

UNIT 10

Here and now



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about the home, phones and people's current activities
- exchange and convey information and opinions about the home, phones, and people's current activities
- understand conversations in which people ask for travel information and do so themselves
- write a message to a friend asking for information

UNIT CONTENTS

G GRAMMAR

- Present continuous: positive
- Present continuous: negative and questions

V VOCABULARY

- The home: *bathroom, bedroom, dining room, door, floor, garden, kitchen, living room, wall, window*
- Place phrases with prepositions (*in*): *in a café, in a hotel, in a restaurant, in a taxi, in bed, in the car*; (*at*): *at a party, at home, at school, at the airport, at the bus stop, at the cinema, at the station, at work*; (*on*): *on a bus, on a plane, on a train, on holiday*
- Language Plus: *in / on*

P PRONUNCIATION

- Sound and spelling: /tj/ and /θ/
- Sentence stress
- Sound and spelling: /ə/
- Main stress in questions
- Sound and spelling: /ɪə/ and /eə/

C COMMUNICATION SKILLS

- Talking about your home
- Asking where people are and what they're doing
- Asking for travel information
- Writing a message asking for information
- Writing Plus: Word order in questions

GETTING STARTED



OPTIONAL LEAD-IN

Books closed. Write these time expressions on the board:

every day, once or twice a week/month/year, once every two or three years, never.

Write the following words on the board: *husband, wife, brother, sister, father, mother, son, daughter*. Remind students about Megan, Sophia and James in the story and elicit or teach *cousin*. Add it to the list of family members.

Ask: *How often do you see different members of your family?.* Demonstrate by talking about one of the family members on the board, using time expressions. For example: *I see my daughter every day. I see my brother once or twice a month, but I see my cousins once every two or three years. I never see my sister – she lives in New Zealand.* Put students into pairs or small groups to discuss the question for a minute or two. Take feedback as a class.

- a 4.2 Use the picture to elicit *room*. Put students into pairs to look at the picture and answer questions 1–5. Monitor and notice whether students use the present continuous and any home vocabulary, but don't correct any errors at this stage. Take feedback as a class and write students' suggested answers on the board. If you wish, give students information from the Culture notes.

Play the recording for students to listen to other people talk about the picture. Do the speakers give any of the answers on the board? Check answers as a class, ticking any answers the speakers give.

Audioscript

MAN Right, so what room are the people in?

WOMAN Well, I think it's the living room.

M Yes, you're right.

W And what are they doing?

M They're using the computer, maybe talking to someone they know.

W Yes, family maybe.

M Yeah. And how often do you think they do this?

W Not often. The people standing up look like they're doing something new.

M Do you think so?

W Yeah. But if they're talking to family, maybe they do that a lot.

M Yeah, I think he's talking to his ... brother. Maybe his brother lives in another country.

W What do you think he's saying?

M Emm ... he's giving some good news. They all look happy.

W Maybe they have tickets to go and visit them. The first time for a very long time.

M That's a nice idea. That's why all the other people look happy too. They are all going on a trip to see their family.

W Yes. Do you have a computer at home?

M Yes, I have a laptop. I use it in the living room, or sometimes in the dining room when I'm working from home.

W And do you speak to family and friends on the Internet?

M No, never. My brother is working in Qatar and he is always asking me to do it, but I like sending emails. Do you speak to your family on the Internet?

W Yes, if I'm working away from home, I speak to my children on the Internet before they go to bed.

M That's nice.

W Yeah, that's the good thing about it: for people who travel a lot, you can talk to your family and see them at the same time.



EXTRA ACTIVITY

Elicit or teach *laptop*. Write this task on the board:

Who ... ?

1 ... thinks the people are doing something new

2 ... thinks the man is talking to his brother

3 ... thinks the man is giving good news

4 ... thinks they have tickets to visit their family

5 ... uses a laptop at home

6 ... likes sending emails

7 ... speaks to their children on the Internet

Play the recording again for students to listen and write M (the man) or W (the woman) for each sentence. Check answers as a class, pausing the recording after each of the sentences (1 W, 2 M, 3 M, 4 W, 5 M, 6 M, 7 W).



CULTURE NOTES

The photo shows a Moroccan man in his brother's home in the old city of Fez, Morocco. He's talking over the Internet to Moroccan relatives living in Miami, USA.

Skype, which was created in 2003 by Niklas Zennström from Sweden and Janus Friis from Denmark, offers free basic phone service (including long-distance and international calls) through the Internet.



b In pairs, students answer the questions. Monitor and notice how much house vocabulary the students can produce and whether they attempt to use any *in/on/at* + place phrases. Take feedback as a class, asking students to report back one new thing they learned about their partner.

10A I'm sitting in my flat



OPTIONAL LEAD-IN

Books closed. Ask each of the following questions and ask students to put their hand up each time the answer is 'at home':

Where do you prefer to ...

- watch TV – at home or at a friend's house?
- have breakfast – at home or in a café?
- listen to the radio – at home or in the car?
- study – at home or at school?
- sleep – at home or in a hotel?
- listen to music – at home or a concert?

Encourage students to give reasons for their choices. Notice whether students are attempting to use any vocabulary for parts of the home (e.g. *bedroom, kitchen*), but don't correct at this stage.

If there's plenty of space in the classroom and you have the time, you could prepare a large piece of paper with the words *at home* on it and put it at the opposite end of the classroom from the board. Before asking each question, write the alternative answer on the board. Then, ask students to get up and walk to the correct answer (on the board or on the paper) instead of putting their hands up. Students in the same area can then talk briefly about why they chose that answer. Take feedback as a class.

1 VOCABULARY The home

a **4.3** Individually, students match the words with the pictures. Play the recording for students to listen and check their answers. Check answers as a class. Drill the words.

At the end of this lesson, students will be able to:

- use a lexical set correctly to talk about the home
- understand someone talking about their flat
- understand short text messages
- use present continuous positive statements correctly
- talk about a room in a home

Answers

- a living room b bedroom c kitchen d dining room
e bathroom f garden

b **4.4** Students complete the exercises in Vocabulary Focus 10A on SB p.150. For exercise a, give students one minute to look at the picture of the house and find the six objects. Put students into pairs to ask and answer where the objects are. Make sure they're using *in the* + (room) in their answers. Students do exercise b individually. Play the recording for students to check their answers. Students do exercise c individually. Check answers as a class. Tell students to go back to SB p.80.

Answers (Vocabulary Focus 10A SB p.150)

a

- 1 It's in the living room. 2 It's in the bathroom.
3 It's in the dining room. 4 It's in the garden.
5 It's in the kitchen. 6 It's in the bedroom.

b

- a window b floor c door d wall

c

- 1 dining room 2 garden 3 window 4 floor 5 wall
6 living room 7 bathroom 8 doors

c **Sound and spelling** /tʃ/ and /θ/



4.5 For exercise 1, play the recording for students to listen and practise saying the sounds and words. Make sure students are putting their tongue behind their upper teeth for /tʃ/ and between both their upper and lower teeth for /θ/.

4.6 For exercise 2, play the recording for students to listen and put the words in the correct place in the table. Students compare answers in pairs. Check answers as a class.

Answers

Sound 1 /tʃ/	Sound 2 /θ/
cheese, chips, March, question, watch	month, birthday, thanks, both, three

For exercise 3, discuss the question as a class and write the answers on the board.

Answers

/tʃ/ tch, ch, ti
/θ/ th

For exercise 4, put students into pairs to practise saying the words. Monitor and check they're pronouncing them correctly.

- d Give students one minute to read the questions and think about their answers. Put them in pairs to ask and answer the questions. Take feedback as a class.

2 LISTENING AND SPEAKING

- a **4.7** Point to the three pictures of Mimi's flat on SB p.81. Play the recording for students to listen for general meaning and put the rooms in the order that Mimi talks about them.

Answers

Picture 1 Picture 2 Picture 3

Audioscript

MIMI I really love my flat – it's great! But it's very small and I need to think about how I use the space. One really good thing is the windows. I have really big windows, so lots of light comes into the flat – the place doesn't feel very small. Everything is in one big room. The living-room area has a TV, a small table and two chairs. There's also a small kitchen area in one corner. I don't have a dining room. I have a table where I eat my meals and I do all my work on my computer. It's next to the kitchen. Then the bedroom has, well, a bed, of course ... and a small lamp on a table. So I don't have a big flat, but I live in the city centre – the city is my home!

- b **4.7** Give students time to read the sentences. Check they understand *light* by pointing to an area of the room that has lots of light and contrasting it with an area that doesn't have so much light. Play the recording again for them to choose the correct answers. Students compare answers in pairs. Check answers as a class and ask students to correct the false statements. Ask: *Does Mimi like her flat?* (yes). If you wish, give students information from the Culture notes.

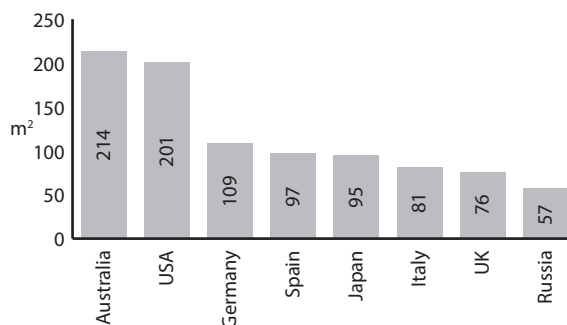
Answers

- T
- T
- F (There are two chairs.)
- F (There isn't a dining room.)
- F (She uses her computer in the kitchen.)

CULTURE NOTES

In many countries, there's a trend towards houses and flats becoming smaller. There are several reasons for this. Firstly, more people are living in big cities, so there's a need for more homes in one place. Also, since the financial crisis of 2007–8, people have less money to spend on big homes, and as people are living longer, there's a greater demand for small homes with no stairs. Finally, an increasing number of people have a greener worldview, and want to minimise the impact of their home on the environment. Smaller homes take less energy to build, less energy to heat or cool, need fewer furnishings and take less time and money to maintain.

Here are some average home sizes around the world (2009):



- c Put students into pairs to discuss the question. Tell them to consider things like the size (it's small), where it is (in the city centre), the colour of the walls, etc. Take feedback as a class.

EXTRA ACTIVITY

Write this question on the board: *What's important for you in a home?* Then write these points:

- where it is
- light
- big kitchen
- big bedrooms
- big living room
- big dining room
- colour of the walls
- garden

Give students one minute to decide how important each of the points is to them. Put students into pairs to compare opinions for one minute. Encourage them to give reasons if they can. Join pairs with other pairs for another minute or two to see if they agree on three important things. Monitor, but don't interrupt fluency. Take feedback as a class. What things are important? What aren't so important?

Language Plus in / on

Go through the information with the class about how we use *in* and *on*. Check understanding of the rule by asking about things in the classroom: *Where's the clock?* (on the wall) *Where are your bags?* (on the floor). Then ask about the pictures on SB p.80: *Where's the big table?* (in the dining room) *Where's the small table?* (in the living room).

- d Give students one minute to make notes about what they will tell their partner about their home and the rooms it has. Then put students into pairs. Give them

up to three minutes to talk together. Take feedback as a class. Ask: *Are your homes similar or very different?*

- e Give students one minute to think about some of the objects in one room in their home. They might find the words in Vocabulary Focus 2B and 7A on SB p.133 useful. Give students about three minutes to talk together. Take feedback as a class. Ask: *Do you and your partner have the same objects in each room?*

3 READING

- a Students read the text messages quickly and find out if they are for people who are near or far away. Check the answer as a class.

Answer

near

- b Give students two minutes to read the messages more carefully and decide where each writer is. Point out that there is sometimes more than one possible answer.

Suggested answers

- 1 in the living room
- 2 in the bedroom, garden, living room or dining room
- 3 in the living room
- 4 in the car
- 5 in the kitchen

- c Put students into pairs to discuss the question. Take feedback as a class.

4 GRAMMAR

Present continuous: positive

- a Write the following gapped sentence and word in brackets on the board: *We _____ the game. It's Brazil and Germany. (watch).* Elicit and/or write in the missing verb form (*'re watching*). Discuss the question in 4a as a class.

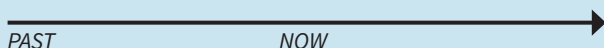
Answer

now

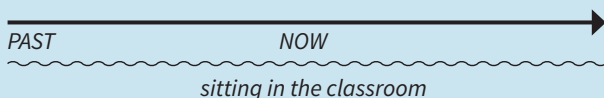


LOA TIP CONCEPT CHECKING

Timelines are useful tools for showing students how tenses relate to time. Using concept-checking questions as you build the timeline on the board engages students as well as checks understanding. Draw this timeline on the board:



Say: *We're sitting in the classroom.* Hover your pen below the timeline before, on and after the word 'now' and ask: *When does this activity start? (before now).* Put your pen on the board below the timeline and before 'now' and start drawing a wavy line. Ask: *When does 'sitting in the classroom' finish? Now or after now? (after now).* End the wavy line after 'now' and write *sitting in the classroom* below it.



Say to students: *We're studying English.* Repeat the questioning technique with this new sentence and mark another wavy line under the one on the board (or invite a student to the board to draw it and ask the class if they agree). Write *studying English* below this second wavy line.

- b Discuss the rule as a class and write the form on the board.

Answer

Present continuous positive (+):

I / you / he / she / it / we / they + be + verb + -ing



CAREFUL!

Learners at this level tend to avoid using the present continuous, using the present simple instead, e.g. *I write to tell you about my new house.* (Correct form = *I'm writing to tell you about my new house.*). They might also omit the auxiliary *be*, e.g. *She sitting in the car.* (Correct form = *She's sitting in the car.*).

- c **4.8 Pronunciation** Play the recording for students to listen for the stressed words. Check the answer as a class. Drill the sentence.

Answer

We're watching the game.

- d Give students one minute to find and underline more examples of the present continuous in the messages in 3a.

Answers

- 1 I'm studying 2 Steve's talking 3 I'm sitting 4 I'm cooking

- e **4.9** Students read the information in Grammar Focus 10A on SB p.126. Draw attention to the spelling of *having* (NOT *haveing*) and *sitting* (NOT *siting*) and to the use of contractions (*I'm*, *she's*, etc.). Play the recording where indicated and ask students to listen and repeat. Students complete exercise a on SB p.127. Check answers as a class and write the words on the board so students can check the spelling. Students complete exercise b. Monitor and check students are using contractions and *-ing* forms correctly. Check answers as a class. Tell students to go back to SB p.81.

Answers (Grammar Focus 10A SB p.127)

a

- 1 eating 2 cooking 3 talking 4 listening 5 getting
6 having 7 wearing 8 going

b

- 1 I'm wearing jeans and a T-shirt.
2 We're listening to Coldplay's new song.
3 Lisa's studying in her bedroom.
4 They're having dinner at the moment.
5 Lisa and Matt are playing football in the park.
6 He's watching a film in the living room.
7 Our children are cooking dinner for us.
8 I'm writing this email at work.



FAST FINISHERS

Ask fast finishers to write the *-ing* forms of the daily routine expressions in Vocabulary Focus 6B on SB p.137 (*waking up, getting up*, etc.) and the *-ing* forms of the transport verbs in Vocabulary Focus 9A on SB p.153 (*going, getting, flying*, etc.).

- f Read through the example message with the class and ask students to think of their own ideas for 2 pm on a Sunday. Give them up to five minutes to write their message. Monitor and help as necessary.

- g Each student reads their message to the class. Ask other students to listen carefully and listen for who is doing the same things as them. Take feedback as a class.

5 SPEAKING

► Tell students that they can now practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Student As look at the pictures on SB p.107 and think about what the people are doing, especially in picture 2. Student Bs do the same on SB p.112, focusing on picture 6. Without saying the picture number, Student A uses the notes to describe what he/she is doing in picture 2. Student B listens and identifies the picture. They then swap roles, with Student B talking about picture 6 and Student A identifying the picture. The pairs then repeat

the activity, this time choosing picture 4 or 5 (Student A) and picture 1 or 3 (Student B). Monitor, but don't interrupt fluency. Note down any common mistakes with the target language to deal with during feedback. Close the lesson by asking some students to say what they are doing now (e.g. *I'm sitting in the classroom. I'm listening to other students. I'm speaking English.*).

ADDITIONAL MATERIAL

- Workbook 10A
- Photocopiable activities: Grammar p.156, Vocabulary p.163

10B Are you working?

OPTIONAL LEAD-IN

Books closed. Mime *driving a car* and ask: *What am I doing?* (*You're driving a car.*) Elicit that the verb form is the present continuous because it's happening now. Mime the following:

sleeping

watching a film

having lunch

talking on the phone

cooking

reading a newspaper

Encourage students to think of their own actions to mime to their partners. Take feedback as a class.

1 READING

- a Individually, students match the phrases with the pictures. Check answers as a class. Drill the phrases.

Answers

- a on a mountain b in a restaurant c at the cinema
d in the car e in bed

- b Put students into pairs to discuss the questions. Check the answer to question 1 and elicit students' opinions about question 2. Encourage them to give reasons for their opinions. Do students agree or disagree?

Answers

- 1 a phone 2 Students' own answers

At the end of this lesson, students will be able to:

- understand a text about when and where people use their phones
- use place phrases with prepositions (*in, on* and *at*) correctly
- use the present continuous in negative statements and questions correctly
- ask and talk about where people are and what they're doing

- c Teach or elicit *on / off* by turning the classroom light on and off. Then teach *turn it on / turn it off*. Point to the people in pictures a–e and ask: *Are their phones on or off?* (on).

Ask students to read the first paragraph of the text and ask: *Which three places does the writer talk about?* (café, car, bed). Give students two minutes to read all the comments and answer the questions. Students compare answers in pairs. Check answers as a class.

Answers

- 1 Kevin, Branko, Sam 2 Kevin, Sam

EXTRA ACTIVITY

Write these gapped sentences on the board. Ask students to look again at the comments and find the missing words.

- 1 *I have my phone _____ at night. (Kevin)*
- 2 *I never have my phone _____ me in a restaurant. (Yasmin)*
- 3 *I turn my phone _____ at night. (Branko)*

Check answers as a class (1 *on*, 2 *with*, 3 *off*).

- d Give students time to think about their answers, then put them into pairs to discuss. Take feedback as a class. If you wish, give students information from the Culture notes.



CULTURE NOTES

The rules and etiquette around the use of mobile phones generally relate to safety and consideration for other people.

Rules about using phones on planes vary from airline to airline. In the USA, passengers must turn off their phones on planes at all times, in case transmission signals interfere with the plane's equipment. In other parts of the world, this rule only applies to take-off and landing.

For safety reasons, using a hand-held phone while driving is banned in most countries, but it isn't the case everywhere. In some countries, for example, the ban only applies in the capital cities.

What about the use of phones in public places? Talking on your phone in cinemas and theatres is not usually forbidden by law, but it is usually discouraged as it can be distracting for other people. Similarly, some trains have 'quiet carriages' where people aren't allowed to talk on their phones.

Using phones as cameras can be subject to rules, too. In many cities around the world, some high-profile tourist sites and museums have recently banned selfie sticks (gadgets that allow people to take wide-angle self-portraits), for fear of them causing damage to artwork and other exhibits.

- e Give students up to five minutes to write a comment for the website about their own phone habits. Monitor and help as necessary.
- f In pairs, students read out their comment and listen to their partner's. Are they the same? Take feedback as a class.

2 VOCABULARY Place phrases with prepositions

- a Individually, students look at the website again to find the *in/on/at* + noun phrases and add them to the table. Check answers as a class, making sure students use the right article (*a / the*) or no article at all, e.g. *at home*. Drill the phrases.

Answers

in	on	at
in the car, in bed, in a restaurant	on a plane, on a train	at the airport, at work, at the cinema, at home

- b Demonstrate how this guessing activity works by saying *I'm eating lunch. I'm looking out of the window. I'm travelling to a different country.* until students guess the place, using a preposition (*on a plane*). Put students into pairs or small groups to play the game together. Monitor to make sure they are using a preposition (*in, on, at*) as well as the place.
- c **4.10** Students complete the exercises in Vocabulary Focus 10B on SB p.149. In exercise a, play the recording for students to listen and repeat the phrases. Students complete exercise b individually. Check answers as a class. Put students into pairs to do exercise c. Check answers as a class. Tell students to go back to SB p.82.

Answers (Vocabulary Focus 10B SB p.149)

b

- It's 10.00, but he's still in bed.
- I'm waiting for the plane at the airport.
- I can't talk now. I'm in the car. I'm driving home.
- Are you at home or are you at work?
- I'm having a coffee in a café.
- John isn't here. He's still on holiday.

d Sound and spelling /ə/

- 4.11** For exercise 1, play the recording for students to listen to the sound /ə/ in the words. Discuss the questions as a class. Point out that this sound appears in a many English words.

Answers

short, unstressed

- 4.12** For exercise 2, play the recording for students to listen and underline the /ə/ sounds in the words. Play the recording again if necessary. Check answers as a class.

Answers

dinner England garden television waiter breakfast
listen driver

- In pairs, students practise saying the words in exercise 3.



EXTRA ACTIVITY

Books closed. Draw this table on the board:

the car	a taxi	the station
the airport	home	a plane
a train	a bus stop	a bus

Divide the class into two teams, noughts (O) and crosses (X). Teams take turns to choose a player to say a sentence with *I'm in/on/at* + a word/phrase from the table (e.g. *I'm on a plane!*). If they use the correct preposition, they win the right to draw a nought or a cross in the relevant square and that square can't be used again. The first team to make a horizontal, vertical or diagonal line of three squares wins the game. Play the game once or twice more, using the same items or different ones from Vocabulary Focus 10B on SB p.149.

3 LISTENING AND GRAMMAR

Present continuous: negative and questions

- a **4.13** Ask students to look at pictures a–e. Tell them the woman's name is Lou. Ask about each picture: *Where is she?* (in the kitchen, in bed, at the bus stop, in a café, in the living room). Play the recording for students to listen for the general meaning and put the pictures in the correct order. Play the recording again if necessary. Check answers as a class.

Answers

1 d 2 c 3 a 4 e 5 b

Audioscript

CONVERSATION 1

LOU Hello.

DAN Hi, it's Dan. How are you?

L Fine. Look, Dan, I'm busy. I can't talk now.

D Are you working? I can hear a lot of people there.

L Well, no, I'm not working. I'm in a café. I'm with some people and they're talking. I'll call you later, OK?

D OK.

CONVERSATION 2

LOU Hi.

DAN Hi, it's Dan again. What are you doing?

L I'm at the bus stop. I'm going home.

D Oh, OK. Look, do you want to go out this evening?

L I don't know. Look, I can't talk now. My bus is coming.

D Oh. I'll call you later, then.

CONVERSATION 3

LOU Dan ... Hi.

DAN Hi, Lou. Are you at home now?

L Yes. Look, I can't talk now.

D Are you working?

L No, I'm not working. I'm cooking dinner.

D Oh, OK. Look, what about this evening?

L No, sorry, I'm too tired. Let's talk later, OK?

CONVERSATION 4

LOU Hi, Dan.

DAN Hi, it's me again. Can you talk now? Or are you having dinner?

L No, I'm not having dinner. I'm watching a film.

D Oh, what are you watching? Is it good?

L Yes ... it's just a film. I can't talk now. Maybe later ... OK?

D OK.

CONVERSATION 5

LOU Hello. This is Lou. I'm sorry, I'm not here at the moment. Please leave a message.

DAN Hi, this is Dan. Um, well I guess you're sleeping, so ... er, I'll call you tomorrow. Tomorrow morning. OK? Maybe we can go out together. Yeah. Bye.

Answers

- 1 What are you doing?
- 2 Are you working?
- 3 Oh, what are you watching?



LOA TIP DRILLING

Use backward drilling to help students focus on the main stress in the questions.

Say: *working?* Students repeat: *working?*

Say: *you working?* Students repeat: *you working?*

Say: *Are you working?* Students repeat: *Are you working?*

Make sure you keep the stress and intonation consistent as you drill. When you add *you* and *are you* to the questions, it's important to pronounce them as the weak/unstressed forms /j/ and /əjə/ (NOT /ju:/ and /ɑ: ju:/) and to keep stressing the *-ing* verb. Make sure, too, that you always pronounce the *-ing* verb in these questions with a falling intonation at every step of the drill.

Do a second drill.

Say: *doing?* Students repeat: *doing?*

Say: *you doing?* Students repeat: *you doing?*

Say: *are you doing?* Students repeat: *are you doing?*

Say: *What are you doing?* Students repeat: *What are you doing?*

- b** Students discuss the questions in pairs. Check and discuss answers as a class.

Suggested answers

- 1 Yes, he does. He rings her five times in one day and wants to go out with her.
- 2 No, she doesn't. She doesn't want to talk to him.

- c** **4.14** Individually, students complete the table. Play the recording for them to listen and check their answers. Elicit more negative sentences: point to the picture of the man in picture e, then point to yourself and shake your head to elicit: *I'm not sleeping*. Do the same with the first picture of Lou and elicit *I'm not cooking*.

Answers

+	-
I'm working.	I'm <u>not working</u> .
I'm having dinner.	I'm <u>not having</u> dinner.

- d** **4.15** Individually, students complete Dan's questions. Play the recording for them to check their answers. Check answers as a class by playing the recording again and pausing it after each question.

Answers

- 1 are you
- 2 Are you
- 3 are you

- e** **4.16** **Pronunciation** Play the recording for students to listen for the main stress in the questions. Play the recording again, pausing after each exchange so students can listen and repeat.



4.17-4.19 Students read the information in

Grammar Focus 10B on SB p.128. Play the recording where indicated and ask students to listen and repeat. Students complete exercise a on SB p.129. Check answers as a class. Elicit some more negative sentences by saying: *He's working.* (→ *He isn't working.*), *You're looking.* (→ *You aren't looking.*), *She's listening.* (→ *She isn't listening.*), *We're playing football.* (→ *We aren't playing football.*). Students complete exercise b. Check answers as a class. Individually, students complete exercise c. Monitor and help as necessary. Put students into pairs to ask and answer their questions. Tell students to go back to SB p.83.

Answers (Grammar Focus 10B SB p.129)

a

- 2 aren't having
- 3 'm not working
- 4 isn't playing
- 5 aren't staying
- 6 aren't eating

b

- 1 Why are you wearing a coat?
- 2 Is she working?
- 3 What are you doing?
- 4 Where are you going?
- 5 Who is she phoning?
- 6 Is he playing a computer game?



FAST FINISHERS

Put fast finishers into pairs to ask and answer the question *What's he/she doing?* or *What are they doing?* about the people in the photos on SB pp. 82 and 83.



- g** Divide the class into pairs and assign A and B roles. Student As look at the pictures on SB p.107 and make notes on what the people are doing. Student Bs do the same on SB p.112. Explain that there are five small differences between Student A's picture and Student B's picture. In their pairs, they ask and answer questions to find the differences. Monitor, but don't interrupt fluency. Note down any common mistakes/errors with the target language to deal with during feedback. Take feedback as a class, identifying the five differences. Tell students to go back to SB p.83.

Answers

In Student A's picture Clara is reading a newspaper, but in Student B's picture she's reading a book.
In Student A's picture Ed and Frieda are drinking, but in Student B's picture they're eating.
In Student A's picture Dani is talking on the phone, but in Student B's picture she's sleeping.
In Student A's picture Ben is sitting on a chair, but in Student B's picture he's sitting on the floor.
In Student A's picture Ali is cooking, but in Student B's picture he's making a drink.



EXTRA ACTIVITY

Draw a smiley face on the board and write on the board: *I'm happy I'm not ...* and finish the sentences in these two ways:

I'm happy I'm not working.

I'm happy I'm not in hospital.

Give students two minutes to complete the sentence in as many ways as possible, using the present continuous or *in/on/at + place*. Tell students to think of simple reasons for their answers, e.g. *I'm happy I'm not working because I'm really tired today* or *I'm happy I'm not in hospital because I don't like doctors*. In pairs, students compare their sentences. How many do they have the same? Are their reasons the same or different? Take feedback as a class. Encourage students to use *both* when they talk about themselves and their partner, e.g. *We're both happy we're not on a bus. I think they're very slow and Jeanne thinks they're dirty.*

4 SPEAKING

- a Tell students that they will now practise using all the language from the lesson. Go through the task with the class. Remind students how they started the phone conversation in Unit 9C exercise 5a.

Give students two minutes to prepare what they're going to say. Monitor and help as necessary.

- b Go through the example conversation with the class. Give students time to think about questions they will ask their partner. Put students into pairs to have the conversation. Monitor to check if students are using language from the lesson correctly, but don't interrupt fluency. Students then swap roles and repeat the conversation.

ADDITIONAL MATERIAL

- ▶ Workbook 10B
- ▶ Photocopiable activities: Grammar p.157, Vocabulary p.163, Pronunciation p.170

10C

Everyday English

What time's the next train to London?



OPTIONAL LEAD-IN

Books closed. Write the following on the board:

Think of something you bought on your last holiday.

What did you buy?

How much did it cost?

Do you still have it?

Was it a good idea to buy it?

Give students a few minutes to discuss their answers in pairs. Take feedback as a class.

1 LISTENING

- a In pairs, students look at the picture and answer the questions. Elicit some ideas as a class but don't confirm the correct answers at this stage.
- b 4.20 Play Part 1 of the video or audio recording for students to check their ideas. Check answers as a class.

Answers

1 tired 2 pay for the taxi

At the end of this lesson, students will be able to:

- understand conversations in which people ask for travel information
- recognise the sounds /ɪə/ and /eə/ and how they can be spelled
- ask for travel information at a train station
- use word order in questions correctly
- write a message asking for information

Video/Audioscript (Part 1)

SOPHIA Oh, this clock!

S Thanks. Thank you very much.

TAXI DRIVER Eight pounds fifty, please.

TD Oh, thank you!

S Mm ... OK ... just a minute.

M It is really heavy! Shall we carry

MEGAN Hey! Let me.

it together?

S No, no!

S OK! Why did I buy it? I'm so glad

M Please!

James can meet us in London.

S No! I'll get it. Could you take the clock, please?

M Yeah, James is really kind.

S So, what time's the train?

M Sure!

M I don't know! We need to check.


- c 4.20 Play Part 1 of the video or audio recording again for students to listen and answer the questions. Check answers as a class.

Answers

1 He's really kind.
2 No, they don't.


2 PRONUNCIATION

Sound and spelling: /ɪə/ and /eə/

- a  4.21 Play the recording for students to listen and decide which word has a different sound. Check the answer as a class.


Answer

yeah


- b  4.22 Drill the words *here* and *really* and write /ɪə/ on the board. Drill *yeah* and write /eə/ on the board. Individually, students write the words in the correct place in the table. Play the recording for students to check their answers. Check answers as a class.

Answers

Sound 1 /ɪə/	Sound 2 /eə/
hear, real, near, clear, meal	chair, care, hair, there, pair

- c  4.22 Play the recording, pausing after each word for students to listen and repeat. Monitor and correct students' pronunciation as necessary. You could repeat the activity by saying the first group of words and getting students to repeat after you. Then repeat for the second group.

3 LISTENING

- a  Use the pictures on SB pp.84–85 to pre-teach *ticket office*, *station official*, *passenger* and *platform*. In pairs, students think about the questions Megan and Sophia ask the station official. Elicit students' suggestions and write any acceptable and correct suggestions on the board. Don't only try to elicit the questions that you know Megan and Sophia actually ask. Leave the questions on the board for the next listening activity.



LOA TIP ELICITING

Usually when we elicit, we have a very specific word, phrase or sentence in mind that we want to know if the students can produce. On other occasions, like in exercise 3a, we elicit more broadly, inviting suggestions and being open to what students might offer. In this case, we have to make an on-the-spot decision about how to help a student say what they want. This usually requires some degree of error correction. We can give students the opportunity and guidance to self-correct or we can ask other students to help. For example:

Teacher: So, what questions do Megan and Sophia ask the station official? What do you think?

Gregor: Which number ... place ... for the train?

Teacher: OK. [Indicates with a gesture that it's a good idea for a question but not correctly formed.] What do we call the places for trains at the station?

Ahmed: Platforms!


Teacher: That's right. Platform 1, Platform 2, ... So, what question do we ask?

Karl: What number platform is it?

Teacher: You don't need 'number'.

Gregor: What platform is it?

Teacher: Good, that's it. (Writes the question on the board.)

- b  4.23 Play Part 2 of the video or audio recording for students to check if Megan and Sophia ask any of the questions on the board. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class.

Answers

What time's the next train to London?

What time is it now?

Which platform is it?

Video/Audioscript (Part 2)

SOPHIA Excuse me.

MEGAN The train leaves in three minutes! Quick! Let's go!

STATION OFFICIAL Yes? How can I help?

S Sorry, which platform is it?

S What time's the next train to London?

SO It's Platform 3. It's across the bridge and down the stairs.

SO The next train is at ... 4:35.


M Thanks!

S What time is it now?

SO Would you like some help with the clock? I can carry it if you like.


SO What time is it now? What does it say on your clock? 12:30. Well, that's not right. How much did you pay for that clock? Anyway, it's 4:32 now.

S No thanks, we're fine.

- c  4.23 Play Part 2 of the video or audio recording again for students to listen and note down the three pieces of information. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class.

Answers

1 Time of next train 4:35 2 Time now 4:32 3 Platform 3

- d  In pairs, students discuss the question. Take feedback as a class. Encourage students to give reasons for their opinions.



EXTRA ACTIVITY

Say: *Tell me how Megan and Sophia travel from Henley to Sophia's flat* and elicit *By taxi, train and then James's car*. Teach the word *journey* and ask: *Why is their journey difficult?* (because of the heavy clock). Elicit other reasons why journeys are difficult (bad roads, slow trains, long distance, lots of changes, etc.). Individually, students make a rough map of a difficult journey they often do, or a difficult journey they did in the past. They show their map to a partner and talk about the journey.

4 USEFUL LANGUAGE

Asking for travel information

- a** Elicit or pre-teach *passenger* (a person who is travelling in a car, bus, train or plane, but not driving or flying it). Individually, students decide whether a passenger or station official says each expression. Students compare answers in pairs. Don't check answers as a class at this point.
- b** **4.24** Play the recording for students to check their answers to 4a. Check answers as a class. Check students understand the meaning of *direct train* by writing on the board: *There ___ a direct train to London. You change at Bristol.* and asking students to say the missing word (*isn't*). Play the recording again, pausing after each phrase for students to listen and repeat. Monitor and check students are pronouncing the phrases correctly. Correct as necessary.

Answers

1 SO 2 P 3 P 4 SO 5 SO 6 SO 7 P 8 P 9 SO

- c** **4.25** Students look at the two sentences and add the missing prepositions. Play the audio for students to listen and check their answers.

Check understanding of the rule by asking: *Do we use 'in' with a time* (point to your watch or a clock) *or when we say how much time* (use your hands to indicate quantity)? (how much time). Write these gapped phrases on the board and elicit the missing prepositions: *___ half past six, ___ five minutes, ___ two hours, ___ 6:45* (at, in, in, at).

Answers

1 in 2 at

- d** **4.26** Give students up to two minutes to put the conversation in the correct order. Play the recording for them to check their answers. Check answers as a class.

Answers

A

5, 9, 3, 1, 7

B

4, 8, 10, 2, 6

Audioscript

- | | |
|---|---|
| A Excuse me. | B No, you change at Birmingham. |
| B Yes? How can I help? | A OK, and which bus stop is it? |
| A What time's the next bus to Cambridge? | B It's stop 7, near the ticket office. |
| B The next bus leaves in 20 minutes. | A Great! Thanks for your help. |
| A So, at 5:15. And is that a direct bus? | B No problem. |

- e** Put students into pairs to practise the conversation in 4d. They then swap roles, changing the kind of transport and the details. Monitor and help as necessary. Invite one or two stronger pairs to perform one of their conversations for the class.

5 SPEAKING

- Tell students that they can now practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Student As look at the travel information role cards on SB p.106. Student Bs do the same on SB p.111. Student A asks Student B about trains to Manchester and Student B replies. They then swap roles and Student B asks Student A about buses to Oxford. Monitor, but don't interrupt fluency. Make sure students are using the expressions for asking for travel information correctly. Note any common mistakes/errors to deal with during feedback. Take feedback as a class. Ask: *Was your partner helpful? Why not?* Tell students to go back to SB p.85.

6 WRITING

- a** Give students one minute to read Amelia's message to Megan and answer the questions. They compare answers in pairs. Check answers as a class.

Answers

- 1 She's travelling to Paris on the train.
- 2 Where do I find a taxi at the station?
How much is it from the station to the hotel?

- b** Students go to Writing Plus 10C on SB p.158. Go through the information in exercise a as a class. Individually, students do exercises b and c. Check answers as a class. Tell students to go back to SB p.85.

Answers (Writing Plus 10C SB p.158)

b

- 1 are you
- 2 is that
- 3 Did you use
- 4 Can you
- 5 were there
- 6 is your sister watching
- 7 Is there
- 8 often do you

c

- 1 Where is the bus stop?
- 2 When do you start work?
- 3 Did you buy the tickets?
- 4 Can you buy some bread?
- 5 What are you doing?
- 6 What time is the film?



FAST FINISHERS

Ask fast finishers to write more questions about travel. Each question should start with a different word, e.g. *Is, Does, Where, What, When, How, Can* (e.g. *Can you buy the tickets? Where's Platform 7?*).

- c** Give students ten minutes to write a message to a friend, using the ideas given. Remind them to use the present continuous where possible, and correct word order in questions. Monitor and help as necessary.
- d** Put students into pairs. Students read their partner's message and try to answer the questions. Take feedback as a class. Ask: *Did you answer your partner's questions? Which question(s) did you answer?*

ADDITIONAL MATERIAL

- Workbook 10C
- Unit Progress Test
- Personalised online practice
- Photocopiable activities: Pronunciation p.170

UNIT 10

Review

1 GRAMMAR

- a** Books closed. Write the example sentence on the board and elicit the correct form (*Carmen's wearing a yellow T-shirt*). Books open. Individually, students correct the sentences. Check answers as a class. Check the spelling of *getting*, *writing* and *having*.

Answers

- 1 You're wearing my shoes!
- 2 They're getting a taxi.
- 3 I'm writing to Mimi.
- 4 The lesson is starting.
- 5 She's having lunch.
- 6 We're waiting.

EXTRA ACTIVITY

Say: *Two women and a man are sitting in a meeting. They're talking about a photograph. The man's wearing a pale blue shirt. Can you find the picture? Go!* (It's on SB p.64.) In pairs, students choose a different picture with people in it from the Student's Book. Give them two minutes to write as many sentences as they can about their picture using the present continuous. You could write some verbs on the board as prompts (e.g. *wear, sit, stand, talk, walk, look*). Monitor and help as necessary. A student from each pair reads out their sentences to the class. Which pair can find the picture first?

- b** Individually, students put the words in the correct order to make questions. Check answers as a class.

Answers

- 1 Where are you sitting?
- 2 Are you wearing black shoes?
- 3 Is it raining?
- 4 Are you using a computer?
- 5 Why are you studying English?
- 6 What are your friends doing?

- c** In pairs, students ask and answer the questions in 1b.

- d** Give students one minute to read the conversation (without completing the grammar task yet) and answer the following questions: *Where's Cathy?* (on the train), *Where's Matt?* (at home/in the kitchen), *What does Matt say the weather is like?* (snowy/cold/It's snowing). Individually, students complete the conversation. Check answers as a class. Students read the conversation in pairs.

Answers

- 1 are you doing
- 2 'm cooking
- 3 are you listening to
- 4 'm talking
- 5 's raining
- 6 isn't raining
- 7 's snowing
- 8 are they doing
- 9 're making

2 VOCABULARY

- a** Students look at the picture and write the rooms. Check answers as a class by saying a number and asking students to say the rooms. Monitor and correct their pronunciation if necessary.

Answers

- 1 bedroom 2 bathroom 3 kitchen 4 dining room
- 5 garden 6 living room

- b** Individually, students complete the questions with *in*, *on* or *at*. Check answers as a class.

Answers

- 1 in 2 on 3 in 4 at 5 at 6 at 7 on 8 on

FAST FINISHERS

Ask fast finishers to change parts of the questions in 2b. This could be the verb, the place phrase or the time phrase, e.g. *Do you listen to music in the car? In bed? Do you sleep on trains? And do you talk to people on trains?* Every question must still include a place phrase with a preposition. Students can then use these extra questions in 2c.

- c** In pairs, students ask and answer the questions in 2b. Take feedback as a class. Ask students to tell the class one or two things they learned about their partner.

3 SOUND AND SPELLING

- a** Students study the three sounds and spellings. Ask: *Which of the three sounds can be spelled in different ways? (/tʃ/).* Monitor and check that students are pronouncing the sounds correctly.

- b** Play the recording for students to listen and write the words in the correct place in the table according to the sound of the marked letters. Play the recording again if necessary. In pairs, students practise saying the words.

Answers

/tʃ/	/θ/	/ð/
change, kitchen, question	bathroom, birthday, thanks	mother, the, weather

- c** Write the words *here*, *there*, and the sounds /eə/ and /ɪə/ on the board. Ask students to match the sounds with the underlined parts of the words (*here* /ɪə/, *there* /eə/). Drill the phrase *here and there* a few times. Play the recording for students to listen and identify whether the two marked sounds in each sentence are the same or different. Check answers by playing the recording again and pausing it after each sentence. In pairs, students practise saying the sentences.

Answers

- 1 S 2 S 3 D 4 D 5 S 6 S

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.