house). ✓
 We (went to the beach / swam in the sea / ate out). ✓
 It was (fantastic/amazing/boring/awful)! ✓

Task (PAGE 85)**Speaking**

- 1a Give students plenty of time to make notes about a holiday or a visit using the phrases from the Useful language box. Circulate and help with any new language that students might need. Alternatively, this could be set as a homework task.
- b Students work in pairs and take it in turns to interview each other about their holiday. Encourage them to use the questions from the Useful language box, but also allow them to ask other questions if possible. Encourage students to make notes of their partners' answers.
- 2 Students work in small groups to report back about their partners' holidays.

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework, and bring the recordings to the next class.

For this activity, students can either talk about their own holiday or that of their partner from exercise 1b. You could also ask them to do the interview again and record that.

Language live (PAGES 86–87)**Writing (PAGE 86)****A blog about a journey****WARM UP**

Put students into groups and ask them to plan their perfect holiday. They have to decide where they are going to go and what they are going to do for a one-week holiday. You might like to joke with your class that if they have a really good idea, you will pay for them and the class to go.

Give students about five minutes to think of their ideas and encourage them to use their books to find vocabulary that they need. To avoid problems with conditional sentences, provide the cue *We want to go to ...*, e.g. *We want to go to the beach every day ...*

One person from each group then reports to the class on their perfect holiday. Hold a class vote, or decide yourself, which one is the best.

- 1 Focus students on the photos and elicit some of the things they can see. Students read the questions. Check the meaning of *flight*, *temperature*, *arrived* and *fine*. Students then read the blog entry to find the answers.

ANSWERS:

1 Mumbai 2 London 3 9 hours 4 No 5 35°C
6 at the hotel

Culture notes

Mumbai is the capital of the state of Maharashtra on the east coast of India. During colonial times it was an important part of the British Empire and was known as Bombay and it still boasts a lot of colonial architecture in the city centre. With a population of over 20 million it is India's largest city and also one of the biggest urban populations in the world. Mumbai is the home of the Bollywood film industry, the financial capital of India and one of the busiest ports in the world.

- 2 Students make notes about a journey according to the questions. Students can make notes about a real journey they have made or an invented journey, or they can base their answers on a real journey, but make up the details. Allow them a fair amount of time to make their notes.
- 3 Students work individually to complete the text using their notes. Ask several students to read their completed blogs out to the class.

ANSWERS:

Students' own answers

Writing, exercise 3: Additional activity

If you have a class that has developed a good relationship and is happy to talk about each other's work, write on the board these words: *bad journey*, *great journey*, *funny journey*, *boring journey* and check the meanings. Distribute the texts so that every student is reading somebody else's blog. Ask students to decide what category the text belongs to and to make a note on a separate piece of paper.

After a couple of minutes ask them to swap the blogs with other students and categorise the new ones. Continue doing this until students have read all of the texts. If you have a large class, you could do this in smaller groups of about eight to ten.

For feedback, find out if everyone agreed on the number of bad journeys, great journeys, etc.

Speaking (PAGE 87)

Travelling by train

See *Teaching tips: Using the video material in the classroom*, page 24.

- 1 Check the meaning of *suitcase*, and then ask students to read through the sentences. Play the DVD for them to choose the correct answers. Check in pairs and then as a class.

ANSWERS:

1 at the train station 2 Laura's 3 alone 4 on the train
5 Alex

- 2 Play the DVD again for students to complete the details of the journey. Check the meaning of *platform*. Check in pairs and watch again as necessary. Check answers as a class.

ANSWERS:

To: London
Leaves at: 10.58
Platform number: 3
Single/Return: Single
Price: £80

- 3a Students work individually to try and remember the conversation and to tick the phrase they didn't hear.
b Play the DVD again for students to check their answer.

ANSWER:

Return, please.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the DVD for students to focus on the pronunciation. You could ask them to listen and decide which words are stressed.
2 Drill the key phrases chorally and individually. Put students into pairs to practise saying the phrases to each other.
- 4 Focus students on the conversation flow chart and ensure that they understand how it works. Elicit some options for the first gap and then ask students to complete the rest of the conversation. Circulate and monitor.
5 Students work in pairs to practise the conversations they have just completed.

ADDITIONAL PRACTICE

- Resource bank:** Activity 11E *Vocabulary extension* (The weather)
Workbook: Writing: *A blog about a journey*, pages 46–47;
Language live: *Travelling by train*, page 47

Study, practice & remember

(PAGES 118–119)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1

ANSWERS:

- 1
1 A bought, B buy 2 A did, B go 3 A play (first *play*), B played
4 A saw, B saw.
- 2
1 Did you go, did 2 Did they play, didn't 3 Did he cook, did
4 Did she study, didn't 5 Did you see, did
6 Did he pass, didn't 7 Did she get, did
8 Did they enjoy, didn't

Practice 2

ANSWERS:

- 1
1 Where did you go yesterday?
2 What was the weather like?
3 Who did you live with last year?
4 Why did they buy those books?
5 How many people were at the concert?
6 What did he do last weekend?
7 When did you get up this morning?
8 Where were you born?
- 2
1 did she go 2 did they go 3 did he travel 4 did you study
5 did she visit 6 did he buy 7 did you play tennis
8 did she see
- 3
1 She went to a museum.
2 I went with friends.
3 It was sunny.
4 It started at seven thirty.
5 I made a cake.
6 I played football.
7 I got up at eight o'clock.
8 There were three people.

Remember these words

ANSWERS:

- 1
1 journey 2 travel card 3 return ticket 4 yesterday
5 museum 6 sightseeing 7 boat trip 8 airport
- 2
1 skiing 2 out 3 return 4 trip 5 time 6 sightseeing
7 visited 8 late
- 3
Students' own answers
- 4
1 in 2 ago 3 end 4 last 5 Then 6 yesterday 7 First
8 After

OVERVIEW

PAGES 88–89

Vocabulary: Verb phrases about wants

Grammar: *want* and *want to*

Pronunciation: Linking between *want to* and *want a*

Common European Framework: Students can talk about things they want to do or want to happen.

PAGES 90–91

Vocabulary: Things you can buy

Grammar: *going to*

Pronunciation: Weak form of *to*

Common European Framework: Students can provide basic information on their plans.

PAGES 92–93

Vocabulary: Describing objects: colours and sizes

Task: Choose a present for someone you know

Common European Framework: Students can briefly discuss and reach agreements.

PAGES 94–95

Speaking: Saying goodbye

Writing: Signing off

Common European Framework: Students can say goodbye appropriately to someone at a leaving party; can end written communication appropriately.

Vocabulary (PAGE 88)

Verb phrases about wants

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Write on the board up to ten hopes or ambitions. These will change according to your students' interests, but might include things such as *See my country's football team win the World Cup. Build a house. Go to university. Get married. Travel around the world. Write a book. Learn English. Live in a different country. Start a business. Have a child. Get a pet.* Ask students to work individually to put them in order with 1 being the thing they most want to do/happen and 10 being the thing they least want to do/happen. Students then compare their desires in pairs.

- 1 Students work individually to match the verb phrases with the photos. Check in pairs and then as a class.

ANSWER:

top (left to right): go diving, join a singing group

bottom (left to right): travel round the world, perform on a stage, start a football team, do a course in jewellery-making

Vocabulary, exercise 1: Additional activity

If you have a class of false beginners, you might want to introduce other phrases that can be used with the same verbs. Write each verb on the board inside a circle and then the phrase from exercise 1 on the outside of the circle. Elicit other phrases and add them to the board. Examples might include *go shopping, go swimming, perform a play, perform live, travel by boat, travel to work, do a job, do your best, join a team, join a club, start a job, start a book.*

- 2 Students work in pairs to discuss the questions. If you would like to initiate more of a discussion, ask students to work in groups of three.

ADDITIONAL PRACTICE

Workbook: Vocabulary: *Verb phrases about wants*, page 48

Grammar focus 1 (PAGE 89)

want and want to

See *Teaching tips: Working with grammar*, page 20.

- 1a 12.1 Explain to students that they are going to listen to Sarah and Tom talking about things they want to do. Play the recording for them to tick the activities in the photos that Sarah and Tom talk about. Check in pairs and then as a class.

ANSWERS:

play football, go diving, travel round the world

- b Students work individually to decide whether Tom or Sarah said the sentences. Check in pairs and then play the recording again to check as a class.

ANSWERS:

1 Tom 2 Sarah 3 Sarah 4 Tom

- c Check the meaning of *match*. Students work in pairs to discuss the question. Encourage them to justify their answers if possible.

GRAMMAR

want and want to

Draw two columns on the board with the headings *nouns* and *verbs*. Write *I want a cat.* on the board in the *nouns* column. Ask students how they would say this sentence with the verb *buy*. Write *I want to buy a cat.* on the board in the *verbs* column. Elicit from your students how they could make these sentences negative, and write *I don't want a cat.* and *I don't want to buy a cat.* in the same columns. Add more examples if necessary. Read through the Grammar box and highlight the following:

- the use of *to* in *want to* + verb.
- *want* is in the Present simple, so we would say *he/she/it wants*.
- the use of *don't* (or *doesn't*) in negatives.
- the word order for questions (question word) + *do/does* + subject + *want*.
- the short answers *Yes, I do. / No, I don't.* and *Yes, he does. / No, he doesn't.*

You may want to ask students to read Study 1 on page 120 for more detailed information on *want* and *want to*.

- 2a Students work individually to complete the gaps using only one word. Encourage them to use the examples in the Grammar box if they aren't sure. Check answers in pairs.

- b 12.2 Play the recording for students to check their answers.

ANSWERS:

1 do, to 2 want, don't 3 want, a 4 to, does, doesn't

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 Play the recording again for students to pay attention to the pronunciation of *want to* and *want a*. Point out that it can be very difficult to hear a difference, but this is not important as they should be listening for the stressed words which show the meaning.
 - 2 Drill the pronunciation chorally and individually. Put students into pairs to practise the conversations in exercise 2a.
- 3a Give students a couple of minutes to think about five things that they want from the ideas on page 88, as well as their own ideas. Encourage them to think of a mixture of things with verbs and nouns. They should write these things down.
- b Model the conversation from the example. Elicit some other questions that students could use to ask about the ideas on page 88, for example *What do you want to be? What do you want to have? What do you want to see?* Students work in pairs to ask about the things they want to do or want to happen in the next five years. If possible, encourage them to ask follow-up questions, for example *Why do you want to do a Spanish course?* Circulate and make a note of good language to praise at the end of the exercise.

Grammar focus 1: Additional activity

Practise the language from these two pages and preview the language from the next one by asking students to write down six things they want to do or buy, or places they want to go to. Students then move around the room asking other people if they want to do the same things, using questions such as *Do you want to go skiing?* When students find someone who wants to do the same thing as them, they write the person's name next to their sentence. The aim of the activity is to find a different person for each of their six sentences.

ADDITIONAL PRACTICE

- 📖 **Study, practice & remember:** Practice 1
Workbook: Grammar focus 1: *want* and *want to*, page 48;
 Pronunciation: *Linking with want*, page 48

Vocabulary (PAGE 90)**Things you can buy**

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

If you have a class of false beginners, start the class with a discussion about shopping on the internet. Write the following questions on the board and ask students to discuss them in groups:

- Do you shop on the internet? Why/Why not?*
Do you like shopping on the internet?
What do people usually buy?
What was the last thing you bought?
Do you know a good site to buy things on the internet?
What can you buy on the site?

Students can then compare their answers with their classmates in a class discussion.

- 1a Focus students on the pictures and ask them to match them with the words in the table. If you have a class of false beginners, try to elicit some of the vocabulary before showing the students the words in the table.

ANSWERS:

top (left to right): a T-shirt, a jacket, jeans, a scarf

bottom (left to right): earrings, an umbrella, a watch, a wallet

- b 🎧 **12.3** Play the recording, pausing after each word, for students to repeat. Pay particular attention to *T-shirt* /'ti:ʃɜ:t/, *scarf* /skɑ:f/ and *earrings* /'ɛərɪŋz/. Point out that when a word ends in the letter *s* we don't need the indefinite article.
- 2 Students work in pairs to add more words to the categories of *clothes* and *accessories*. If students are having problems thinking of items, suggest they look at other people in the classroom and what they are wearing. Elicit students' ideas and write them on the board. Provide any unknown vocabulary.
- 3 Tell the class about some of the items you wear or don't wear, for example *I wear a jacket, but I never wear jeans*. Focus on the example conversation, and ask two students to model it. Put students into pairs to talk about the rest of the words from exercise 1a and the words you elicited from exercise 2.

ADDITIONAL PRACTICE

- 📖 **Resource bank:** Activity 12B *Shopping crossword* (Things you can buy)
Workbook: Vocabulary: *Things you can buy*, page 48

Grammar focus 2 (PAGES 90–91)**going to**

See *Teaching tips: Working with grammar*, page 20.

Notes on the approach to future forms

We have chosen to introduce *going to* as the future tense in this book instead of *will*, because we feel it is more relevant to low-level students' immediate communicative needs, for example talking about their plans for the evening or next weekend. It is also generally true that false beginners often use *will* for everything, so it is better to introduce a different form first.

- 1 Focus students on the picture and ask them to identify the things they can buy.

ANSWERS:

You can buy bags, umbrellas, shirts, scarves, doughnuts, hot drinks and jewellery.

- 2 Students work individually to find the people in the picture who are going to do the actions. Check in pairs and then as a class.

ANSWERS:

- 1 The man with blonde hair on the right.
- 2 The man and woman on the left.
- 3 The woman in the yellow T-shirt on the left.
- 4 The three children in the centre.
- 5 The man in the white T-shirt on the right.
- 6 The woman with the green dress in the centre.

- 3 🎧 **12.4** Ask students to read through the conversations before they listen to the recording to complete the sentences. Check in pairs and then as a class.

ANSWERS:

1 going, to 2 Are, 'm 3 to 4 going, not

GRAMMAR

(not) going to + verb

Write I' _____ *buy some jeans at the weekend.* on the board. Ask students to tell you which words are missing and write them in the gaps. Make sure you write the contracted form to introduce this to students rather than the long form. Write I' _____ *buy a watch today.* and elicit the negative form. Finally, write *What _____ you _____ buy today?* on the board and elicit the question form. Read through the examples in the Grammar box and highlight the following:

- *going to* refers to the future.
- the word order: subject + *be* + *going to* + verb.
- the position of *not* in negative sentences.
- the word order in questions: *you are* → *are you?*
- the *he/she/it/we/they* forms.
- the short answers.

You may want to ask students to read Study 2 on page 120 for more detailed information on *going to*.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 12.5 Model the pronunciation of both the strong /tu:/ and weak /tə/ forms of *to*. Play the recording and ask students to identify which one is used.
- 2 Play the recording again, or model the pronunciation yourself, for students to repeat.

- 4a Students work individually to match the questions with the answers. Check in pairs. It is worth remembering that when the main verb in the sentence is *go* we usually omit it, for example, we might say: *Are you going out this evening?* for question 4. We have included the full version here because we feel that it is important for students at this level to learn the general rule and get practice manipulating the form. You may wish to point out the shorter versions to your class.
- b 12.6 Play the recording for students to check their answers.

ANSWERS:

1 b 2 d 3 a 4 c

- 5 Give students a moment to prepare their answers for the questions in exercise 4a. Students then work in pairs to take it in turns to ask and answer the questions and add two more questions of their own. For feedback, ask students to report on what their partners told them.

Grammar focus 2: Additional activity

As you are nearing the end of the book, now might be a good time to talk about students' plans for their future studies of English. You could put students into groups and ask them a general question like *What are you going to do with your English after this course?*

Alternatively, you could ask students specific questions, for example *Are you going to study next semester/term? Are you going to read a book in English? Are you going to study English in an English speaking country? Are you going to use the internet to study English?*

ADDITIONAL PRACTICE

Resource bank: Activity 12A *My partner's future (going to)*

Study, practice & remember: Practice 2

Workbook: Grammar focus 2: *going to*, page 49; Pronunciation: *going to*, page 49

Vocabulary (PAGE 92)

Describing objects: colours and sizes

See *Teaching tips: Working with lexical phrases*, page 21.

- 1 12.7 Focus students on the colours and elicit any that students already know. Play the recording and pause after each one for students to repeat. Pay particular attention to *orange* /'ɒrɪndʒ/, *purple* /'pɜ:pl/ and *brown* /braʊn/.

Vocabulary, exercise 1: Additional activity

Elicit everything that you can see in the classroom, or through the window, that is blue. Put students into pairs and give them a minute to write everything they can see that is red. Find out which pair had the most words. Do the same with other colours.

- 2a Point out that this exercise is to do with the size of objects and in particular clothes. Elicit the clothes item in the pictures (T-shirt). Students work in pairs to match the words with the pictures. Check answers as a class.

ANSWERS:

from left to right: small, medium, large, extra-large

- b 12.8 Play the recording and pause after each word for students to repeat. Pay attention to the pronunciation of *large* /la:dʒ/.
- 3a Focus students on the pictures. Students work individually to complete the descriptions. Check in pairs.
- b 12.9 Play the recording for students to check their answers.

ANSWERS:

1 green, blue, small 2 red, black, extra-large 3 pink, grey

- 4 Put students into pairs and decide which person is student A and which one is student B. Direct student As to page 96 and student Bs to page 97. Give them several minutes to look at the objects and prepare what they want to say about them. In their pairs, students take it in turns to ask and answer questions about the objects.

ADDITIONAL PRACTICE

Resource bank: Activity 12C *Vocabulary extension (Clothes)*

Workbook: Vocabulary: *Describing objects: colours and sizes*, page 50

Task (PAGES 92–93)

Choose a present for someone you know

See *Teaching tips: Making tasks work*, page 23.

Preparation (PAGES 92–93)

Listening

- 1 Check the meaning of *wedding*, *ill* and *dinner party*. Students work in pairs to discuss the questions. If you have students from different cultures or countries, it is best to mix them up to get different ideas. Elicit some different ideas.
- 2 Check the meaning of *mug* and *voucher*. Students then work in pairs to discuss which of the presents (or none) might be best for each of the situations in exercise 1.
- 3a 12.10 Tell students they are going to listen to two conversations of people trying to choose presents. Ask students to read the questions and then play the recording for students to find the answers. Check in pairs and play the recording again as necessary. Check answers as a class.

ANSWERS:**Conversation 1:**

- 1 Mark and Joanna – because there's a dinner party.
- 2 chocolates, flowers
- 3 chocolates


Conversation 2:

- 1 Tom – it's his birthday.
- 2 a medium blue T-shirt, a scarf
- 3 a T-shirt, a scarf

- b Focus on the phrases in the Useful language box, parts a–c and deal with any problem vocabulary. Play the recording for students to tick the phrases they hear.

ANSWERS:

- What shall we take/get/buy? ✓
 Have you got any ideas? ✓
 What about (a box of chocolates / some flowers)? ✓
 How about (a T-shirt / some earrings)? ✓
 We could take/get/buy (some flowers / a scarf). ✓
 Yes, that's a good idea. ✓
 Yes, (he/she/everybody) likes (flowers/books). ✓
 No, (he/she) doesn't like (chocolate/reading). ✓
 No, it's difficult to buy (clothes/books) for people. ✓
 No, that's a really boring present. ✓

- 4a  12.11 Explain to students that they are now going to listen to two conversations about presents that somebody has already chosen. Play the recording for students to answer the two questions. Check in pairs and then as a class.

ANSWERS:**Conversation 1:**

- 1 Tanya – because she's ill in bed.
- 2 a book – she has lots of time to read.

Conversation 2:

- 1 James and Fiona – they're going to get married.
- 2 a voucher – they can get something they really want.

- b Focus the students on the phrases in part d of the Useful language box. Play the recording for students to tick the phrases they hear.

ANSWERS:

- I'm going to give him/her (a book / some flowers). ✓
 I think it's a good present because ... ✓
 I/He/She suggested (a camera / a book). ✓
 But he/she doesn't like (reading). ✓
 But I'm sure they've got (a camera / a mug). ✓

Task (PAGES 92–93)**Speaking**


- 1 Students work in pairs to choose a suitable present for two of the situations from Preparation, Listening, exercise 1. Tell students to choose either from the ideas in the book, from exercise 2, or their own ideas. Encourage them to use the phrases from the Useful language box parts, a–c. Circulate and offer help and encouragement as necessary.
- 2 Students work in groups and report on what presents they chose and why. Remind them to use the phrases from the Useful language box part, d. If you have false beginners or confident students, you can split the pairs up so that they both have to talk to a different group. If they are less confident, you can keep the pairs together so that they can support each other when reporting to the group.

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework, and bring the recordings to the next class.

Language live (PAGES 94–95)**Speaking (PAGE 94)****Saying goodbye**

See *Teaching tips: Using the video material in the classroom*, page 24.

- 1 Draw a sad face on the board, point to yourself and say *This is me*. See if students can guess why you are sad and say *Because it's the end of the course*. Students work in pairs to discuss what people do when they leave a job or school.
- 2  Tell students they are going to watch four people having a conversation at work. Ask them to read the questions. Play the DVD. Check answers in pairs and then as a class.


ANSWERS:

- 1 Katy 2 Yes

- 3 Make sure students read the questions before playing the DVD again. The best way to do this type of question is for students to read the questions and not worry too much about the alternative answers. If students try to read everything, they run the risk of not being able to remember anything. However, if they just read the questions, they at least know what information they have to listen for. Check answers in pairs and play the DVD again as necessary. Check the answers as a class.

ANSWERS:

- 1 c 2 a 3 c 4 c 5 a 6 a


- 4a Students work individually to choose the correct answers. Check answers in pairs.
 b  Play the DVD for students to check their answers.

ANSWERS:

- 1 Have 2 See 3 This 4 Good 5 All 6 miss
 7 everything 8 See 9 everybody 10 Bye!

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  Play the DVD for students to pay attention to the pronunciation. Pause after each key phrase for students to repeat.
 - 2 Drill the phrases chorally and individually. Put students into pairs to practise saying the phrases to each other.
- 5a Students work individually to complete the conversations with the words in the boxes. Check answers in pairs and then as a class. Elicit what the different scenarios are.

ANSWERS:

- 1 See you 2 on Monday 3 Bye 4 a nice weekend 5 for you
 6 for everything 7 Good luck 8 the best 9 miss you

- b Students work in pairs to practise at least one of the conversations. Invite volunteers to act out a conversation in front of the class.

Writing (PAGE 95)

Signing off

- 1 Elicit or explain what *signing off* means. Students work individually to decide if the messages are formal or informal. Check answers in pairs. During feedback, ask students to tell you what aspects of the messages helped them to decide on their answers.

ANSWERS:

from top to bottom: formal, informal, informal, formal, informal, informal

- 2 Check understanding of *social network* and *leaving card*. Students match the messages with the descriptions. Check answers as a class.

ANSWERS:

from top to bottom: f, a, b, d, c, e

- 3 Do the first one with the class as an example. Students work individually to complete the phrases from the two columns. Encourage students to check with the messages in exercise 2 if they are not sure. Check answers as a class.

ANSWERS:

1 g 2 a 3 c 4 e 5 f 6 d 7 b

- 4 Students work individually to complete the message endings appropriately with words from exercise 3.

ANSWERS:

1 Write 2 Best 3 See you 4 Kind 5 Yours 6 Give 7 luck

Writing, exercise 4: Additional activity

Finish the class, and the book, by saying goodbye to your students using some of the phrases from the last exercise that are also used in spoken English, for example *See you soon*, *See you ...*, *It was good working with you*, *I hope to see you again*, *Good luck next semester/term*.

ADDITIONAL PRACTICE

- Resource bank: Activity 12D *Revision board game* (All Starter level language)

Workbook: Listen and read: *Holiday destinations*, page 50; Language live: *Saying goodbye*, page 51; Writing: *Signing off*, page 51

Students can now do Progress test 6 and the End-of-course test on the Teacher's Resource Disc.

Study, practice & remember

(PAGES 120–121)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1

ANSWERS:

- 1
 1 I want to go to the cinema.
 2 She wants a new computer for her birthday.
 3 What do you want to do on Saturday?
 4 ✓
 5 They want to travel around the world.
 6 Where does she want to go for her holiday?
 7 ✓
 8 He doesn't want to fail his exam.
- 2
 1 want to 2 wants a 3 don't want to 4 doesn't want to
 5 want a 6 don't want a 7 want to 8 doesn't want a
- 3
 1 What does she want?
 2 What does he want?
 3 Where do they want to go?
 4 Who does she want to go with?
 5 What do they want to have?
 6 What do you want?
 7 What do they want to play?
 8 Where does he want to go?

Practice 2

ANSWERS:

- 1
 1 be 2 is (second is) 3 to (first to) 4 do 5 go (first go)
 6 are (second are) 7 be 8 going (first going)
- 2
 1 I'm going to visit my parents tomorrow.
 2 She's going to take her driving test next week.
 3 We're not going to buy a new car this year.
 4 I'm not going to get up early tomorrow morning.
 5 They're going to have a party next weekend.
 6 He's not going to come shopping with us on Saturday.
 7 I'm going to have lunch with Julia tomorrow.
 8 You're not going to finish that book this afternoon.
- 3
 1 Yes, she is.
 2 No, they aren't.
 3 They're going to watch a film. / They're going to go to the cinema.
 4 No, he isn't.
 5 Yes, they are.
 6 They're going to go to the beach.
 7 No, she isn't.
 8 He's going to wash the car.

Remember these words

ANSWERS:

- 1
 1 get 2 go 3 join 4 take part 5 perform 6 do 7 meet
 8 travel
- 2
 1 black 2 brown 3 grey 4 purple 5 green 6 blue
 7 red 8 orange 9 yellow 10 white
- 3
 1 yellow, purple 2 medium, extra-large 3 a necklace, a bracelet
 4 an umbrella, a scarf 5 a jacket, jeans



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