

01 STARTER

OVERALL AIMS OF THE STARTER UNITS

The overall aim of the two **Starter units** is to help those students who would benefit from extra support / revision before starting **Outcomes Elementary**. The units are four pages long and revise basic grammar and vocabulary as well as work with skills.

We recommend that you look through the units before the new course begins to decide if your students would benefit from doing these units. If your students do not need this extra support, then begin with **Unit 01 People and Places** on page 16. If you feel that some students would benefit from studying the **Starter units**, you could ask them to do the exercises at home. There is a photocopiable answer key for **Starter Unit 1 and 2** on pp. 186–187. If your institution has a self-access centre, students could also do the **Listening** exercises on pages 9, 12 and 14.

UNIT OVERVIEW

The main aim of this unit is to enable students to **say hello** and **talk about their family and age**. They have practice in **ordering in a café** and talking about **food and drink**. They also practise ways of describing **numbers, times and days** and some common **verbs**. The main grammatical aims are **plurals, a / an / some, subject pronouns** and **grammar words**.

HELLO

Aim

To provide controlled speaking practice of saying **hello**.

Step 1 Write the dialogue from the speech bubbles on the board and erase the names. Then introduce yourself to a couple of students and in pairs ask them to do the same. Tell students to stand up and introduce themselves to each other. Conduct brief feedback on students' names.

Tip After students have introduced each other, get them to write their name in big letters on a piece of paper and put it on their desk so everyone can see. Get them to do this for the first couple of lessons.

VOCABULARY Numbers 1

Aim

To present and practise basic numbers.

Step 1 Ask students to individually write the numbers in exercise A in the correct order. Tell them that the first three are done as an example. Monitor and help with any problems. In pairs they compare their answers. Play the recording and get students to repeat with correct word stress, pausing after each number.

SU1.1 and Answers

zero
one
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve
twenty
thirty
fifty
a hundred

NATIVE SPEAKER ENGLISH Zero

Read out the box and check that students understand by asking *What are the three ways of saying '0'?* (*zero, oh* and *nought*). Ask them if they have different ways in their language.

READING Family

Aim

To introduce developing reading skills for detailed information.

Step 1 Tell students how many people there are in your family and ask them to do the same. Ask students to individually look at the photo and complete the text with numbers. Monitor and help with any problems.

Step 2 In pairs they compare answers before checking in open class. Then read the text to students and get them to read the text out to each other.

Answers

8, 4, 4

Step 3 Tell students to complete 1–6 in C with words from the photo and text. In pairs they compare answers before checking in open class.

Answers

1 three, four 2 sister 3 brother 4 father 5 mother 6 baby

GRAMMAR Plurals

Aim

To present and practise regular and irregular plurals.

Step 1 Read out the explanation box and check understanding: *How do we form regular plurals?* (noun + s), *What if the noun finishes with a 'y'?* (change the y to an i + es, e.g. *baby = babies*), *What are some common irregular plurals?* (children, people, men, women). Drill the pronunciation of the words in the box.

Note Students will be introduced to using the grammar reference in Starter Unit 2, but if you feel your students would benefit from looking at the grammar reference now, then direct them to page 144.

LISTENING

Aim

To develop listening for specific information.

Step 1 Tell students they are going to listen to two people talking about their families and to read the conversation in A. Tell them to listen and write the numbers they hear. Play the recording. Put students in pairs to compare answers (in bold in the audioscript) before checking in open class. If necessary, play the recording again.

SU1.2

A: Do you have any brothers and sisters?

B: Yes. One brother and **two** sisters.

A: How old is your brother?

B: **39**.

A: Are you married?

B: Yes.

A: Do you have any children?

B: Yes. One boy and **one** girl.

A: How old are they?

B: The boy's **12** and the girl is **eight**. Do you have any brothers and sisters?

A: No.

B: How old are you?

A: **25**.

Step 2 Put students in AB pairs and tell them to practise saying the conversation in A, then change roles. Monitor and correct any language problems.

Step 3 Tell students they are going to ask each other the questions in A and to think about their answers. Give them a couple of minutes to do this. When they are ready, put them in pairs to interview each other. Conduct feedback.

VOCABULARY Food

Aim

To present and practise expressions related to food.

Step 1 Ask students what their favourite drink or food is, e.g. *My favourite drink is a cup of tea*. Put students in pairs to match the kinds of food in A to the pictures 1–12. Check answers in open class.

Answers

1 a cola

7 a bottle of water

2 a tea

8 an ice cream

3 an orange juice

9 a chicken sandwich

4 a coffee

10 a hamburger

5 a portion of chips

11 a green salad

6 an apple

12 a cheese sandwich

Step 2 Write the local price of a bottle of water on the board and ask students *How do we ask the price?* (How much is ... ?) Write this on the board. If necessary mime *money* by rubbing fingers together. Put students in AB pairs. Tell Student A to look at File 1 on page 166 and Student B to look at File 10 on page 169. Tell them they have a list of some of the words and the prices of other things in A. Put them in same letter pairs and ask them to practise saying the prices. Model the activity by asking a strong student *How much is a coffee?* Then put students into AB pairs to ask each other the prices of the items on their list. Conduct brief feedback on prices.

Answers

Student A = a tea – £1.20, a cola – £1.95, a green salad – £3.54, a chicken sandwich – £3.19, a hamburger – £3.36, an apple – 47p (pence)

Student B = a coffee – £2.15, an orange juice – £2.37, a bottle of water – £1.50, a cheese sandwich – £3.05, an ice cream – £1.89, a portion of chips – £2.01

Step 3 Tell students they are going to listen to Mr Burnham ordering things for his family and tick (✓) the things in exercise A he wants. Play the recording. In pairs students compare answers before checking in open class. If necessary, play the recording again and pause after the drinks, then after the food.

Answers

coffee, tea, orange juice, cola, bottle of water, green salad, hamburger, cheese sandwich, chicken sandwich, a portions of chips, apples

SU1.3

A: Next!
 B: Yes!
 A: Yes, sir?
 B: Umm, it's a big order.
 A: OK.
 B: To drink ... one coffee, three teas, five orange juices, four colas and two bottles of water.
 A: OK. One coffee, three teas, an orange juice, four colas and two bottles of water.
 B: Yes.
 A: Anything else?
 B: Yes, I want two green salads, seven hamburgers, one cheese sandwich, one chicken sandwich, and five portions of chips.
 A: Yep.
 B: And five apples.
 A: Sure. So that's seven hamburgers one cheese sandwich and one chicken sandwich, five chips, two salads and nine apples.
 B: That's it.
 A: That's 69 pounds 64 altogether.

Step 4 Tell students they are in the same café as the Burnhams and they should say what their family wants. Give them a couple of minutes to look at the items in A and decide what they want. When students are ready put them in AB pairs to say what their family wants, Student A gives their order and Student B writes the order, then they change roles. Conduct brief feedback.

Tip With a weaker class, you could get them to look at the audioscript on page 170 for help and ideas.

GRAMMAR *a / an / some*

Aim

To present and practise when we use *a / an / some* to express quantity.

Step 1 Tell students to look at the explanation box and check understanding: *When do we use 'a'?* (before singular nouns that begin with a consonant), *When do we use 'an'?* (before singular nouns that begin with a vowel), *When do we use 'some'?* (before plural nouns). Drill the pronunciation of the words in the box.

Note Students will be introduced to using the grammar reference in Starter Unit 2, but if you feel your students would benefit from looking at the grammar reference now, then direct them to page 144.



pp. 10–11

VOCABULARY Common verbs

Aim

To present and practise using common verbs.

Step 1 Write *read* on the board and ask *What kind of word is it?* (a verb). Ask them what other verbs they know in English and write them on the board. Tell them in pairs to match the verbs in the box in A to the pictures. Monitor and help with any problems. Check answers in open class.

Answers

1 go	9 play
2 read	10 say
3 write	11 put
4 listen	12 open
5 close	13 look
6 work	14 talk
7 start	15 think
8 finish	16 eat

Step 2 Tell students they are going to listen to ten sentences and tick (✓) the word they hear in A. Play the recording. In pairs they compare answers before checking in open class.

Answers

1 listen	6 write
2 go	7 put
3 read	8 work
4 talk	9 finish
5 open	10 think

SU1.4

- 1 Listen to the CD.
- 2 Go there.
- 3 Read the article.
- 4 Talk to a partner.
- 5 Open the window, please.
- 6 Write the answers.
- 7 Put your book on the table.
- 8 Work in groups, please.
- 9 The class finishes at 8.
- 10 What do you think?

Step 3 Tell students to spend three minutes memorising the verbs in A and to think about how to mime them. Demonstrate by miming *open*. Put students in AB pairs, Student A acts out some words from A and Student B says the words, then they change roles. Monitor and help with any language problems. Conduct brief feedback.

SPEAKING

Aim

To provide controlled speaking practice of talking about preferences.

Step 1 Tell students you have two options for this evening, eating at home or eating in a restaurant, and you don't know what to decide. Then tell them you prefer eating at home this evening. Tell them to individually look at the options in A and think about which one they prefer. Give them a couple of minutes to do this. When they are ready, put them in groups of three or four to tell each other which they prefer and see what they have in common. Monitor and correct any language problems. Conduct brief feedback on any similarities.

GRAMMAR Subject pronouns

Aim

To present and practise subject pronouns.

Step 1 Tell students to look at the table in A and elicit the singular for *we = I*. Put them in pairs and tell them to complete the table. Monitor and help with any language problems. Check answers in open class.

Answers

singular	plural
I	we
you	you
he (man / boy) she (woman / girl) it (thing)	they

Step 2 Tell students to individually replace the words in italics with a pronoun. Write the first example on the board to demonstrate. Monitor and help out with any problems. In pairs they compare answers before checking in open class.

Answers

2 she, he 3 They 4 We 5 It 6 She 7 You

VOCABULARY Time and days of the week

Aim

To present and practise common expressions related to time and days of the week.

Step 1 Ask students how many days are in a week, and how do we say them in English. Tell them to look at the words in *Vocabulary* and drill the stress: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*.

Note Tell students we write the first letter of the days of the week with a capital.

Optional activity Write the first letter of the days of the week on the board and get students to spell them to you.

Step 2 Tell students to individually complete the sentences in A with a day or time. Monitor and help with ideas. In pairs they compare answers before checking in open class.

Suggested answers

7 6 o'clock and 12 o'clock
8 1 o'clock and 6 o'clock
9 10 o'clock and 5 o'clock

Step 3 Tell students to read the question in B and think about their answers, give them a couple of minutes to do this. When they are ready put them in groups of three or four to discuss their ideas. Monitor and correct any language problems. Conduct brief feedback.

DEVELOPING CONVERSATIONS

Everyday expressions

Aim

To introduce and give practice in using everyday expressions.

Step 1 Read out the explanation box to students. Ask them if they know any expressions in English, e.g. *How are you?*

Step 2 Tell students to read the sentences in A. In a multilingual class ask students to translate the sentences in to their own language and then without looking at the originals, translate back into English. What similarities / differences do they notice? In a monolingual class, get students in pairs or threes to compare their translations and their English translations. What do they notice?

Step 3 Point out that 1–10 are questions, and 11 and 12 are common replies. Get students to ask you the first ten questions in A. Then put students in pairs to ask each other the questions in A. Ask them to try and give answers using language from the unit, or just say *yes* or *no*. Monitor and correct any language problems. Conduct brief feedback.

GRAMMAR Grammar words

Aim

To present and practise identifying parts of speech.

Step 1 Read the explanation box to students and check understanding: *What type of word is want?* (a verb), *and brother?* (a noun), *and small?* (an adjective), *and he?* (a subject), *and football?* (an object). Put students in groups of four or five and tell them to think of answers to the questions in A without looking at their books or dictionaries. Give them five minutes to do this. Ask each group how many verbs, nouns, or adjectives they have and get the group with the most to tell the rest of the class.

UNIT OVERVIEW

The main aim of this unit is to enable students to **ask questions** and **talk about personal information**. They have practice in using *Me too* to say something is true and ways of **describing numbers, everyday things, and adjectives**. They are introduced to using **The Grammar reference** and **The Vocabulary Builder**. The main grammatical aims are **pronouns, be, don't / do you ...?**

VOCABULARY Numbers 2

Aim

To present and practise basic numbers.

Step 1 Write the first line of numbers in B on the board and get students to say them, e.g. *thirteen, seventeen, twenty-one, fifty, ninety-seven, one thousand*. Ask students to individually choose six numbers from the bingo card in A and circle them. Tell them they are going to listen to some numbers and play bingo. Explain that they cross out (X) when they hear their numbers, and when they have heard all six of their numbers they say *Bingo!* The first person to hear all six numbers correctly is the winner. Play the recording. When a student says *Bingo!* check their numbers by getting students to say the numbers and you check with the audioscript.

SU2.1

78
15
12,000
44
211
16
1,000
33
17
100
97
20
1,300
18
65
22
14
109
50
21
13
5,260
86
19

Step 2 Put students in pairs and tell them to answer the questions in C. Monitor and help with any problems. Conduct feedback and check the words stress.

Answers

1 <u>four</u>	5 <u>thirty-one</u>
2 <u>seven</u>	6 <u>sixty</u>
3 <u>twelve</u>	7 <u>sixty</u>
4 <u>twenty-four</u>	8 <u>three hundred and sixty-five</u>

Step 3 Write the first sentence in D on the board and ask students if this is true for them, change it as necessary and write the correct answers in letters, e.g. *sixty*. Tell students to change the numbers and / or words in italics in D so that the sentences are true for them. Monitor and help with any language problems. Put them in pairs to compare answers before conducting feedback in open class.

DEVELOPING CONVERSATIONS

Questions

Aim

To introduce and give practice in using question words.

Step 1 Write the question words on the board and check understanding by asking what information comes after *Who?* (a person), *When?* (a time expression), *Where?* (a place), *What?* (an object), *How?* (in what way), *How much?* (price or quantity), *How old?* (age), *What time?* (hours or minutes), *How long?* (period of time), *Which one?* (specific reference to something when the choice is limited). Tell students to match the question words in 1–5 to the answers a–e, and 6–10 to f–j. Put them in pairs to compare answers before checking in open class.

Answers

1 e 2 c 3 d 4 b 5 a 6 j 7 f 8 g 9 i 10 h

Step 2 Tell students they are going to listen to a conversation with a teacher and ask them to write down the seven question words from A that they hear. Play the recording. In pairs they compare answers.

Step 2 Then play the recording again to check and tell students to look at the audioscript on page 170 to check (answers underlined in the audioscript below). Model the dialogue with a strong student. Then put students in AB pairs to take turns practising the dialogue.

SU2.2 and Answers

- A: What do you do?
 B: I'm a teacher.
 A: Where do you work?
 B: In a school near here.
 A: Which one?
 B: Northpark High.
 A: I know it. How do you get there?
 B: I walk.
 A: How long does it take?
 B: 35 minutes.
 A: That's good. What time do you leave home?
 B: Seven. We start at 8.30 (eight thirty).
 A: How old are the children you teach?
 B: 14 to 18.

VOCABULARY Everyday things

Aim

To present and practise words related to everyday things.

Step 1 Tell students one thing you have in your bag or pocket and ask them to tell you one thing they have, e.g. mobile phone. Put students in pairs to match the words in the box in A to the pictures. Monitor and help with any language problems. Check answers in open class and drill word stress. Then get students to cover the words and in pairs, Student A points to a picture and Student B says the word.

Answers

- a paper f ticket
 b phone g pen
 c book h TV (pronounced as two separate letters)
 d beer i chocolate
 e camera j money

Step 2 Tell students to individually complete 1–10 in C with words from A. Monitor and help with language problems. In pairs they compare answers before checking in open class.

Answers

- | | |
|----------|-------------|
| 1 camera | 6 chocolate |
| 2 money | 7 book |
| 3 paper | 8 pen |
| 4 TV | 9 phone |
| 5 beer | 10 ticket |

Step 3 Tell students things you have now from A, e.g. *I have a book, I don't have a ticket*. Put students in pairs and ask them to do the same. Monitor and correct any language problems. Conduct brief feedback.

Optional activity Get students to write on two separate pieces of paper one thing they have and one thing they don't have now. Collect the slips of paper and read them out to the class and get the class to guess who the information refers to.

GRAMMAR Pronouns

Aim

To present and practise pronouns.

Step 1 Read out the explanation box, or write the sentences on the board to check form and meaning. Check understanding by asking: *When 'it' comes before the verb is it an object or subject?* (subject), *And after the verb?* (an object), *Is 'I' a subject or an object?* (subject), *What's the object for 'I'?* (me). Write the subjects on the board and elicit the objects = *I, you, he, she, it, we, they*.

Note Students will be introduced to using the grammar reference later in this unit, but if you feel your students would benefit from looking at the grammar reference now, then direct them to page 144.

GRAMMAR *don't / do you ... ?*

Aim

To present and practise asking questions using don't / do you ... ?

Step 1 Get students to read the explanation box, or read it out for them, and check understanding *How do we make negatives in English?* (*don't = do + not, + verb*), *How do we make questions?* (*do you + verb*), *What's the function of 'do'?* (an auxiliary verb). Tell them to individually write 1–5 in A as negatives and questions. Monitor and help with language problems. In pairs they compare before checking in open class. Then in pairs they ask and answer the questions in A.

Answers

- 1 I don't have a brother, Do you have a brother?
- 2 I don't like football, Do you like football?
- 3 I don't drink beer, Do you like beer?
- 4 I don't speak French, Do you speak French?
- 5 I don't play tennis, Do you play tennis?

Step 2 Write the three sentence starters in C on the board and elicit different examples for each one. Tell students to individually complete the sentences in A so that they are true for them. Monitor and help with any problems with language or ideas. In pairs they compare answers and see if they have anything the same. Monitor and correct any language problems. Conduct brief feedback.

Step 3 Tell students to individually complete the questions in D. Monitor and help with language. Model by getting a selection of students to ask you a couple of questions. Then put students in pairs to ask their questions. Monitor and correct any language problems. Conduct brief feedback.



pp. 14–15

VOCABULARY Adjectives

Aim

To practise using adjectives to describe feelings.

Step 1 Write *cold* on the board and ask *What kind of word is it?* (an adjective). Ask students what other adjectives they know in English and write them on the board. Tell them in pairs to look at the pictures and drill the words, then in pairs they practise saying the words. Monitor and help with any problems with pronunciation (*It's cheap, I'm hungry, She's old, He's busy, We're cold, They're late*).

Step 2 Tell students to cover A and write down the sentences. In pairs they compare, and then look at A again to check.

Step 3 Tell students to individually look at the questions in D and think about their answers. Model by getting students to ask you, reply using *Yes, I am, No I'm not*. Put students in pairs to ask and answer the questions. Monitor and correct any language problems. It's not necessary to do feedback.

Step 4 Read the explanation box to students and check understanding: *Do adjectives go before nouns?* (Yes), *Do they go after the verb 'be'?* (Yes), *Do adjectives change with plural nouns?* (No). Write the first example in E on the board and get students to tell you the correct order and re-write it. Tell them to individually put the sentences in order in E. Monitor and help with any problems with word order. In pairs they compare answers before checking in open class. Then in pairs they tell each other which sentences in 1–6 are true for them.

Answers

- 1 I am tired.
- 2 I have a new car.
- 3 My teacher is good.
- 4 This is an easy book.
- 5 My flat is small.
- 6 I have an expensive mobile phone.

Optional activity Tell students which sentences in E are true or false for you, using negatives where necessary e.g. *I'm not tired. I have a new car*. Then tell them to individually write either positive or negative sentences so that they are true for them. Monitor and help with negative forms. In pairs they compare answers.

GRAMMAR *be*

Aim

To present and practise using *be* in the present simple.

Step 1 Get students to read the explanation box and check understanding: *Which letter do we remove from the long form to make the short form, a consonant or a vowel?* (a vowel), *What happens to the word order in questions?* (verb + subject + object or question word + verb + subject). Write the full forms on the board and elicit the short forms. Tell students to listen and say the short forms.

SU2.3

I'm
you're
he's
she's
it's
we're
they're

Step 2 Tell students to look at how we use the verb *be* in B and check understanding: *What type of word comes after 'be' in sentence 1?* (a noun). Then put them in pairs to decide what kind of word comes after *be* in each sentences. Monitor and help out with any problems. Check answers in open class.

Answers

- | | |
|-------------|----------------------|
| 1 noun | 4 country (or place) |
| 2 age | 5 day of the week |
| 3 adjective | 6 time |

Step 3 Tell students to individually add one more thing to 1–6. Do the first one as an example. Monitor and help with ideas. In pairs they tell each other their new sentences. Conduct brief feedback.

Suggested answers

- | | |
|------------|--------------|
| 1 a doctor | 4 Poland |
| 2 54 | 5 Sunday |
| 3 cold | 6 12 o'clock |

Step 4 Write *I am a student* on the board and elicit how to ask the question = *Are you a student?* Tell students to individually write four questions to ask other students in the class. Monitor and help with problems with ideas or language. Model the activity by getting a strong student to ask you their questions and reply using *Yes, I am* or *No, I'm not*. Write the short answers on the board. Then tell students to stand up and ask two or three different students their questions. Monitor and correct any problems with language. Conduct brief feedback.

DEVELOPING CONVERSATIONS *Me too*

Aim

To introduce agreeing with someone using *me too*.

Step 1 Read out the explanation box to students and check understanding. Tell them to look at the cartoon and ask: *What does the first person say?* (I'm tired), *How does the second person say that it is true for them?* (*Me too*). Ask if they have a similar expression in their language.

Step 2 Tell students to read the sentences in A and ask what do you say if the same is not true for you? *I'm not* (with the verb *be*) or *I don't* (with other verbs). Model the first two examples with a strong student. Then put them in AB pairs: Student A says sentences 1–5 and Student B says *Me too*, *I'm not* or *I don't*. Then they change roles. It's not necessary to do feedback on this activity.

Step 3 Tell students to write five sentences with *I'm*, *I like*, *I have* etc. Monitor and help with ideas. Then put them in pairs to take turns saying their sentences, and their partner says *Me too*, *I'm not* or *I don't*. Monitor and correct any language problems. Conduct brief feedback.

VOCABULARY *The Vocabulary Builder*

Aim

To present and practise using *The Vocabulary Builder*.

Step 1 Read the explanation to students or get them to read it and check understanding: *Where can you look when a new word appears in the book?* (*The Vocabulary Builder*), *What information is there?* (The new word, space to translate, an example sentence and other examples), *When can you use it?* (In class to look up a new word, to test each other, at home before and after class to remember the words), *Are there any exercises?* (Yes, at the end of each unit).

Step 2 Tell students to look at the first two pages of *The Vocabulary Builder* for Unit 1 and to do 1–3 in A. Monitor and help with any problems. In pairs they compare their words.

Step 3 Put students in groups of four and five and tell them to close their *Vocabulary Builders*. Tell them they have three minutes to write all the words they remember. Get them to stop after three minutes and ask how many words they remember. Get the group with the most words to tell the rest of the class their list.

Optional activity Start a vocabulary box of new words. Give each student two slips of paper. On one side they write a new word and on the other they write the meaning or a translation in a monolingual class. Then they stand up and ask two or three students *What does mean?* Write the question on the board. Collect the slips and keep them in a box or plastic envelope. At the end of each week add new words and repeat the procedure.

GRAMMAR *The Grammar reference*

Aim

To present and practise using *The Grammar reference*.

Step 1 Get students to read the explanation box or read it out to them and check understanding: *What information is in the Grammar reference?* (It has explanations with examples, sometimes it has extra information and there are more exercises), *How do you know which page to look at?* (In the grammar sections in the unit there is a symbol with page reference), *When can you use it?* (In class or at home). Tell students in pairs to find out which grammar is on pages 146, 152, 157 and 158. Conduct brief feedback.

Answers

- 1 page 146 = The past simple
- 2 page 152 = Present perfect 1 and 2
- 3 page 157 = *Will / Won't* for predictions, Verb patterns for adjectives and Revision
- 4 page 158 = *Be thinking of + -ing*, Adverbs and Revision

Step 2 Tell students to individually read the Grammar reference for the Starter Units on pages 144–145 and find three new pieces of information. Then put them in pairs to compare before sharing in open class.

Step 3 Tell students to individually choose one exercise and do it. Monitor and help with any problems. In pairs they compare answers before checking in open class. Conduct brief feedback. Tell them to do the other exercises after class.

SPEAKING

Aim

To provide controlled speaking practice in talking about different ways of learning English.

Step 1 Tell students to read the ideas for learning English with *Outcomes* in A, and look at the sentences in B and decide what their answers are for each idea. In pairs they say one of a–e in B for the ideas in A. Monitor and correct any language problems. Conduct brief feedback on their ideas and check anything they don't understand.

01 PEOPLE AND PLACES

UNIT OVERVIEW

The main aims of this unit are to enable students to **introduce themselves** and **say where they are from, describe their hometowns, and talk about jobs and where they work**. They have practice in **asking common questions**, and **describing places**. The main grammatical aims are **the verb be** and **there is / there are** and **present simple questions and negatives**.



SPEAKING

Aim

To provide controlled speaking practice of introducing yourself.

Step 1 Ask students to look at the photo and read the speech bubbles. Ask them: *Do they know each other?* (No, they are meeting for the first time.)

Step 2 Tell students to listen to the conversation. Write the conversation on the board and show students the intonation. Drill in open class, then get students to practise in pairs.

1.1

A: Hello. I'm Miguel. What's your name?
B: Dasha. Hi. Nice to meet you.

Step 3 Tell students they are going to go around the room and introduce themselves to as many students as possible. Erase the names from the board and model the conversation with a student in open class. Then get them to stand up and practise the dialogue. Monitor and correct any problems with intonation.

Step 4 Tell students to look at exercise C. Write the structure on the board: *Who's that? That's Yuki. What's his / her name? Marco / I don't know.* Rub out the names and ask students to ask and answer questions in pairs using the structure from the board. Conduct feedback by asking *Who's that?* or *What's his / her name?*

LISTENING

Aim

To develop listening for specific information.

Step 1 Tell students they are going to listen to a student having an interview at an English-language school. Get them to read the sentences in exercise A. Check understanding e.g. *What does family name mean?* (your surname e.g. *Smith*), *What preposition do we use with places?* (in).

Step 2 Tell them to listen and tick (✓) the sentences that are true. Play the recording. Put students in pairs to compare answers and, if necessary, play the recording again before checking answers in open class.

Answers

1 T 2 F 3 F 4 T 5 F

1.2

I = Ivy; M = Miguel

I: Hi. Come in. Sit down. My name's Ivy. I'm a teacher here. What's your name?

M: Miguel.

I: Right. Hi. Nice to meet you. And what's your surname, Miguel?

M: Sorry?

I: Your surname. Your family name.

M: Oh, sorry. It's Hernandez. That's H-E-R-N-A-N-D-E-Z.

I: OK. And where are you from, Miguel? Spain?

M: No, I'm not. I'm from Mexico.

I: Oh, OK. Which part?

M: Chihuahua. It's in the north.

Step 2 Tell students to listen again and correct the sentences in exercise A. Play the recording and pause after each piece of information to allow students time to write their answers. Ask students to compare their answers in pairs, then check in open class.

Answers

2 His family name is Hernandez. 3 He's from Mexico.
5 Chihuahua is in the north.

GRAMMAR The verb be

Aim

To present and practise the verb be.

Step 1 Write *He's from Spain* on the board and underline *He's*, ask students what the full form is = *He is*, and write that on the board. Tell them when talking in English we often use the short form when speaking. Ask them to

look at exercise A in pairs and write the full form. Check answers in open class.

Answers

You are, He is, She is, That is, We are, They are

Direct students to the grammar reference on page 146 if they still seem unsure.

Step 2 Tell students to read exercise B and complete the conversation with the correct short form of the verb *be*. Do the first one as an example. Monitor, giving particular attention to the weaker students. Get students to compare answers in pairs. Play recording 1.2 again to check answers. Ask students to read the audioscript on page 171 to check.

Answers

- | | |
|----------|------------|
| 1 name's | 6 That's |
| 2 I'm | 7 where're |
| 3 What's | 8 I'm |
| 4 what's | 9 I'm |
| 5 It's | 10 It's |

Tip With a weaker class ask students to listen and check with the audioscript at the same time.

Step 3 Put students in pairs and ask them to practise reading the conversation. Tell one student to be Miguel and the other to be Ivy, then to swap. Monitor and correct any pronunciation problems.

Optional activity Give students four minutes to memorise the conversation. Tell them to close their books. Then put them in groups of three, one student is Miguel and one is Ivy, the third student can look at the dialogue and help them when they can't remember. They then rotate until each student has been the 'helper'.

NATIVE SPEAKER ENGLISH *surname*

Read the box to students and check they understand by asking *What's another way of saying your family name?* (Surname). Ask them if they have a similar expression in their language.

VOCABULARY Countries

Aim

To present and practise countries.

Step 1 Ask students which countries they are from and tell them which part of the world that is, e.g. Student: *I'm from Italy*, You: *It's in Europe*. Then tell them to look at exercise A and in pairs to match the countries to the parts of the world, using the example in the book to help them. Monitor and help with geography. Check in open class.

Answers

Africa = Morocco, Kenya
Asia = Japan, China, Thailand
Europe = Poland, Italy, Germany
the Middle East = Jordan, Oman
Central America = Panama, Mexico
South America = Brazil, Argentina

Step 2 Tell students they are going to listen to the pronunciation of the countries. Play the recording and get students to repeat. Pay particular attention to stress.

1.3

Argentina Brazil China Germany Italy Japan Jordan
Kenya Mexico Morocco Oman Panama Poland
Thailand

Optional activity For further practice, put word stress bubbles on the board: OoOo, oO, Oo, Ooo, oOo. Get students to tell you how many syllables each country has and which column to put it in according to the stress pattern. (OoOo = Argentina, oO = Brazil, Japan, Oo = China, Jordan, Kenya, Oman, Poland, Thailand, Ooo = Germany, Italy, Mexico, Panama, oOo = Morocco)

DEVELOPING CONVERSATIONS

Which part?

Aim

To introduce and practise finding out which part of a place someone is from.

Step 1 Read out the explanation box and check understanding: *How does Ivy ask where in Mexico Miguel is from?* (Which part), *What extra information does he give?* (It's in the north). Elicit other examples, e.g. *I'm from Seville. It's in the south.*

Step 2 Tell students to look at the map of France and check they know *north, south, east, west*, and which direction they are. Tell them to complete the sentences in exercise A individually using the places on the map. Do the first one as an example. Monitor and help with the target language. In pairs ask students to compare answers before checking in open class.

Answers

- | | |
|------------|--------------|
| 1 Paris | 4 Strasbourg |
| 2 Lille | 5 Nantes |
| 3 Toulouse | 6 Moulins |

Step 3 Tell students they are going to have conversations like the examples in exercise B. They can use countries from *Vocabulary* or cities / areas in their countries. Get them to ask you as a model, then model with a strong student in open class. In pairs tell them to have the conversation. Monitor and help with any language problems. Conduct brief feedback on where students are from.

Step 4 Get students to read the question in exercise C. Check *parents* = your mother and father; *grandparents* = your mother's or father's parents. Put students in pairs to ask each other the question. Monitor and correct as necessary. Conduct brief feedback.

CONVERSATION PRACTICE

Aim

To practise using the language learnt in the unit so far.

Step 1 Tell students they are going to have conversations using the questions given in A. Give them time to prepare their answers. Monitor and help with language.

Step 2 When students are ready tell them to stand up and ask as many students as possible, starting the conversation with *What's your name?* Monitor and correct any language problems. Ask a couple of students to tell the class what they know about the other students in the class.



pp. 18–19

VOCABULARY Describing places

Aim

To practise expressions used to describe places.

Step 1 Ask students what places they visit when they go to another town or city, for example = *a restaurant, a museum*, etc. Then tell them to look at the photos and to individually match the words in the box to the pictures. Do the first one as an example. Monitor and help the weaker students. In pairs students compare their answers.

Tip For extra practice ask students how many syllables each word has.

Answers (number of syllables in brackets after the word)

- | | |
|---------------------------|-----------------------------|
| 1 a <u>restaurant</u> (3) | 6 <u>traffic</u> (2) |
| 2 a <u>river</u> (2) | 7 an art <u>gallery</u> (3) |
| 3 a <u>church</u> (1) | 8 a <u>beach</u> (1) |
| 4 a <u>factory</u> (3) | 9 a <u>cathedral</u> (3) |
| 5 a <u>park</u> (1) | 10 a <u>palace</u> (2) |

Direct students to the *Vocabulary Builder* for more information about the words on page 3.

Step 2 Ask students *What's the plural of church?* = *churches*, and write it on the board. Tell them that when a word ends with 'ch' we form the plural by adding 'es'. Ask *What's the plural of factory?* = *factories*. Tell them that when a word ends in 'y', it changes to an 'i'. Ask them *How do we normally make a plural in English?* = add an 's'. Tell students to write the plural of the ten words. Monitor and correct as

necessary. Elicit which word has no plural = *traffic*. *Why?* = Because it's an uncountable noun. In pairs ask them to say the plural to each other. Check spelling and pronunciation in open class.

Answers

- | | |
|---------------|----------------------|
| 1 restaurants | 6 traffic, no plural |
| 2 rivers | 7 art galleries |
| 3 churches | 8 beaches |
| 4 factories | 9 cathedrals |
| 5 parks | 10 palaces |

Step 3 Put students in pairs and tell them to say three other things or places in your town. In open class write a list on the board and help students with pronunciation.

Tip Start a poster in the classroom with the title *Places in my town* and add the items from today's lesson. Each time new places come up, get students to add to the list. You can use it in later classes for revision.

READING

Aim

To develop reading skills for general and detailed information.

Step 1 Ask students where they are from and is the place nice, why / why not? Don't worry if students say things which are grammatically incorrect, you just want to see if they can remember the vocabulary from the previous exercise.

Step 2 Tell students to individually read the four texts and answer the questions. In pairs they compare their answers before checking in open class.

Answers

Jeff: 1 New Romney, in the south of England
2 It's generally a nice place, nice beach, lovely countryside, but not much to do; no cinemas or art galleries.

Nancy: 1 Pinedale, the middle of California, the USA
2 It's not nice, a lot of crime and not many jobs.

Rolando: 1 Seville, the south-west of Spain
2 It's a great place, lots of nice cafés and restaurants, a great cathedral, a river and lots of beautiful parks.

Yu Tsan: 1 Shenyang, north-east of China
2 It's OK, lots of factories, people and traffic, but also lots of places to go shopping, and great old buildings.

Step 3 Tell students to read the four texts again and decide which is the best / worst place for them and why. Give them time to prepare their ideas and then put them into pairs to compare. Conduct feedback in open class by asking if they agree, why / why not?

GRAMMAR *there is / there are*

Aim

To present and practise when we use *there is / there are*.

Step 1 Get students to read the explanation box, or read it out to them, and tell them that we use *there's* with singular nouns and *there are* with plural nouns. Check understanding by getting them to tell you which nouns are *singular* (beach, countryside) and which nouns are *plural* (cafés, restaurants, buildings).

Step 2 Ask students to translate the examples in the explanation box into their own language and notice any differences. In monolingual classes ask students to compare their translations. In multilingual classes ask students to work in pairs and tell each other if the sentences were easy to translate and whether they were able to translate them word for word. Is the grammar the same or different in their language?

Alternatively If you prefer not to use translation, ask students to notice the pattern = *there is* + singular nouns and *there are* + plural nouns.

Step 3 Tell students to add *there's* or *there are* to the sentences in exercise B. Remind them to look at the noun and decide if it's singular or plural. Do the first one as an example.

Step 4 Read students the pronunciation box and tell them we pronounce *there's* as /ðeəz/ and *there are* as /ðeərə/. Drill the pronunciation as a class. Then play the recording to check their answers to B. Play the recording again and get students to repeat after each sentence. Put students in pairs and ask them to practise saying the sentences. Monitor and correct their pronunciation.

Answers

- | | |
|-------------|----------------------|
| 1 There's | 5 there are |
| 2 There are | 6 there's |
| 3 There are | 7 There are |
| 4 There's | 8 There's, there are |

1.4

- There's a cinema in the town.
- It's nice. There are lots of trees and parks.
- There are lots of hotels near the station.
- It's not very safe. There's a lot of crime.
- It's not a bad place, but there are too many people!
- It's a nice city, but there's a lot of traffic!
- There are some nice shops and restaurants near here.
- It's OK. There's a nice beach and there are a few cafés.

Step 5 Tell students to read the sentences in exercise B and decide which sentences describe the place they are from. Tell them they can change them from positive to negative if necessary, e.g. *There isn't a cinema in my town*. In small

groups they tell each other about the place they are from. Conduct brief feedback in open class.

Direct students to the grammar reference on page 146 if they still seem unsure.

SPEAKING

Aim

To provide fluency practice of using *there is / there are*.

Step 1 Tell students to think about three places they know well, either in their own country or other countries. You could give your own examples using *there is / there are* and the vocabulary from the unit. Give them time to prepare. Put them in pairs to tell each other about the places.

Step 2 Tell students to think about what's the best place / worst place to live in their country, and why. Give them some time to prepare and then put them into groups of four or five and tell them to discuss their ideas and say whether they agree or disagree with their partner's opinions. Monitor and take notes on the correct and incorrect language they use for a correction slot at the end. Conduct brief feedback.



pp. 20–21



Next class Make photocopies of **1A** p. 144 and **1B** p. 145.



VOCABULARY Jobs

Aim

To present jobs and places where people work.

Step 1 This exercise acts as revision for students and lets you see what they know already. Tell students to write as many jobs as they can in one minute. Make it competitive by timing it. After one minute tell them to stop and ask how many they have. Get the student with the most jobs to write their list on the board. Check that the other students understand. Add any others they have to the list on the board.

Step 2 Tell students to find what jobs people in the class do. If they are not sure how to say it, tell them to ask you, or look in their dictionaries. Then ask *How do you ask someone about their job?* = *What do you do?* and write this on the board. (*What's your job?* is also possible). Then get a student to ask you as a model. Tell students to stand up and ask the question to as many students as possible. Monitor and correct as necessary. Then put them in pairs to tell each other what jobs the other students do. Model first, e.g. *Luca is a doctor*. Conduct brief feedback.

Step 3 Tell students to read the jobs and places the people work. Check: *shop assistant* = someone who works in a shop; *nurse* = someone who helps the doctor; *civil servant* = someone who works in government administration; *a department store* = a large shop divided into different sections selling different things (you could give a local example). Tell them to match the jobs to the places people work, do the first one as an example. In pairs they compare answers before checking in open class.

Answers

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

Step 4 Tell students to look at the places in 1–8 in exercise C and decide which place is bigger / more important in each case. Do the first one as an example. In pairs they compare before checking in open class. Allow different options as it will depend on the student's opinion.

Suggested answers

- a department store is bigger
- a hospital is bigger
- a local government office is bigger
- a studio is more important
- a big hotel is bigger
- a university is bigger
- the traffic department is bigger
- a restaurant is bigger

Step 5 Ask students to read the conversation in exercise E and to prepare what they want to say by changing the job and the place. Model the exercise with a strong student in open class. Then put them into pairs to have the conversations. Conduct brief feedback in open class.



1A see Teacher's notes p. 136.

LISTENING

Aim

To develop listening skills for specific information.

Step 1 Tell students they are going to hear four people talking about their jobs and the places they work. Tell them to listen and circle the correct words. Give them time to read the sentences and then play the recording. In pairs they compare before checking in open class. If necessary, play the recording again before checking.

Answers

1 doctor, hospital	3 civil servant, office, OK
2 teacher, school, enjoys	4 waiter, café, policeman

1.5

Conversation 1

- A: Hello.
 B: Hi. It's Jan, isn't it?
 A: Yes.
 B: What do you do, Jan?
 A: I'm a doctor.
 B: Really? Where do you work?
 A: In a hospital in Warsaw.

Conversation 2

- C: So, Lara, what do you do?
 D: I'm a teacher.
 C: Oh, really? Where do you work?
 D: In a secondary school in Bristol.
 C: Do you enjoy it?
 D: Yes, it's great.
 C: What do you teach?
 D: French.
 C: That's good. Sorry, I don't speak French!

Conversation 3

- E: Marta, what do you do?
 F: I'm a civil servant.
 E: Where do you work?
 F: In a local government office in Brazil.
 E: Oh, yes. What part of Brazil?
 F: Rio Branco – in the north.
 E: So do you enjoy it?
 F: Yes, it's OK.

Conversation 4

- G: What do you do, Filippo?
 H: I'm a waiter.
 G: Where do you work?
 H: In a café in the centre of town – near the cathedral.
 G: OK. Do you enjoy it?
 H: Not really. I want a different job.
 G: Oh? What do you want to do?
 H: I don't know – maybe become a policeman.

Step 2 Tell students to read the audioscript on page 170 and play the recording again. Then in pairs they choose one of the conversations and practise it in pairs. Monitor and help with pronunciation.

LANGUAGE PATTERNS

Aim

To draw students' attention to some common patterns using *want to* ...

Step 1 Ask students to look at the sentences in the box and notice the similarities. Ask them to translate each sentence into their own language and notice any differences. In monolingual classes ask students to compare their translations. In multilingual classes

ask students to work in pairs and tell each other if the sentences were easy to translate and whether they were able to translate them word for word.

Step 2 Ask students to cover the English translations and translate the sentences back into English using their translations. Then ask them to compare their translations in pairs against the book.

Alternatively If you prefer not to use translation, ask students to notice the pattern = *want* + full infinitive. Check understanding by getting them to tell you which verbs come after *want* in each sentence (*to do, to go, to become, to study, to be*).

READING

Aim

To provide fluency practice in talking about jobs.

Step 1 Tell students they are going to read three texts in which people talk about their jobs. Ask them to read the text and answer the questions in A. Check answers in open class.

Answers

- 1 a designer
- 2 a journalist
- 3 an engineer

Step 2 Tell students to read the texts again and decide which is the best job and why. Give them time to prepare their ideas then put them in pairs or small groups to tell each other their opinions. Conduct brief feedback.

Step 3 Ask students to look at the words in bold and translate them into their own language. See if there are any they can't translate.

Alternatively If you prefer not to use translation tell students to look at the *Vocabulary Builder* pp. 3–4. Check: *get up* = when you get out of bed in the morning; *boring* = the opposite of interesting; *angry* = strong feeling towards someone that makes you want to shout at them; *kids* = informal word for children.

Step 4 Ask students to complete the sentences individually in exercise C with the words in bold. In pairs they compare answers before checking in open class.

Answers

- | | | |
|-----------|-----------|---------------|
| 1 start | 4 manager | 7 kids |
| 2 angry | 5 boring | 8 do |
| 3 because | 6 get up | 9 interesting |

Step 5 Ask students to choose one of the three people in the texts and, in pairs, to have conversations using the questions in exercise D. Model by getting a student to ask you in open class. Monitor and correct pronunciation.

GRAMMAR

Present simple questions and answers

Aim

To practise present simple questions and answers.

Step 1 Tell students to read the explanation box and check understanding, *When do we use the auxiliary verb do?* (To make questions and negatives.) *What's the difference between do and does?* (We use *does* in the third person singular = *he, she, it* and *do* with all others.)

Step 2 Tell students to complete the sentences in A with *do, does, don't* or *doesn't* individually. In pairs they compare answers before checking in open class.

Answers

- | | | |
|-----------------|---------|-------------|
| 1 do | 4 do | 7 do |
| 2 does, don't | 5 Do | 8 Do, don't |
| 3 does, doesn't | 6 don't | |

Direct students to the grammar reference on page 147 if they still seem unsure.

Step 3 Ask students to put the words into the correct order to make questions. Do the first one as an example. In pairs they compare answers before checking in open class.

Answers

- 1 What time do you get up?
- 2 How do you travel here?
- 3 When do you go to bed?
- 4 Where do you live?
- 5 Who do you live with?
- 6 What do you do in your free time?
- 7 How many languages do you speak?

Step 4 Ask students to individually match the answers in exercise C to the question in B. In pairs they compare answers before checking in open class.

Answers

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



1B see Teacher's notes p. 136.

SPEAKING

Aim

To provide practice in asking questions in the present.

Step 1 Ask students to choose five questions from pages 20–21 to ask another student, and to write one more question of their own. Monitor and help with their questions. Then put them in pairs to ask each other their questions. Tell them to try and memorise their questions, not just read them. Monitor and take notes on their use of language for a correction slot at the end.

02 FREE TIME



UNIT OVERVIEW

The main aims of this unit are to enable students to **ask what people like**, **arrange to meet** and **talk about their free time**. They have practice in **asking about common daily activities** and **asking for things in the classroom**. The main grammatical aims are **verb forms**, **adverbs of frequency** and **a / any and one / some**.



Next class Make photocopies of 2A p. 146.



VOCABULARY Free time activities

Aim

To present and practice talking about free time activities.

Step 1 Lead in by asking students to look at the photos and tell you what the people are doing (chatting on the Internet, dancing, playing basketball).

Step 2 Tell students to read the vocabulary box and check understanding of *going out for dinner* = eating in a restaurant. Put students in pairs. Tell Student A to act or draw an activity from the box and Student B to guess the word / phrase. Model the activity in open class first. Monitor and help with pronunciation problems. When students have finished, ask them to change roles and repeat.

Step 3 Tell students to write a different activity from exercise A for each of the statements in exercise C. Monitor and help with any language problems. Put students in different pairs to tell each other their ideas, and see if they agree. Conduct brief feedback on what they agreed or disagreed with.

LISTENING

Aim

To develop listening for specific information.

Step 1 Tell students they are going to listen to a young man and woman talking about what they like and don't like. Get them to look at the pictures and, quickly in pairs, decide what they think they like / don't like. It's not necessary to do feedback at this stage.

Step 2 Tell students to listen and complete the table with *doesn't like*, *OK* or *loves*. Play the recording. Put students in

pairs to compare answers. If necessary, play the recording again before checking answers in open class.

Answers

	Woman	Man
sport	loves	doesn't like
walking	OK	doesn't like
computer games	doesn't like	loves
cinema	loves	loves

2.1

- A: Do you like doing sport?
 B: No. I'm very bad at sport. What about you?
 A: Yeah, it's great. I love playing tennis and basketball. Do you like walking?
 B: No – it's boring. What about you?
 A: It's OK. I like going to the park.
 B: Do you like playing computer games?
 A: No, not really. What about you?
 B: I love it. It's really good fun. Do you like going to the cinema?
 A: Yes. It's great.
 B: I love it too. Do you want to see *Love Train*?
 A: No. I don't like 'love films'. I like horror films.
 B: Oh.

Step 3 Tell students to read the audioscript on page 171, and play the recording again. Then put students in pairs to practise having the conversation.

NATIVE SPEAKER ENGLISH

What about you?


Ask students to read the box and check that they understand by asking *What's another way of returning a question someone asks? (What about you?)* Ask them if they have a similar expression in their language.

SPEAKING

Aim

To provide controlled practice of talking about free time activities.

Step 1 Ask students to look at the dialogue in the *Native Speaker English* box and tell them to ask each other questions about free time activities from *Vocabulary*, or use their own ideas. Write the responses on the board =


I love it; It's OK; Not really and What about You?
Drill the intonation.

Step 2 Model the activity in open class by getting a strong student to ask you and use the responses. Monitor and correct any language problems. Conduct brief feedback by asking students to tell you what their partner thinks about the different free time activities.

GRAMMAR Verb forms

Aim

To present and practise verb forms.

Step 1 Read out the explanation box and check understanding: *What verb form comes after like?* = verb + *-ing*; *What verb form comes after want?* = infinitive. Get them to look at exercise A and write full sentences from the notes. Monitor and help with any problems. Get students to compare answers in pairs before checking in open class.

Answers

- 1 I like meeting new people.
- 2 My daughter wants to get a new phone.
- 3 My sister loves playing tennis.
- 4 I don't like shopping.
- 5 Do you like dancing?
- 6 Do you want to go out this weekend?

Step 2 Tell students to write two different sentences about their free time for each of the sentence starters in exercise B. Put two examples of your own on the board, e.g. *I love dancing, I don't really like swimming.*

Step 3 Put students in pairs to tell each other their sentences. Ask them to find two things that are the same. Monitor and correct any problems with verb forms. Conduct brief feedback on what was the same. Direct students to the grammar reference on page 148 if they still seem unsure.

Optional activity For extra practice, you could get them to extend the dialogue e.g.

Do you like ...?

Yes / No. What about you?

Yes, I love ... / No, I don't love ...

Write the structure on the board and model the activity with a strong student first.



2B see Teacher's notes p. 136.

DEVELOPING CONVERSATIONS

Arrangements

Aim

To introduce and practise making arrangements.

Step 1 Read out the explanation box and check understanding: *What tense can we use to make simple arrangements?* (The present simple.) *What examples are there in the dialogue?* (*Do you want to ... ? Where do you want to meet? Is ten OK?*)

Step 2 Tell students to match each question in the box in A to a pair of answers in 1–5. Do the first one as an example. Monitor and help with the target language. In pairs ask students to compare answers before checking in open class.

Answers

- 1 What time do you want to meet?
- 2 What time does the film finish?
- 3 Do you want to see *Monsters 6* on Sunday?
- 4 Do you like going to the cinema?
- 5 Where?

Step 3 Put students in pairs and tell them to write three different short conversations using the questions and answers in exercise A. They can use activities from the *Vocabulary* box on page 22 to help. Get them to ask you as a model, then model with a strong student in open class. Then put two pairs together to say their dialogues to each other. Monitor and help with language problems. Conduct brief feedback on where they're planning to go.

LISTENING 2

Aim

To practise listening for specific information.

Step 1 Tell students they are going to hear two conversations where people are making arrangements. Tell them to listen and choose the correct words in the notes. Play the recording and get them to compare answers in pairs before checking in open class. If necessary, play the recording again.

Answers

- Saturday = 1 match 2 Green Street station 3 four
Sunday = 4 Italian 5 one 6 cathedral

2.2

Conversation 1

- A: Do you like watching football?
 B: Yeah. It's OK.
 A: Do you want to watch the match on Saturday?
 B: Where?
 A: In a café in town. It's on TV.
 B: OK. What time does the match start?
 A: Five.
 B: So what time do you want to meet?
 A: Is four OK? We want to get a seat.
 B: OK. Where do you want to meet?
 A: Outside the Green Street train station.
 B: That sounds good. So four o'clock outside Green Street station.
 A: Yes.

Conversation 2

- C: Do you like Italian food?
 D: Yeah, I love it.
 C: Do you want to go for lunch on Sunday? There's a really nice Italian restaurant near here.
 D: Yeah. That sounds good. What time do you want to meet?
 C: Is one OK?
 D: Yes. Where?
 C: Outside the cathedral.
 D: OK.

Step 2 Ask students which they think is better – lunch with Tina or the match with Jack? Why? Model by giving your own example, e.g. *I think it's better to go with Tina, because I love Italian food and I don't like football.* Put students in pairs to discuss. Monitor and help with any language problems. Conduct brief feedback.

CONVERSATION PRACTICE**Aim**

To provide conversation practice of the language practised in the unit so far.

Step 1 Tell students they are going to have similar conversations to the ones in *Developing conversations* and *Listening 2*. Tell students to individually write notes about two things they want to do at the weekend (on Friday night, Saturday or Sunday) and to decide where they want to meet and what time. Give them time to prepare their answers. Monitor and help with target language.

Step 2 When students are ready, put them in pairs and tell them to make arrangements for the weekend. Monitor and correct their use of language. Conduct brief feedback on what they arranged to do with their partner.

Tip With a weaker class get them to look at the audioscript on page 171 for useful phrases to use.

**VOCABULARY** Daily life**Aim**

To present and practise expressions about daily life.

Step 1 Ask students to say three things they do in their daily lives, e.g. have breakfast, go to work, have a coffee. Tell them to look at the activities in the box and write the activity next to the letters a–h. In pairs they compare answers before checking in open class.

Answers

- | | |
|---------------------|----------------------|
| a go out for dinner | e sleep |
| b go to a concert | f finish school |
| c watch the news | g do homework |
| d have a shower | h get up / go to bed |

Step 2 Write three columns on the board: *in the morning*, *in the afternoon*, *at night*. Elicit when people normally do the activities in the pictures and write them in the correct column on the board.

Suggested answers

- in the morning* = have a shower, get up
in the afternoon = finish school, do homework,
at night = go to a concert, watch the news, go to bed

Step 3 Ask students to individually look at the other activities in exercise A and place the activities in the correct columns. Tell them that there may be other possibilities, but to think of when people *normally* do them. Monitor and help out with any problems. In pairs students compare answers before checking in open class.

Suggested answers

- in the morning* = have a shower, have a coffee, have breakfast
in the afternoon = get home from work, do homework, leave work, have lunch, finish school
at night = go out for dinner, go out dancing, go to a concert, sleep, go to bed, drink whisky

Step 4 Tell students to look at the words for two minutes and try to memorise them. Then to close their books and in pairs they tell each other how many they remember. Conduct brief feedback on who remembered the most, and what were they.

Tip You can use the activity as a dictation. One student tells the other what they remember and the other has to write them down. At the end see which pair has the most activities.

GRAMMAR Adverbs of frequency

Aim

To present and practise adverbs of frequency.

Step 1 Read the explanation box to students and check understanding: *Which words tell us how frequently the person does the activity? (always, usually), What is the position in the sentence? (after the subject = I, and before the verb).*

Step 2 Get students to look at the line in exercise A and check understanding: *What percentage is each word, more or less? (usually = 80%, occasionally = 25%, hardly ever = 5%).* Tell them to individually complete the line with the adverbs in the box. In pairs they compare answers before checking in open class.

Answers

100% always
80% usually
75% often
50% sometimes
25% occasionally
5% hardly ever
0% never

Step 3 Ask students to try and translate all the adverbs into their own language. In a monolingual class, ask students to compare their translations in pairs. In a multilingual class get them in pairs / threes to tell each other if the adverbs were easy to translate.

Alternatively If you prefer not to use translation, ask students to notice the pattern in the sentences = subject + adverb + verb.

Step 4 Tell students to tick (✓) the sentences that are true for them in exercise B and to change the adverbs in the other sentences to make them true for them. Do the first one as an example. Monitor and help with word order.

Step 5 Put students in small groups and tell them to take turns saying their sentences. Ask them to decide who is most similar to them. Monitor and correct any problems with language. Conduct brief feedback on who is most similar in each group.

Step 6 Tell students to write four true sentences using the phrases in the box in exercise D and an adverb. Monitor and help out with word order. Put them in pairs to tell each other. Conduct brief feedback in open class.

Direct students to the grammar reference on page 148 if they still seem unsure.

READING

Aim

To develop reading skills for general and detailed information.

Step 1 Ask students briefly to tell you how they spend their free time, and what do they do.

Note Don't worry if students say things which are grammatically incorrect, you just want to see if they can remember the vocabulary from the previous exercise.

Step 2 Tell students to individually read the three texts and answer the questions in A. In pairs they compare their answers before checking in open class. There are no correct answers, it all depends on their lifestyles and opinions.

Step 3 Tell students to read the three texts again and decide which person does each activity in exercise B. In pairs they compare answers before giving feedback in open class.

Answers

1 Birgit, Svetlana 3 Birgit 5 Svetlana 7 Svetlana
2 Frankie 4 Frankie 6 Birgit 8 Frankie

Step 4 Put students in pairs to complete the sentences with the prepositions in bold in the article. Check answers in open class.

Answers

1 in 2 to 3 for 4 on 5 at 6 for 7 at 8 During

LANGUAGE PATTERNS

Aim

To draw students' attention to some common patterns using time expressions.

Step 1 Ask students to look at the sentences in the box and notice the similarities. Ask them to translate each sentence into their own language and notice any differences. In monolingual classes, ask students to compare their translations. In multilingual classes, ask students to work in pairs and tell each other if the sentences were easy to translate and whether they were able to translate them word for word.

Step 2 Ask students to cover the English translations and translate the sentences back into English using their translations. Then ask them to compare their translations in pairs against the book.

Alternatively If you prefer not to use translation, ask students to notice the pattern = *once / twice / four times* a + period of time.

SPEAKING

Aim

To provide fluency practice of asking about free time.

Step 1 Tell students to read the questions. Give them time to prepare what they want to say. Then put them into small groups of three or four to discuss the questions. Monitor and help with any language problems. Ask them to decide who is the busiest person in the group. Conduct brief feedback in open class.



pp. 26–27



Next class Make photocopies of 2B p. 147.



SPEAKING 1

Aim

To provide fluency practice in asking what people like.

Step 1 Tell students to read the questions and to look at the conversations in the speech bubbles. Give them time to prepare what they think. Monitor and help with any language problems. Then put them into pairs to discuss the questions. Conduct brief feedback in open class by asking them what they have in common.

Optional activity Get students to have a class survey. They interview as many people as they can and write a summary of what the class likes about learning English.

LISTENING

Aim

To practise listening for specific information.

Step 1 Tell students to look at the sentences in exercise A and decide who would usually say them – a teacher, a student or both. In pairs they compare their answers. Tell students they are going to listen to a teacher checking the answers to exercise A with her class. Play the recording to check their answers.

Answers

1 teacher	6 teacher
2 student	7 both
3 teacher	8 both
4 teacher	9 teacher
5 both	10 both

2.3

T = teacher; S1 = student 1; S2 = student 2;
S3 = student 3; S4 = student 4

T: OK. Stop there! Now compare your answers with a partner.

S1: Sorry. Can I go to the toilet?

T: There's only five more minutes till the end of class.

S1: I need to go now.

T: Oh, OK.

S1: Thanks.

T: OK. Let's check the answers. Number one – match the words and pictures?

S2: Teacher.

T: Yes. And two?

S3: Student.

T: Yes. Three?

S2: Teacher.

T: That's right. What does *turn off* mean?

S4: 'Close'.

S3: Sorry, I don't understand.

T: Close, stop a machine. Do you have a dictionary?

S3: No, but Pepe has one.

S2: Here.

T: So it's *apagar* in Spanish.

S3: OK.

T: OK, we need to finish. Here are the other answers: four, teacher; five, both; six, teacher; seven, both; eight, both; nine, teacher; ten, both.

S2: Ten is both?

T: Yes.

S3: Sorry, how do you say this word? 'AN SWEAR'?

T: No. 'Answer'.

S3: Answer. Thanks.

T: OK. So for homework do exercise 1, page 11 in your Workbooks. Any questions?

S1: Oh, we finish?!

Step 2 Tell students to listen again and decide which of the sentences 1–10 in exercise A they hear. Play the recording. In pairs students compare answers before checking in open class.

Answers

Sentences 1, 2, 4, 6, 7, 8, 9, 10

VOCABULARY Things in the classroom

Aim

To present and practise common classroom vocabulary.

Step 1 Read the explanation box. Check understanding: *How do you ask for something in English? (Do you have, ...,?), How do you respond? (Yes. Here (you are), or No (I don't) sorry).*

Step 2 Ask students to say three things in the classroom, e.g. the board, a window, a pen. Tell them to look at the words in the box and write the object next to the numbers 1–12. In pairs they compare answers before checking in open class.

Answers

1 a ruler	7 a tissue
2 a rubber	8 a pen
3 paper	9 seat
4 a pencil	10 board
5 scissors	11 window
6 a dictionary	12 blind

Step 3 Tell students to look at the words for two minutes and try to memorise them. Then put them in pairs to tell each which of the words from the list are in the classroom now. Conduct feedback on who remembered the most, and what were they.

Step 4 In the same pairs get them to name, in English, as many things as they can that are in the classroom now. Do this as a race and give them two minutes to do it. In open class ask who has the most objects and what they are.



2B see Teacher's notes p. 136.

PRONUNCIATION

Syllables and word stress

Aim

To present and practise syllables and word stress.

Step 1 Read the explanation box to students and check understanding: *How many syllables are there in 'dictionary'?* (three), *Which syllable has the main stress?* (the first), *What happens to the 'a' in the third syllable 'ary'?* (it's not pronounced). Write *dictionary* on the board and get students to tell you how large the bubbles are = *dict* = *O* *tion* = *o* *ary* = *o*.

Step 2 Tell students they are going to hear the pronunciation of the words in exercise A and to mark the words with the number of syllables and the main stress, as in the example on the board. Play the recording. Students compare answers in pairs before listening again. Check answers in open class.

2.4 and Answers

- scissors
- homework
- tissue
- mobile
- pronunciation
- social
- cathedral
- interesting
- manager
- strange

GRAMMAR *a(n), any*

Aim

To present and practise use of *a(n)* and *any*.

Step 1 Read out the explanation box. Check understanding: *Which word goes with singular nouns?* (*a*), *When do we use 'an'?* (when the word begins with a vowel: *a, e, i, o, u*), *What word do we use with plural nouns?* (*any*), *What word do we use with some singular uncountable nouns?* (*any*), *Is 'do you have' the same as 'have you got'?* (*yes*).

Step 2 Tell students to individually complete the questions in exercise A with *a* or *any*. Monitor and help with any problems. In pairs they compare answers before checking in open class.

Answers

1 a	3 any	5 any	7 any
2 any	4 a	6 a	8 any

Step 3 Tell students they are going to ask each other the questions and to give true answers. Get them to read the speech bubbles for how to answer. Write these on the board = *Yes. Here. / No. Sorry.* Model the activity with a strong student. In pairs they ask each other the questions. Monitor and correct as necessary.

Step 4 Get students to read the explanation box and check understanding: *When you answer a question what can you replace singular nouns with?* (*one*) *And with plural or uncountable nouns?* (*some*).

Step 5 Tell students to ask a different person in the class the questions in exercise A and to reply using *No, but + (name of someone in the class) has + one / some.* Model in open class with a strong student first. Monitor and help with problems in the target language. Direct students to the grammar reference on page 149 if they still seem unsure.

SPEAKING 2

Aim

To practise asking questions using *Do you have ... ?*

Step 1 Ask students to write five questions to ask other students in the class. Monitor and help with their questions. Model the exercise by getting a student to ask you their questions in open class.

Step 2 Then tell them to stand up and ask as many students as they can in five minutes and see if they can find people to answer *yes* to all their questions. Monitor and take notes on the correct and incorrect language for a correction slot to finish.

01

REVIEW

OVERALL AIMS

It is rarely enough to meet and use 'new' language and skills once. In reality, people learn these things by being exposed to them and activating them again and again. Therefore, each of the eight review units are designed to revise material covered in the previous two units. The first section (*Revise together*) is designed to revise the materials in a fun, interactive way. The second section (*Check what you know*) has more traditional listening, grammar and vocabulary exercises, which could be given as a progress test. In addition, this page exposes students to exam-type questions they are likely to meet in common English exams.

CONVERSATION PRACTICE

Overview

This activity gives students practice in real, everyday conversations. In this activity students decide for themselves which one of two conversations they want to repeat.

Aim

To give fluency practice and revision in the different topics practised so far.

Step 1 Put students in pairs and tell them to decide together which one of the two *Conversation practice* activities they want to do. Then they look back at the relevant part of the book and take a few minutes to read and memorise the dialogue. When they are ready they practise their dialogue, and then change roles. Monitor and correct any language problems. Do a brief correction slot at the end.

ACT OR DRAW

Overview

This is an enormously popular game amongst people the world over because it is so much fun. The gap between the actor / artist's performance and the 'guesser's' ideas leads to a lot of laughter and a lot of language use as well.

Aim

To revise and practise vocabulary in a fun way.

Step 1 Put students into pairs / threes and ask them to take turns to act or draw the words / phrase in the box, chosen at random. They should not speak while they are acting or drawing. Their partner(s) should guess the word / phrase. Then they swap.

QUIZ

Overview

This game is best played in teams of three or four in order to promote speaking. It's a good idea to give students a realistic time limit. The pressure also increases energy levels and makes the game more exciting. You could also conduct this as a race between two teams.

Aim

To revise and practise more vocabulary from the units.

Step 1 Put students into threes / fours and ask them to answer as many questions as possible. You could do this as a race so that the first three / four to finish with the correct answers are the winners.

Alternatively You could do this activity as a 'pub quiz' with you reading out each question and groups of three or four students secretly write down the answers. Then in open class each group swaps their answers with another group. You read / elicit the answers and they mark each other's answers. Check with the whole group at the end. The winner is the group with the most correct answers.

Answers

- 1 You eat **breakfast** in the morning, **lunch** in the middle of the day and **dinner** at night.
- 2 Yes (**kids** is less formal than **children**).
- 3 You **sleep** in bed.
- 4 You can **watch** TV, any kind of sport, people in the street / park, etc.
- 5 You can have a **coffee** at home, at work, in a café, etc.
- 6 People **teach** at school, university or college.
- 7 The job in a local **government** or **tax office** is civil servant.
- 8 You can **drink** tea, coffee, beer, water, wine, etc.
- 9 The opposite of **expensive** is *cheap*.
- 10 No. If there is a lot of **crime**, a city is not **safe**.
- 11 A **city** is bigger than a **town**.
- 12 Things you can **read** are: a book, a newspaper, a magazine, a report.
- 13 The opposite of **south** is *north*, and the opposite of **west** is *east*.
- 14 People **keep fit** by doing exercise.
- 15 A **nurse** works in a hospital or a clinic.

FAST WRITER

Overview

These activities help students record recently taught grammar and vocabulary. This can help students' memory and give them a sense of achievement. Getting students to write quickly helps them not only remember words, but also to think about correct spelling.

Aim

To revise and practise writing some common vocabulary and grammar from Units 1 and 2.

Step 1 Put students in to groups of three or four and tell them to write each of the things in 1–5. You could do this as a race so that the first group to finish is the winner. Conduct brief feedback in open class.

PRONUNCIATION Sounds in English

Overview

These activities encourage students to be reflective about sound and to develop their 'inner ear'. The main aim is not to make the students sound like native speakers, but to develop their ability to understand spoken English, as well as to improve their own intelligibility when speaking to other non-native and native English speakers.

Aim

To revise and practise sounds in English and draw students' attention to how a dictionary shows pronunciation.

Step 1 Get students to read the explanation box, or read it out to them. Then tell them to look at the words, and listen and repeat the words and consonant sounds.

R1.1

south /θ/
free /f/
pen /p/
take /t/
chat /tʃ/
sit /s/
she /ʃ/
car /k/
the /ð/
live /v/
big /b/
bed /d/
job /dʒ/
trees /z/
Asia /ʒ/
go /g/
he /h/
man /m/
nice /n/
like /l/
long /ŋ/
read /r/
walk /w/
yes /j/

Step 2 Put students in pairs and tell them to say each word and consonant sounds again and circle the words and sounds they think they have in their language. Monitor and help with pronunciation. Then tell them to say the sounds with a circle again and decide if they use their tongue, lips or top of their mouth to make the sound. Monitor and help with locating where the sound comes from.

Step 3 Get students to read the explanation box in exercise C, or read it out to them. Then tell them to listen and repeat the words and sounds.

Note *Food* is not in the first two units.

R1.2

eat /i:/
 fit /ɪ/
 good /ʊ/
 food /u:/
 bed /e/
 river /ə/
 work /ɜ:/
 sport /ɔ:/
 bad /æ/
 fun /ʌ/
 art /ɑ:/
 boss /ɒ/
 great /eɪ/
 write /aɪ/
 here /ɪə/
 where /eə/
 town /aʊ/
 boy /ɔɪ/
 go /əʊ/
 pure /ʊə/

Step 4 Put students in pairs and ask them to try and say the words in exercise E. Play the recording and get students to check in the audioscript on page 171.

R1.3 and Answers

1 park
 2 shop
 3 meet
 4 wife
 5 board
 6 lunch
 7 news
 8 breakfast
 9 mother
 10 busy
 11 relax
 12 stations

Note *Listening* and the rest of the review unit could be used as a progress test. The suggested scores are given below each exercise. Alternatively, these exercises could be done in pairs or individually then checked in pairs, or you could put students in teams and conduct them as a quiz / competition. If students need help, you can direct them to the relevant pages of the grammar reference or the *Vocabulary Builder*.

LISTENING**Aim**

To give practice in listening for gist and detail.

Exercise A Answers

a conversation 4
 b conversation 2
 c –
 d conversation 2
 e –
 f conversation 3

R1.4**Conversation 1**

A: So, what do you do, Harriet?
 B: I'm a business manager.
 A: Oh really? Where do you work?
 B: For a company in France. We make and sell pens.
 A: OK. Do you enjoy it?
 B: Yes, it's good.

Conversation 2

C: Where is it?
 D: In the north – between Switzerland and Milan.
 C: Is it a nice place?
 D: It's OK. It's very small. There are only a few shops and one or two bars. The countryside is nice. It's really beautiful.
 C: OK. And do you work there?
 D: No. I work in Milan.

Conversation 3

E: What's the answer to question 6?
 F: 'To go'.
 E: Oh. Do you have a rubber? This is wrong.
 F: Yes, here.
 E: Thanks.

Conversation 4

G: What's your name?
 H: Ling. Hi.
 G: Hi, I'm Pat.
 H: Hi.
 G: Where are you from, Ling?
 H: China.
 G: Which part?
 H: Harbin – it's a big city in the north.

GRAMMAR

Exercise A Answers

- 1 is
- 2 to go
- 3 any, some
- 4 do, am
- 5 playing, it's
- 6 are
- 7 at, don't
- 8 very often

Exercise B Answers

- 1 I need **to** do some shopping.
- 2 I **hardly ever** play computer games.
- 3 Sorry, I **don't** understand. What does 'journalist' mean?
- 4 Do you have **a** pencil and paper?
- 5 There's a **beautiful** palace near the river. It's great.
- 6 She speaks English very well, but she's **not** from the UK.

Direct students to the grammar reference on page 147 if they find this difficult.

VERBS

Exercise A Answers

- 1 work
- 2 finish
- 3 get
- 4 go
- 5 spend
- 6 keep
- 7 have
- 8 listen

ADJECTIVES

Answers

- 1 It's **an** interesting job.
- 2 I have a quiet social life.
- 3 He has a small car.
- 4 It's **a** cheap restaurant.
- 5 It's the best place to live in the UK.
- 6 It's in west Paris.
- 7 It's a short film.
- 8 I have **an** old mobile phone.

COLLOCATIONS

Answers

- 1 watch
- 2 live
- 3 play
- 4 go
- 5 get
- 6 help
- 7 check
- 8 open



UNIT OVERVIEW

The main aims of this unit are to enable students to **talk about the area they live in, name things they often buy and do, and ask people to do things.** They have practice in **explaining where things are, what they need to do and describing their houses.** The main grammatical aims are **prepositions of place, possessive adjectives and pronouns, and *can / can't*.**



Next class Make photocopies of 3A p. 148.



SPEAKING

Aim

To provide controlled practice of talking about local facilities.

Step 1 Ask students to look at the two sentences and use them to check understanding: *When do we use 'there's'?* (With singular nouns.) *When do we use 'there are'?* (With plural nouns.) *What's another word for 'places'?* (facilities). In open class ask them *What facilities are near the school?* Tell them to individually think about the areas they live / work / study in. What shops, restaurants and other facilities are there in each area? Monitor and help with any language problems. In pairs they tell each other and decide which area is the best. Conduct brief feedback on the best area.

Optional activity With a weaker class you may want to further revise *there is / there are* from Unit 1. Model with examples from your area, e.g. *There's a park near my house, there are lots of cafés.* Then ask students to tell the rest of the class about their area.

VOCABULARY Local facilities

Aim

To present and practise talking about local facilities.

Step 1 Ask students to look at words in the box and check understanding of *chemist's* = a pharmacy, where you can buy medicine. Tell them to look at the photos and ask them to decide which of the places in the box they can see in the pictures.

Suggested answers

- | | |
|-----------------|----------------|
| 1 a café | 4 a bank |
| 2 a chemist's | 5 a restaurant |
| 3 a post office | 6 a shoe shop |

Step 2 Tell students to match the things that people do to the places in exercise A. Do the first one as an example. Monitor and help with any language problems. In pairs they compare answers before checking in open class.

Answers

- | | |
|------------------|-----------------|
| 1 a bookshop | 5 a shoe shop |
| 2 a chemist's | 6 a restaurant |
| 3 a café | 7 a post office |
| 4 a clothes shop | 8 a bank |

Step 3 Put students into groups of three or four and tell them to discuss the questions in C. Give your own example first, e.g. *I go to the bank once a week to get some money.* Remind them of the time phrases they learnt in Unit 2 = *once / twice a week*, etc. Monitor their use of target language. Conduct brief feedback in open class.

GRAMMAR Prepositions of place

Aim

To present and practise prepositions of place.

Step 1 Get students to read the explanation box, or read it out to them. Check understanding by miming / demonstrating prepositions of place. Check *department store* = a large shop divided into different sections for different types of things. Get them to look at the map on page 31 and mark the places described in exercise A. Monitor and help with any problems. Get students to compare answers in pairs before checking in open class.


Optional activity Put a photocopy of the map – or draw one – on the board and get students to tell you where the places are.

Answers

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

Direct students to the grammar reference on page 150 if they still seem unsure.

Step 2 Write the question and answer from exercise B on the board and get students to repeat. Then erase *post office* and *opposite*, tell students in pairs to cover exercise A and look at the map and to ask and answer questions like this. Monitor and correct any problems with the prepositions. Conduct brief feedback by getting a selection of students to repeat their dialogue.

 **3A** see Teacher's notes p. 137.

LISTENING

Aim

To develop listening for general and specific information.

Step 1 Tell students they are going to listen to three people asking about local places and decide what places they are talking about and why. Play the recording. Put students in pairs to compare answers before checking in open class. Don't focus on grammatically correct sentences, just focus on the information. If necessary, play the recording again.

Answers

- 1 a chemist's, to buy some shampoo
- 2 a restaurant, to get something to eat
- 3 a bookshop, to buy a dictionary

3.1

Conversation 1

A: I really need to get some shampoo. Is there a chemist's near here?

B: Yes, there's one on New Street. There's a big bookshop on the right, and it's next to that.

A: OK. Thank you.

Conversation 2

C: I really need to get something to eat. Are there any restaurants near here?

D: There aren't really many places in this area, but there is a nice café on Dixon Road. They do good sandwiches and salads.

C: Dixon Road?

D: Yeah. Do you know it?

C: Yes, I think so.

D: Well, it's on the left – opposite a shoe shop.

C: Great. Thanks for that.

Conversation 3

E: Is there a bookshop near here? I need to buy a dictionary for my English course.

F: Yes, there's one just near here.

E: Oh, good.

F: It's on the corner of Chester Street and Hale Road.

E: OK. Sorry. Can you show me on the map?

F: Yes, sure. Look. We're here – on Simpson Lane and there's Hale Road and that's Chester Street there. It's on the left. It's next to a big supermarket.
E: OK. Great. Thank you.

Step 2 Tell students to listen again and tick (✓) the sentences that are true in exercise B. Play the recording. Put students in pairs to compare answers and, if necessary, play the recording again before checking answers in open class.

Answers

- 1 a 2 b 3 a

Tip With a weaker class, play the recording again and pause after the answers to help students identify them.

NATIVE SPEAKER ENGLISH

Thanks / Cheers

Ask students to read the box and check that they understand by asking *What's another way of saying 'thank you'? (Thanks, Cheers.) Is this formal or informal? (Informal.)*

DEVELOPING CONVERSATIONS

I need to ...

Aim

To introduce and practise conversations using I need to ...

Step 1 Read out the explanation box and check understanding: *How do we explain why we want to go somewhere? (I need to), What word comes after I need to? (infinitive without to), What normally comes first, the explanation or the question? (the explanation).*

Step 2 In open class ask students what two reasons do you need to go to a bank = to get money, to transfer money. Tell students in pairs to think of two reasons to go to each of the places in the table in exercise A. Monitor and help with ideas.

Suggested answers

- a post office = to send a package, to buy a stamp
- a chemist's = to buy some aspirins, to buy tissues
- a clothes shop = to buy some new clothes, to return a present
- a computer shop = to buy a new computer, to get some advice
- a café = to have a coffee, to meet friends
- a supermarket = to buy food, to get a box of chocolates for a friend's birthday
- an Internet café = to check your emails, to chat online

Step 3 Put students in pairs and tell them to have similar conversations about where they are, using the seven questions in exercise A. Monitor and help with any language problems.

CONVERSATION PRACTICE

Aim

To provide conversation practice of the language practised in the unit so far.

Step 1 Put students into AB pairs. Student A looks at the map in File 3 on page 166 and Student B looks at the map in File 9 on page 169. Tell them they are going to have similar conversations to the one in *Developing conversations* and *Listening*. Individually students think about the directions and how to ask what they need. Give them time to prepare. Monitor and help with language.

Step 2 When students are ready, tell them to hold the conversations and to begin by asking *Is there a ... near here?* to find the places they want. Remind them to explain why they need to go to each place. Monitor and correct their use of language. Conduct brief feedback on where they wanted to go and why.



pp. 32–33

VOCABULARY In the house

Aim

To present and practise expressions about common household items.

Step 1 Write 'living room' on the board and ask students to say three things they have there, e.g. a TV, a bookcase, a table. Tell them to look at the things in the box and check understanding: *a mirror* = special glass where you can see yourself; *cupboard* = a piece of furniture for storing things, not clothes; *towel* = a piece of cloth for drying yourself after washing or having a shower; *fridge* = used for storing food at low temperatures.

Step 2 Tell students to look at the things in the box and write which room they are usually in. Monitor and help with any language problems. In pairs they compare answers before checking in open class. Write the rooms in four columns on the board and get students to put them in the correct columns.

Answers

kitchen = a cupboard, plates, the sink, a table, a fridge
bathroom = a cupboard, a mirror, shampoo, the sink, towels
living room = a cupboard, a sofa, a mirror, a TV, a table
bedroom = a cupboard, a mirror, an alarm clock, a bed

Step 2 Tell students to individually look at the things in the box in exercise B and to think about where they do each thing. Tell them they can look up any words they don't know in the *Vocabulary Builder* on pp. 11–12. In pairs they discuss their ideas with a partner. Monitor and help with ideas. Conduct feedback in open class.

Suggested answers

kitchen = do the washing up, cut vegetables, wash your clothes
bathroom = brush your teeth, wash your clothes
living room = check your emails, watch DVDs
bedroom = put on make-up, get dressed

Step 3 Tell students how often you do some of the things, e.g. *I brush my teeth three times a day, I do the washing-up after every meal*, etc. Tell students to think individually about how often they do the things in exercise B. Then in pairs they tell each other and decide which are the same. Conduct brief feedback.

READING

Aim

To develop reading skills for general and detailed information.

Step 1 Ask students who they live with and what is good or bad about it. Then put students in groups of three or four to think of one good thing and one bad thing about living with your parents, on your own, and sharing a house / flat with friends. Monitor and help with any ideas. Conduct feedback in open class and get one student from each group to tell the rest of the class their ideas.

Suggested answers

living with your parents = good – you can save money,
bad – you have no personal space
living on your own good – you can do what you want,
bad – you can have no-one to talk to
sharing with friends = good – you have lots of company,
bad – you can't get in the bathroom sometimes

Step 2 Tell students they are going to read about a young Greek woman, Maria, describing where she lives. Tell them to individually read Maria's blog and answer the questions in exercise B. In pairs they compare answers before checking in open class.

Answers

- 1 She lives in Thessaloniki (Greece) in the week and sometimes goes to the family house near Askós.
- 2 Thessaloniki = good – there are a lot of things to do, bad – the flat is very small and she shares a bedroom with her sister; Askós = good – it's a beautiful place, bad – there's not much to do there.
- 3 her sister, Dimitra and her brother, Costa
- 4 her brother is messy (not tidy), her sister spends hours putting on her make-up and washing her hair

Step 3 Tell students to read the blog again and match the verbs with the words they go with in the text. Do the first one as an example: live with my sister and brother. In pairs they compare answers before doing feedback in open class.

Answers

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

Step 4 Read the example in exercise D to students. Then put them in pairs to say what they can remember about the blog, using the language in exercise C. Conduct brief feedback.

LANGUAGE PATTERNS

Aim

To draw students' attention to some common patterns using *spend + time* expressions.

Step 1 Ask students to look at the sentences in the box and notice the similarities. Ask them to translate each sentence into their own language and notice any differences. In monolingual classes, ask students to compare their translations. In multilingual classes, ask students to work in pairs and tell each other if the sentences were easy to translate and whether they were able to translate them word for word.

Step 2 Ask students to cover the English translations and translate the sentences back into English using their translations. Then ask them to compare their translations in pairs against the book.

Alternatively If you prefer not to use translation ask students to notice the pattern = *spend + period of time*. Check understanding: *What's another way to say 'takes a long time'? (spend), What time expressions do we say after 'spend'? (hours / about an hour, a lot of time, etc.).*

GRAMMAR

Possessive adjectives and pronouns

Aim

To present and practise possessive adjectives and pronouns.

Step 1 Read out the explanation box and check understanding: *When do we use possessive adjectives?* (before nouns, to say something belongs to someone / thing, e.g. *my, your*). *What can replace a possessive adjective + noun?* (possessive pronoun, e.g. *mine, yours*). Ask students to complete the table in exercise A. Monitor and help with any problems. Put students in pairs to compare answers before checking in open class.

Answers

possessive adjectives = his, their
possessive pronouns = hers, ours, theirs

Step 2 Tell students to choose the correct word in each sentence in exercise B. Monitor and correct any problems with possessive adjectives and pronouns. In pairs they compare answers before checking in open class.

Answers

1 Your
2 Their, ours
3 her
4 yours
5 our, theirs
6 my, yours
7 your
8 yours, hers, Mine, my

Direct students to the grammar reference on page 150 if they still seem unsure.

SPEAKING

Aim

To give students fluency practice of talking about where they live.

Step 1 Tell students to read the questions in exercise A. Give them time to prepare what they want to say. Then put them into groups of three or four to discuss the questions. Monitor and take notes on their correct and incorrect language. Conduct brief feedback in open class by asking them what they discussed, and give feedback on what you noticed while monitoring.



pp. 34–35



Next class Make photocopies of 3B p. 149.



LISTENING

Aim

To practise listening for specific information.

Step 1 Lead in by putting students in pairs to look at the pictures and describe what they can see. Do the first one as an example = *there's a woman sitting next to a man in a living room, it is probably summer, but it looks like they're cold because the air conditioning is turned up very high*. In open class get different pairs to tell the class what they can see in one of the pictures.

Step 2 Put students in pairs to match sentences 1– 8 to the situations in pictures a–h. Check answers in open class.

Answers

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

Step 3 Put students into groups of three or four and tell them to discuss which of the problems in exercise A they have at home, and what do they say or ask next in each of the eight situations. Tell them they should try and say it in English, and they should use a dictionary to help them. Do the first one as an example, e.g. *Can you switch off the air-conditioning?* Conduct brief feedback in open class.

Step 4 Tell students they are going to hear three conversations in someone's home. Tell them to listen and match each one to a situation in exercise A. Play the recording and get them to compare in pairs before checking in open class. If necessary, play the recording again.

Answers

- Conversation 1** = g
Conversation 2 = a
Conversation 3 = h

3.2**Conversation 1**

- A: Simon!
 B: What?
 A: Look at this room!
 B: What?
 A: It's a mess!
 B: What?
 A: I can't walk across it and not break something!
 B: It's not bad.
 A: Can you tidy it, please?
 B: Later.
 A: Now, please!
 B: But, mum!
 A: Now!
 B: OK, OK.

Conversation 2

- C: Wh ... what te ... te... temperature is the air conditioning on?
 D: 17.
 C: Ca ... ca ... can you turn it d ... down? I'm co ... co ... cold.
 D: It's not cold.
 C: P ... please.
 D: OK.
 C: Thanks.

Conversation 3

- E: What did he say?
 F: 'It's not you, it's me'.
 E: Oh ... and what was that?
 F: 'I don't love you anymore.'
 E: OK ... What? Can you turn it up? I can't hear it.
 F: It's old age, Dad ... Is that OK for you?
 E: Yes thanks.
 G: Can you turn the TV down? I need to study and I can't concentrate.

Step 5 Tell students to listen again and complete each sentence in exercise D with one word. Play the recording. In pairs students compare answers before checking in open class. If necessary, play the recording again.

Answers

- 1 a can't b tidy
 2 a on b turn c not
 3 a say b up c OK

VOCABULARY Collocations**Aim**

To present and practise common collocations.

Step 1 Read the explanation box to students and check understanding: *What do we call words that go together?* (collocations). *What do you do when you learn a noun?* (learn a verb or adjective that goes with it). Elicit other examples e.g. *play tennis, do your homework.*

Step 2 Put students in pairs. Tell them to look at the collocations from the *Vocabulary Builder* pp. 10–12 and use it to match the verbs in the box to 1–6, and match the nouns in the box with 7–12. Monitor and help with finding the collocations in the *Vocabulary Builder*. Put the pairs into groups of four to compare answers before checking in open class.

- 1 put on
 2 cut
 3 turn up
 4 brush
 5 wash
 6 share
 7 towel
 8 air-conditioning
 9 cupboard
 10 table
 11 sink
 12 alarm clock

Step 3 Write *always / usually / hardly ever / never* on the board and get students to tell you how frequent they are (*always* 100%, *usually* 80%, *hardly ever* 5% and *never* 0%). Read the examples from exercise B to the students. Tell them to think about themselves and the people they live with and the activities in exercise B, and to add one of the expressions from the board. Monitor and help with problems with the target language.

Step 4 Put students in pairs to tell each other about themselves and the people they live with, and to decide if anything is the same. Conduct brief feedback.



3B see Teacher's notes p. 137.

GRAMMAR *can / can't*

Aim

To present and practise *can / can't* to ask people to do things, and if something is possible or impossible.

Step 1 Read the explanation box to students and check understanding, *How can you say something is impossible? (can't + verb). How can you ask to do something? (Can I / you, etc. + verb).*

Step 2 Write the first example on the board = *sleep I can't* and get students to tell you the correct order = *I can't sleep*. Tell them to write the sentences in exercise A in the right order. Monitor and help with any problems. Put students in pairs to compare their answers. Play the recording to check their answers. Check as a class.

Tip With a weaker class, ask them to read the audioscript on page 172 while they listen and check.

3.3 and Answers

- 1 I can't sleep.
- 2 Can you help me?
- 3 Can I use your bathroom?
- 4 Can you turn up the music?
- 5 I can't find my book.
- 6 Can I wash some clothes?
- 7 We can't come next week.
- 8 He can't drive at the moment.

Step 3 Tell students to read the explanation box and tell them that we can pronounce *can* with a long sound to emphasise it, /kæn/, or with a short sound, /kən/, when we don't emphasise and that we always pronounce *can't* /kə:nt/ with a long sound. Model and drill with the different intonations.

Step 4 Tell students to listen to the sentences again and pay attention to the pronunciation of *can* and *can't*. Play the recording and pause after each sentence and get students to repeat them as a group, then ask them to practise the sentences in pairs.

Step 5 Tell students to write questions with *Can I ... / Can you ... ?* and the words in brackets. Do the first one as an example. Monitor and help with the question forms. In pairs they compare answers before checking in open class.

Answers

- 1 Can you move?
- 2 Can you take me in the car?
- 3 Can I talk to you later?
- 4 Can you set the table?
- 5 Can I open the window?
- 6 Can I make a sandwich?

Direct students to the grammar reference on page 151 if they still seem unsure.

Step 6 Read the two speech bubbles to students and tell them to have similar conversations using their questions from exercise D. Monitor and correct any problems with pronunciation. Conduct brief feedback.

SPEAKING

Aim

To provide fluency practice in asking people to do things.

Step 1 Put students in pairs. Ask them to write short conversations based on the pictures in *Listening*, exercise A on page 34. Monitor and help them write their conversations.

Step 2 Tell students to practise their conversations and to try and remember them. Then put two pairs together, one pair acts out one of their conversations and the other pair has to say which situation it is. Then they change roles. Monitor and take notes on their use of correct and incorrect language for a correction slot at the end.

Optional activity Get a selection of pairs to act out their dialogues for the class and get the class to decide which situation it is.