

with **Testing** Program

2

AMERICAN
Headway
Proven success beyond the classroom

THIRD EDITION

Teacher's Book

John and Liz Soars
Amanda Maris

OXFORD



How to access the Oxford Online Skills Program, Testing Program, and teacher resources:

- 1 Register or log in at www.oxfordlearn.com.
- 2 Click **Teacher tools** and apply for a teacher account.
- 3 With your new teacher account, set up your class and give your students the **student joining code** for that class.
- 4 Students log in at www.oxfordlearn.com and enter both their **Oxford Online Skills code** and the **student joining code**.

2

AMERICAN
Headway
Proven success beyond the classroom

THIRD EDITION

Teacher's Book

John and Liz Soars
Amanda Maris

OXFORD
UNIVERSITY PRESS

OXFORD

UNIVERSITY PRESS

198 Madison Avenue
New York, NY 10016 USA

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2015

The moral rights of the author have been asserted

First published in 2015

2019 2018 2017 2016 2015

10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored
in a retrieval system, or transmitted, in any form or by any means, without
the prior permission in writing of Oxford University Press, or as expressly
permitted by law, by licence or under terms agreed with the appropriate
reprographics rights organization. Enquiries concerning reproduction outside
the scope of the above should be sent to the ELT Rights Department, Oxford
University Press, at the address above

You must not circulate this work in any other form and you must impose this
same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for
information only. Oxford disclaims any responsibility for the materials
contained in any third party website referenced in this work

ISBN: 978 0 19 472598 9 TEACHER'S BOOK

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Illustrations by: Ian Baker p.170; Gill Button p.164; Simon Cooper p.166;
Ned Jolliffe p.163; Gavin Reece p.161.

*We would also like to thank the following for permission to reproduce the following
photographs:* Cover: Paul Harizan/Getty Images, Ralf Hiemisch/fstop/Corbis;
global: mr_morton/istockphoto; p.160 STUDD/RelaXimages/Getty Images;
p.167 Lena Modigh/Etsa/Corbis, CREATISTA/Shutterstock.



Contents

	Introduction	iv
UNIT 1	Questions • Tense review • Right word, wrong word • Social expressions	2
UNIT 2	Present tenses • <i>have</i> • Things I like doing • Making conversation	15
UNIT 3	Simple Past and Past Continuous • Adverbs • Saying when	27
UNIT 4	Expressing quantity • <i>something/no one ...</i> • Articles • <i>A piece of ...</i> • Can you come over for dinner?	40
UNIT 5	Verb patterns • Future forms • Phrasal verbs • Expressing doubt and certainty	53
UNIT 6	<i>What ... like?</i> • Comparatives and superlatives • Synonyms and antonyms • <i>What's happening?</i>	66
UNIT 7	Present Perfect • <i>for</i> and <i>since</i> • <i>ever</i> and <i>never</i> • Word formation • <i>Agree with me!</i>	81
UNIT 8	<i>have to/don't have to</i> • <i>have to/should/must</i> • Things to wear • At the doctor's	95
UNIT 9	Past Perfect and narrative tenses • Joining sentences • Feelings • Exclamations	108
UNIT 10	Passives • Compound nouns • Words that go together • On the phone	121
UNIT 11	Present Perfect Continuous • Tense review • Birth, marriage, and death • Good news, bad news	135
UNIT 12	<i>If + will/might/would</i> conditionals • Prepositions • Thank you and goodbye!	148
	Photocopiable worksheets Units 1–12	160
	Workbook Answer Key	172

Introduction

American Headway 2

American Headway 2, Third Edition is for students who already have a solid foundation in the language. They may have recently completed Level 1 or they may be returning to language learning after a break and need to review key language before being able to progress further.

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

Student Book Organization

The organization of *American Headway 2, Third Edition* is similar to other levels of *American Headway, Third Edition*. Each unit has the following:

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

Starter

The Starter section is designed to be a warm-up to the lesson and has a direct link with the unit to come.

Presentation of new language

New language items are presented through texts, often as conversations, which students can read and listen to at the same time. This enables students to relate the spelling to the sounds of English, and helps with pronunciation, as well as form and use.

The main verb forms taught are:

- | | |
|-----------------------------------|--------------------------------|
| • Simple Present | • Present Perfect |
| • Present Continuous | • <i>have to /should /must</i> |
| • <i>have</i> | • Past Perfect |
| • Simple Past | • Passives |
| • Past Continuous | • Present Perfect Continuous |
| • Future forms: <i>going to</i> , | • First conditional |
| <i>will</i> , Present Continuous | • Second conditional |
| • <i>What ... like?</i> | |

There are *Grammar Spots* in the presentation sections. These aim to focus students' attention on the language of the unit. There are questions to answer, charts to complete, and short exercises. The *Grammar Spot* is reinforced in the Grammar Reference section at the back of the book.

Practice

This section contains a variety of controlled and free-practice exercises. The primary skills used are speaking and listening, but there is also some reading and writing.

There are information gap exercises, group discussions, information transfer listening exercises, pronunciation exercises, and a lot of personalized activities. There are exercises where the aim is overt analysis of the grammar, such as *Check it*.

Vocabulary

There is a strong lexical syllabus in *American Headway 2, Third Edition*. Vocabulary is introduced systematically and it is reviewed and recycled throughout. Lexical sets are chosen according to two criteria: they complement the grammatical input (e.g. food and drink for count and noncount nouns) and they are useful to students. Level 2 students need to develop their vocabulary set and increase the sophistication of their vocabulary range. Throughout the book they have the opportunity to work on word patterns in the form of collocations and phrasal verbs and this enables them to become more fluent. Students also focus on other patterns, such as antonyms and synonyms, word endings, and prepositions.

Skills

Listening

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

Reading

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

Speaking

In the presentation sections, students have the opportunity to practice the pronunciation and intonation of new language. In the practice sections, less-controlled exercises lead to free-speaking practice.

There are many speaking exercises based around the listening and reading activities, including regular role plays. There are speaking opportunities before a text to launch the topic and create interest; and there are speaking activities after a text, often in the form of discussion.

Writing

Writing is primarily practiced in a separate section at the back of the Student Book. This comprises 12 complete writing lessons related to the unit which can be used at the teacher's discretion. The writing syllabus provides models for students to analyze and imitate.

Everyday English

This is an important part of the syllabus of *American Headway, Third Edition*. Students have the opportunity to practice chunks of language used in formal and informal situations. Students learn phrases for requests and suitable responses, for use at the doctor's office, when saying phone numbers, and for many other situations. Students also learn about appropriacy, as there is a focus on how to sound polite by choosing suitable phrases and using proper intonation.

Grammar Reference

This is at the back of the Student Book, and it is intended for use at home. It can be used for review or reference.

Review

Regular review of grammar and vocabulary is provided throughout the book. There is a photocopiable activity for each of the 12 units at the back of this Teacher's Book. These photocopyables are also available on iTools, along with 12 additional photocopiable activities.

Workbook with iChecker

All the language input – grammatical, lexical, and functional – is revisited and practiced. iChecker Online Self-Assessment offers additional content for self-study in the form of progress checks and test-preparation lessons. Students can download and play all the Workbook audio files when they access iChecker material.

Teacher's Book

The Teacher's Book offers the teacher full support both for lesson preparation and in the classroom. Each unit starts

with a clear overview of the unit content from the Student Book, along with a brief introduction to the main themes of the unit and a summary of additional materials that can be used. Within each unit, the highlighted sections indicate opportunities for additional activities with *Suggestions* and *Extra activities*. This allows for further work on key language or skills when appropriate.

Testing Program

The *American Headway, Third Edition* Testing Program is available online for easy access. The testing materials include Unit tests, Stop and Check tests, Progress tests, Exit tests, and Skills tests with audio files. See instructions on the inside back cover for how to access the Testing Program.

Assessment tools to evaluate progress

Teachers can track students' progress, analyze their results, and plan more personalized learning. Automatic grading frees teachers' time to concentrate on teaching and helps teachers more easily report on progress.

iTools

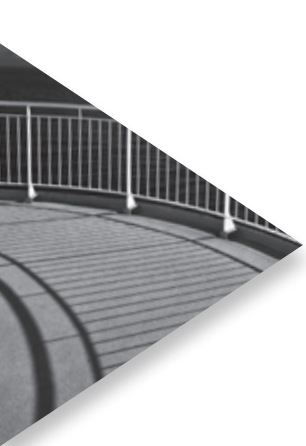
In addition to the complete Student Book and Workbook content onscreen, teachers have access to audio and video files with optional scripts, as well as additional resources, such as customizable versions of 24 photocopiable activities, video worksheets, and PowerPoint™ presentations.

Video

New video clips with classroom worksheets are available on the new *American Headway 2, Third Edition* iTools as well as online. There are 12 clips, one for each unit. The language and topic in each clip are linked to the relevant Student Book unit. The majority of the clips follow a documentary style and include native speaker interviews.

Finally!

The activities in *American Headway 2, Third Edition* are designed to enable students to extend their knowledge of the language and to allow them to activate what they have learned. There is also an emphasis on increasing fluency so that students feel able to actively participate in conversations and discussions. We hope that students will enjoy using the book and that it will give them a real sense of progression in their language learning.



1

Getting to know you

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



Another country

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

LANGUAGE INPUT

GRAMMAR

Tenses and questions (SB p. 2)

Asking questions (SB p. 4)

Whose or Who's? (SB p. 4)

Questions about you (SB p. 4)

- Reviewing past, present, and future verb forms, and question formation.
- Reviewing *wh-* question words.
- Understanding the difference between *Whose* and *Who's* (*Who is*).
- Correcting question forms and practicing in a personalized way.

VOCABULARY

-ed/-ing adjectives (SB p. 7)

Right word, wrong word (SB p. 8)

- Understanding and practicing participle adjectives, e.g., *interested*, *interesting*.
- Practicing dictionary work to distinguish verbs of similar meaning, adjective + noun collocations, preposition use, and words with more than one meaning.

EVERYDAY ENGLISH

Social expressions (SB p. 9)

- Using greetings and key expressions in everyday situations.

SKILLS DEVELOPMENT

READING

A blind date (SB p. 6)

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

LISTENING

My oldest friend (SB p. 5)

What happened next? (SB p. 6)

- Listening for gist and then key information in three conversations about friendship. **CD1 11** (SB p. 114)
- Listening for key information in two monologues about the follow-up to a blind date. **CD1 13** (SB p. 115)

SPEAKING

Questions about you (SB p. 4)

Discussing a survey (SB p. 6)

What happened next? (SB p. 6)

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

WRITING

Describing friends – Correcting common mistakes (SB p. 100)

- Using correction symbols to correct pieces of writing, then writing a description of your best friend.

MORE MATERIALS

Photocopiables – Getting to know you (TB p. 160) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 2)

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

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

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

SUGGESTION

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

- 1 Elicit the answer to the first question with the whole class. Students then work in pairs to match the rest of the questions and answers.
- 2 **CD1 2** Play the recording and have students check their answers. Students then ask and answer the questions in pairs, giving their own answers.

Answers and audio script

Getting to know you

A Where were you born?

B In Argentina.

A What do you do?

B I'm a teacher.

A Are you married?

B No, I'm not.

A Why are you studying English?

B Because I need it for my job.

A When did you start studying English?

B Two years ago.

A How often do you have English classes?

B Twice a week.

WHERE DO YOU COME FROM? (SB p. 2)

Tenses and questions

⚠ POSSIBLE PROBLEMS

The goal of the text is to test students' ability to recognize and use basic tenses (Simple Present and Continuous, Simple Past, Present Continuous for future, and *going to* + base form). There are examples of the stative verbs *like* and *have*. *Have* appears as a full verb with the *do/did* forms.

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

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

*Where do he live?

*Where you live?

*What you do last night?

*What did you last night?

*What does he studying?

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

Where do you live?

Do you like learning English?

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

- 1 **CD1 3** Focus students' attention on the photo of Anton. Ask *Where is he?* (in New York). Use the photo to preteach *bike messenger* and *cosmopolitan*. Ask students to cover the text and just listen to Anton talking about his life. Play the recording once all the way through. Elicit where he is from (Canada) and any other information about his past, present, and future.
- 2 **CD1 3** Focus students' attention on the example and make sure they understand that the verbs are grouped to link to the *present*, *past*, and *future* paragraphs in Anton's text. Elicit the missing verb for (2) (*'m living*) but don't go into an explanation of the difference between Present Continuous and Simple Present at this stage – just allow students to work through the task. Similarly, don't go into a detailed explanation of Present Continuous for future meaning (*Next September, I'm going back home to Toronto*) at this stage. Have students check their answers in pairs before playing the recording again for a final check.

Answers and audio script

Where do you come from?

Hi! I'm Anton. I (1) **come** from Canada, but right now I (2) **'m living** here in New York. I (3) **'m working** as a bike messenger. I really (4) **like** New York. It's the center of the universe and it's very cosmopolitan. I (5) **have** friends from all over the world. I (6) **earn** about \$150 a day in this job. That's good money. I (7) **'m saving** money for my education.

I (8) **was born** in Toronto, but my parents are from Bulgaria. They (9) **moved** to Canada 30 years ago. When they first (10) **arrived**, they (11) **didn't speak** any English. They always worry about me. Last month, I (12) **had** a bad accident on my bike, but I'm fine now.

Next September, I (13) **'m going back** home to Toronto and I (14) **'m going to study** for a master's degree, and then I hope to get a good job.

- 3 This stage practices the change from first person to third person singular forms. Focus students' attention on the example and elicit the full sentence (... *he's working in New York*). Ask *What can you remember about Anton?* and elicit a few examples with *He ...*

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

Simple *He comes from Canada.*

Continuous *He's living in New York.*

going to *He's going to study.*

- 4 Give a present, past, and future example about yourself, e.g., *I live in an apartment near school. I studied modern languages in college. I'm going to buy a new car soon.*

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

SUGGESTION

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

- 5 Focus students' attention on the photo of Rowenna and check pronunciation of her name /rou'winə/. Elicit where she is from (Australia). Ask students what they think her job is, but don't confirm the answer at this stage because students will find out in the next exercise.
- 6 **CD1 4** Preteach/review *run an art gallery, Aboriginal art, exhibition, study law /lɔ/, borrow money*. Play the recording once all the way through and elicit any information students can remember about her past, present, and future.

Audio script

Hi, I'm Rowenna. I'm Australian. I come from Melbourne, but now I live in San Francisco, California, with my husband David. He's American. David and I run an art gallery. It's a gallery for Australian Aboriginal art. I just love Aboriginal art. I love all the colors and shapes. I'm preparing a new exhibition right now.

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

- 7 **CD1 5** Explain that students are going to ask and answer some more questions about Rowenna. Focus students' attention on the example. Make sure students understand that the questions have different numbers of missing words. Ask them to work in pairs to complete the questions about Rowenna. Monitor and write down any common problems with question formation.
- Put students in pairs to ask and answer the questions. If necessary, write key words on the board as prompts or play **CD1 4** again. Monitor and check for accurate question formation and a wide voice range on the intonation.

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

Answers and audio script

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

GRAMMAR SPOT (SB p. 3)

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

- 1 Refer students to **CD1 4** on SB p. 114. Put them in pairs to find examples of verb forms with present, past, and future meaning in the script about Rowenna. Remind them to include negative forms. Encourage students to work quickly and don't go into detail about the form and use of past and future tenses here because these will be included in later units. If students ask about the use of Present Continuous for future meaning (*I'm not going next year*), just explain that the Present Continuous can be used to refer to a fixed plan in the future.

Answers

Present: e.g., I come, I live, I run, I love, I'm preparing, most American people don't know, I go

Past: e.g., I came, My parents wanted, I didn't like, I hated, I left, I got, I met, we had, we borrowed, we paid

Future: I'm not going, I'm going to have

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

Answers

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

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

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

- 3 This section reviews question words students should have studied earlier by having them think about the meaning. (*Whose* is covered more fully in contrast with *Who's* on SB p. 4.) Focus students' attention on the example. Ask students to work in pairs to complete the rest of the matching task. When checking the answers with the class, have students guess what the whole question might be (see answers in parentheses).

Answers

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

►► Grammar Reference 1.1–1.3 p. 132

PRACTICE (SB p. 4)

Asking questions

This section reinforces the question words students covered in the *Grammar Spot* on SB p. 3.

- Focus students' attention on the photo of Serkan. Explain that he is studying English in the US. Ask students what questions they think the interviewer will ask Serkan.
Preteach/review *improve my English, show someone around*. Ask two students to read the first four exchanges of the conversation and elicit the first missing question word (*where*). Give students time to complete the task, working individually, and then compare their answers in pairs.
- CD1 6** Play the recording and have students check their answers. If students ask about the difference between *What* and *Which*, explain that *Which* is usually used when there is a limited choice.
Elicit some examples of present, past, and future forms. Then have students continue in pairs. Elicit the answers.
Put students in pairs to practice the conversation. If students have problems with pronunciation or intonation, play the recording again as a model and drill key sentences as a class and individually.

Answers and audio script

Present: do you come, I want, I'm studying, do you go, I go, I hope

Past: did you know, I studied, I didn't learn, did you do, I taught

Future: my brother is coming, I'm going to show

CD1 6 Asking questions

I = Interviewer S = Serkan

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

SUGGESTION

Students can role-play the interview in Exercise 2 again, working with a new partner and using their own information or an imaginary character.

Whose or Who's?

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

- CD1 7** Write *Who's calling?* on the board. Ask *What is the full form?* (*Who is*). Write *Whose phone is ringing?* on the board. Underline *Who's* and *Whose* and ask *Is the pronunciation the same or different?* Elicit that the two words sound the same. Read the information about *Whose* and *Who's* with the class, then play the recording for students to listen and repeat.
- Focus students' attention on the sentences. Elicit the answer to number 1 as an example (*Whose*). Remind students to read the answer to each question to help them choose the correct word. With students that need more support, ask *Which questions ask about possession?* before they do the exercise (sentences 1, 3, 5, and 6).
Put students in pairs to complete the exercise. Check the answers with the class.

Answers

1 Whose	3 Whose	5 Whose
2 Who's	4 Who's	6 Whose

- 5 **CD1 8** This is another discrimination task but without the support of the text. Tell students they are going to hear eight sentences. Sometimes the question word comes at the beginning and sometimes later in the sentence.

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

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

Answers and audio script

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

SUGGESTION

As reinforcement, have students read the questions and answers in Exercise 4 out loud. Model the stress and intonation, emphasizing the voice range on the questions starting high and falling.

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

Questions about you

- 6 **CD1 9** Focus students' attention on the example and ask what tense the question is in (Simple Present).

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

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

Play the recording again to model the pronunciation. Have students repeat as a whole class and individually. Exaggerate the voice range if students sound flat.

Answers and audio script

Questions about you

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

- 7 **CD1 10** Read some of the questions to the class and elicit a variety of answers. Give struggling students a few minutes to think about how to respond to each question.

Divide students into pairs to ask and answer the questions. Monitor and write down any common errors to discuss after the pairwork.

Play the recording, pausing at the end of each conversation to give students time to compare their answers. Refer students who need more support to **CD1 10** on SB p. 114 to read the script after they have listened.

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

Audio script

- 1 **A** What do you like doing in your free time?
B I like being with my friends. We go to each other's houses and talk.
- 2 **A** Do you like listening to music?
B Of course. It helps me relax.
- 3 **A** What kind of music do you like?
B I like all kinds, rock, jazz, pop, but the thing I like best is listening to my dad's old Beatles albums.
- 4 **A** What did you do last weekend?
B It was my mom's birthday so we all made a special meal for her.
- 5 **A** What are you doing tonight?
B Nothing much. I want to do some things around the house before the weekend.
- 6 **A** What are you going to do after this class?
B I have some shopping to do. Then I'm going home.
- 7 **A** How many languages does your teacher speak?
B Only English! She says she's going to study Italian next year.
- 8 **A** What's your teacher wearing today?
B A very pink sweater and red pants. Hmm – not a great look!

EXTRA ACTIVITY

As an extension to Exercise 6, you can ask students in pairs to change one word in each question to make new questions, e.g., *Do you like listening to the radio?* *What kind of movies do you like?* Once they have reformulated the questions, put students in new pairs and have them interview each other. Alternatively, you can have students get up and walk around to interview several classmates.

PHOTOCOPIABLE ACTIVITY

UNIT 1 Getting to know you TB p. 160

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

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

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

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

ADDITIONAL MATERIAL

Workbook Unit 1

Ex.1–3 Tense review

Ex. 4–7 Questions

Ex. 8 *whose or who's?*

LISTENING AND SPEAKING (SB p. 5)

My oldest friend

ABOUT THE LISTENING

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

- 1 Introduce the topic by writing *friend* on the board and eliciting a few collocations from students, e.g., *make friends, stay friends, keep a friend, a good friend, best friend, oldest friend, close friend, great friend*.
Give a few details about your oldest friend. Then put students in pairs to discuss the questions. Elicit a few details from the class.
- 2 Focus students' attention on the photos and check the pronunciation of the names of the people: Kenny /kəni/, Katie /keiti/, Damian /'deɪmɪən/, Toby /toubi/, Judy /'dʒʊdi/, Beth /beθ/, Pete /pit/, and Zac /zæk/.
Tell students they are going to hear Kenny, Damian, and Katie talking about the other people in the photos. Focus students' attention on the task and give students time to guess who each person is talking to, and who they are talking about.
- 3 **CD1 II** Play the recording once all the way through for students to check their answers to Exercise 2. Play the recording again, pausing after each conversation so that

students have time to write notes. Have students check answers in pairs before checking the answers with the class.

Answers and audio script

Kenny is talking to Judy. His oldest friend is Pete. They met at school. They both loved baseball.

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

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

CD1 II My oldest friend

1 Judy and Kenny

J = Judy K = Kenny

J Kenny, I see you have more than 300 friends on Facebook!

K Amazing, isn't it? I don't know how it happened. I think it's because my job takes me all over the world and I make friends wherever I go.

J I travel too, but I don't have so many friends.

K Come on Judy. I'm your friend. That's one at least!

J But what about close friends? How many of the 300 are close?

K I have no idea.

J No idea? More than ten? More than 20?

K Uh, probably no more than ten really close friends.

J So, who's your oldest friend?

K That's easy. Pete's my oldest friend – since we were both 16, and he went to my school. He lives in Canada now. But he was best man at my wedding and I was best man at his.

J How often do you see him?

K Not often. Maybe once or twice a year. I visited him last year when his son was born. Do you know, he named the baby Ken after me?

J Oh, that's nice! You and Pete are really good friends, aren't you?

K Yeah!

J Why do you think that is?

K It's because we both love baseball!

J Don't tell me, he loves the Yankees, too!

K Of course. Best team in the world. No, seriously, the best thing about Pete is that maybe we don't see each other for months, even years, but when we get together ... right away we're talking ...

J ... about baseball

K No, about all kinds of things. Our families mainly. He's a great guy.

2 Damian and Toby

[T = Toby D = Damian]

T Am I your best friend?

D No, silly, you're my brother!

T I'm not silly. Can't I be your best friend?

D No, you can't. No one's best friends with his brother!

T But I don't have many friends.

D That's your problem. Look, I'm going to hang out with Luke and the other guys now.

T Is Luke your best friend?

D No.

T Is he your oldest friend?

D No. Zac's my oldest friend. You know that – since we sat next to each other in the fourth grade. Zac and I are going to travel the world together when we graduate from school.

T Can I come?

D No you can't! Just shut ...

T Well, can Luke be my friend?

D Toby, be quiet about friends! You're so boring, I'm not surprised you have no friends.

T But can I ...?

D No, no, no! I'm going now. See you!

T But ...

3 Katie and Beth

B = Beth K = Katie

B Katie, you're lucky, you have so many friends.

K Mmmm, I guess so. I do have a lot.

B Why do think that is?

K Well, I'm not sure, I think I kind of collect friends. I have friends from all different times in my life. You know high school, college, and now at work and I keep my friends.

B So, who's your oldest friend?

K You are, of course! You and me, Beth, we're the same age, 24, and you could say we met before we were born.

B I suppose you're right ...

K Yeah, our moms met when they were ...

B I know, at the hospital when they went for check-ups before we were born.

K Yeah, and we were born on the same day...

B I know, but I'm ten hours older than you!

K That's why you're wiser than me! You're my oldest and my best friend. You're like a sister to me.

- 4 **CD1 11** Preteach/review *be named after* and *be like a sister* (have a similar relationship as a sister). Read through the questions briefly as a class and help with any other vocabulary questions.

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

If some students need more support, you may need to play the recording again in shorter sections to allow them to pick out the details.

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

Answers and audio script

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

CD1 11 See Exercise 3.

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

Answers

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

WRITING (SB p. 100)

Describing friends – Correcting common mistakes

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

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

- 1 Introduce the section by asking students what type of mistakes people make in writing. Elicit a variety of ideas and then refer students to the correction symbols on the left-hand side of the chart in Exercise 1.

Put students in pairs to look at the symbols and correct the mistakes in sentences 1–7. Monitor and help as necessary.

Correct the answers with the class. Ask students whether these are mistakes that they typically make.

Answers

- | | |
|---|--------------------------------|
| 1 I'm <u>enjoying</u> the party. | 5 He <u>arrived</u> yesterday. |
| 2 They went <u>to</u> Brazil on vacation. | 6 They <u>aren't</u> coming. |
| 3 I have two <u>younger brothers</u> . | 7 She's <u>a</u> doctor. |
| 4 She has some new <u>red</u> shoes. | |

- 2 Divide the class into groups of four or five. Tell half the groups that they are Group As. Tell the other groups that they are Group Bs. Ask each group to mark their mistakes with the symbols in Exercise 1, but *not* to correct them. Monitor and help as necessary.

Answers

A

- 1 I like Boston because it is a beautiful city.
- 2 She studied for three years ^{WO} psychology.
- 3 There aren't ^{Gr} any milk.
- 4 He's speaking ^T French, German, and Spanish.
- 5 I watched TV, than ^{WW} I went to bed.
- 6 Did you by ^{Sp} any bread at the supermarket?

B

- 1 I lost my all ^{WO} money.
- 2 What did you do ^{Gr} last night?
- 3 He always wear ^{Sp/WW} jeans.
- 4 My town is quite ^{Gr} on weekends.
- 5 I want that I pass ^{WW} the exam.
- 6 She's married with ^{Gr} Peter.

- 3 Ask students to stand up, walk around, and sit down next to someone from the other group. Ask them to correct each other's mistakes.

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

Answers

A

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

B

- 1 I lost **all my** money.
- 2 What did you **do** last night?
- 3 He always **wears** jeans.
- 4 My town is **quiet** on weekends.
- 5 I want **to pass** the exam.
- 6 She's married **to** Peter.

- 4 This activity gives further practice in correcting common mistakes. Once corrected, it also provides a model for students' own writing in Exercise 5.

Have students read the text through quickly without focusing on the mistakes. Help with any unknown vocabulary. If students ask about *best man*, explain that it refers to the male friend who helps a groom at his wedding.

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

Answers

My Best Friend

My best friend was my best man when I **got** married two **years** ago. **His** name is Antonio and we met **at/in** college in Miami. In fact, we met on our very first day **there**. Antonio was **the** first person I spoke **to** and we discovered we were both studying Spanish and that we were both soccer fans. When we graduated from college, we went **traveling together** for six **months**. We had a good time touring **Central** and **South America**. When we were in Mexico, we met two sisters **from** California, Ally and Chelsea. Now I'm married **to** Ally, and next year Antonio and Chelsea **are** going to get married. I like Antonio because he **is** very funny and we **have** really good times together. He **lives** in a different state now, but we text or call **each other often**. I'm very lucky that he's my friend.

- 5 Refer students back to the text in Exercise 4 before they start writing. If students need more support, write prompts on the board to help them plan their work:
- name?
 - how you met?
 - his/her personality?
 - what you did together in the past?
 - your relationship now?
- Give students time to write about their best friend in class or assign the activity for homework. Students should then compare and correct their texts in the next class.
- 6 Ask students to exchange their text with a partner. Ask students to read each other's texts and mark mistakes with the correction symbols from Exercise 1. Students should then correct their own work.

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

If you check the students' work, point out any further errors, but allow students to correct them themselves. Try to limit corrections to major problems. Correcting too many errors may discourage students from writing more.

READING AND SPEAKING (SB p. 6)

A blind date

NOTE

Reading texts and vocabulary

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

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

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

ABOUT THE TEXT

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

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

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

Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. If students need more practice or if your time is limited, you can preteach/review some of following vocabulary:

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

- 1 **CD1 12** Write the words *blind date* on the board and check comprehension. Point out that *blind date* can refer to the event and also the person.

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

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

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

Play the recording and have students compare the results with their predictions. For more practice run through the percentages quickly to check that students have understood the figures correctly.

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

Answers and audio script

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

CD1 12 A blind date

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

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

Answers

Their names are Sally Fox and Dominic Evo. Sally is 25 and Dominic is 29. Sally is a tennis coach and Dominic is an actor. They met at a Chinese restaurant.

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

Group A – Sally

Group B – Dominic

Point out that Sally refers to Dominic as *Dom*, his nickname.

Have students read their text quickly. Monitor and help with any questions.

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

Answers

Group A – Sally

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

Group B – Dominic

- 1 Dominic says Sally was nervous.
- 2 She has a lovely smile and amazing green eyes. He loved her red dress.
- 3 Travel, cooking, sports, running a marathon, the theater.
- 4 The waiter knew it was a blind date.
- 5 Chopsticks.
- 6 Her green eyes. She was easy to talk to. She was interested and interesting.
- 7 She didn't just talk about sports.
- 8 They found a piano in the square next to the restaurant. Dominic played it and Sally sang.
- 9 She took the bus.

- 4 Preteach/review *have something in common*. Regroup the students, making sure there is an A and a B student in each pair. Demonstrate the activity by having a pair of students talk about the person in their text while the rest of the classes listens (an open pair). Students continue exchanging the information about their person in closed pairs (working without the rest of class listening). Remind them to refer to their notes and answer the questions in their own words, rather than reading sections of the text out loud. Monitor and check for correct tense use. Write down any common errors but discuss them at a later stage. Bring the whole class together to check what Sally and Dominic have in common.

Answers

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

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

What happened next?

- 5 Give students a few minutes to think about the answer to the question. Have students raise their hands to show if they think Sally and Dominic will meet again or not. Check the result of the vote and encourage students to explain their opinion.
- 6 **CD1 13** Read the questions as a class. Explain that students are going to hear Dominic and then Sally in a short recording about their relationship.

For additional support, preteach/review *text someone, make someone wait*. Then play the recording. Have students discuss their answers in pairs before checking answers as a class.

As a follow-up, ask students if they think Sally and Dominic will continue seeing each other, and why/why not.

Answers and audio script

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

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

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

CD1 13 What happened next?

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

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

Vocabulary

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

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

Answers

Sally was **interested** so she asked him a lot of questions.
Sally was **interesting** because she was funny and made him laugh.

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

Answers

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

SUGGESTION

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

EXTRA ACTIVITIES

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

VOCABULARY (SB p. 8)

Right word, wrong word

NOTE

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

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

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

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

SUGGESTION

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

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

Verbs of similar meaning

- Put students in pairs and make sure they have access to at least one good dictionary. Explain that the first exercise highlights the use of pairs of verbs that are often confused. Focus students' attention on number 1 as an example. Give the class time to use a dictionary to check their answers even if they think they already know the answers (*play; go*). Students complete the task, working in pairs. Make sure they use the dictionary to look up any new words and to check their answers even if they think they already know them.

Check the answers with the class.

Answers

- Can you **play** the piano?
Do you **go** running every morning?
- I **make** too many mistakes in English.
I **do** my homework in the evening.
- She can **speak** three languages.
He can **talk** forever! He never shuts up!
- Excuse me! What did you **say**?
Can you **tell** me the time, please?
- How much did you **pay for** that meal?
Where can I **buy** some sunscreen?

Adjectives and nouns that go together

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

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

Check the answers with the class.

Answers

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

Prepositions

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

Answers

- He comes **from** Istanbul **in** Turkey.
- He's crazy **about** soccer, but I'm not interested **in** it at all.
- I am married **to** John. I met him **at** college **in** 2007.
- I live **with** my parents **in** an apartment **on** the first floor.
- He's very good **at** playing the piano.
- I like going **for/on** walks **in** the park.
- This is a picture **of** me **on** vacation **in** Thailand.
- I got this sweater **from** my sister **for** my birthday.

Words with two meanings

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

Answers

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

- CD1 14** Elicit possible examples for *left*, e.g.,

Turn left at the crossroads.
He left early.

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

Play the recording and ask students to compare their sentences with the sample answers. Students can also compare the sentences they wrote with another pair, or read them out loud to compare with the class.

Sample answers and audio script

Word with two meanings

- Turn **left** on Main Street and my house is the first on the right.
She **left** in a hurry to catch her bus.
- I love traveling by **train**.
He's going to **train** to be a teacher.
- I'm going to **run** a marathon next month.
They **run** the art gallery together.
- I'm working at home for the **rest** of the week.
I need a **rest**! I'm so tired.
- What **kind** of food do you like?
How **kind** of you to bring me flowers.
- Can you turn the **light** on, please?
My bag is **light**, so it's easy to carry.
- What do you **mean**? I don't understand you.
He's so **mean**. He never has a nice thing to say about anyone.

EXTRA ACTIVITY

Point out that the phonetic transcription used in dictionaries is a very useful resource in helping students with pronunciation. English spelling is often not phonetic and the same sound may have different spellings (*came* and *train*, for example, which both have the sound /eɪ/). Refer students to the chart on SB p. 155. Ask them to check the pronunciation of each phoneme in the words by comparing them to the examples in the chart. You can provide ongoing practice in recognizing phonetics by having students match transcriptions to key words, matching sounds to words that have the same sound but different spelling, working with rhyme in songs and poems, etc. Also encourage students to make use of an interactive phonemic chart if they have access to a computer.

ADDITIONAL MATERIAL

Workbook Unit 1

Ex. 9 Right word, wrong word

EVERYDAY ENGLISH (SB p. 9)

Social expressions

NOTE

This section contains expressions that are both formal and informal. For example, the expression *How do you do?* is more formal than the expression *How are you?* Be prepared to help students understand the difference and how they might respond in different situations. The answer to both questions depends on how you are feeling, e.g., *I'm fine./I'm OK./I'm better*, etc.

- 1 **CD1 15** Tell students they are going to practice a range of expressions used in everyday situations. Focus students' attention on the photos and ask two students to read conversation 1 out loud. Students read the rest of the conversations to themselves. Elicit where each one takes place.
- Play the recording and have students repeat. If students have problems, mark the main stresses on the sentences to help them (see *Answers and audio script*).

Answers and audio script

- 1 at college 3 in a clothing store
2 on a plane 4 on a train

CD1 15 Social expressions

- 1 **A** Hi, Anna. How are you?
B I'm fine, thanks. How are you?
2 **C** Thank you very much.
D You're welcome.
3 **E** Can I help you?
F No, thank you. I'm just looking.
4 **G** Excuse me. Is this seat free?
H No, sorry, I'm afraid it isn't.

- 2 **CD1 16** Elicit the matching line for number 1 as an example (*Good morning! Nice day today!*) Students continue matching, working in pairs. Monitor and help as necessary. If students finish quickly, check their answers. Tell students if any answers are wrong and have them review the activity again.

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

Put students in pairs to practice the conversations. If students have problems, play the recording again and have them repeat as a whole class. Encourage accurate stress and intonation, which are important here in sounding natural.

Answers and audio script

- 1 **A** Good morning!
B Good morning! Nice day today!
2 **A** See you tomorrow!
B Yeah! About nine, in the coffee shop.
3 **A** How do you do?
B Fine, thanks. Nice to meet you.
4 **A** Thank you very much.
B You're welcome.
5 **A** I'm sorry. I can't come tonight.
B That's OK. Maybe another time.
6 **A** Can you help me with this exercise?
B Sure. What's the problem?
7 **A** Bye!
B Bye! See you later!
8 **A** Bye! Have a good weekend!
B Thanks! Same to you.
9 **A** Sorry I'm late.
B Don't worry. You're here now.
10 **A** Cheers!
B Cheers! Here's to your new job!

- 3 **CD1 17** Focus students' attention on the list of next lines. Elicit the follow-up for conversation 1 as an example (*Yes, it's really warm for this time of year.*) Students work in pairs to complete the task.

Play the recording and have students check their answers. If you think your students need more help with pronunciation, refer them to **CD1 17** on SB p. 115 and have them practice the conversations again.

Answers and audio script

- 1 **A** Good morning!
B Good morning! Nice day today!
A Yes, it's really warm for this time of year.
2 **A** See you tomorrow!
B Yeah! About nine, in the coffee shop.
A OK. Nine is good for me, too.
3 **A** How do you do?
B Fine, thanks. Nice to meet you.
A Nice to meet you, too.
4 **A** Thank you very much.
B You're welcome.
A It was nice of you to pay.
5 **A** I'm sorry. I can't come tonight.
B That's OK. Maybe another time.

- A** I'm free tomorrow night. How about then?
- 6 **A** Can you help me with this exercise?
B Sure. What's the problem?
A I don't know what this word means.
- 7 **A** Bye!
B Bye! See you later!
A Yes. Let's meet after class.
- 8 **A** Bye! Have a good weekend!
B Thanks! Same to you.
A Thanks. Are you doing anything special?
- 9 **A** Sorry I'm late.
B Don't worry. You're here now.
A Yeah. I missed the bus.
- 10 **A** Cheers!
B Cheers! Here's to your new job!
A Thanks a lot. I'm excited, but a little bit nervous.

- 4 Introduce this activity by writing a conversation as a model on the board first, e.g.,

A Bye! Have a good weekend!

B Thanks! Same to you.

A Thanks. Are you doing anything special?

B Yes, we're going to a wedding.

A Really? Who's getting married?

B My cousin. She lives in New York.

A Oh, well have a great time. I hope the weather is good.

B Thanks very much. See you on Monday.

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

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

Students act out their conversations for the class.

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

Don't forget!

Workbook Unit 1

Ex. 10 Reading – Let's stick together

Ex. 11 Listening – Andy and Ed

Ex. 12 Pronunciation – Vowel sounds

Ex. 13–14 Just for fun!

Grammar Reference (SB p. 132)

Word list Unit 1 (SB p. 143)

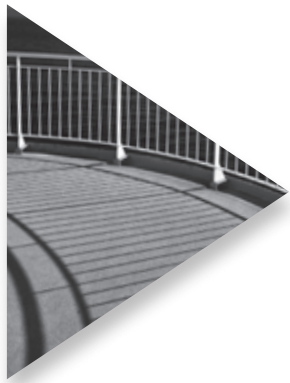
Remind your students of the Word list for this unit on SB p. 143. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 1 Test

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)



2 Whatever makes you happy

Present tenses • *have* • Things I like doing • Making conversation



New York City's park in the sky

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

LANGUAGE INPUT

GRAMMAR

Present tenses and *have* (SB p. 10)

- Understanding and practicing the difference between Simple Present and Continuous, and the different forms of *have*.
- Practicing stative verbs in the Simple Present.

Stative verbs (SB p. 12)

VOCABULARY

Things I like doing (SB p. 13)

- Matching and practicing verb + phrase collocations.

EVERYDAY ENGLISH

Making conversation (SB p. 17)

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

SKILLS DEVELOPMENT

READING

The happiness quiz (SB p. 14)

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

LISTENING

Getting along with your neighbors (SB p. 16)

- Listening for key information in two monologues and answering questions.
CD1 27 (SB p. 116)

SPEAKING

Talking about you (SB p. 12)

Exchanging information (SB p. 12)

My perfect day (SB p. 13)

What do you think? (SB p. 14)

Project (SB p. 14)

Role play (SB p. 16)

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

WRITING

Writing a postcard – Style and synonyms (SB p. 101)

- Improving style and language variety then writing a postcard.

MORE MATERIALS

Photocopiables – Spot the difference (TB p. 161) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 10)

NOTE

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

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

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

I LOVE WHAT I DO (SB p. 10)

Present tenses and *have*

⚠ POSSIBLE PROBLEMS

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

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

have

This is covered in the *Grammar Spot* on SB p. 11. Common mistakes include:

- Students omit the auxiliary *do/does*:
**Have you a car? *I haven't a laptop.*
- They are reluctant to use the more natural short answers:
*Do you have a laptop? *No, I don't have a laptop.*
(rather than just *No, I don't.*)

- The context for the presentation is a description of two people with unusual jobs, who both love their work. Focus students' attention on the photos and ask students to point to Lee /li/ and Mo /moʊ/. Elicit students' reactions to the two characters and what is remarkable about them. Check the answers to the questions, including the pronunciation of *comedian* /kə'midiən/ and *bow tie* /'boʊ taɪ/ as necessary.

Answers

Lee is a lot older than a typical comedian. She likes telling jokes.
Mo is a lot younger than a typical businessperson. He likes making bow ties.

- CD1 18** The vocabulary in the text should not be too demanding, but you can preteach/review the words below if your students need extra support. Use the photos in the SB to help you.

grandma (short for *grandmother*) *stand-up comic*, *cool*, *audience members*, *inspiration*, *touring*.

Read the questions about Lee as a class. Play the recording once all the way through and have students follow in their books. Check the answers with the class.

Answers

She is in her 80s. She's a stand-up comic. They think that she is cool.

CD1 18 See SB p. 10.

- CD1 19** Read the questions about Mo as a class. Preteach *company*, *dressing up*, *sewing tips*, *online sales*, *charity*, *summer camp*.

Play the recording, then check the answers to the questions.

As a follow-up, you can ask *Who ...?* questions about the two characters, e.g.,

Who ...

has a business online? (Mo)

makes people laugh? (Lee)

does work for a charity? (Mo)

enjoys being recognized? (Lee)

Answers

His company is Mo's Bows. He started his company when he was nine.

CD1 19 See SB p. 11.

GRAMMAR SPOT (SB p. 11)

Go over the *Grammar Spot* with the whole class to help focus students on the grammatical goals of the lesson.

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

Answers

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

Simple Present

Lee: has, works, lives, think, like, says, thank, reaches

Mo: has, love, look, feel, says, makes, sends

Present Continuous

Lee: like telling ... making, is touring

Mo: using, is growing, designing, going, playing

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

Answers

He makes bow ties and *He has his own company* refer to all time.

She's making audiences laugh and *She's having a good time* refer to now.

►► Grammar Reference 2.1–2.4 p. 132–133

- 4 **CD1 20** This exercise will help you assess how well students can form questions in the two present tenses.

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

Put students in pairs to ask and answer the questions. With students who need additional support, you can elicit the tenses students need to use before they start the pairwork, or have students ask and answer in open pairs, before repeating in closed pairs.

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

Answers and audio script

Lee

- 1 **A** What does Lee do?
B She's a stand-up comic.
- 2 **A** Where does she work?
B She works in comedy clubs in the US.
- 3 **A** How many children does she have?
B She has four children, and she also has ten grandchildren.
- 4 **A** What does she like doing?
B She likes telling jokes and making audiences laugh.
- 5 **A** Why does she like her audience?
B Because they thank her for being an inspiration.
- 6 **A** What's she doing right now?
B She's touring around the US.

Moziah

- 1 **A** What does Moziah do?
B He has his own company that makes bow ties.
- 2 **A** Why does he like nice clothes?
B Because they make him look and feel better.
- 3 **A** Whose sewing tips does he use?
B His great-grandmother's.
- 4 **A** Where can you buy his bow ties?
B Online and in stores through the US.
- 5 **A** What is growing fast?
B His business is growing fast.
- 6 **A** What does he like playing?
B He likes playing football.

- 5 **CD1 21** Tell students they are going to hear an interview with Lee. Preteach/review the following vocabulary: *famous*, *retirement home*, *stay out all night*, *it doesn't matter*.

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

Elicit any further details students found interesting in a short class discussion.

Answers and audio script

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

CD1 21

- I** Do you like being famous?
L Don't be silly. I'm not really famous. I'm just an old lady who's having fun.
I But it is unusual for someone your age, if you don't mind me saying, to be telling jokes in comedy clubs for young people.
L Well, I just like making people laugh. And I don't want to be an old woman in a retirement home watching television all day long.
I Why do you do it?
L I do stand-up comedy because the energy is amazing! Because I love to see people enjoying themselves. Because it makes me happy!
I Does your family agree with you?
L My family thinks it's great. Some of my friends say that it's not right for a woman my age to be telling jokes and staying out all night.
I And what do you say to them?
L I say to them, "It's none of your business. It doesn't matter how old you are. If you want to do something, you can."

- 6 **CD1 22** Tell students they are now going to hear an interview with Moziah. Preteach/review: *planning*, *marketing*, and *selling*. Give students time to read through the incomplete sentences and predict possible missing words. Point out that there are a different number of missing words in each sentence. Play the recording once all the way through, and be prepared to play selected sections again to allow students to complete any missing answers.

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

Answers and audio script

- 1 It **seems** to me you really love what **you're doing**!
 - 2 **Do you have** any free time?
 - 3 **Do you have** a girlfriend?
 - 4 **Who** do **you** live with?
- I** Do you like being a businessman?
M Oh, yes, I love it! I like the planning, the marketing, and the selling. I like meeting people and talking about my business and everything about it!
I It seems to me you love what you're doing!
M It's true! I do!
I Do you have any free time?
M Um ... yeah, but not a lot.

- I What do you do in your free time?
 M Well, I still go to school, so I do homework. And I love playing football.
 I Do you have a girlfriend?
 M Hmm, um ... that's none of your business!
 I Sorry. Uh ... Who do you live with?
 M I live with my mom and dad. And my aunts and uncles and grandparents live nearby.

- 7 Ask students if they remember Lee and Moziah using the expression *It's none of your business*. Elicit possible meanings, then refer students to **CD1 21** and **CD1 22** on SB p. 116 to find the expression and discuss the questions in pairs. Check the answer with the class.

Answer

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

SUGGESTION

Students can role-play an interview with either Lee or Moziah, or another person they have heard of with an unusual lifestyle.

PRACTICE (SB p. 12)

Talking about you

- 1 **CD1 23** This exercise reviews the different forms of *have* (see *Possible problems* on TB p. 16).

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

Do you *have* a car? Yes, I *do*.

Audio script

See SB p. 12.

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

Check comprehension of the items on the list. Tell students to take turns, first asking and then answering the questions.

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

As an extension to the activity, bring the class together again and ask students to tell the others about their partner. This also provides practice of the third person after the first and second person practice in the pairwork.

Discuss any common errors and have the students correct as a class.

Speaking – exchanging information

- 3 This exercise is a controlled information-gap activity that brings together practice of the Simple Present and *have*. It also reminds students of the difference between the uses of the Simple Present and Present Continuous.

Focus students' attention on the photos of Alicia, Bill, and Christina.

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

Divide the students into A/B pairs, and refer them to the Unit 2 Pairwork Activity at the back of the Student Book:

Student A p. 147

Student B p. 149

Give students time to read the information about their character(s) and help with any vocabulary questions.

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

Give students time to ask and answer the questions to complete their missing information. Monitor and check for accurate question formation, especially the difference between the third person singular and plural forms. Write down any common errors to discuss after the task.

When the students have finished, ask individual students to tell the class about the person they asked questions about.

Answers

Questions about Alicia

Where does Alicia come from?
 Where does she live?
 Does she have a big family?
 What does she do?
 What does she like doing in her free time?
 What is she doing now?

Questions about Bill and Christina

Where do Bill and Christina come from?
 Where do they live?
 Do they have a big family?
 What do they do?
 What do they like doing in their free time?
 What are they doing now?

For answers to the questions, see SB p. 147 and 149.

Stative verbs

- 4 This activity reinforces the use of stative verbs. If necessary, read Grammar Reference 2.3 on SB p. 133 with the class as a reminder that certain verbs are not used in the continuous form.

Focus on the first sentence as an example. Give students time to complete the sentences, working individually. Allow students to compare their answer in pairs, before checking the answers with the whole class.

Answers

- 1 "What time is it?" "I **don't know**. Sorry."
- 2 I'm thirsty! I **need** a drink.
- 3 I **love** your bag. Where did you get it?
- 4 "I **think** Thomas is stupid."
"I **don't agree**. I think he's smart."
- 5 Her English isn't very good. I **don't understand** her.
- 6 He's very rich. He **owns** a house in Malibu.
- 7 You **look** sad! What's the matter?
- 8 "Sorry I forgot your birthday!" "Don't worry. It **doesn't matter**."
- 9 "I'm 74 years old." "I **don't believe** you! You don't look a day over 60."
- 10 I don't understand *none of your business*. What **does** it mean?

Check it

- 5 The goal of this activity is to check that students understand the differences between the Simple Present and the Present Continuous, and *have*, in terms of form and meaning.

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

When reviewing the activity, ask several students for answers, having them explain their choices. This helps students to review the rules as a class.

Answers

- 1 Angela lives with her parents.
- 2 Where do you go on vacation?
- 3 She doesn't work here anymore.
- 4 He's at the bus stop. He's waiting for a bus.
- 5 I like black coffee.
- 6 I don't have a phone.

ADDITIONAL MATERIAL

Workbook Unit 2

- Ex. 1–3 Simple Present
Ex. 4–5 Spelling
Ex. 6–8 Simple Present and Present Continuous
Ex. 11 *have*

WRITING (SB p. 101)

Writing a postcard – style and synonyms

The goal of this writing section is to help students improve their style and word choices by using a variety of synonymous adjectives. The task is writing a postcard to a friend, which also gives further practice with several tenses.

The places in Boston mentioned in the postcard are Back Bay (the area that runs along the Charles River), Copley Square, where several historic buildings are located, Boston Pops Symphony Hall, Macy's (a famous department store dating from 1858), Legal Sea Foods (a fine-dining restaurant) located near the New England Aquarium (home to 20,000 aquatic animals).

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

Focus students' attention on the photo on the postcard. Ask *Where is the postcard from? What famous places can you visit in Boston?*

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

Answers

Gemma and Martin are enjoying their vacation in Boston. Everything is nice!
The problem with the style of writing is that they over-use *nice* in their descriptions.

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

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

Answers

- 1 a great/an interesting/an excellent/a spectacular/an amazing/an exciting/a brilliant/a wonderful
- 2 great/lovely/warm and sunny/excellent/spectacular/amazing/brilliant/wonderful
- 3 great/luxurious/spectacular/brilliant/wonderful (hotel)
an interesting/an amazing/an exciting/a brilliant/a wonderful (part of town)
- 4 great/interesting/excellent/spectacular/amazing/exciting/brilliant/wonderful
- 5 great/interesting/spectacular/amazing/exciting/brilliant/wonderful
- 6 great/an interesting/an excellent/a spectacular/an amazing/an exciting/a brilliant/a wonderful
- 7 a great/an interesting/an excellent/a spectacular/an amazing/an exciting/a brilliant/a wonderful
- 8 a great/an excellent/a spectacular/an amazing/an exciting/a brilliant/a wonderful
- 9 great/excellent/spectacular/amazing/brilliant/wonderful
- 10 great/interesting/excellent/delicious/spectacular/amazing/exciting/brilliant/wonderful

- 3 Read the first two sentences aloud and elicit possible alternatives to *nice* (*great; warm and sunny*). Ask students to take turns reading the postcard out loud with different adjectives.

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

Answers

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

Sample answer

Here we are in Boston having a **great** time. The weather is very **warm and sunny**. We're staying in a really **luxurious** hotel in an **interesting** part of town, Boston's Back Bay area. We have a **spectacular** view of Copley Square from our bedroom window. We think all the skyscrapers are **amazing**. Yesterday we went on a really **exciting** bus tour of the city and then in the evening we saw an **amazing** concert at the Boston Pops Symphony Hall. Today we are going shopping in Macy's. It's an **excellent** store for buying clothes. This evening we're going to eat at Legal Sea Foods near the New England Aquarium. The restaurants here are **wonderful** and the food is really **delicious**, but the servings are so huge that we often can't finish the meal.

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

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

Ask students to write one or two quick notes under the headings in the Student Book. Have them compare their ideas with a partner.

Give students time to write their postcard in class or assign the activity for homework. Remind students to use adjectives like those in Exercise 2 to make their writing interesting. Students then take turns reading their postcard out loud to a partner.

SUGGESTIONS

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

If possible, display the postcards on the classroom walls to allow students to read each other's work. If appropriate, you can have students vote for the best/worst vacation described in the postcards. When you check the students' work, point out errors but allow students to correct them themselves. Try to limit corrections to major problems. Correcting too many errors may discourage students from writing more.

VOCABULARY AND SPEAKING (SB p. 13)

Things I like doing

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

- 1 **CD1 24** Focus students' attention on the first box of verbs and phrases, and on the example provided.

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

Play the recording so that students can listen, check, and repeat their answers. Help with any problems with meaning and pronunciation.

Answers and audio script

Things I like doing

play games on my smartphone
go out with my friends
download music and movies
send emails and texts
shop for clothes online
take a nap
relax in front of the TV
meet friends for coffee

listen to music
go out for a meal
get take-out food
do nothing
read magazines
chat with friends online
go to the gym
watch basketball on TV

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

Elicit a few examples from students about their classmates' everyday life, e.g., *Ewa reads magazines in bed on Sunday morning.*

- 3 **CD1 25** Focus students' attention on the example. Give students time to read the incomplete sentences. Answer any vocabulary questions. Check that students understand that *chill out* is an informal way of saying *relax*.

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

Give students time to complete the sentences, working individually. Play the recording for students to listen and check their answers. Make sure students have used the correct form of the verb each time.

Put students into pairs to practice saying the sentences. If necessary, play some sentences again and have students listen and repeat with the correct stress and intonation.

Answers and audio script

- I like shopping at the mall, but mainly I **shop online**.
- When I hear a band I like, I **download** their **music** from the Internet.
- I **listen to music** on my phone when I go jogging.
- I spend hours **chatting with friends online**, even though I'm with them all day at school!
- Sometimes I like to chill out at home and **do nothing**.
- I'm always so tired after work that I just want to **relax in front of the TV**.
- On Saturdays, I **take a nap**, and I sleep all afternoon.
- Do you want to cook tonight, or should we **get take-out food**?
- It's Pete's birthday tonight, so we'll **go out** for a meal. Indian, I think.
- I like staying in shape. I **go to the gym** three times a week.

EXTRA IDEA

If you think your students need more practice with the phrases in this section, you can have them change the sentences in Exercise 3 to make them true for themselves, or for people they know.

My perfect day

- 4 Model the activity by telling students about your idea of a perfect day. Try to recycle some of the vocabulary from Exercise 1, e.g., *take a nap, have breakfast in bed, shop for clothes online all morning*, etc.

Give students time to take notes about their ideal day. Monitor and help with vocabulary as necessary.

- 5 Put students in groups of three or four. Focus students' attention on the example in the Student Book. Students then describe their ideal day to their group. Encourage the other students to ask questions. The main goal here is fluency, but monitor and write down any common errors to discuss after the task.

SUGGESTION

If you have limited time you can assign Exercise 4 as written homework and your students can describe their perfect day to each other at the beginning of the next class.

EXTRA IDEA

Remember to encourage students to keep a vocabulary notebook and remind them to add words whenever they do a vocabulary activity such as Exercise 1. Suggest that they write down words in groups, as shown on SB p. 13.

PHOTOCOPIABLE ACTIVITY

UNIT 2 Spot the difference TB p. 161

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

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

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

Answers

In A, the girl is shopping for clothes online. In B, she is listening to music and singing.

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

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

In A, the man is lying on the sofa and watching a soccer game on TV. He's eating a take-out pizza. In B, he's sitting on the sofa and reading the paper. He's eating something (a croissant) and drinking tea or coffee.

In A, the boy on the bottom bunk is taking a nap, in B he's doing nothing. In A, the boy on the top bunk is listening to music, in B he's playing the guitar.

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

ADDITIONAL MATERIAL

Workbook Unit 2

Ex. 12 Gerunds and *-ing* forms

READING AND SPEAKING (SB p. 14)

The happiness quiz

NOTE

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

ABOUT THE TEXT

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

Listening practice is provided in the form of an extract from the song *Money*. This was co-written by the founder of the Tamla Motown label, Berry Gordy, and

Janie Bradford. Although the best-known cover versions are probably those by *The Beatles* (1963) and *The Flying Lizards* (1979), the song has been covered by a huge number of different artists.

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

- 1 Introduce the section by writing the word *happy* on the board. Elicit the related words and phrases:

opposite adjective – *unhappy*

opposite nouns: *happiness / unhappiness*

comparative – *happier*

verbs – *to stay happy, to make someone happy*

Ask *What makes you happy?* and elicit a few examples from the class. Then focus students' attention on the pictures on pages 14–15. Ask the questions in Exercise 1 and check the answers with the class. Ask students if they feel the same as the people in the pictures and elicit why/why not.

Answers

Students' own answers.

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

Answers

- 1 Your happiness depends on how you see yourself, what you want from life, and how well you get along with other people.
 - 2 You need to know what kind of person you are, and what makes you happy.
 - 3 You can learn to change the way you think and behave, to make yourself happier.
- 3 Preteach/review some of the key vocabulary if you didn't assign it for homework (see *About the text*). Encourage students to use the context to help them with other new vocabulary and to ask a partner, or use a dictionary when necessary.
Read statement 1 and give your own number 1–5 as a reaction. Elicit a reaction and appropriate number from a few students.
Set a time limit of about four minutes for students to complete the quiz. Monitor and help as necessary.
Read through the *Your score* section and help with any vocabulary questions. Give students time to calculate their score and have them write it down. Have them work in pairs to discuss whether they agree with their score or not.
 - 4 Read the paragraph headings with the class and help with any vocabulary questions. Give students time to complete the activity, working individually.

Have students review their answers in pairs before checking with the whole class.

Answers

- 1 Your enjoyment of life
- 2 Happiness with yourself
- 3 Your health
- 4 Your relationships

- 5 Give students a few minutes to think about their answers to the questions in Exercise 5. Elicit a variety of answers from the class. With larger classes, or if you think your students may not want to discuss improving happiness with the whole class, they can have the discussion in small groups.

What do you think?

- 6 Read the instructions as a class and give students time to read the survey results. Help with any vocabulary questions, then divide students into groups of three or four.
Give students time to discuss the statements. Encourage them to give examples from their own experiences as appropriate.
Bring the students back together for a whole-class discussion. You can ask individual groups to comment on one of the conclusions on the list. Establish which conclusion(s) most of the class agrees with.
- 7 **CD1 26** Tell students they are going to hear an extract from a song about money. Preteach/review *bees, a thrill, and bills*.

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

Answers and audio script

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

Money

The best things in life are free
But you can give them to the birds and bees
I want money
That's what I want
That's what I want
Your love gives me such a thrill
But your love won't pay my bills
I want money

EXTRA IDEA

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

satisfaction – *satisfied, dissatisfied, satisfy, satisfying*.

Other key words: *enthusiastic, stressed, depressed*.

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

Project

See *Note* at the start of this section (TB p. 21). Read the task as a class and elicit a few examples of the type of people students can find out about, e.g., politicians, pop/movie/sports stars, business people, members of a royal family, etc.

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

Name

Where from

Early life

Family life

How made money

How spends money

Public profile

Problems

If you have access to computers, students can do their research and take notes during class time. If not, assign the research for homework. Remind students to find a picture of their chosen person. If appropriate, encourage them to bring other visuals or recordings to support their presentation. If you have access to computers, students can give their talk with the support of a presentation program.

When students give their presentation, ask them to come to the front of the class (or stand up in front of their group in larger classes) and make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes, but don't let them read the information from a script. Encourage the class/groups to ask questions to the presenter. Since public speaking can be so difficult for most students, be sure to give plenty of positive feedback after presentations.

LISTENING AND SPEAKING (SB p. 16)

Getting along with your neighbors

ABOUT THE LISTENING

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

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

- 1 Introduce the section by saying where you live and how many neighbors you have, e.g., *I live in an apartment building. I don't have many neighbors – maybe about five or six.*

Check pronunciation of *neighbor* /'neɪbər/, then focus students' attention on the questions in Exercise 1 and answer them for yourself. Elicit a variety of responses to the questions from the class.

- 2 Read the instructions and descriptions of good neighbors with the class. Help with any vocabulary questions. Put students into groups of three or four to discuss their ideas. Monitor and help as necessary. Bring the students back together as a class and elicit a variety of opinions in the final group discussion. Find out if any students have had particularly good or bad experiences with neighbors.

Two neighbors

- 3 **CD1 27** Focus students' attention on the photo and ask students to identify Mrs. Boyle and Nathan. Preteach/review *above/below*, *have no manners* (= not be very polite/well brought up), *deaf*, *unemployed*, *suspicious*. Ask students what they think the two characters might disagree about, e.g., *noise*, *being polite*, etc. Give students time to read through questions 1–9. Play the recording of Mrs. Boyle once all the way through. Put students into groups of three to check their answers. Be prepared to play the recording of Mrs. Boyle again if students have missed a lot of the key information, but don't confirm the answers to the questions at this point.

Answers

See Exercise 4.

Audio script

Two neighbors: Mrs. Boyle

I live in the apartment above that young man. I think his name is Nathan because I see the mail carrier delivering his mail. He never says hello.

He doesn't have a job, well he doesn't go to work in the morning—that's for sure! He doesn't get up until the afternoon, and he wears jeans and a T-shirt all the time. He always looks messy. He certainly never wears a suit. Who knows where he gets his money from! It's funny! I never hear him in the evening. I have no idea what he does in the evening.

There are people coming and going in and out of his apartment all day long. I have no idea how many people are staying. Four? Five? Don't any of them have jobs?

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

He always makes so much noise! Listen! There he is now! Music! He's listening to music! Why can't he turn it down? It's so loud!

Young people these days have no manners, they live in their own world, and they just don't care about other people. They don't even notice old people like me. He probably doesn't know who I am.

- 4 **CD1 28** Have students look at questions 1–9 again. Play the recording of Nathan once all the way through. Put students into groups of three to check their answers. Be prepared to play the recording of Nathan again if students have missed a lot of the key information. Ask students to focus on the differences between the answers from Mrs. Boyle and those from Nathan. Check the answers with the class.

Answers and audio script

- 1 It's below Mrs. Boyle's apartment.
- 2 Mrs. Boyle says Nathan never says hello. Nathan says he always says hello, but she never replies. He thinks she's deaf.
- 3 Nathan wears jeans and a T-shirt. He doesn't wear a suit. Mrs. Boyle says he always looks messy. Nathan says he thinks his clothes are cool.
- 4 Mrs. Boyle says he doesn't have a job but Nathan is a musician.
- 5 Mrs. Boyle says he doesn't get up until the afternoon. Nathan says he sleeps from 3:00 to 11:00.
- 6 Mrs. Boyle says she has no idea how many people are staying, maybe four or five. Nathan says there's only him living in the apartment, but his apartment's busy because some of the other people in the band keep their instruments there.
- 7 Yes, he does. She lives on the other side of town.
- 8 Mrs. Boyle says he's very noisy. He's listening to music now. Nathan admits he makes a noise. He's practicing his saxophone now.
- 9 Mrs. Boyle says Nathan probably doesn't know who she is. Nathan says he feels sorry for her and that he's really kind to her, but she's suspicious of young people.

CD1 28 Two neighbors: Nathan

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

She probably thinks I'm unemployed because I don't go out to work in the morning and I don't wear a suit. I think I wear really cool clothes. Well, I'm a musician. I play the saxophone, and right now I'm playing in a jazz club. I don't start until 8:00 at night, and I finish at 2:00 in the morning, so I sleep from 3:00 to 11:00.

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

I have an amazing girlfriend. She's the singer in the band, and she's so beautiful! She lives on the other side of town, but obviously I see her every day because we work together. She comes to my place sometimes.

I know I make noise, because I practice my saxophone sometimes. See what I mean? What can I do? I have to practice somewhere!

I know that old Mrs. Boyle is always watching me. It's sad because she has nothing to do. I feel sorry for her, and I'm always really kind to her like I am to my own grandmother, but she's so suspicious of young people. She thinks we're all no good and that we're lazy. It's just not true. I work really hard!

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

Role play

Ask students to imagine that Mrs. Boyle and Nathan meet at the front door of the apartment building and they start a conversation.

Ask two students to read the beginning of the conversation aloud. Put students in pairs to continue the conversation. They can decide whether Mrs. Boyle changes her mind about Nathan when he explains his lifestyle, or whether she remains suspicious. Monitor and help as necessary.

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

EXTRA IDEA

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

What makes older people happy?

What makes younger people happy?

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

If appropriate, discuss any common errors, but try not to over-correct students. The key goal for students at this point is general fluency.

EVERYDAY ENGLISH (SB p. 17)

Making conversation

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

- 1 **CD1 29** Introduce the section by asking students to think back to their first day of a new class. Elicit what students and teachers talked about, e.g., names, where people are from, jobs, experiences of studying English, etc.

Focus students' attention on the photos and have them identify John and Maria, and Maggie and Jean-Jacques. Ask students *Who is the teacher in each pair?* (John and Maggie). Read the instructions in Exercise 1 as a class.

Play the recording of Parts 1 and 2 once all the way through. Elicit which conversation is more successful and why.

Answers and audio script

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

CD1 29 Making conversation

Part 1: John and Maria

J = John M = Maria

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

M Maria.

J Hi, Maria. Where are you from?

M Florida.

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

M Tampa.

J Ah, Tampa. Right. And ... what do you do in Tampa?

M I'm a student.

J I see ... And ... are you enjoying Los Angeles?

M Yes.

J Well, I have a class now, Maria. Bye! See you again!

M Bye.

Part 2: Maggie and Jean-Jacques

M = Maggie JJ = Jean-Jacques

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

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

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

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

M Yes, I do. It's beautiful.

JJ It is! And you, Maggie, where are you from?

M I'm from Canada.

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

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

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

M Wow! That's an interesting job! Are you enjoying Los Angeles?

JJ Very much. I'm having a really good time. I think Los Angeles is an interesting city, and there's so much to do! And you, Maggie? What do you do?

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

JJ Oh, really! What class are you teaching?

M 3B.

JJ Oh, that's my class! You're my teacher!

M Oh, how nice! Well, it's 9:00. Let's go!

JJ Good idea! I'll follow you ...

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

Refer students to **CD1 29** on SB p. 117. Put students in pairs to find examples of how Jean-Jacques keeps the conversation going. Check with the class.

Answers

Adding comments / Not just yes/no answers

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

Asking questions

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

Expressing interest

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

- 3 **CD1 30** Focus students' attention on the example. Ask students to work in pairs to match the rest of the lines with the replies. Monitor and help as necessary. Play the recording and have students check their answers to the matching activity. Play the recording again and elicit the ways speaker B keeps the conversation going (see underlined text and answers in parentheses below).

Answers and audio script

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

CD1 30

1 **A** What a nice day it is today!

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

- 2 **A** Are you having a good time in Los Angeles?
B Yes, I am. It's a very interesting city. There's so much to do. I love the stores. (adds a comment)
- 3 **A** Have a good weekend!
B Thanks. Same to you. Are you doing anything interesting? (asks a question)
- 4 **A** Did you have a nice weekend?
B Yes, I did. It was really good. I saw some old friends. What did you do? (adds a comment and asks a question)
- 5 **A** What are you doing tonight?
B Nothing special. Just staying at home. What about you? (adds a comment and asks a question)
- 6 **A** How's your mother these days?
B She's OK, thanks. She's feeling a lot better. Thank you for asking. (adds a comment and expresses thanks)
- 7 **A** Did you watch the game last night?
B No, I didn't. I missed it. Who won? (asks a question)
- 8 **A** I like your shoes.
B Thank you! They're new. I got them last week on sale. (adds a comment)
- 9 **A** If you have a problem, just ask me.
B Thank you very much. That's very nice of you. I will. (adds a comment)

- 4 **CD1 30** Play the recording again. Have students repeat the lines, imitating the intonation pattern as closely as possible. If students have problems, remind them that English is a language with a very broad voice range. Point out that flat intonation can make the speaker sound bored, or even rude. You may need to exaggerate the voice range to encourage students to imitate the rise and fall of natural English.

Refer students to **CD1 30** on SB p. 117 or play the recording again to remind students of the extra lines. Demonstrate the activity with two confident students. Have them cover alternate columns and try to remember the extra lines. This helps them to focus on interacting with their partner, rather than reading from the script. With students who need extra support, you can put key words from the extra lines on the board as prompts.

Put students in pairs to practice the conversations. If you have limited time, have students choose just half of the conversations. Monitor closely and encourage students to put some feeling into their intonation. If they still sound flat, play selected lines from **CD1 30** and drill as a class and individually before having students repeat the pairwork.

Keeping a conversation going

- 5 **CD1 31** The goal here is to provide some freer practice in keeping a conversation going. Focus students' attention on the opening lines and elicit a few possible responses. Demonstrate the activity with two confident students. If you think students might move from one conversation to another very quickly, set a time limit of a minimum of one minute for each one. With students who need more support, allow them to plan their conversations more fully, writing down key words as prompts. Students work in pairs on their conversations. Monitor and help. If necessary, remind students that they might sound bored and uninterested if they don't vary their tone when speaking.

Play the recording once all the way through and have students compare the conversation with their version. If you think students need further help, refer them to **CD1 31** on SB p. 117 and have them analyze how speaker B keeps the conversation going.

Audio script

Keeping a conversation going

A I went on vacation last month.

B Oh, really? Did you go away?

A Yes, I went to Italy.

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

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

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

A Well, I went to Florence and I spent a few days visiting the museums.

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

A It's amazing! And then I went to see some friends near Sienna.

B Wow! Lucky you! Was the weather nice?

A Well, actually ...

SUGGESTION

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

Don't forget!

Workbook Unit 2

Ex. 9 Reading – All you need is love

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

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

Ex. 14–15 Just for fun!

Grammar Reference (SB p. 132)

Word list Unit 2 (SB p. 143)

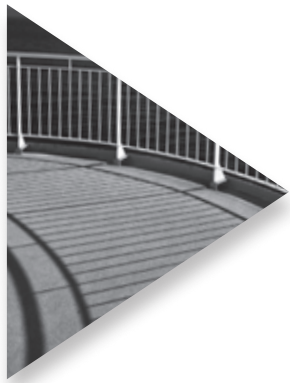
Remind your students of the Word list for this unit on SB p. 143. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 2 Test

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)



3

What's in the news?

Simple Past and Past Continuous • Adverbs • Saying when



The Titanic

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

LANGUAGE INPUT

GRAMMAR

Simple Past and Past Continuous (SB p. 18)

- Reviewing and extending regular and irregular Simple Past forms.
- Understanding and practicing the difference between Simple Past and Past Continuous.
- Practicing Simple Past *-ed* endings and *was/were* in the Past Continuous.

Pronunciation (SB p. 20)

VOCABULARY

Adverbs (SB p. 24)

- Matching and practicing verb + adverb collocations, understanding irregular forms, and focusing on word order.

EVERYDAY ENGLISH

Saying when (SB p. 25)

- Saying dates and practicing time expressions with *in/at/on* or no preposition.

SKILLS DEVELOPMENT

READING

The flight attendant who lost his cool (SB p. 22)

- Reading and responding to a series of articles about an incident in the news.

LISTENING

The news (SB p. 21)

- Listening to a news broadcast, then doing a dictation task. **CD1 39** **CD1 40** **CD1 41** (SB p. 117)

SPEAKING

Talking about the news (SB p. 20)

Project (SB p. 21)

What do you think? (SB p. 22)

When did you last? (SB p. 25)

- Reading and re-telling a short news story and asking questions about other stories.
- Researching and presenting information on a news story.
- Discussing the broader implications of a news story.
- Practicing time expressions to answer the question *When did you last ...?*

WRITING

Narrative writing – Building a story (SB p. 102)

- Practicing word order with adjectives and adverbs, then writing a news story.

MORE MATERIALS

Photocopiables – Today's top headlines (TB p. 162) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 18)

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

- 1 Elicit the Simple Past form of *leave* (*left*) and ask *Regular or irregular?* (*irregular*). Do the same for *walk* (*walked* – *regular*). If necessary, remind students that regular verbs all add *-d* or *-ed* to the base form to form the Simple Past.

Ask students to work in pairs to go through the rest of the verbs. If necessary, refer students to the list of irregular verbs on SB p. 154.

Check the answers as a class, drilling any past tenses that students find difficult to pronounce.

Answers

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

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

HE WALKED 6,000 MILES! (SB p. 18)

Simple Past and Past Continuous

! POSSIBLE PROBLEMS

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

- pronunciation of *-ed* endings with regular verbs. Students may find it confusing that there are three possible endings: /d/, /t/, and /ɪd/. They often emphasize the *-ed* ending and add an extra syllable, e.g.,
happened */hæpənɛd/ instead of /hæpənd/
There is an exercise on the pronunciation of regular verbs on SB p. 20.
- irregular verb forms. Students will be familiar with some of the higher-frequency irregular verbs, e.g., *came*, *went*, *saw*, *met*, and *took*, but there are still many more to learn! Remind students that there is a list of irregular verbs on p. 154 of the Student Book. You can ask them to learn five new irregular verbs every week. It's also a good idea to do a short test on the irregular forms from time to time.
- the use of the auxiliary *did/didn't*. Students forget to use it, or use both the auxiliary and the past form, e.g.,
**What time you get up?*
**Where you went last night?*
**I didn't went to the movies.*
**Did you watched the game?*

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

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

/wəz/ /wɜː/

I was working. *They were waiting for hours.*

There is an exercise on the pronunciation of *was* and *were* on SB p. 20.

NOTE

The final exercise of this section, on SB p. 19, asks students to go online and find out more about Ed and then present their findings to the class. You will need to build in time for students to do this research and take notes. If you have access to computers, this can be done during class time, or you can assign it for homework. You can give students some of the following headings to help them do the research and organize their notes:

Early life Education Career Interests Adventures
What people say about Ed

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

ABOUT THE TEXT

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

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

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

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

The Amazon River carries the largest volume of water of any river in the world – approximately 20% of the world's total river flow. The Amazon and its tributaries flow through Peru, Bolivia, Venezuela, Colombia, Ecuador, and Brazil before emptying into the Atlantic Ocean approximately 4,225 miles from the source.

- 1 Introduce the topic by asking students what they know about the Amazon.
Focus students' attention on the photo of Ed. Say *This is Ed Stafford. He's an adventurer.* Read the headings on the webpage and elicit what Ed was the first to do. Have students read the first paragraph of the webpage if necessary. (Ed was the first man to walk the length of the Amazon.)
- 2 **CD1 32** Preteach/review *source, journey, coast, and adventure*. Focus students' attention on the map and ask them to locate Camana in Peru and Maruda on the coast of Brazil.
Focus students' attention on the example and then give them time to complete the text. With students who need more support, you can elicit the correct base form from the *Starter* section for each blank (see *Answers* below).
Play the recording and have students check their answers. If necessary, review the verb forms and elicit which ones are irregular (*became, began, left, went, took, did*). If students question the use of *take* in number 8, explain that we use *take* + time to talk about the amount of time you need to do something.

Answers and audio script

Walking the Amazon

Amazing journey ends after 6,000 miles

Ed Stafford (1) **became** the first man in history to walk the length of the Amazon River from the source to the ocean. He (2) **walked** for 860 days. The journey (3) **began** in April 2008 when Ed (4) **left** the town of Camana on the Pacific coast of Peru. It (5) **ended** in August 2010 when he (6) **arrived** in Maruda, on the Atlantic coast of Brazil.

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

- 3 Focus students' attention on the example, highlighting the formation of the *wh*-question on the board if necessary: question word + *did* + subject + base form.
Put students in pairs to complete the task. Monitor and check for correct question formation.
Ask question 1 and elicit the answer. Refer students back to the webpage and have them find the answers to the questions, working in their pairs.
- 4 **CD1 33** Play the recording and have students check the wording of the questions and answers.
Students practice asking and answering the questions, working with a new partner if appropriate. Be sure students form the questions correctly, and listen for intonation - students' voices starting high and then falling. Be prepared to drill the questions if students have problems with the intonation.

How far did Ed walk?

Answers and audio script

- 1 **A** How far did Ed walk?
B He walked 6,000 miles.
- 2 **A** When did the journey begin?
B It began in April 2008.
- 3 **A** Where did the journey end?
B It ended in Maruda, on the Atlantic coast of Brazil.

- 4 **A** Which countries did he go through?
B He went through Peru, Colombia, and Brazil.
- 5 **A** How long did the journey take?
B It took nearly two and a half years.
- 6 **A** Why did he do it?
B He did it for the adventure.

- 5 Focus students' attention on Cho's webpage and check pronunciation of his name /tʃou/. Give students time to read the text. Encourage them to use the context to help them understand new words, but be prepared to explain the following if necessary: *companion, forestry worker, forest, guide, hostile, tribe*.
Check the answer.

Answer

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

- 6 Focus students' attention on the verbs in **bold** in Cho's story. Give students a few minutes to discuss their ideas in pairs. Then check the name of the tense (Past Continuous). The second part of the exercise shows the use of the Past Continuous alongside the Simple Past. Elicit the missing words in the first sentence. Then give students time to complete the other sentences from the text.
Check the answers.

Answers

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

NOTE

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

- 7 **CD1 34** Elicit the wording for the first question (see *Answers* below). Give students time to write the other questions. Monitor and check for correct question formation. Put students in pairs to ask and answer the questions.
Play the recording and have students check the wording of the questions and answers.
Students practice asking and answering the questions again as a class. Listen for correctly formed questions, especially with the Past Continuous. Be prepared to drill the questions if students have problems with the weak forms in *was* and *were*, but note there is an exercise to cover this in the *Practice* section on SB p. 20.

Answers and audio script

Cho's story

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

GRAMMAR SPOT (SB p. 19)

- 1 Read through the notes with the whole class. If you think students need further reinforcement, ask them to look back at the examples of the Simple Past in Ed's webpage. (Grammar Reference 3.1 on SB p. 134 covers the spelling rules for regular past forms.)
- 2 Students complete the question and negative forms. Check the answers. With students who need more support, you can review the formation of questions and negatives:
question: *did* + subject + base form
negative: subject + *didn't* + base form

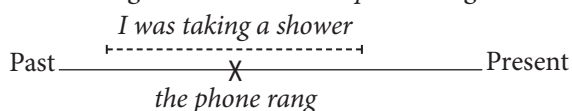
Answers

When **did** the journey begin?

They **didn't** finish the journey until 2010.

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

I was taking a shower when the phone rang.



With students who need more support, you can review the formation of questions and negatives:

question: *was/were* + subject + *-ing*

negative: subject + *wasn't/weren't* + *-ing*

►► Grammar Reference 3.1–3.3 p. 134

- 8 **CD1 35** Explain that Ed wrote a blog during his Amazon journey. Preteach/review the following vocabulary, using the images in the blog to help you where possible: *snake, fangs, bite (n), canoe, knife/knives, gun, permission, jungle, hammock, mosquitos, buzz*. Give students some time to read the incomplete blog. Then help with any other vocabulary questions.

Refer students to the Irregular Verbs list on SB p. 154. Elicit the first two missing verbs (see *Answers* below). Then give students time to complete the blog, working individually.

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

Answers and audio script

July 12 The day I nearly died

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

September 10 Knives and guns!

Early this morning we (6) **were crossing** the river by boat when we (7) **saw** five canoes. The tribesmen (8) **were carrying** knives and guns.

They were angry because we (9) **didn't have** permission to be on their land. We (10) **left** as fast as we could.

November 24 The jungle at night

I (11) **was lying** in my hammock last night trying to sleep, but it was impossible because the noise of the jungle was so loud. Monkeys (12) **were screaming** in the trees, and millions of mosquitos (13) **were buzzing** around my head. I (14) **took** a sleeping pill and finally (15) **fell** asleep at 3:00 a.m.

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

With students who need more support, you can write question words on the board as prompts, e.g., *What?/Why?/How often?/What time?*, etc.

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

See the *Note* on TB p. 28. This final section gives students the opportunity to find out more about Ed by doing some online research. Allow students enough time to do this, either in class or at home. If appropriate, encourage them to bring some visuals/recordings to support their presentation, e.g., a map and photos or digital recording.

When students come back together to present their information, try to make sure each person has an opportunity to speak. Make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes, but don't let them read the information from a script. Encourage the class/groups to ask questions to the presenter. Since public speaking can be so difficult for most students, be sure to give plenty of positive feedback after presentations.

SUGGESTION

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

PRACTICE (SB p. 20)

Pronunciation

- 1 **CD1 36** This exercise reinforces the past forms of regular verbs and highlights the three possible ways of pronouncing the *-ed* ending: /d/ /t/ /ɪd/. (See *Possible problems* TB p. 28.) Model the three example verbs and the endings. Elicit the past of *stay* and the correct ending (*stayed* – /d/). Put students in pairs to continue the task. Monitor and help. Have several students say the past forms to check pronunciation, making sure they say the pasts with /d/ and /t/ as one syllable, i.e., *look* is pronounced /lʊkt/, not */lʊkəd/. If necessary, ask *How many syllables?* in the /d/ and /t/ past forms (one) compared with the /ɪd/ forms (two).

Pronunciation

/d/	stayed, played, called, answered
/t/	stopped, worked, laughed, looked
/ɪd/	decided, ended, wanted, visited

- 2 **CD1 37** The recording contains sentences with each of the past forms from Exercise 1. Play the recording of the example sentence and have students repeat as a class and individually.

Play the rest of the sentences, pausing after each one and having students repeat. Drill the sentences if students have problems with the endings, though at this point students may not be able to distinguish them fully.

Audio script

We stayed in a hotel.
They played on the beach.
She called a friend.
I answered all the questions.
They stopped at lunchtime.
I worked in a bank.
We laughed and laughed.
I looked at the photo.
We decided immediately.
It ended in August.
She wanted a cup of tea.
I visited my grandma.

- 3 **CD1 38** See *Possible problems* TB p.28. Focus students' attention on the weak form /ə/ in *was* /wəz/ and *were* /wər/.

Focus students' attention on the recorded sentences. Play the recording, pausing after each sentence and having students repeat as a class and individually. Drill the sentences to help students with the different pronunciation of *was/were*.

Write the negative examples on the board and point out that *wasn't* and *weren't* are stressed and so have strong vowel sounds: /ʌ/ and /ɛ/.

/ˈwʌzɪnt/
He wasn't listening.

/ˈwɛrɪnt/
They weren't enjoying the party.

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

/wΛZ/ /'wΛZInt/

Yes, I was./No, I wasn't.

/wɛr/ /'wɛrɪnt/

Yes, they were./No, they weren't.

Audio script

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

SUGGESTION

If students need more pronunciation practice, have them read the Past Continuous forms out loud from Cho's Story and Ed's blog on SB p. 19, paying attention to the weak forms in *was* /'wəz/ and *were* /'wɜr/.

Discussing grammar

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

Check the answers with the class. Write the following timelines on the board to illustrate the concept:

When we arrived,
 Past $\xrightarrow{\quad\quad\quad}$ Present
 she was making some coffee.

When we arrived, _____
 Past _____ Present
 she made some coffee.

Answers

- A** In the first sentence, she started making coffee before they arrived and the making of the coffee was still in progress when they arrived. In the second sentence, she made coffee after they arrived, possibly as a result of their arrival.
- B** In the first sentence, the person read the whole book, from start to finish. In the second sentence, the person was reading for a period of time in bed but didn't read the whole book.

- 5 Elicit the answer to number 1 as an example. Students work in pairs to decide which is the correct verb form. Ask several students for their answers. If there is disagreement, write the relevant sentences on the board. Go back over these with the class, referring back to the *Grammar Spot* on SB p. 19 and/or the Grammar Reference on SB p. 134 if necessary and having students self-correct as much as possible.

Answers

- | | |
|-------------------------------|----------------------------------|
| 1 saw | 5 did you do, called |
| 2 was shopping, lost | 6 did you break, was skiing, hit |
| 3 stopped, was driving | 7 cut, was cooking |
| 4 were you doing, was walking | 8 Did you have |

Game – Truth or lies

- 6 The goal here is to practice the Past Continuous in a freer, personalized activity.

Read the instructions as a class and focus students' attention on the examples. Elicit another example from the class for a different time, e.g., *At 10:00 last Sunday morning, I was taking a nap. I was shopping online. I was lying in a hammock.* Ask students to guess the true sentence.

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

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

SUGGESTION

Students can repeat the *Truth or Lies* game about friends or family members and practice a wider variety of verb forms.

Talking about the news

NOTE

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

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

- 7 Focus students' attention on the headlines and check comprehension of *fountain*, *vase*, and *app*. Elicit students' ideas of what the stories might be about.
Read each headline out loud and have students raise their hand to show which story they have chosen. If a lot of students choose the same one, you may need to allocate an alternative to ensure a variety of stories for the groupwork.
Refer students to SB p. 151 and have them read their story. Students working on the same story can sit together to help each other with new vocabulary. Encourage them to pool their knowledge and/or to use a dictionary. (See Note above for information on the computer-related words.)
The following vocabulary in each story is likely to be new:
Texting woman *become a hit, shopping mall, security camera, deep, to climb /klaɪm/.*
Chinese vase *suburb, clear out the house, be fond of, antique shop, auction /'ɔːkʃn/ house, breathless.*
The app *to lead, hand-held, owner, theft, be found guilty /'ɡɪlti/, be sentenced.*
- 8 Put students into groups of three or four to exchange information about their stories. Make sure each group includes students who chose different stories.
Ask a confident student to tell the first part of his/her story and elicit one or two questions from the class. Students continue telling their stories in groups. Remind students not to read directly from the text but to use their own words as much as possible. Monitor and check for accurate use of the past tenses, question formation, and pronunciation. Write down any common errors but discuss these after the task or in a later lesson. The main focus here is fluency.

Ask students which story they think is the most interesting in a short class discussion.

ADDITIONAL MATERIAL

Workbook Unit 3

Ex. 1–7 Simple Past and Past Continuous

LISTENING AND SPEAKING (SB p. 21)

The news

NOTE

At the end of this section, there is a project activity that provides further speaking practice. You will need to build in time for students to do some research and take notes on their favorite news stories, probably for homework. Students then give a short presentation about their chosen story to the class. In larger groups, you may need to spread out the presentations over a series of classes or have students give their presentations in groups.

ABOUT THE LISTENING

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

- 1 Introduce the topic by asking *How can people find out about the news?* Focus students' attention on the images on SB p. 21 and elicit a variety of ways, e.g., newspaper, radio, TV, online news (to home computer and/or mobile device), Twitter, podcasts, blogs, etc. Ask students which format they prefer and why.
Focus students' attention on the list of news topics and help with any vocabulary questions. Then have students say the area(s) they are most interested in. Again, encourage them to say why.
Ask the final question about the radio. Elicit a variety of answers from the class. These may vary a lot if you have students of different ages.
Finish this section by asking students to summarize what the class is most interested in and how most of them get their news.
- 2 **CD1 39** Tell students they are going to hear a short recording with five headlines from the radio news. Check comprehension of *strike*, *explosion*, and *death*.
Play the introduction and the first headline and elicit the correct topic as an example (*an explosion*). Play the rest of the recording and have students complete the task.

Answers and audio script

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

CD1 39 The news

Here are the news headlines.

A gas leak in New York kills eight people.

Thieves steal paintings worth \$80 million from a museum.

A national strike in France brings the country to a stop.

The 71-year-old actor James Robertson dies at his home in California.

And in ice hockey, the Pittsburgh Penguins beat the New York Rangers.

- 3 Go through the list of key words as a class, helping with any vocabulary questions. Alternatively, you can have students use a dictionary to look up unfamiliar words.

Elicit the correct topic for *cameras* (a crime). Put students in pairs to complete the task. Monitor and help as necessary.

Check the answers with the class, helping with any pronunciation difficulties as you go. You can play

CD1 40 as a check if you would like your students to hear the recording before they do Exercise 4.

Answers

cameras – a crime

Picasso – a crime

half time – a hockey game

injured – an explosion

thieves – a crime

cancer – a death

higher pay – a strike

closed – a strike

guard – a crime

goals – a hockey match

beat – a hockey match

ex-wife – a death

theft – a crime

protesting – a strike

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

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

Put students in groups and have them choose one of the stories. If a lot of students choose the same one, you may need to allocate an alternative to ensure a variety of stories for the next listening section.

For students who need more support, you can write question words on the board as prompts, e.g., *What?/Why?/How?/What time?/How many?*. Monitor and help as necessary. Ask one student from each group to write their questions on the board. Check for accurate question formation, having students self-correct as much as possible.

Answers

Who was injured?

What/Which paintings did they steal?

Why were they on strike?

How many times was he married?

What was the score?

- 5 **CD1 40** Play the recording once all the way through and check the answers to the questions in Exercise 4.

Play the recording again, pausing after each story to check which of the students' questions were answered. Be prepared to play sections of the recording again if necessary.

Answers and audio script

Who was injured?

People walking to work or going to school.

What/Which paintings did they steal?

Three paintings by Picasso.

Why were they on strike?

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

How many times was he married?

Twice.

What was the score?

2–1.

CD1 40

A gas leak was the cause of an explosion in Manhattan yesterday morning, killing eight people who were living in a nearby apartment building and injuring many more. Most of those injured were people who were walking to work or going to school in the early morning hours. Officials say the gas company is investigating the explosion.

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

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

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

And finally sports. The Pittsburgh Penguins last night beat the New York Rangers 2–1. At half time the Rangers were winning one to nothing, but then two goals by Sidney Crosby gave the Penguins a win.

Dictation

- 6 **CD1 41** This section allows students to focus intensively on the story about the art theft.

Focus students' attention on the "helping" language in the Student's Book. Also preteach/review *How do you spell ...?*, *Don't forget the (capital letter/period/comma)*, *Erase and start again.*, *That isn't exactly right.*

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

Answers and audio script**Dictation**

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

EXTRA ACTIVITY

If your students enjoyed the dictation task, they can do another one in pairs/groups. Refer them to **CD1 40** on SB p. 117 and have them choose another of the longer stories. Students dictate the words and punctuation to each other in short sections and then the writers can check their work against the script.

Project

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

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

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

The people involved

The place

What will happen next

What people said about the story

Why it's of interest

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

When students give their presentation, ask them to come to the front of the class (or stand up in front of their group in larger classes) and make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes, but don't let them read the information from a script. Encourage the class/groups to ask questions to the presenter. Since public speaking can be so difficult for most students, be sure to give plenty of positive feedback after presentations.

PHOTOCOPIABLE ACTIVITY

UNIT 3 Today's top headlines TB p. 162

Note: This activity is best used in a later class as reinforcement and not immediately after finishing SB p. 21.

Materials: One copy of the worksheet for each student.

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

- Hand out a worksheet to each student. Focus students' attention on the chart in Exercise 1 and check students' understanding of the categories. Preteach/review the vocabulary in the headlines: *pitcher*, *growth*, *EU* (European Union), *model*, *teens* (= teenagers), *addicted*. Alternatively, have students use a dictionary. Focus students' attention on the example in the chart. Then give students time to match the rest of headlines to the categories. Check the answers.

Answers

The economy 4
Technology 7
Environment 3
Crime 2

Science 6
Sports 1
Celebrity gossip 5
Education 8

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

You can extend the activity by having students write their top story and produce the front page of their newspaper.

READING AND SPEAKING (SB p. 22)

The flight attendant who lost his cool

ABOUT THE TEXT

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

On the day of the event, Slater had flown from Pittsburgh /'pɪtsbɜːrɡ/ to JFK, a distance of about 310 miles on JetBlue flight 1052. JetBlue Airways is a low-cost airline, whose main base is at JFK. The Bronx, referred to in Text 3, is one of the five boroughs of New York City. Stone Entertainment referred to in Text 5 is a maker of reality TV shows.

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

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

Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. If students need more support or if you have limited time, you can preteach/review some of following vocabulary:

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

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

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

Text 5: *reality show, production company*

- 1 Preteach/review *lose your cool*. Tell the class what makes you lose your cool. Then elicit a variety of examples from the class.
- 2 Focus students' attention on the pictures of Steven Slater's story. Use the pictures to check some of the vocabulary related to air travel and the incident (see *About the text*). Elicit an example of a sentence based on the picture story, e.g., *The flight attendant had a problem with a female passenger*. Put students in groups to write more sentences. Elicit a variety of sentences from the groups and establish in what ways students have interpreted the pictures differently.
- 3 Point to the photo of Steven Slater and explain that students are going to read a newspaper account of the incident on the plane. Give students time to read the first article. You can set a time limit of about two minutes for students to read the article. Monitor and help as necessary.

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

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

Answers

Text 1

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

Text 2

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

Text 3

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

- 2 Millions of people sent him messages. People called him a hero and produced T-shirts with the words "Free Steven Slater".
- 3 He was leaving a police station.

Text 4

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

Text 5

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

What do you think?

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

For question 2, preteach/review *pay a fine*. Ask students what they think happened to Slater and elicit a variety of opinions.

Preteach/review the following vocabulary from the text on SB p. 151: *become a media sensation, counseling, anger management, complete the treatment, unemployed*.

Refer students to the article on p. 151 and give them time to read it. Elicit a variety of opinions on the punishment Slater received.

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

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

VOCABULARY (SB p. 24)

Adverbs

POSSIBLE PROBLEMS

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

- Adverbs do not usually go between a verb and its object, e.g., *He speaks German **very well***. NOT *He speaks **very well** German*.
- Adverbs usually go before a full verb, e.g., *He **still** lives there*.
- Adverbs usually go after *be* or an auxiliary/modal verb, *She's **probably** at work*. / *We've **already** had lunch*. / *I can **never** remember my cell phone number*.
- If there is more than one adverb, the order is usually: manner + place + time, e.g., *We trained **hard at the gym last night***.
- Some adverbs can go before adjectives and other adverbs, e.g., ***really** happy*, ***incredibly** slowly*.
- Some adverbs have a flexible position and can go at the beginning of a clause. This is usually to give special emphasis to the adverb, e.g., ***We're leaving for vacation tomorrow***. / ***Tomorrow**, we're leaving for vacation*.

SUGGESTION

As an introduction, write some adjectives on the board, e.g., *careful, quick, lazy, gentle, noisy, angry, happy*. Have students tell you how to change the adjectives to adverbs.

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

- 1 Focus students' attention on the examples from the texts on SB pp. 22-23. Elicit the adverb in each extract (*furiously, slowly*). Ask *Which type of word in the sentences do the adverbs describe? (the verbs – spoke, taxiing)*.
- 2 **CD1 42** Read the instructions as a class. Elicit the adverb to go with *drive (carefully)*. Then ask students to work in pairs to complete the task. Point out that the verbs in the exercise may match more than one adverb on the list, but that they should use each adverb only one time.
Play the recording and have students check their answers. Ask students how much they can remember of the six sentences. Play the recording again if necessary and elicit the wording used.

Answers and audio script

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

CD1 42 Adverbs

- 1 Please drive carefully through our town.
- 2 Romeo loved Juliet passionately.
- 3 My mother speaks three languages fluently.
- 4 It rained heavily every day last week.
- 5 He waited patiently for his girlfriend, but she didn't return.
- 6 The soldiers fought bravely, but many of them lost their lives.

- 3 This exercise focuses on words that are both adjectives and adverbs – *fast, hard, and late*.
Have students read the pairs of sentences aloud. Then ask *Adjective or adverb?* about each word in bold:

fast car	adjective
drive fast	adverb
work hard /play hard	adverb
hard worker	adjective
got up late	adverb
had a late breakfast	adjective

You can elicit further pairs of sentences from the class to reinforce the words or write the following as fill-in-the-blank sentences on the board:
We had to study (hard).
It was a (hard) test.

She learns very (fast).

She's a (fast) learner.

I took the (late) train home.

Why did you arrive (late)?

- 4 This exercise reinforces how to form adverbs from adjectives. Tell students that all but one of the adverbs are regular and therefore end in *-ly*. Also point out that one of the adjectives needs a spelling change to form the adverb. Elicit the first adverb as an example (see *Answers* below). Put students in pairs to form the adverbs. Monitor and help as necessary.
Check the answers with the class, having students spell the adverbs to reinforce the *-ly* ending. Ask students *Which adverb is irregular? (good–well)* and *Which adverb needs a spelling change? (easy–easily)*.
Elicit the missing adverb from the first sentence as an example (see *Answers* below). Tell students that sometimes more than one adverb is possible.
Give students time to complete the task. Then check the answers with the class.

Answers

clearly quietly slowly honestly perfectly
completely well badly easily

- 1 well
- 2 badly
- 3 clearly/slowly/perfectly
- 4 quietly/slowly/completely
- 5 completely
- 6 slowly/quietly
- 7 well/quietly/perfectly/badly/slowly/easily
- 8 easily
- 9 clearly/honestly/well/badly/easily

EXTRA ACTIVITY

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

Word order

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

verb	object	adverb
<i>She speaks</i>	<i>English</i>	<i>very well.</i>

Give students time to complete the activity, working individually. Monitor and help.
Have students check their answers in pairs before checking with the class.

Answers

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

- 6 **CD1 43** Elicit the answer to number 1 as an example (see *Answers* below). Point out that there is sometimes more than one possible position for some of the adverbs and that students will need to make some changes to capital letters and punctuation when rewriting the sentences.

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

You can ask students to practice saying the sentences in pairs as a follow-up.

Answers and audio script

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

WRITING (SB p. 102)

Narrative writing – building a story

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

- 1 Preteach/review *burglar*, including the pronunciation /'bɜːglər/. Ask students if they have ever been burgled, or robbed, or if they know of any burglaries in their area. Elicit a few anecdotes as introduction to the first story.
Focus students' attention on the story title and the picture story. Put students in pairs to predict the story. Keep this part fairly short.
During the discussion section, preteach/review the key words used in the story: *break into*, *bag* (n), *silverware*, *priceless*, *lie down*.
- 2 **CD1 44** Focus students' attention on the example, pointing out the change in punctuation at the start of the sentence.
Put students in pairs to rewrite the sentences with the adjectives and adverbs in the correct place. Monitor and help, making sure students are writing the sentences in full, in order to work on the punctuation as well as the word order.
Play the recording and have students check their answers. Point out that the meaning of *fast* in number 5 has nothing to do with speed but is part of the phrase *fall fast asleep*. Check the meaning of *fast* in this context (= deeply).
You can ask students to tell the story again as a class or in pairs, this time including more detail.

Answers and audio script

The burglar who fell asleep

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

SUGGESTION

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

- Adjectives can go before nouns, e.g., *a large, expensive house*.
- Adverbs of manner (that say *how* something happens) go after verbs, e.g., *he filled his bag quickly and quietly*.
- Adverbs of degree (that say how strong a feeling is) go before adjectives or adverbs, e.g., *he was feeling extremely hungry and thirsty*.
- Some adverbs can go at the beginning or end of sentences, e.g., *Suddenly, he felt very tired / He felt very tired suddenly*.
- Sequencers (that show the order of actions) go at the start of sentences or clauses, e.g., *First, he went into the living room*.

- 3 Focus students' attention on the title of the second story. Explain that the word *fishy* relates directly to *fish* (tasting or smelling of fish) but also has an informal meaning of "causing doubt or suspicion," e.g., *There's something fishy about that guy*. *Tale* is another word for *story*.
Give students time to read notes 1–6. Answer any vocabulary questions. Students then match the pictures with the notes. Check the answers.

Answers

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

- 4 Tell students they are going to write the Fishy Tale as a news story. Remind them to include adjectives and adverbs to make their writing more interesting and to use the information in the pictures to add details. They also need to link the short notes in Exercise 3 into connected sentences.
For students who need extra support, elicit possible adjectives/adverbs that can be used in the story:
amazed/surprised/shiny/state-of-the-art
First/Next/Then, ...
extremely/very/so
(five) days ago/a (week) later/the same (day)
immediately/soon/quickly
incredibly/amazingly/surprisingly

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

Put students in groups to compare their stories with the version on p. 153 of the Student Book. If appropriate, a few students can tell their story to the class.

If possible, display the stories on the classroom wall to allow students to read each other's work. If appropriate, you can have students vote for the story they think is most interesting. When you check the students' work, point out errors but allow students to correct them themselves. Correcting too many errors may discourage students from writing more.

EVERYDAY ENGLISH (SB p. 25)

Saying when

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

POSSIBLE PROBLEMS

- Students forget the definite article *the* in dates.
**I came here on second of June.*
- Students might not remember all the ordinal numbers, especially *first*, *second*, *third*, and *twenty-first*, *twenty-second*, etc. Be prepared to drill these as a class if students have problems. The pronunciation of some ordinals is difficult because of consonant clusters, e.g., *fifth* /fɪfθ/, *sixth* /sɪksθ/, *twelfth* /twelfθ/, etc.
- Students often get years wrong, sometimes because of interference from their own language. You may need to remind them that we usually divide the numbers in years up to 1999 into two sets of two, e.g., 1980 – *nineteen eighty*; we use *oh* not *zero* in dates, e.g., 1906 – *nineteen oh six*; years between 2001–2009 are read like ordinary numbers, e.g., 2009 – *two thousand nine*; years from 2010 and later can be read as numbers, e.g., 2013 – *two thousand thirteen*, but are often read as *twenty thirteen*, etc.
- British English has a different convention for dates – the day, not the month, is usually given first, e.g., 21/8/12 – *the twenty-first of August two thousand and twelve*. Note that it is usual in British English to include *the* and *and* in dates like these. Exercise 3 of *Everyday English* covers the differences.

- 1 **CD1 45** Introduce the lesson by asking a few general questions around the class. Ask *What's the date today?* *When's your birthday?* *When's the last day of classes?* Note how well students form and pronounce dates in their answers, but don't correct them at this point.

Put students in pairs to answer the questions in Exercise 1. Monitor and write down any common mistakes with dates. Play the recording and have students compare the answers with their own. If students had a lot of problems with ordinal numbers, have them say 1st–20th quickly around

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

Audio script

Saying when

- A What's the date today?
B March eighteenth. Tomorrow's the nineteenth. The day after tomorrow's the twentieth.
- A When's your birthday?
B November eighth.
A Oh! That's next week.
- A What's your date of birth?
B 9 - 12 - 87
A What?
B September twelfth, nineteen eighty-seven.
- A What year were you born?
B 1982.
A Oh. You're the same age as me.

- 2 **CD1 46** Explain that there are two ways of saying dates in American English. Read the conversations as a class. Write another date on the board, e.g., *May 17*. Elicit the two ways of saying it, underlining the use of *the* in the first:
the seventeenth of May May seventeenth
Elicit the two ways of saying February 3 (see *Answers* below). Put students in pairs to practice saying the rest of the dates in Exercise 2. Monitor and help. Give students time to concentrate on getting the form right before playing the recording.
Play the recording, pausing after each pair of dates. Ask students to listen and check. Be prepared to drill the two ways of saying the dates if students have problems.

Audio script

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

- 3 **CD1 47** See *Possible problems* above for notes on the different conventions in British English. Explain that the British say dates in a different way. Play the recording once all the way through and elicit any differences students noticed. Play the recording again if necessary.
Go through the differences with the class, writing the examples from the script on the board if necessary.

Answers and audio script

In British English the day, not the month, is usually given first, and *the* is included.

CD1 47

February the third April the sixth July the twelfth
June the twenty-first May the first August the sixteenth
January the thirteenth October the thirty-first

- 4 See *Possible problems* above for notes on reading years. Elicit the two ways of reading the first year (See *Answers* below). Put students in pairs to continue the activity. Monitor and check carefully. Be prepared to drill the correct forms if necessary.

Answers

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

- 5 **CD1 48** This listening activity checks comprehension of dates and years in context. Tell students they are going to hear five short conversations, each containing a date. Preteach/review *land on the moon*, *wedding anniversary*, and *expiration date*.

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

Answers and audio script

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

EXTRA IDEA

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

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

Time expressions

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

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

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

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

at times, *at noon/midnight*

in months, years, seasons, parts of the day

on days, dates, on the weekend, *on Monday morning*, etc.

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

You can refer students to Grammar Reference 3.4 on SB p. 134.

Answers

at six o'clock

in 2004

– last night

on the weekend*

in the evening

on January 18

in the 1960s

– the other day

**at the weekend* in British English

on Saturday

on Monday morning

in April

– yesterday evening

in summer

– two weeks ago

– this morning

at midnight

- 9 Focus students' attention on the example. Ask the same question to the class and elicit a variety of answers. Put students in pairs and have them continue asking and answering the questions with the verbs in the list. Monitor and check for accurate use of the prepositions and time expressions. Be prepared to drill the correct forms again if necessary. In a short discussion, elicit from the class what were the most popular activities on the list.

Don't forget!

Workbook Unit 3

Ex. 8 Reading – Caught in the act

Ex. 9 Listening – Someone stole my bag!

Ex. 10 Pronunciation – Consonants

Ex. 11 Vocabulary – *have* + noun = activity

Ex. 12–13 Just for fun!

Grammar Reference (SB p. 134)

Word list Unit 3 (SB p. 143)

Remind your students of the Word list for this unit on SB p. 143. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 3 Test

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)

4

Eat, drink, and be merry!

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



Healthy eating around the world

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

LANGUAGE INPUT

GRAMMAR

Expressions of quantity (SB p. 26)

something/someone/somewhere ... (SB p. 28)

Articles – *a/an, the* (SB p. 28)

- Reviewing and practicing expressions of quantity.
- Understanding and practicing compound words with *some, any, every*, and *no*.
- Reviewing and practicing the use of articles (*the, a/an*, and no article).

VOCABULARY

A piece of ... (SB p. 32)

- Practicing amount + noun collocations and prices.

EVERYDAY ENGLISH

Can you come over for dinner? (SB p. 33)

- Practicing requests and offers in the context of a dinner party.

SKILLS DEVELOPMENT

READING

Unusual places to eat (SB p. 30)

- A jigsaw reading about three unusual restaurants.

LISTENING

Three people who visited unusual restaurants (SB p. 30)

- Listening for key information in three accounts of a visit to an unusual place to eat. **CD1 55** (SB p. 119)

Six conversations (SB p. 32)

- Listening for gist and key information in six conversations that take place in stores. **CD1 57** (SB p. 119)

SPEAKING

Do you think they eat ...? (SB p. 27)

What do you think? (SB p. 30)

Making requests (SB p. 33)

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

WRITING

Writing an email – Linking words *but, although*, and *however, so*, and *because* (SB p. 104)

- Taking notes about you and your life, understanding and practicing linking words, completing an email, then writing an email to a friend.

MORE MATERIALS

Photocopiables – Snakes and ladders (TB p. 163) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 26)

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

SUGGESTION

If you want to begin this class with a general vocabulary review, write *breakfast*, *lunch*, and *dinner* on the board. Elicit food and drinks that people often have at these meals and list them on the board. Help with any spelling and pronunciation problems as you go.

- 1 Give a few examples of what you ate and drank yesterday. Give students time to write their list. Monitor and help as necessary.
- 2 Students read their lists to the class. Write down any common mistakes with count/noncount nouns, use of *some*, etc. but don't go over this at this point. Ask *Who had the healthiest diet?*

HOW TO LIVE TO BE 120! (SB p. 26)

Expressions of quantity

! POSSIBLE PROBLEMS

Students at the pre-intermediate level will be familiar with a number of expressions of quantity, but they may still make mistakes, especially in conversation:

Count and noncount nouns It's important to review the concept of count and noncount nouns, and to have students practice with the articles and determiners that can be used with them. Students may also need help to understand that some nouns can be both count and noncount, depending on the context in which they are used, e.g.,

Two coffees, please. (as a count noun and meaning "two cups of coffee")

Coffee is horrible. (noncount and meaning "coffee in general")

some/any The rule that *some* is used in positive sentences and *any* in questions and negatives is useful as a guide. This unit extends the rule to cover the use of *something/anything*, etc., with practice Exercises on SB p. 28.

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

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

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

NOTE

The couple featured on SB pp. 26–27 takes a fairly extreme view of what a healthy diet is in order to achieve a restricted number of calories (1,500 per day). It's worth pointing out to the class that a healthy diet consists of 2,000–2,500 calories per day.

- 1 Focus students' attention on the heading *How to live to be 120!* Ask *How could people do this?* and elicit a variety of ideas as an introduction to the section.

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

Read the questions in Exercise 1 with the class. Answer any questions about vocabulary. Preteach/review *software programmer*, *health food store*, *calorie restriction* (following a diet that reduces calorie intake. A calorie is a unit for measuring how much energy you get from food.), *raw*, *to steam*, *to fry*, *to grill*, *to roast*.

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

Answers

- 1 They want to live until they are 120.
 - 2 Claus is a software programmer and Elvira works in a health food store.
 - 3 They eat a lot of raw food. There are many things they never eat. They steam some food, but they don't fry, grill, or roast anything.
- 2 Focus students' attention on the chart. Review the nouns and answer any questions about the vocabulary. Have students decide which nouns are count nouns and which are noncount. Have them check in pairs before checking the answers with the class.
- If necessary, remind students that count nouns can be singular or plural, and that the plural forms usually end with *-s* or *-es*.
- If students question the use of *orange juice*, *tea*, or *coffee* as count nouns, e.g., *Two coffees, please?* point out this means two "cups of coffee." When the meaning is "(coffee) in general," these nouns are noncount.

Answers

Count		Noncount	
apples	grapes	meat	fish
carrots	clams	orange juice	coffee
vegetables	calories	tea	fruit
		broccoli	soda

SUGGESTION

If you think your students need further help with distinguishing count and noncount nouns, you can write the headings **Count** and **Noncount** on the board and write different food items randomly on the board. Then ask students to categorize them, e.g.,

eggs milk potatoes butter tomatoes cheese sausages soda potato chips water cookies bread

- 3 Tell students that an interviewer has asked Claus and Elvira about their unusual diet. Ask students to predict what they think the couple might eat. Focus students'

attention on the example and then give students time to read through the dialogue and think of possible answers. Answer any questions about the vocabulary.

Put students in pairs to complete the interview, using the nouns from Exercise 2. Ask them to look carefully at the expressions in **bold** in the interview to help them choose the correct type of noun – count or noncount. Also, point out that some of the nouns are used more than once.

With students who need extra support, you can go through the *Grammar Spot* before doing Exercise 3.

- 4 **CD1 49** Play the recording and have students check their answers. Put students into groups of three to practice the interview. Monitor and check.

Answers and audio script

How to live to be 120!

- 1 **Q** Today we're talking to a couple on a calorie-restricted diet. So ... do you eat any **meat**?
A No, we don't eat any **meat** at all, but we eat some **fish**.
- 2 **Q** How much **fish** do you eat?
A We eat a little **fish** like cod or salmon, but we love shellfish so we eat a lot of **clams**.
- 3 **Q** Do you eat much **fruit**?
A Oh yes, we eat a lot of fresh **fruit** – **apples** and **grapes** – everything.
- 4 **Q** And do you eat many **vegetables**?
A Yes, of course, we eat lots of raw **vegetables**.
- 5 **Q** You don't cook any vegetables at all?
A We cook some. Sometimes we steam a few **carrots** and a little **broccoli**.
- 6 **Q** And what do you drink?
A Well, we don't drink any **tea** or **coffee**, and of course, there's no **soda** in our diet, but we do drink a lot of **orange juice**.
- 7 **Q** How many **calories** do you have every day?
A About 1,500.
A That's about 1,000 fewer than most people.

GRAMMAR SPOT (SB p. 27)

- 1 Put students in pairs to discuss the activity and figure out the answers. Tell them they can refer back to Exercises 2 and 3 to help them figure out the rules. Monitor and help as necessary. With students who need extra support, you can go through the task as a class.

Answers

The expressions of quantity in:

- A** used with noncount nouns
- B** used with plural count nouns
- C** used with both

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

Answers

Do you eat **any meat**?

We don't eat **any meat**; we eat **some fish**.

How much **fish** do you eat?

We eat a **little fish**; we eat **a lot of clams**.

Do you eat **much fruit**?

We eat **a lot of** fresh **fruit** – **apples** and **grapes**.

Do you eat **many vegetables**?

We eat **lots of** raw **vegetables**.

We steam **a few carrots** and **a little broccoli**.

We don't drink **any tea** or **coffee**; there's **no soda** in our diet; we do drink **a lot of orange juice**.

How many **calories** do you have every day?

- 2/3 Preteach/review the word *request*. Put students in pairs to discuss the questions in Exercises 2 and 3 of the *Grammar Spot*. Monitor and help as necessary.

Check the answers. Point out that we use *some*, not *any*, in requests and offers.

Answers

- 2 We use *much* and *many* in questions and negatives. In affirmative sentences, we usually use *a lot of*/*lots of* with both count and noncount nouns:
There are a lot of/*lots of* books in my bag. (count)
There's a lot of/*lots of* homework tonight. (noncount)
- 3 *Can I have some orange juice?* is a request.

►► Grammar Reference 4.1 p. 135

SUGGESTION

If you think your students would benefit from some additional controlled practice before doing Exercise 5, you can move on to Exercises 1–3 in the *Practice* section on SB p. 28 at this point. Students can then come back to Exercises 5–7 on SB p. 27.

- 5 Focus students' attention on the food and drinks in the box. Answer any questions about the vocabulary, checking pronunciation as you go. You may need to check the vowel sounds in *cookies* /'kʊkiz/, *oil* /ɔɪl/, and *sugar* /'ʃʊɡər/, and the stress on *tomatoes*, *potatoes*, and *bananas*. Preteach/review *dairy products* and *tap water*.

Focus students' attention on the examples in the speech bubbles and on the two lists. Put students in pairs to ask and answer questions about the items in the box. With students who need more support, you can go through the nouns in the box and have students say if they are count or noncount before students do the pairwork.

Monitor and check for accurate use of the expressions of quantity. Write down any common mistakes and correct these with the class in the discussion.

- 6 **CD1 50** Give students time to talk about their lists with the rest of the class. Then tell students they are going to hear another interview with Claus and Elvira in which they talk about their diet and the items in the box. Point out that students won't hear each individual item in the recording because Claus and Elvira sometimes refer to categories of food, rather than the individual items, e.g., *fruit*, not *bananas*.

Play the recording once all the way through and have students check their answers in pairs. Play the recording again if necessary so that students can check/complete their answers.

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

Answers and audio script

✓

cereal	tomatoes	rice
fruit – bananas, mangoes	nuts	fresh juice
olive oil	peppers	bottled water

✗

milk	pasta	sugar
cheese	potatoes	cookies
bread	potato chips	diet soda
butter	French fries	tap water

Following the diet

Q Tell us some more about the diet.

A Well, I think we have a good diet. We enjoy the food we can eat. For breakfast we have cereal, homemade cereal, we make it ourselves. We have it with fruit. We eat all fruit.

Q But we don't eat any dairy products – no milk, cheese and we don't eat bread so we don't need butter ...

A We use olive oil instead. We often have it on salad for lunch with tomatoes and lots of nuts and sometimes green peppers stuffed with rice.

Q So you eat rice. What about pasta and potatoes?

A No, not at all. We don't eat anything made from potatoes.

Q No potato chips and French fries, right? And I'm guessing you eat nothing made with sugar.

A You're right. We make fresh juice to drink, but with no sugar.

Q And no soda, of course. What about water?

A Well, we don't drink any tap water.

Q Really? Why not?

A It's not good for you. We drink a little bottled water sometimes.

Q You're amazing. Well, I hope you live to be 120, but I'm sure I won't be around to see it.

SUGGESTION

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

- 7 Read the questions as a class and elicit opinions from the students. Establish how many students think the Bonrichs will meet their goal. As a follow-up, ask students to talk about any other unusual diets they have heard of.

PRACTICE (SB p. 28)

Discussing grammar

Students should be able to do Exercises 1–3 quickly. If students need extra support, you can check the answers after each exercise.

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

Answers

Exercise 1

1 any 2 any 3 some 4 any 5 some

Exercise 2

1 much 2 many 3 much 4 many 5 much

Exercise 3

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

something/someone/somewhere ...

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

- 4 **CD1 51** Focus students' attention on the chart. Point out that *someone* and *somebody* mean the same.

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

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

Put students in pairs to practice the conversations. Monitor and check for correct pronunciation. If students have a lot of problems, play parts of the recording again and drill key lines as a class and individually. Students then continue practicing in their pairs.

Answers and audio script

something/someone/somewhere

- 1 **A** Did you meet **anyone** nice at the party?
B Yes. I met **somebody** who knows you!
A Oh, who?
B Your ex-boyfriend.
- 2 **A** Ouch! There's **something** in my eye!
B Let me look. No, I can't see **anything**.
A But I can feel it. Somewhere in the corner of my eye.
- 3 **A** Let's go **somewhere** hot for our vacation.
B But we can't go **anywhere** that's too expensive.
A I know, but we can afford this vacation package to Turkey.
- 4 **A** Where are my glasses? I can't find them **anywhere**.
B What's on the top of your head?
A There they are. Thank you.
- 5 **A** It was a great party. **Everybody** loved it.
B They did. **Nobody** wanted to go home.
A I know. A few people were still dancing at 3:00 a.m.
- 6 **A** Did you get **anything** nice at the sale?
B No, **nothing**. I couldn't find **anything** I liked.
A Why not try shopping online? You can buy everything online these days.

- 5 **CD1 52** This is a fun listening activity to complete the *Practice* section. Preteach/review *guy* (informal = *man*). Tell students they will hear eight sentences, each with a missing word. Focus students' attention on the example and play the first sentence. Play the rest of the recording without stopping and elicit a variety of answers from the class. Keep the pace quick and try not to play the sentences more than once.

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

Answers and audio script

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

ADDITIONAL MATERIAL

Workbook Unit 4

- Ex. 1 Main Street shops
Ex. 2–3 Count and noncount nouns
Ex. 4–8 Expressions of quantity
Ex. 9 *Something/no one ...*

THE SECRET TO A LONG LIFE (SB p. 28)

Articles – *a/an, the*

⚠ POSSIBLE PROBLEMS

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

The main uses covered in this unit are:

a/an (indefinite article)

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

the (definite article)

- with singular and plural, count and noncount nouns when both speaker and listener know the thing or idea referred to, e.g., *The house is in a quiet neighborhood.*
- with oceans, rivers, hotels, etc., e.g., *the Amazon River.*
- if something is unique, e.g., *the sun, the world.*
- with superlatives, e.g., *the biggest business in the world.*

no article

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

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

- 1 Read the questions as a class and elicit responses.
- 2 **CD1 53** Focus students' attention on the photos of the grandfather and his tractor, as well as the hamburger with a salad. Ask students if they know any farmers. Elicit that there are many kinds of farmers and that farms can be very small or very big. If appropriate, ask students if they eat meat, such as a hamburger. Once considered a typical part of an American diet, beef is now a kind of meat that many people avoid for health or environmental reasons.

Preteach/review *cattle farm, beef, honest, hamburger, picnic*, and *retire*. Play the recording and have students follow the text in the Student Book. Give students time to read the questions and check their answers in pairs.

Check the answers with the class.

Answers

- 1 92 years
- 2 In a small town in New York State
- 3 a cattle farm
- 4 two
- 5 because he was honest and friendly
- 6 when he was 80
- 7 a happy marriage and a glass of warm milk before bed.

CD1 53 See SB p. 28

GRAMMAR SPOT (SB p. 29)

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

Answers

My grandfather lived until he was 92 years old. He was a farmer with a cattle farm in a small town near a river in the southeastern part of New York State. He had two sons. The family lived in an old farmhouse. The oldest son, my uncle, owns the farm now.

In those days, people often bought beef directly from local farmers. My grandfather raised some of the best beef in the area. People came to his farm by car and truck to buy it.

Everybody loved my grandfather because he was such an honest and friendly man. He never went out to have dinner at restaurants, but every now and then he invited his family and friends to the farm for a picnic. He served hamburgers made from his beef. He didn't retire until he was 80. He said the secret to a long life was a happy marriage and a glass of warm milk before going to bed.

- 2 Read the examples with the class. Elicit what is special about them (there is no article before the nouns).
- 3 Refer students to Grammar Reference 4.2 on SB p. 135. Give them time to read the rules and then find examples in the text. Elicit a variety of examples.

Answers

(The words are in the order they appear in the text.)
He was **a** farmer (*a* with professions/jobs)
He had **a** cattle farm (referred to for the first time)
in **a** small town near **a** river (referred to for the first time)
in **the** southeastern part of New York State (only one)
The family (the speaker and listener know about the family)
lived in **an** old farmhouse (referred to for the first time; *an* followed by a vowel sound)
The oldest son (superlative adjective and the speaker and listener know the son already)
people often bought beef (no article with noncount nouns)
from local farmers (no article with plural nouns)
some of **the** best beef in **the** area (superlative adjective and the speaker and listener know the area already)
by car and truck (no article with some forms of transportation)
an honest and friendly man (*an* followed by a vowel sound)
dinner at restaurants (no article with meals; no article with plural nouns)
to **the** farm (the speaker and listener know the farm already)
for **a** picnic (referred to for the first time)
the secret to **a** long life (only one; referred to for the first time)
a happy marriage and **a** glass of warm milk (both referred to for the first time)
before going to bed (no article before some places)

PRACTICE

Reading aloud

- 1 **CD1 54** Focus on the first two lines in each column and elicit the full sentence (see *Answers* below).
Put students in pairs to continue the task. Monitor and help as necessary.
Play the recording and have students check their answers.
If students have problems, play the recording and have students repeat. Then ask them to take turns reading the lines to each other to reinforce the learning.

Answers and audio script

Reading aloud

My grandfather was **a** farmer.
He lived in **a** small town.
He had a cattle farm in **the** southeastern part of New York State.
His family lived in **an** old farmhouse.
He raised some of **the** best beef in the area.
Some people came by car to buy his beef.
He was such **an** honest man.
He never went out to have dinner at restaurants.
He liked to have **a** little warm milk before bed.

Discussing grammar

- 2 Elicit the answers to number 1 as an example. Students work in pairs to complete the sentences. Encourage them to think about the reasons for their answers, looking back to the Grammar Reference if necessary.
Check the answers and elicit reasons for the choice of article or no article (see text in parentheses in *Answers*).

Answers

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

Check it

- 3 Elicit the correction to number 1 as an example. Students identify the mistake in the rest of the sentences and discuss why they are wrong. Again, let students refer to the Grammar Reference if necessary.
Check the answers and elicit reasons for the correction (see text in parentheses in *Answers*).

Answers

- 1 He's **a** mail carrier, so he has breakfast at 4:00 a.m. (*a* + a job)
- 2 **Love** is more important than money. (no article when talking in general)
- 3 I go to school **by bike**. (no article with *by* + form of transportation)
- 4 I'm reading **a** good book right now. (*a* = referring to a thing for the first time, not specifying the number one)
- 5 "Where are the children?" "In **the** kitchen." (*the* = the speaker and listener know the kitchen referred to)
- 6 I live in **the** middle of town, near the hospital. (*the* = there's only one)
- 7 My parents recently bought **a** nice house in the country. (*a* = referring to a thing for the first time, there is more than one nice house)
- 8 I don't eat **bread** because I don't like it. (no article when talking in general)

EXTRA ACTIVITY

If your students need more practice on the contrast between no article for talking about things in general, and the definite article for talking about specific things, write the following examples on the board and elicit why the article is or isn't used:

I think ice cream is delicious. (ice cream in general)

The ice cream in this café is delicious. (one specific type of ice cream)

Write these words on the board and ask students to write pairs of sentences to highlight the article use:

money love chocolate cats life

ADDITIONAL MATERIAL

Workbook Unit 4

Ex. 12 Articles

READING AND LISTENING (SB p. 30)

Unusual places to eat

ABOUT THE TEXT

The theme of eating and drinking is carried through this skills section with a jigsaw reading task on unusual restaurants.

Listening practice is provided with a recording of three people's accounts of visiting one of the restaurants.

The *Dinner in the Sky* concept originated in the Belgian capital, Brussels, but has been exported to many different cities. The location for *Ithaa* is Rangali Island in the Indian Ocean. It is part of the popular tourist destination of the Maldives /mə'l'divz/. *'s Baggers* is in the city of Nuremberg, in the state of Bavaria, in southeast Germany.

If your students would like to see more pictures of the three restaurants, they can go online and find a variety of still and video images, along with reviews of each place.

Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. If your students need more support or if you have limited time, you can preteach/review some of the following vocabulary:

Dinner in the Sky: *to hang, crane, afraid of heights, seat belt, branch* (n = a restaurant that is part of a chain), *sitting, sunken platform, courage, tiny, amazement, to wave, guest, to shout.*

Ithaa: *underwater, ceiling, pearl, oyster, seat, scuba diver, to descend, spiral stairs, aquarium, face-to-face, speechless, to get wet, crystal-blue, sharks, sting rays, turtles, tropical fish, coral, romantic, magical, to last.*

's Baggers: *touch-screen TV, automated, credit card, pot, spiral tube, connected to, patent, serving, to pay by debit card, to leave a tip*

- 1 Read the questions as a class and elicit a variety of answers from the students.
- 2 Focus students' attention on the main title and on the pictures of the restaurants. Elicit students' initial reaction to each one. Read the introduction with the class and give students time to read the fact files. Answer any questions about the vocabulary if you didn't preteach/review the items in *About the text*.
Elicit what is unusual about the three restaurants featured.

Answers

At *Dinner in the Sky*, people eat 160 feet up in the air.
At *Ithaa*, people eat 16 feet under the ocean.
At *'s Baggers*, there are no servers.

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

Group A – *Dinner in the Sky*

Group B – *Ithaa*

Group C – *'s Baggers*

Have students read their text quickly, asking others in their group for help with vocabulary. Monitor and help with any questions.

Have students discuss questions 1–6, working in their A, B, or C groups and writing down the answers to each one. The answers are provided below for reference, but don't check the answers with the whole class at this point.

Answers

Dinner in the Sky

- 1 It opened in Belgium, but it now has branches in Paris, Dubai, Florida, and Las Vegas.
- 2 Diners sit at a huge table which hangs from a crane 160 feet in the air. Diners wear seat belts. The chefs prepare food in front of them on a sunken platform. You need to get used to the height before you start eating, to get the courage to enjoy the view.
- 3 It opened in 2006.
- 4 The food is delicious.
- 5 It costs \$6,000.
- 6 Conversation is difficult. Diners have to shout because of the wind. You can't go to the bathroom until the table descends again.

Ithaa

- 1 It's on Rangali Island in the Maldives, 16 feet below the Indian Ocean.
- 2 It's the first underwater restaurant in the world, but you don't need to swim there. Diners eat face-to-face with sharks, sting rays, turtles, and tropical fish. There is also a colorful coral garden.
- 3 It opened in 2004.
- 4 The food is good.
- 5 It costs about \$265 for dinner. You can stay at the hotel and sleep underwater for \$12,000 a night.
- 6 There aren't many seats, so it's difficult to get a reservation. The building will probably last only about 20 years.

's Baggers

- 1 It's in Nuremberg, Germany.
 - 2 There are no servers. You order everything yourself with touch-screen TVs and computers. It's the first automated restaurant in the world. You pick up a credit card when you arrive, put the card into the computer and order your meal on the screen. The food is put in a pot and sent down a spiral tube where it lands in front of you. You can send emails and text messages while you wait. You can pay by debit card at the end of the month. You never have to leave a tip.
 - 3 It opened in 2007.
 - 4 The food is all freshly cooked.
 - 5 It's about €8 (\$11) a serving.
 - 6 No problems.
- 4 Regroup the students, making sure there is an A, B, and C student in each group. Demonstrate the activity by having a group of students answer question 1 about their restaurant. Students continue exchanging the information in their groups. Remind them to refer to their notes and answer the questions in their own words, rather than read sections of the texts. Monitor and help as necessary. Write down any common errors but discuss them at a later point.
During the discussion, have one student from the groups summarize the answers for each question.

Listening

- 5 **CD1 55** Focus students' attention on the photos of the three diners and say the names. Read the questions as a class.

Preteach/review *on honeymoon, decor, surrounded, to complain, robots, disappointed, to get the idea, confused, pale, breeze, diamonds*.

Play the first recording as far as ... *only takes 12 people* and elicit the answer to the first question (see *Answers* below). Play the rest of the recording and have students write down their answers.

Play the recording again only if students missed a lot of the information.

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

Answers and audio script

1 Alexander

He visited *Ithaa* with his wife.

The view was amazing. The food was delicious. It was the perfect honeymoon restaurant.

It's expensive. It was difficult to get a reservation. The decor wasn't very exciting. They felt a little bad eating cod fish surrounded by cod fish.

A man at the next table spoke really loudly and complained about everything.

2 Tomo

He visited *'s Baggers* with his sons.

The place was amazing and the children found it very exciting.

They loved the touch-screen TVs and got the idea of how to order immediately. They texted their mother to say how amazing it was. The food was delicious.

The children thought the servers would be robots, so they were a bit disappointed when there was nobody there.

An older lady sitting next to them was a little confused so they helped her. She said she thought it was more for young people than people her age.

3 Lucy

She went to *Dinner in the Sky*. She went alone but she made friends during the meal.

The view was amazing. The weather was perfect – just a little breeze.

The other guests were a lot of fun. She soon made friends and the food was good. When everybody learned her name, they started singing "Lucy in the sky with diamonds" (a song written by John Lennon and Paul McCartney in 1967. It was covered by Elton John in 1974.)

She was very frightened at first. She couldn't open her eyes and enjoy the view.

A few of the other guests felt frightened – they looked very pale.

CD1 55 Unusual restaurants

1 Alexander

We were on our honeymoon and we saw some brochures about this restaurant. It was my wife's birthday so I thought why not – it's expensive, but you don't find many restaurants like this. It was difficult to get a reservation because it only takes 12 people. When we arrived, we had drinks on the deck above and someone gave us a talk about how they built the restaurant and then we took off our shoes and descended – down, down the spiral stairs and into the restaurant. Actually, the restaurant itself isn't very exciting, the decor I mean, but it doesn't need to be because of the view – it takes your breath away. All around and above your head are hundreds, maybe thousands, of fish, all colors in a blue ocean. I was sitting across from my wife when a turtle appeared just behind her head. In fact we were so busy looking at it all we almost forgot that we were there to eat. The food was

delicious, fish of course, but to be honest we felt a little bad eating cod fish, surrounded by cod fish. There was just one problem, a guest at the next table. He spoke really loudly and complained about everything. We couldn't find anything to complain about. It was the perfect honeymoon restaurant.

2 Tomo

I booked online of course. It's the only way you can get a reservation. And I went with my sons – they're 5 and 6 years old and I thought they would like it a lot. They were very excited. They thought the servers were robots, so when we arrived and there was nobody there at all they were a little disappointed. But the whole place was amazing. It was like walking inside a computer, so the boys soon became excited again. We picked up a card and sat down at one of the big round, red tables. The boys loved the touch-screen TVs. They got the idea immediately and started choosing food from the pictures. While we were waiting, they were texting their mother to tell her how amazing it all was. In just a few minutes pots with our meals inside came flying down. The boys couldn't believe it. They were shouting with excitement. We all had steak and salad and then the boys had baked bananas with ice cream and chocolate. It was delicious. There was an older lady sitting next to us. She was a little confused, so we helped her. She said, "I think this is more for young people than people my age." Maybe she's right.

3 Lucy

I was hungry when I arrived at the restaurant, but when I saw the crane, I forgot about being hungry. I was a little nervous. The host, David, said, "Don't worry it's 100% safe." Huh! I'm sure a few of the other guests felt like me – they looked very pale. Anyway we sat down at this huge table, fastened our seat belts and up, up, up we went. I couldn't look down. Everyone was saying, "What a wonderful view," but I just couldn't look. When I finally felt safe enough, I opened my eyes and the view was amazing. People were waving to us from the ground. They probably thought we were crazy. The weather was perfect, thank goodness, just a little breeze. I began to enjoy it. The other guests were all a lot of fun. I didn't know anyone at the start, but I soon made some friends and the food was good, too, especially the clams. The chef cooked them in front of us on a tiny stove. But the best part of all was at the end. When everybody learned my name, they started singing "Lucy in the sky with diamonds." No diamonds, but I was certainly in the sky. I was quite sorry when we came back down.

What do you think?

Ask students to discuss the questions in their groups of three.

Bring the students back together for a whole-class discussion. Encourage students to give reasons for their opinions and examples from their own experiences as appropriate.

VOCABULARY AND LISTENING (SB p. 32)

A piece of ...

The vocabulary focus in this section covers expressions like *a piece of ...*, *a pound of ...*, etc.



POSSIBLE PROBLEMS

Prices

Students may have problems saying prices in English, so you may need to point out the following:

- English sometimes omits *and* with prices, e.g.,
\$6.40 = *Six dollars and forty cents* or *six dollars forty cents* or simply *six forty*.

Names and types of stores

- A newsstand sells newspapers, magazines, candy, and little items such as birthday cards.
- A convenience store sells sodas and snacks for consumption elsewhere.

NOTE

In Exercise 2, students are asked to talk about prices of the things in their country (see the list in Exercise 1 on SB p. 32). If you think they are unlikely to know, ask them to check before the class. It is also useful for them to know the exchange rate between the US dollar and their own currency.

- 1 Focus students' attention on the photo and ask them to name any of the items shown.

Then focus students' attention on the list in Exercise 1. Elicit the matching noun for *a loaf of (bread)*. Make sure students understand that some of the amounts can match with more than one noun.

Put students in groups of three or four to continue the matching activity. Monitor and help as necessary.

Check the answers, answering any pronunciation questions as you go. Point out that *slice* and *piece* can sometimes be used interchangeably, e.g., *a slice/piece of cake*, *a slice/piece of bread*, but other collocations are more limited, e.g., you can't say *a slice of gum*.

Answers

a piece of bread/cake/gum/ham/paper
a loaf of bread
a bottle of juice/milk/soda
a can of soda
a pound of apples/bananas/ham
a gallon of milk/gas
a pack of gum/tissues
a pair of jeans/socks/sunglasses
a slice of bread/cake/ham
a bunch of bananas/flowers

- 2 **CD1 56** Play the recording and have students repeat as a class and individually. Check that students stress the expressions correctly, with the weak form on *of*:

a loaf of bread *a pound of apples*

Focus students' attention on the example price. Elicit a few more examples from the class, asking students from different countries if possible.

Put students in pairs or groups of three to talk about prices. In a multilingual class, put students with different native languages together.

Elicit more examples in a short discussion.

Audio script

a piece of paper	a gallon of gas
a loaf of bread	a pack of gum
a bottle of juice	a pair of jeans
a can of soda	a slice of cake
a pound of apples	a bunch of bananas

- 3 **CD1 57** Introduce the listening section by asking students which stores they shop at most frequently and why.

Focus students' attention on the list of stores and answer any questions about vocabulary (see *Note* above). Preteach/review the following items from the conversations: *The Times* (newspaper), *espresso*, *latte*, *carrot cake*, *aspirin*, *organic*. With students who need more support, you can review and drill different prices to prepare for question 4.

Read through the questions as a class, then play conversation 1 as an example and check the answers (See *Answers* below). Point out that some conversations have just one price and others have more numbers and prices, and in one conversation no price is given.

Play the rest of the conversations, pausing after each one and asking students to discuss their answers in pairs before checking with the class.

Answers and audio script

Conversation 1

- 1 a newsstand
- 2 *The Times* (newspaper) and a pack of gum
- 3 \$2.00, \$20.00, \$3.50

Conversation 2

- 1 a clothing store
- 2 two pairs of socks
- 3 \$3.99, two, \$7.98

Conversation 3

- 1 a café
- 2 two double espressos and a (medium) latte; two slices of chocolate cake and one slice of carrot cake
- 3 two (x2), three, one, \$17.79

Conversation 4

- 1 a pharmacy
- 2 aspirin and two packs of tissues
- 3 three, two, \$11.69

Conversation 5

- 1 a convenience store
- 2 a pack of cards
- 3 one (a pack of cards)

Conversation 6

- 1 a supermarket
- 2 four slices of (organic) turkey, a large piece of cheese, fruit and vegetables
- 3 three, four, \$10.49

CD1 57

- 1 **A** Just this copy of *The Times*, please.
B That's \$2.
A Sorry, I only have a \$20 bill.
B No problem. I have change.
A Thanks. Oh, and can I have a pack of gum, too?
B OK. That's \$3.50, please.
- 2 **A** Excuse me, how much is this pair of socks?
B They're \$3.99 a pair.
A OK. Can I have two pairs, please? Do you have any in blue?
B I'm afraid they only come in gray and black.
A Never mind. A black and a gray pair, please.
B That's \$7.98 altogether. How would you like to pay?

- 3 **A** Good morning. Can we have two double espressos, and a latte, please?
B What size latte?
A Just medium, please. Oh, and three slices of chocolate cake. It looks delicious.
B I'm afraid there are only two slices left, but the carrot cake's good, too.
A OK. And one slice of carrot cake, then.
B Certainly. That's \$17.79.
- 4 **A** Can you help me? I need something for a very bad cold.
B Yes, of course. Are you allergic to aspirin?
A No, I'm not.
B OK. Take these three times a day.
A Thank you.
B Do you want a bottle or a pack?
A It doesn't matter. A bottle's fine. And can I have two packs of tissues too, please?
B Sure. Anything else?
A No, that's all. How much is that?
B That's \$11.69 for everything.
- 5 **A** A pack of cards, please.
B Sure. Anything else?
A Do you have any cold soda?
B I'm sorry, but the refrigerator is broken.
A Oh. So you don't have anything cold to drink?
B No. Unfortunately, we don't. We only have hot coffee and tea.
A Oh, no thanks. Just the pack of cards, please.
- 6 **A** Good morning. What can I get for you?
B Uh – three, no, four slices of turkey, please. Organic turkey.
A OK. That's, uh, four slices. Anything else?
B Yes, can I have that large piece of cheese?
A The cheddar?
B That's right. How much is that?
A \$10.49. But you don't pay here. You pay at the checkout with your other items.
B Oh, OK. And can you tell me where the fruit and vegetables are?
A They're in the first aisle, over there.
B Oh, thanks very much. I'm lost in this place. It's my first time and it's so big.

- 4 Read the lines with the class. Check comprehension and pronunciation of *aisle* /aɪl/.
 Elicit the answers about line 1 as an example (see *Answers* in Exercise 5 below). Then put students in pairs to discuss lines 2–6.

- 5 **CD1 57** Play the recording again and have students check their answers. Check the answers with the class.

Refer students to SB p. 119 and **CD1 57**. Put students in pairs and have them choose one of the conversations. If a lot of students choose the same one, you may have to adapt their choice to ensure a variety of conversations. If you have time in class, let students rehearse the lines until they have learned them by heart. Monitor to check for correct pronunciation, especially voice range and intonation.

Ask students to act out their conversation for the class. If you have limited time, have students learn the lines at home and act out the conversations at the beginning of the next class.

Answers and audio script

- 1 the clerk; change for a \$20 bill
- 2 the customer; socks
- 3 the clerk; chocolate cake
- 4 the clerk; aspirin
- 5 the customer; cold soda
- 6 the clerk; fruit and vegetables

CD1 57 See Exercise 3 above.

EXTRA ACTIVITY

Write the following questions on the board or on a worksheet:

- *What are the stores like near where you live? What can you buy there?*
- *What are the stores like in the main shopping area of your town or city? What can you buy there?*
- *What stores/places do you never shop at? Why?*
- *How do you feel about online shopping?*

Give your answers to some of the questions as an example. Put students in groups of three or four. Ask students to discuss their shopping habits in their groups. Monitor and help as necessary.

Discuss the questions with the whole class. Encourage a variety of opinions from the students, including what they don't like about shopping.

WRITING (SB p. 104)

Writing an email – Linking words *but*, *although*, *however*, *so*, and *because*

The goal of this writing section is to practice linking words in an informal email.

- 1 Read the introduction as a class. Brainstorm a few ideas and put them on the board to get students started, e.g., *family*, *job*, *where you live now*, etc.

Give students four or five minutes to take some notes, and have them compare with a partner. Tell the class that they will need the notes later in the lesson.

but, *although*, and *however*

- 2 Put students in pairs to compare the sentences. As a group, elicit students' ideas and discuss the rules.

Answers

But, *although*, and *however* all express contrast.

Although and *however* are more formal than *but*, and are often used in formal writing.

- *But* joins two clauses. It must go before the second clause.
- *Although* joins two clauses. It can go at the start of the sentence, in which case a comma separates the clauses. (It can also go in the middle of the sentence, in which case it is preceded by a comma.) *Although* can express a surprising contrast.
- *However* joins two sentences, and introduces the second sentence. It is preceded by a period and followed by a comma.

- 3 Ask students to join the sentences with the linking words. Have them discuss their answers in pairs. Check the answers with the class.

Answers

- 1 I love ice cream, but I don't eat it often.
Although I love ice cream, I don't eat it often.
(I don't eat ice cream often, although I love it.)
I love ice cream. However, I don't eat it often.
- 2 He's a good friend, but we don't have a lot in common.
Although he's a good friend, we don't have a lot in common.
(He's a good friend, although we don't have a lot in common.)
He's a good friend. However, we don't have a lot in common.
- 3 She isn't American, but she speaks English very well.
Although she isn't American, she speaks English very well.
(She speaks English very well, although she isn't American.)
She isn't American. However, she speaks English very well.
- 4 It rained a lot, but we enjoyed the vacation.
Although it rained a lot, we enjoyed the vacation.
(We enjoyed the vacation, although it rained a lot.)
It rained a lot. However, we enjoyed the vacation.

so and because

- 4 Ask students in pairs to match the sentences and patterns. With the class, discuss the rules of use.

Answers

- 1b 2a
so introduces a result or consequence; *because* introduces a reason.

- 5 Ask students to join the sentences with the linking words. Have them discuss their answers in pairs before checking the answers with the class.

Answers

- 1 I don't eat broccoli because I don't like it.
I don't like broccoli, so I don't eat it.
- 2 She went home because she was tired.
She was tired, so she went home.
- 3 We didn't enjoy our vacation because the weather was bad.
The weather was bad, so we didn't enjoy our vacation.
- 4 He worked hard, so he passed all his exams.
He passed all his exams because he worked hard.
- 5 I enjoy history class because I like the teacher.
I like the teacher, so I enjoy history class.
- 6 It started to rain, so we stopped playing tennis.
We stopped playing tennis because it started to rain.

- 6 Preteach/review *twins*, *to be a handful*, *to grow up*, *farmhouse*, *land* (n), *produce* (n), *treats*. Ask students to read the email quickly and answer the questions. Then give students time to complete the email with the correct linking words. Have them check their answers in pairs before checking the answers with the class.

Answers

Lindy is writing to Teresa.
She is replying to Teresa's email. Teresa has recently written to Lindy after almost ten years.
Lindy tells Teresa about her marriage and divorce, her two children, her farmhouse in Missouri, and her life in the country.

- | | |
|------------|-------------|
| 1 although | 7 but |
| 2 but | 8 because |
| 3 so | 9 so |
| 4 so | 10 However |
| 5 However | 11 although |
| 6 because | 12 but |

- 7 Ask students to refer to the notes they wrote in Exercise 1. Put the class in pairs to talk about their friend.

Read the boxed phrases as a class and answer any questions about the vocabulary. Give students time to write their email in class or assign it for homework.

When the students have finished, ask them to exchange emails with a partner. You can ask the partner to mark up mistakes in the email with the correction symbols from SB p. 100.

SUGGESTION

If you have access to computers in class, students can write and send the emails to each other electronically.

If possible, display the emails on the classroom wall to allow students to read each other's work. If you check the students' work, point out errors but allow students to correct them themselves. Correcting too many errors may discourage students from writing more.

ADDITIONAL MATERIAL

Workbook Unit 4

Ex. 13 Vocabulary – A loaf of bread

Ex. 14 Vocabulary – Food

EVERYDAY ENGLISH (SB p. 33)

Can you come over for dinner?

This section focuses on the language of requests and offers and reinforces the use of *some* in questions like *Can I have some ...?/Would you like some ...?* It also covers *Can/Could I/you ...?* and more polite requests with *Would you mind + ing?*



POSSIBLE PROBLEMS

would like Pre-intermediate students will be familiar with *would like* but may confuse it with *like*, especially in the use of the two auxiliary verbs *do* and *would*:

* *Do you like a coffee?*

* *I like a cup of tea, please.*

would you mind + ing This way of making polite requests may be new, and students may need help with the concept and how to reply to questions with *Would you mind ...?* In this context, *mind* = “object to.” If the person agrees to the request, the answer is negative, e.g., *Would you mind opening the window?*

No, not at all. (= I’m happy to open the window.)

To answer negatively, it’s common to say *sorry* and explain why you can’t accept the request, e.g.,

Would you mind lending me your cell phone?

I’m sorry, I can’t. The battery is low.

- 1 Introduce the section by asking students if they ever invite people to dinner. Elicit a variety of examples from the class.

Focus students’ attention on the picture. Elicit a description of what is happening and what the people are eating and drinking. Explain new vocabulary as necessary, e.g., *rice, dessert, ice cream, salt, pepper, salad.*

- 2 **CD1 58** Give students time to read through the lines. Answer any questions about vocabulary. Check that students understand that *help yourselves* means “serve yourselves” and *Is there any left?* means “Is there still some (fruit) available?” Point out that *decaf* /ˈdɪkæf/ is a common abbreviation of *decaffeinated*. Check pronunciation of *dessert* /dɪˈzɜrt/, *recipe* /ˈrɛsəpi/, and *guest* /ɡest/.

Elicit the matching line for number 1 as an example (see *Answers* below). Give students time to complete the matching activity, working individually. Students check their answers in pairs.

Play the recording and have students check their answers. Elicit the extra lines, playing the recording again if necessary.

Put students in pairs to practice the conversations. Monitor and check for correct pronunciation, particularly sentence stress and intonation. Students then continue practicing in their pairs.

Answers and audio script

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

CD1 58 Can you come over for dinner

- 1 **A** Would you like some more rice?
B No, thanks. But could I have another piece of bread?
A Of course. Do you want white or brown?
- 2 **A** Could you pass the salt, please?
B Yes, of course. Do you want the pepper, too?
A No, thanks. Just the salt.
- 3 **A** Can I have some water, please?
B Do you want tap or bottled?
A Just a glass of tap water is fine. Thank you.
- 4 **A** Please, just help yourselves to the dessert.
B We will. It looks fantastic. Did you make it yourself?
A I did. It’s my grandmother’s recipe.
- 5 **A** Would anybody like some more ice cream?
B No, but I’d love some more fruit. Is there any left?
A There is a little. It’s all yours.
- 6 **A** How do you take your coffee?
B Black, no sugar. Do you have any decaf?
A I’m afraid not, but we have decaf tea. Would that be OK?

- 7 **A** This is delicious! Would you mind giving me the recipe?
B No, not at all. I got it online. I’ll give you the website.
A Thanks. I get lots of my recipes online too.
- 8 **A** Do you want some help with the dishes?
B No, of course not. You’re our guests!
A Well, I hope you have a dishwasher ‘cause there’s a lot.

- 3 **CD1 59** Write *Can I have some water?* and *Could I have some water?* on the board. Ask *Which request is more polite? (Could I ...?)*

Elicit the answer to number 1 as an example (*Can/Could I ...?*). Give students time to complete the sentences, working individually. Check answers with the class, pointing out that in each case both *can* and *could* are possible, but *could* is more polite.

Read the example request and answer as a class. Elicit one or two further examples of requests and possible replies. Students work in their pairs to continue the activity. Monitor and help as necessary.

Preteach/review *specials* and *stranger*. Play the recording and have students compare their answers.

Answers and audio script

CD1 59

- 1 **A** Can I have some apple juice, please?
B Sorry, we don’t have any apple juice. Is orange juice OK?
- 2 **A** Could you tell me where Market Street is, please?
B Sorry, I’m afraid I’m a stranger here myself.
- 3 **A** Could I see the menu, please?
B Here you are. Today’s specials are on the board over there.
- 4 **A** Could I use your iPad for a few minutes, please?
B Eva’s using it right now. But you can have it after her.
- 5 **A** Could you lend me \$20, please?
B Mmmm ... I only have a ten.
- 6 **A** Can you take me to school, please?
B Oh, is it time? We’re going to be late!
- 7 **A** Can you help me with my homework, please?
B OK, but I’m not very good at math.
- 8 **A** Could you give me a ride to the train station, please?
B Of course. What time’s your train?

- 4 **CD1 60** Write *Would you mind _____ (close) the window?* on the board and elicit the correct form (*closing*). Explain that this is a polite way of making a request.

Focus students’ attention on the example request and reply in the Student Book. Point out that the answer is *no* if the person accepts the request. If students find this confusing, go through the examples in *Possible problems* above.

Give students time to reword sentences 5–8 with *Would you mind ...?* Encourage students to write a reply, too.

Tell students that each request has an extra line after it. Play the recording and have students check their wording. Play the recording again and have students repeat. Check for accurate sentence stress and the small rise and fall in the intonation at the end of the question:

Would you mind lending me twenty dollars?

Answers and audio script

CD1 60

- 5 **A Would you mind lending me \$20?** I'll pay you back tomorrow.
B Not at all. Is twenty enough?
- 6 **A Would you mind taking me to school today, please?** I missed the bus.
B Not again! That's the third time this week!
- 7 **A Would you mind helping me with my homework?** I have no idea how to do it.
B I don't mind helping you, but I'm not doing it for you.
- 8 **A Would you mind giving me a ride to the train station?** I have a lot of heavy bags.
B Not at all. Are you ready to go now?

- 5 Focus students' attention on the examples and elicit complete sentences. If necessary, review the difference between *lend* and *borrow* (*lend* = give temporarily; *borrow* = receive temporarily). If students need more support, you can write possible collocations on the board, e.g.,

lend me ten dollars/your pen/your cell phone/your umbrella, etc.

borrow your dictionary/some money/your pencil, etc.

help me with my project/the grammar section/my homework/my job application, etc.

Put students in small groups to continue the activity. Monitor and check for accurate formation of the requests and appropriate answers. Discuss and correct any common errors after the groupwork.

PHOTOCOPIABLE ACTIVITY

UNIT 4 Snakes and ladders TB p. 163

Materials: One copy of the worksheet (copied on larger paper, if possible) for each group of three/four students. Each group will also need a die and game markers. (Optional: one copy of the answers from the bottom of the worksheet, cut off and supplied separately to one student in each group.)

Procedure: Explain that students are going to play a game of Snakes and ladders to practice the grammar and vocabulary from Unit 4. Preteach/review the expressions students will need to play the game: *throw/roll the die/dice, It's my/your turn / I'm/You're next, That's right/wrong, go up the ladder, go down the snake, We are the winners!*

- Put students into groups of three or four, hand out copies of the board game, and the die and markers. (Optional: you can appoint one student as a referee and hand out a copy of the answers from the bottom of the worksheet.)
- Look at the board game with the class. Explain that there are three different types of question in the game:
say the missing word, e.g., square 2, 4, 6
correct the sentence (labeled *Correct it!*), e.g., square 3, 7, 9
choose the correct answer, e.g., square 5, 12, 16

- Explain the rules: students take turns throwing the die, moving the marker, and doing the activity on the square they land on. If the answer is correct, the player can throw again. If not, the player's turn ends. (Optional: if you have nominated a referee for each group, he/she shouldn't give the correct answer from the *Answers* sheet in case another player lands on the same square.) If a player lands on a ladder, they move to the top but only if they have answered the question at the bottom of the ladder correctly. If a player lands on a snake, they move to the bottom and wait until their next turn before throwing the die again. The first student to reach "Finish" is the winner.
- Students put their markers on "Start" and take turns throwing the die and moving around the board. Monitor and check that students are playing the game correctly. Try to encourage students to check each other's answers, but be prepared to be the final judge if the groups don't have a referee with the answers.
- As a follow-up, elicit the parts of the game that students found difficult or were unsure about. Write a list on the board and have students refer back to the relevant page(s) in the Student Book, including the Grammar Reference, and/or Workbook.

Don't forget!

Workbook Unit 4

Ex. 10 Reading – America's favorite meal – hamburgers

Ex. 11 Listening – My favorite kind of meal

Ex. 15 Pronunciation – Diphthongs

Ex. 16–17 Just for fun!

Grammar Reference (SB p. 135)

Word list Unit 4 (SB p. 144)

Remind your students of the Word list for this unit on SB p. 144. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

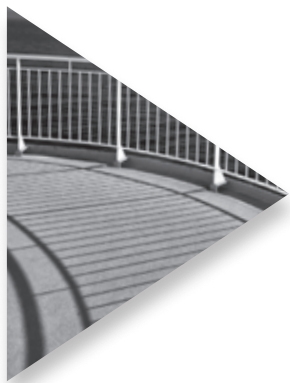
Unit 4 Test

Skills Test 1 (Units 1–4)

Stop and Check 1 (Units 1–4)

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)



5

Looking forward

Verb patterns • Future forms • Phrasal verbs • Expressing doubt and certainty



A green city for the future

The themes of hopes, ambitions, and plans provide the context for the presentation and practice of verb patterns and ways of talking about the future. *Going to*, *will*, and the Present Continuous for future are contrasted. The skills practice includes a *Listening and speaking* section on being 20-something, and a *Reading and speaking* section on a young woman who has hope for the future. *Everyday English* practices the language of expressing doubt and certainty. The *Writing* syllabus continues with a section on writing to prepare a talk on “my dreams for the future.”

LANGUAGE INPUT

GRAMMAR

Verb patterns (SB p. 34)

will, *going to*, and the Present Continuous for future (SB p. 36)

- Reviewing and extending knowledge of a variety of verb patterns.
- Understanding and practicing ways of talking about the future.

VOCABULARY

Phrasal verbs (SB p. 40)

- Understanding the difference between literal and idiomatic phrasal verbs.

EVERYDAY ENGLISH

Expressing doubt and certainty (SB p. 41)

- Understanding and practicing words and phrases that express degrees of certainty and doubt.

SKILLS DEVELOPMENT

READING

Hope for the future (SB p. 38)

- A profile of a young woman who has hope for the future, despite her difficult childhood.

LISTENING

What can you say? (SB p. 37)

How does it feel to be 20-something? (SB p. 37)

- Listening and responding to the start of six conversations **CD2 9** (SB p. 120)
- Listening to six young people talking about their lives. **CD2 11** (SB p. 121)

SPEAKING

Talking about you (SB p. 35)

Talking about you (SB p. 36)

When can we meet? (SB p. 37)

Role play (SB p. 38)

Talking about you (SB p. 40)

- Practicing verb patterns in a personalized way.
- Practicing talking about plans in a personalized way.
- Completing a calendar fill-in-the-blank exercise to practice making arrangements.
- Role-playing an interview between the main character from a reading text and an interviewer.
- Practicing phrasal verbs in a personalized way.

WRITING

Writing for talking – My dreams for the future (SB p. 105)

- Preparing and giving a talk about your future plans and dreams.

MORE MATERIALS

Photocopiables – Phrasal verbs pair-up (TB p. 164) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 34)

This starter activity gets students talking about themselves and previews their ability to form and use the verb patterns focused on later in the unit.

Focus students' attention on the sentence starters. Give one or two complete examples about yourself. Then give students a few minutes to prepare their sentences.

Elicit a variety of sentences from the students. Don't discuss any errors made with the verb patterns at this stage, but note how well students can use them.

I'D LIKE TO ... (SB p. 34)

Verb patterns

Students are likely to have come across several of the verb patterns in this unit, but they will probably not have seen them presented under the heading "verb patterns." It is worth explaining what a pattern is, i.e., something that repeats itself.

! POSSIBLE PROBLEMS

- Mistakes of form are common with verb patterns.
**I'm thinking of work as a designer.*
**She hopes finding a job soon.*
**He want have a restaurant.*
- Two possible patterns with *like* are also presented, and these cause problems of form and use.

Common mistakes:

- *I like play soccer.* **I'd like having a drink.*
- *I'm thirsty. I like a soda.*
- *Do you like to come to the movies tonight?*

In this unit, we suggest that for a general preference, *like + -ing* is used. Students might come across *like + base form* – this use of *like* has more of an idea of "this is how I prefer to do things" rather than "I enjoy."

I like to keep my desk clean.

The verb patterns presented in this unit are such high frequency items, that once you have presented them, they will automatically be reviewed and practiced in many classroom activities. Students may still make mistakes in subsequent classes, but you can refer them to the list of Verb patterns on SB p. 154.

Introduce the material by asking students general questions about their hopes and ambitions. If they are young, you can ask questions such as *What job do you hope to get? Would you like to go to college? What would you like to study? Are you going to travel?* If they are more mature, you can ask *What do you hope to do in the next ten years? Would you like to travel? Where would you like to go?*

- Focus students' attention on the photos of the people and read the names aloud. Preteach/review *fed up with*, *debt* /det/, *I.T.* (information technology), *paramedic*, *stressful*, *kids* (informal = *children*), *to travel for work*, *to have a day off*.
Give students time to read what the people say. Remind students that *What do they do?* means "What's their job?" Put students in pairs to discuss the questions about each person. Monitor and help.

Check the answers with the class. Elicit a variety of possible predictions about what each person wants to do. If students question the size of Abby's debt, explain that debts of up to \$50,000 are common for students leaving college in the US.

Answers

Tom is a student. He's fed up with school and exams.

Abby is a student in her last year at college. She has almost \$50,000 in student loan debt.

Kelly is a paramedic. Her job is very stressful.

Alison works at home. She has three children under seven and her husband travels for work a lot.

Martin works in I.T. He needs a change.

Bill is a retired newspaper delivery man. He didn't have a day off for 40 years.

- CD2 2** Focus students' attention on the example and give them time to read the other quotations. Help with any vocabulary questions. Then put students in pairs to complete the matching activity.

Preteach/review *to regret*, *to owe*, *pretty good at*, *community college*. Play the recording and have students check their answers. Elicit the name of each speaker for the quotations, then elicit any other information that students understood. Play the recording again if necessary.

Focus students' attention on the photos again. Ask them which person they most identify with and why.

Answers and audio script

1 Abby 2 Tom 3 Martin 4 Bill 5 Kelly 6 Alison

CD2 2 Verb patterns

Tom

I'm 16 and I'm fed up with school and exams. I'd like to quit now and get a job, any job. I hope to earn some money, but my parents say that I can't quit school. They think I'll regret it later, but I don't think I will.

Abby

I'm a student in my last year of college. I have almost \$50,000 of student loan debt. I'm going to study hard for my final exams because I want to get a well-paid job. I hate owing so much money. I'm going for an interview next Friday. Wish me luck!

Martin

I work in I.T. There's nothing I don't know about computers, but I need a change. I'm thinking of applying for another job with a company in New York. I saw it advertised online and it looks like the job for me. I'd love to work there for a couple of years.

Kelly

I'm a paramedic. I love my job, but it's very stressful. I'm looking forward to taking a break. We're going to the Caribbean this summer. I'm planning to do nothing but read on the beach for two whole weeks!

Alison

I have three kids under seven and my husband travels for work a lot of the time. I enjoy taking care of the kids, but I'd love to travel, too. Sometimes I get fed up with staying home all day. I'm looking forward to going back to work in a year or two.

Bill

I'm a retired newspaper delivery man, and I didn't have a day off for 40 years. Now I like sleeping late and planning vacations online for me and my wife. I'm pretty good at using a computer. We're going on vacation to Tuscany next year, so I'm going to learn some Italian before leaving.

- 3 **CD2 2** These sentences contextualize some of the key verb patterns covered in this section. There's no need to go over the grammar at this stage because the patterns are explained in the *Grammar Spot*.

Focus students' attention on the example. Play the recording and have students complete the sentences. Give them time to compare their answers in pairs and decide who is speaking before checking with the class. Ask students to spell the missing *-ing* forms to make sure they drop the *e* where necessary, e.g., *owing*, *using*.

Answers and audio script

- 1 I'd love **to work** there – Martin
- 2 I'm planning **to do** nothing but read on the beach. – Kelly
- 3 I **hate** owing so much money. – Abby
- 4 I get fed up with **staying** home all day. I'm looking forward to **going** back to work. – Alison
- 5 I'm pretty good at **using** a computer. – Bill
- 6 My parents say that I **can't** quit school. – Tom

CD2 2 Verb patterns

See Exercise 2 above.

GRAMMAR SPOT (SB p. 35)

- 1 Read the three patterns as a class and elicit an example of each one (see *Answers* below).
Give students time to underline the other examples in Exercises 2 and 3.
During the discussion, ask students which verbs are followed by the base form, which are followed by *-ing*, and which are followed by preposition + *-ing*.

Answers

Verb + infinitive

Exercise 2

- 1 I'm **going to study** hard; I **want to get**
- 2 I'd **like to quit** now; I **hope to earn** some money
- 6 I'd **love to travel**

Exercise 3

- 1 I'd **love to work** there
- 2 I'm **planning to do** nothing

Verb + *-ing*

Exercise 2

- 4 I **like sleeping** late
- 6 I **enjoy taking** care of the kids

Exercise 3

- 3 I **hate owing** so much money

Prepositions *at*, *of*, *with* and *to* + *-ing*

Exercise 2

- 3 I'm **thinking of applying** for another job
- 5 I'm **looking forward to taking** a break

Exercise 3

- 4 I **get fed up with staying** home; I'm **looking forward to going** back to work
- 5 I'm pretty **good at using** a computer

- 2 Focus students' attention on the pair of sentences and answer the question as a class. If students have problems putting the difference into words, ask *Which refers to all time? Which refers to now or*

the (near) future? If necessary, translate the two sentences and/or write the following sentences on the board to reinforce the difference:

I like soda. (in general)

I'd like a soda. (now)

Answer

I like working is a general, all-time preference. It applies to the past, present, and future.

I'd like to work refers to now or the (near) future.

- 3 Focus students' attention on the example. Then put them in pairs to complete the rest of the sentences, using the verb in the correct form.

Write the sentences on the board to reinforce the different verb patterns. Point out that the verb *work* is in the base form after some verbs and *-ing* after others, and that we use *-ing* after prepositions like *with*, *of*, and *to*. The *to* in *looking forward to* is a preposition. If necessary, you can drill these sentences with the class.

Answers

I want to work in New York.

I'd love to work in New York.

I enjoy working in New York.

I'm fed up with working in New York.

I hope to work in New York.

I'm thinking of working in New York.

I'm looking forward to working in New York.

►► Grammar Reference 5.1 p. 136

►► Verb patterns p. 154

PRACTICE (SB p. 35)

Discussing grammar

- 1 **CD2 3** Read the instructions as a class and focus students' attention on the example. Put students in pairs to complete this exercise. Monitor and help as necessary. Play the recording and have students check their answers. If necessary, go over the patterns in some of the sentences, referring back to the rules as appropriate.

Answers and audio script

- 1 I want to work in Paris.
I'd like to work in Paris.
- 2 We like going to Florida for our vacation.
We're thinking of going to Florida for our vacation.
- 3 She can't leave work early tonight.
- 4 I hope to see you again soon.
I'd like to see you again soon.
- 5 He's good at playing sports games on the computer.
He enjoys playing sports games on the computer.
- 6 Are you good at learning languages?
- 7 We're looking forward to taking a few days off soon.
- 8 I'm fed up with doing housework.
I hate doing housework.

- 2 **CD2 4** Focus students' attention on the example and the change in the verb pattern to *enjoy* + *-ing*. Give students time to change the sentences using the verbs that weren't correct in Exercise 1.

Put students in pairs to read their sentences aloud. Then play the recording and have students check their wording. If necessary, go over the patterns in some of the sentences, referring back to the rules as appropriate.

Answers and audio script

- 1 I enjoy working in Paris.
- 2 We're hoping to go to Florida for our vacation.
- 3 She wants to leave work early tonight.
She'd like to leave work early tonight.
- 4 I'm looking forward to seeing you again soon.
- 5 He wants to play sports games on the computer.
- 6 Do you want to learn foreign languages?
Do you like learning foreign languages?
- 7 We're going to take a few days off soon.
We'd love to take a few days off soon.
- 8 I don't want to do housework.

Making questions

- 3 **CD2 5** This exercise practices the verb patterns in question forms. Elicit the wording for the question in number 1 as an example. Then put students in pairs to complete the exercise.

Play the recording so that students can check their answers. Elicit how the conversations continue. Play the recording again if necessary.

Put students in pairs to practice the conversations. For students who need more support, refer them to **CD2 5** on SB p. 120. Encourage students to use the correct sentence stress and intonation. If students have a lot of problems, play parts of the recording again as a model and drill key lines as a class and individually. Students then continue practicing in their pairs.

Answers and audio script

Making questions

- 1 **A** I hope to go to college.
B What do you want to study?
A I'm going to study philosophy and politics. I'd like to be president.
B I think that's the worst job in the world!
- 2 **A** One of my favorite hobbies is baking.
B What do you like to bake?
A Well, cakes, all kinds of cakes.
B OK, can I have a big chocolate cake for my birthday?
- 3 **A** I'm bored.
B What would you like to do?
A Nothing. I'm happy being bored.
B Well, OK then!
- 4 **A** I'm looking forward to the party.
B Who are you hoping to see there?
A No one special. I just like parties.
B Me too!
- 5 **A** We're planning our summer vacation.
B Where are you thinking of going?
A We want to go camping this year.
B Ugh! I hate sleeping in tents.

Talking about you

- 4 Give your own examples first (talking about teaching English rather than learning!)

Put students in pairs to ask and answer the questions. Monitor and check that students are using the verb patterns accurately. Write down any common errors, but don't discuss them until after the pairwork. Students can also talk about their partner to the rest of the class during the discussion.

ADDITIONAL MATERIAL

Workbook Unit 5

Ex. 1–3 Verb patterns

Ex. 4–5 *I like* and *I'd like*

SUGGESTION

Before moving on to the next presentation of *going to*, *will*, and the Present Continuous for future, you can do some skills work – the Reading and Speaking section on SB pp. 38–39.

WRITING (SB p. 105)

Writing for talking – My dreams for the future

The goal of this writing section is to write a short talk, using the verb patterns and future forms from the unit. Students are encouraged to prepare their talk for presentation by marking pauses and thinking about sentence stress.

- 1 Read the instructions with the class and then give one or two personal hopes and ambitions as examples.

Give students time to prepare a few notes under the four headings in the Student Book. Monitor and help as necessary. Then discuss students' future hopes and ambitions with the class. In larger classes, students can do this in groups.

Establish what is the most common, unusual, or inspiring hope or ambition.

- 2 **CD2 6** Focus students' attention on the photo of Susannah. Ask students to guess what her hopes and ambitions might be.

Read the questions as a class. Then play the recording and have students follow the text in their books. Help with any vocabulary questions. Then check the answers to the questions. Find out if anyone in the class guessed Susannah's hopes and ambitions correctly.

Answers and audio script

Definite plans: to visit and spend two weeks with her brother in Australia
Not sure about: what to study – fashion or landscape design
Hopes, ambitions: to have own business and work for herself; to marry and have children

Dreams: to run a successful gardening company with about 20 employees; to design beautiful gardens; to have a beautiful house, two beautiful children, and a successful husband

CD2 6

See SB p. 105.

- 3 Ask students to read the text and underline useful expressions. Monitor and help as necessary.

With the class, create a list of useful language on the board. Also check the verb forms Susannah uses for the following parts of the talk:

definite plans: *I'm going to ...*

what she's not sure about: *I'm thinking ...*

dreams: *I'll ...*

Sample answers

Right now, I'm ... I often dream about ... I have big plans and I'd like to ... My most immediate plans are ... I'm going to ... I need to decide ... I'm thinking ... It's hard because ... In five or ten years I would like to ... Maybe I'll ... One day I hope to ... In my dreams I see myself ... I'll ...

- 4 Give students time to change the information in the first paragraph about themselves.
Put students in pairs to take turns reading their paragraph aloud. Monitor to check students' overall delivery.
- 5 Ask students to think about the structure of their talk before they start to write. Elicit the following plan and write the main headings on the board:

Introduction

Definite plans

Anything you're not sure about

Hopes and ambitions

Dreams

Give students time to prepare their talk, using the headings and useful expressions they underlined in Susannah's talk.

When students are ready, show them how to mark pauses and underline stresses by writing the following two sentences on the board, and marking them up as shown. Tell them to use a different colored pen from the one they used to write the text of their talk.

My most immediate plans // are vacation plans. // I'm going to visit my brother // who's working in Australia. //

Give students time to rehearse their talk, possibly for homework if there isn't time to do the presentations in the same class.

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

Encourage the class/groups to ask the presenter questions. Since public speaking can be so difficult for most students, be sure to give plenty of positive feedback after presentations.

DO YOU HAVE ANY PLANS? (SB p. 36)

will, going to, and the Present Continuous for future

In this section, students review *going to* for plans and the Present Continuous for future arrangements. These are contrasted with *will* for intentions made at the time of speaking. There is also practice of the use of *will* with predictions, after *I think ...*, e.g., *I think it'll rain later*. Students are likely to be familiar with the form of all these

ways of referring to the future, but confusion over the use and interference from students' L1 can lead to mistakes.

! POSSIBLE PROBLEMS

In this unit, the use of *will* to express a future intention decided as you speak is contrasted with *going to*, which expresses a pre-planned intention. Students might perceive this conceptual difference easily, but will often forget to apply it. Knowing which future form to use can cause ongoing problems for many students.

Common mistakes:

"Have you booked a vacation yet?" *"Yes. We'll go to Spain"

*What will you do this evening?

*What do you do this evening?

Students often use the base form of the verb to express a spontaneous offer or intention, rather than *will*.

"The phone's ringing." *"OK. I answer it."

*I open the door for you.

SUGGESTION

Making offers and expressing intentions are a regular part of day-to-day classroom communication, whether students are acting in roles or just being themselves. When you hear mistakes with the "spontaneous decision" use of *will*, it is worth reminding students of the rule. They might learn it all the better while using it in a real context. For example, if a student offers to help you collect the books and says *I collect the books for you*, remind students of the use of *will* and allow the student to self-correct to *I'll collect the books for you*.

- 1 **CD2 7** Focus students' attention on the photos and ask students to identify Pete and Debbie. Ask *Who looks more positive?* (Pete). Read questions 1–4 as a class. Focus on answers a–h and explain that there are two answers to each question, one from Pete and one from Debbie. Elicit Pete and Debbie's answer to question 1 as an example. (See *Answers* below).

Give students time to match the questions and sets of answers. Have them check their answers in pairs then play the recording for them to listen and check. Elicit who has more definite future plans (Pete).

Answers and audio script

1 d, h 2 c, g 3 a, e 4 b, f

CD2 7 Do you have any plans?

1 Pete and Ben

B Hi, Pete! What are you doing this evening?

P I'm meeting my brother for dinner. Would you like to come, Ben?

B Sorry, I can't. I'm working late tonight. But – are you doing anything interesting this weekend?

P Yes, I'm going to stay with an old friend from school. It's his birthday and he's having a party.

B Are you going to have a party for your birthday?

P Of course! I'm going to invite all my friends.

B Great! I'll look forward to that! Hey, where are you going on vacation this year?

P I'm going surfing in Costa Rica. I'm really excited.

- B** Wow, that sounds amazing. I'm not going anywhere this year. I can't afford it.
P Yeah, but that's 'cause you're saving to buy a car.
B I know. You can't have everything. Give my regards to your brother. I'll see you later.

2 Debbie and Ella

- E** Hey, Debbie! It's the weekend. Are you doing anything interesting?
D No, I'm not. I'll call you and maybe we can do something together.
E Sorry, I can't this weekend. I'm going on vacation on Saturday.
D Oh, nice! Where?
E Mexico, for a week. Where are you going on vacation this year?
D I can't decide. Maybe I'll go bike riding in Colorado. Hey, will you be back from vacation for my birthday on the 25th?
E Yes, I am. Are you going to have a party?
D I haven't thought about it. Maybe I'll just celebrate at home with a few friends.
E Nice idea! So what about tonight? I'd like to see you before I go away. What are you doing tonight?
D Nothing much. I think I'll just watch a movie and order a pizza. Come and join me!
E OK, I'll do that, but I won't stay late. My flight leaves at eight in the morning.

- 2 Give students time to read the questions. Elicit any answers that students can remember from the recording. Preteach/review *I can't afford it* and *to save*. Then play the recording again to allow students to check/compare their answers.

Check the answers with the class.

Answers

- 1 He is working late.
- 2 It's his birthday and he's having a party.
- 3 He isn't going anywhere. He can't afford it.
- 4 She's going to Mexico for a week.
- 5 On the 25th.
- 6 Her plane leaves at eight in the morning.

Talking about you

- 3 Give students a few minutes to think about their answers to the questions in Exercise 1. Ask and answer one or two of the questions as a class.

Then put students in pairs to ask and answer the questions. Monitor and check for correct tense use.

Highlight and correct any mistakes in the discussion session. Also ask students to tell the class about some of their partner's answers.

GRAMMAR SPOT (SB p. 36)

Read through the rules as a class. Additional explanation in L1 and/or the following notes may be helpful.

- 1 Demonstrate the pronunciation of *I'll* /aɪl/. Elicit and check the pronunciation of the negative *won't* /wəʊnt/.
- 2 *Going to* can mean that you've already decided to do something, some time before you speak about it.
- 3 Point out that there is sometimes very little difference between *going to* and the Present Continuous for future, e.g., *What are you going to do this summer?*

What are you doing this summer?

It's also a good idea to remind students that the verbs *go* and *come* are not generally used with *going to* but with the Present Continuous, e.g.,

I'm going to go shopping. – *I'm going shopping.*

I'm going to come to France. – *I'm coming to France.*

►► Grammar Reference 5.2 p. 136

PRACTICE (SB p. 36)

Discussing grammar

- 1 **CD2 8** Elicit the answer to number 1 as an example. Put students in pairs to discuss the verb forms and choose the correct one.

Play the recording and have students check their answers. Ask students if they can remember the extra line in each conversation. Elicit a few answers, then play the recording again for students to listen and check. Students then practice the conversations in pairs.

Answers and audio script

Discussing grammar

- 1 **A** Have you decided which college to apply to?
B Oh yes, **I'm going to** apply to Reed College.
A Good luck! It's difficult to get into.
- 2 **A** I don't have your number.
B Really? **I'll** text it to you right now.
A Thanks.
- 3 **A** We don't have any fruit in the house.
B **I'm going** shopping this afternoon. **I'll** get some apples.
A Great. I'll give you money.
- 4 **A** My bag is really heavy.
B Give it to me. **I'll** carry it for you.
A Thanks.
B Wow. What do you have in here?
- 5 **A** Tony's back from vacation.
B Is he? **I'll** give him a call.
A I'm seeing him tonight. Do you want to come?
- 6 **A** What **are we having** for dinner?
B **I'm going to** make spaghetti and meatballs.
A Not again! We had that twice last week.

What can you say?

- 2 **CD2 9** This is a type of prompt drill that requires students to make quick decisions as to which verb form to use in reply to the opening line of some conversations.

Play the first line as an example and elicit a variety of possible answers. Make sure students use *going to* each time. Play the rest of the recording, pausing after each opening line to allow students to respond. Keep the pace up so that students need to respond quickly, but also make sure that all students can contribute. If students select the wrong verb form, highlight this quickly and allow them to self-correct.

- 4 I'm thinking changing my job soon.
 - 5 I seeing the doctor tomorrow about my back.
 - 6 I want go to the party.
 - 7 Call me tonight. I give you my number.
- Give students time to check their answers in pairs before checking the answers with the class.

Answers

- 1 "What **would** you like to drink?" "I **would** like a coffee, please."
- 2 I can't go out because a friend **is** coming over.
- 3 I'm looking forward **to** seeing you again soon.
- 4 I'm thinking **of** changing my job soon.
- 5 I'm seeing the doctor tomorrow about my back.
- 6 I want **to** go to the party.
- 7 Call me tonight. I'll give you my number.

ADDITIONAL MATERIAL

Workbook Unit 5

Ex. 6–10 Future forms

LISTENING AND SPEAKING (SB p41)

How does it feel to be 20-something?

ABOUT THE LISTENING

The theme of this section is the lifestyle and opinions of people in their twenties. This age group is sometimes referred to as the "iGeneration," meaning that they are highly individualized and have little sense of community. (Sociologists also refer to the "iGeneration" as the Internet generation, who have spent all or a good part of their lives using mobile technologies, including the iPhone, iPod, Wii, iTunes, iPad, etc.)

Exercise 2 refers to an "iGeneration" poll that was commissioned by *The Times* national newspaper in the UK. The poll asked a sample of 18–30-year-olds questions on a variety of topics, including their personal situation, employment, education, financial situation, and attitudes to moral issues. The opinions in the texts, although not taken from any of the people interviewed in the poll, are representative of readers of *The Times* who wrote to the newspaper about their life as a twenty-something.

Some of the vocabulary in the *Listening* may be new, so be prepared to preteach/review the following items especially with weaker classes: *to have a shock*, *nephew* /'nefju/, *to feel grown-up*, *to study to be a paralegal*, *miserable*, *to give something up*, *to pay rent*, *college*, *journalist*, *junior reporter*, *boomerang* /'bumə,ræŋ/ (a curved stick that, when thrown in a particular way, comes back to the person who threw it).

- 1 Give a brief description of a person you know in their twenties. Focus students' attention on the prompts in the Student Book and give students time to think of information about a person that they know.
Put students in pairs to talk about their chosen person and compare their lives. Monitor and help as necessary.

- 2 Explain to students that the interviews they are going to hear are about three 20-somethings discussing their lives. Elicit the meaning of *20-something* (a person who is 20–29 years old).
- 3 **CD2 12** Focus students' attention on the photos of the three speakers. Ask *What are their names and how old are they?* (Leo is 28, Elsa is 26, and Dan is 24.)

Read the questions as a class, then play the recording once all the way through without stopping.

Give students time to check their answers in pairs, before checking with the class.

Answers and audio script

Leo is happy.

None of them feels grown-up.

Dan knows that he wants to be a journalist.

CD2 12 How does it feel to be 20-something?

Leo, 28

I had a real shock the other day. My little nephew, he's six, said to me "Uncle Leo, when you were a little boy did you have telephones?" I couldn't believe it. I said, "Of course we did. How old do you think I am?" Then he said, "But did you have cell phones?" And I thought, "Did we?" I can't remember life without cell phones, but in fact, uh, I think I was about eight when my dad got our first one. "Yeah," I said, "When I was eight." "Aha!" said my nephew "I knew it. You are old." I didn't like hearing that! Even though I'm 28, I don't feel grown up at all. I have a great life – a good job, lots of friends. I go out with them most nights. I go to the gym every morning. I'm going to buy a condo next year. Maybe when I'm in my 30s, I'll get married and start a family.

Elsa, 26

I started studying to be a paralegal after I graduated from college. I was making good money, and in many ways, I had a good life but, uh, the more I studied law, the more I hated it. I was bored and miserable – so I decided to give it all up and travel. I was away for a year. I went to Australia, New Zealand, Central and South America – it was amazing, but then I went back home. I was 24 and with no money, no job, and nowhere to live. I moved back with my mom and dad. They're wonderful, and they don't make me pay rent, but – oh my gosh – it's like being a little girl again. Right now I'm working as a waitress just to make a little money and my dad keeps asking, "When are you going to find a real job?" My mom says, "When I was your age, I was married with two children." Married with kids! I don't feel old enough for that. I have a boyfriend, but we're not thinking about getting married! Maybe I'll study to be a teacher. Now that's a real job.

Dan, 24

When I left home at 18 I thought that was it – "goodbye mom and dad." Now six years later, I'm back! My college years were great – I worked hard and played hard but I left with huge debts – over \$20,000 in student loans. I thought, "No problem, I'll just get a job and pay it back." I moved into an apartment with some friends and I was lucky – I got a job pretty quickly, but ... I want to be a journalist and the only way is to begin at the bottom. I'm a very junior reporter for a small local newspaper. I like working there, but it only pays \$25,000 a year. I couldn't afford the rent for the apartment, so here I am, back with the parents. They call us the "Boomerang Kids" – you know, kids who grow up, leave home, and then move back again, like a boomerang. A lot of my friends are doing the same thing. My girlfriend is back with her mom, too. One day we're hoping to get married and get a place of our own, but that probably won't be for a few years. You can't grow up when you're still at home with your parents. I'm fed up.

- 4 Focus students' attention on the example. Then give students time to complete the questions with the correct name. Have the class check the names in pairs before checking with the class (see *Answers* below).

Ask and answer question 1 with the class as an example. Students then continue the activity, working in their pairs. If students need more support, have them ask and answer as many questions as possible, then play just the relevant section(s) of the recording so that students can answer any questions they missed.

Answers

- 1 How old is **Leo's** nephew?
He's six.
- 2 How much did **Dan** owe when he graduated from college?
\$20,000.
- 3 Why did **Elsa** give up studying law?
She was bored and miserable.
- 4 How much does **Dan** earn as a junior reporter?
\$25,000 a year.
- 5 How long did **Elsa** travel?
A year.
- 6 What questions did **Leo's** nephew ask?
"When you were a little boy, did you have telephones?"
"Did you have cell phones?"

- 5 **CD2 12** Give students time to read the questions about Leo. Play just his recording from **CD2 12** again and then check the answers.

Repeat the procedure for Elsa and questions 5–8, and Dan and questions 9–12.

Ask students if they know any twenty-somethings like Leo, Elsa, or Dan, and which of the three is likely to be most successful in the future.

Answers

Leo

- 1 He didn't like feeling old.
- 2 Yes, he's happy. He has a great life with a good job, and lots of friends.
- 3 He's going to buy a condo.
- 4 He'll get married maybe when he's in his 30s.

Elsa

- 5 She went to Australia, New Zealand, and Central and South America.
- 6 She's working as a waitress.
- 7 "When are you going to find a real job?"
- 8 Her mother was married with two children at Elsa's age.

Dan

- 9 Because he grew up, left home, and then moved back to his parents' house again.
- 10 No, he doesn't. A lot of his friends are doing the same thing.
- 11 It probably won't be for a few years.
- 12 He says you can't grow up when you're still at home with your parents.

What do you think?

Give students a few minutes to think about their answers to the questions. Put students into small groups to discuss their ideas.

Conduct a short class discussion, asking one student from each group to summarize what they talked about.

Find out what age most students think is the best time to leave home, and if the issue of "boomerang kids" exists in their country. Elicit any personal experiences students feel comfortable talking about with the class.

EXTRA ACTIVITY

You can review past tenses and reinforce future forms by asking students to think about life for earlier and later generations of 20-somethings. Ask:

What was life like when your parents or grandparents were 20-something?

What will life be like when today's teenagers are 20-something?

Give students time to think about different areas of life, taking notes under the following headings:

Family size and location

Home life

The roles of women versus men

Education

Employment

Free time

Students can compare their ideas in small groups, or you can assign it as a project, with students presenting their ideas to the class with supporting visuals.

READING AND SPEAKING (SB p. 38)

Hope for the future

NOTE

The first exercise in the *Reading and speaking* section asks students to do some Internet research on Chernobyl and then to discuss the information with the class. Give students time to do the research before class, probably for homework. Encourage them to bring any visuals that they think will help to support the information they find.

ABOUT THE TEXT

The text is a personal account of a young woman whose life was affected by the explosion at the Chernobyl /tʃɜr'noubəl/ power station, but who has gone on to establish a close relationship with an Irish family.

In the early hours of April 26, 1986, one of four nuclear reactors at the Chernobyl power station exploded. The city of Chernobyl is located in Ukraine /yu'kreɪn/ (formerly part of the Soviet Union). The explosion and fire released large quantities of radioactive contamination into the atmosphere that spread over much of Western USSR and Europe. It is considered the worst nuclear power accident in history. Much of the fallout was deposited close to Chernobyl, in parts of Belarus, Ukraine, and Russia. More than 350,000 people resettled away from these areas, but about 5.5 million remain. Soil contamination is likely to be a concern for many years to come, adversely affecting the health of the residents and the economic prospects of the area.

The Ukraine led the world in marking the 25th anniversary of the disaster in 2011 with church services and candlelit vigils. Tributes were paid to the many firefighters and clean-up workers who died soon after the accident from acute radiation poisoning.

In addition to Chernobyl, the places referred to in the text are Polesye /'pɒlesie/ – a village in Belarus /bələ'rus/ (a country in Eastern Europe), and Limerick /'lɪməɪk/ (a county in the southwest of the Republic of Ireland and also the main city of the county).

The text is divided into an introduction and three main sections. There are opportunities for students to discuss ideas and offer their own opinions. The section ends with a role play of an interview with Palina, along with a listen and compare activity with a recorded interview.

There is no technical vocabulary, but students will need to work with some new words. Encourage them to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. With students who need more support or if you have limited time, you can preteach/review some of the following vocabulary: *nuclear accident/disaster, to occur, to take away (= remove), depressed, expert (n), to pick mushrooms, forest, contaminated, to give someone a warm welcome, phrase book, to miss your family, biochemistry.*

- 1 See *Note* above about the Internet research needed for this section. Ask students to share the information they find online. Have them refer to the map on SB p. 38 to help explain the location of the accident, and present any other visuals they have found. Encourage all students to contribute and to discuss the topic.
- 2 Focus students' attention on the photo of Palina and explain that she is the young woman with two families. Give students a few minutes to read the introduction. Read the questions as a class and check the answers. Again, refer to the map on SB p. 38 to locate the village.

Answers

- She comes from Polesye, a village in northern Belarus.
- She was born in 1988.
- She had a lot of health problems.

- 3 Have students read the section quickly. Monitor and help with any questions.

Give students time to do the true/false activity. Remind them to correct the false statements.

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

Answers

- 1 False. She was born two years later.
- 2 False. She grew up in the village of Polesye, in Belarus.
- 3 False. She has a brother.
- 4 True.
- 5 False. The mushrooms in the forest were dangerous.
- 6 False. A charity paid for the vacations.
- 7 False. She didn't speak a word of English.

- 4 Ask students if they ever spent a long time away from home when they were younger. Elicit how they and the rest of their family felt.

Give students time to read the section, again helping with vocabulary as they go. Check if students' predictions were correct.

Have students discuss their answers in pairs/groups of three before checking the answers with the class.

Answers

- 1 At first she used a phrase book, but she didn't need language to play with the family's children.
- 2 There was so much to choose from. She only knew her little village store.
- 3 No, but she could speak a few words of English.
- 4 She visited them twice a year and often spent three months with them in summer.

- 5 Ask students to predict why Palina says she's so lucky. Give students time to read the section, again helping with vocabulary as they go. Check if students' predictions were correct.

Check the reasons the text gives for Palina being lucky.

Answers

The time she spent in Ireland was improving her health and her English. John and Fiona offered to pay for her to study in Ireland and said she could stay with them full-time. She's now studying biochemistry at the University of Limerick.

- 6 This final reading activity helps students interpret the wider meaning of the text, with a series of quotations from the people mentioned. Elicit the answer to number 1 as an example. Then put students in pairs to complete the activity. When checking with the class, elicit a variety of answers from different pairs. If there is any disagreement, have students justify their answers using the text.

Answers

- | | |
|----------------------------|------------------|
| 1 Palina's parents | 5 John and Fiona |
| 2 The villagers | 6 Chloe and Evan |
| 3 Someone from the charity | 7 John and Fiona |
| 4 Palina | 8 Palina |

What do you think?

Preteach/review *homesick*. Put students in groups of three or four to discuss the questions. Monitor and help as necessary.

Elicit a variety of answers from the groups during the discussion. Complete the discussion by asking students what they think of Palina and what adjectives they would use to describe her, e.g., *brave, caring, appreciative, hard-working*, etc.

Suggested answers

- People lost hope for the future. The farmers weren't able to sell their produce. Many people became sick and depressed. They couldn't pick wild food anymore.
- No. They lost all their customers after the accident. They didn't have a phone. Palina had no money to study.
- She probably was homesick because she couldn't speak English at first, and she wasn't able to call her parents.

Role play

CD2 13 Read the instructions as a class. Then put students in groups to prepare questions for the interview. Monitor and help as necessary. With students who need more support, you can write prompts on the board to help them with the questions, e.g., *Where / come from?*, *What / happen / in 1986?*, *What / your family / do?*, etc.

Divide the class into pairs and assign the role of Palina or the interviewer to each student. Ask two students to read the opening lines of their interview to the class. Students continue the role play in closed pairs. Monitor and write down any common errors to discuss after the role play. Fast finishers can switch roles and try the role play again.

Tell students they are going to hear a version of the interview with Palina to compare with theirs. Preteach/review *produce* (n), *to get along well with*, *to pick up a language*.

Play the recording and have students compare the interview with their version.

Audio script

An interview with Palina Yanachkina

I = interviewer P = Palina

I Today I'm talking to Palina Yanachkina. Nice to meet you, Palina. Can I ask you some questions?

P Sure.

I I hear that you call yourself the girl with two families. Why is that?

P Well, I have my family back home in Belarus and my family in Ireland.

I Where exactly do you come from?

P I come from the village of Polesye, not far from Chernobyl. I was born in 1988, just two years after the nuclear accident there. It was a terrible time for us.

I I can understand that. What happened to your family?

P My parents are farmers, and after the accident they couldn't sell any of their produce. No one wanted to buy our meat or vegetables. We were poor and sick – like many people in the village.

I How awful.

P But I was lucky. I had the chance to go to Ireland and that was when I met my second family. I loved staying with them. They were so kind to me. They looked after me so well.

I Your English is excellent now. Did you speak English then?

P Not a word. But I learned quickly, especially from the children. I got along really well with them.

I So you picked up English little by little?

P I took some classes, too, and I went back to Ireland many times.

I What are you doing now?

P I'm studying in Ireland. My Irish family is paying for my studies. I'm hoping to become a doctor one day and return to my village to help the people there. That's my big hope for the future.

I Well, I'm sure you'll do that one day. Thank you, Palina. It was a pleasure talking to you.

out the answers logically and easily. Elicit the answer to number 1 as an example.

Ask students to complete this exercise, working individually. Students check their answers in pairs before checking the answers with the class.

Answers

1 off 2 on 3 out 4 down 5 at 6 back

- 2 Focus students' attention on the cartoon and have them match the phrasal verbs with the illustrations to check that they understand all the meanings. Have one student mime one of the verbs as an example.

Put students in pairs or small groups to mime the actions and guess the phrasal verbs.

- 3 Check the answer to number 1 as an example. Ask students to complete the sentences with the correct phrasal verb. Remind them that they may need to change the form or tense of the verb.

Put students in pairs to read their answers aloud and compare the wording. Check the answers with the class.

Answers

- 1 Help me **look for** my glasses. I can't find them.
- 2 I like these shoes. Can I **try** them **on**?
- 3 Those jeans look great. **Turn around** so I can see the back!
- 4 Don't throw it on the ground! **Pick it up**!
- 5 Don't **throw** that newspaper **away**. I want to read it.
- 6 Why are all these lights on? **Turn** them **off**.

Phrasal verbs – idiomatic

Read the examples of literal and idiomatic phrasal verbs with your students. Make sure they understand what is meant by a phrasal verb, and make it clear which phrasal verbs are literal and which are idiomatic (have a meaning that cannot be figured out logically from the parts). Focus on the meanings of the idiomatic phrasal verbs in parentheses to help to illustrate this.

- 4 Match the first phrase with the correct cartoon as an example. Students match the remaining verbs individually. Check the answers with the class.

Answers

- | | |
|---------------------------|-------------------|
| 1 take care of a baby | 4 look up a word |
| 2 break up with someone | 5 run out of milk |
| 3 get along with somebody | |

- 5 Check the answer to number 1 as an example. Ask students to complete the sentences with the correct phrasal verb from Exercise 4.

Put students in pairs to read their answers aloud and compare the wording. Check the answers with the class.

Answers

- 1 "What does this word mean?" "I don't know. I'll **look it up**."
- 2 My boss is a great guy. I **get along** very well **with** him.
- 3 Leave little Emma with me. I'll **take care of** her while you're out.
- 4 It was a horrible car ride – traffic jams all the way, and we almost **ran out of** gas.
- 5 I feel miserable because I **broke up with** my boyfriend last weekend.

VOCABULARY AND SPEAKING (SB p. 40)

Phrasal verbs – literal

The exercises in this section illustrate that phrasal verbs can have both literal and non-literal (idiomatic) meaning.

- 1 Don't read through the information on literal phrasal verbs at this point. Explain that the words in this exercise are used literally and so students should be able to figure

Talking about you

CD2 14 Ask students to complete the questions with the correct phrasal verb. Remind them that they may need to change the form or tense of the verb.

Play the recording and have students check their answers. Then put students in pairs to practice asking and answering the questions. Monitor and check for accurate use of the phrasal verbs. Discuss any common or frequent errors with the class.

Ask students to report back any interesting information they found out about their partner to the class.

Answers and audio script

Talking about you

- 1 Where did you **grow up**? Do you still live in the same house?
- 2 How do you **get along with** your parents?
- 3 Did you ever **break up with** a boyfriend or girlfriend?
- 4 Would you like to be a doctor or nurse and **take care of** people?
- 5 Are you good at **picking up** foreign languages?
- 6 Do you **look up** a lot of words in your dictionary?

PHOTOCOPIABLE ACTIVITY

UNIT 5 Phrasal verbs pair-up TB p. 164

Materials: One copy of the worksheet, cut up for each pair or group of three students.

Procedure: Explain that students are going to play a game in which they match phrasal verbs with pictures. Briefly review common phrasal verbs by writing fill-in-the-blank sentences on the board and eliciting the missing adverb/preposition, e.g.,

I grew _____ in a big city. (up)

I don't feel very well. I need to lie _____. (down)

I lent her some money, but she didn't pay me _____. (back)

Preteach/review the expressions students will need to play the game: *It's my/your turn / I'm/You're next, That's right/wrong, That picture matches/doesn't match the verb.*

- Put students into pairs/groups of three. Give each pair/group a set of shuffled verb cards and a set of shuffled picture cards. Tell students not to look at the verbs or pictures. Have them lay out each set of cards separately, face down on a desk.
- Demonstrate the game with one pair/group. Students take turns turning over one picture card and one verb card. If the cards match, the student makes a sentence using the phrasal verb. Provided the sentence is accurate, the student keeps the cards and takes another turn. If the sentence isn't accurate, or if the cards don't match, the student turns the cards over again in the same position.
- Students play the game in their pairs/groups. Monitor and check that students are playing the game correctly. Try to encourage them to check each other's sentences, but be prepared to be the final judge if the pairs/groups disagree.

- Students play until all the cards have been matched. The student with the most cards is the winner.
- As an extension, you can have students use the phrasal verbs in a story-building activity. The stories can be as realistic or as silly as you think appropriate. Students use as many of the verbs as possible in their story. Monitor and help with vocabulary as necessary. Students can then read their stories to the class and vote for the best one.

ADDITIONAL MATERIAL

Workbook Unit 5

Ex. 15 Vocabulary – Phrasal verbs

EVERYDAY ENGLISH (SB p. 41)

Expressing doubt and certainty

The *Everyday English* syllabus continues with a focus on the language used to express doubt, e.g., *I'm not sure*, and certainty, e.g., *Definitely!* These will be practiced and recycled in a natural way in the many discussion activities in this and later levels of *American Headway*.

- 1 Focus on the picture and elicit that the woman isn't sure what to do. Preteach/review *certain* (= 100% sure). Give students time to read the three questions and possible answers. Help with any vocabulary questions.
Read the first question and first two possible answers as an example. Elicit how certain the answers are (see *Answers* below). Give students time to complete the activity, working in pairs. Monitor and help as necessary. Check the grading of the responses with the class. Also point out the silent letter in *doubt* and check the pronunciation /daʊt/.

Answers

- 1 Of course he will. – 100% certain
He might. – 75% certain
Mmm ... maybe. – 50% certain
I doubt it. – 75% certain
No chance. – 100% certain
 - 2 Yes, absolutely. – 100% certain
I think so. – 75% certain
Mmm ... I'm not sure. – 50% certain
I don't think so. 75% certain
Definitely not. – 100% certain
 - 3 Definitely! – 100% certain
Maybe. – 75% certain
They might. – 50% certain
Anything's possible. – 50% certain
Not a chance. – 100% certain
- 2 **CD2 15** Tell students they are going to hear three conversations, each starting with a question in Exercise 1. Tell students they will hear expressions from Exercise 1, but they may not be in exactly the same form as in the Student Book.
Play the first conversation as an example and elicit the expressions and whether the speakers agree (See *Answers and audio script* below). Play the remaining conversations.

Allow students time to underline the answers the people give and decide if they agree. Check answers.

Answers and audio script

- 1 I doubt it; no chance. They agree.
- 2 Yes, absolutely; Mmm ... I'm not sure. They disagree.
- 3 They might. Anything's possible; Definitely not. I don't think they have a chance (= no chance). They agree.

CD2 15 Expressing doubt and certainty

- 1 A Do you think Tom will pass his final exams?
B I doubt it. He's fed up with school.
C I know. He has no chance at all. He wants to leave and get a job.
- 2 A Does Martin earn a lot of money?
B Yes, absolutely. He earns a fortune.
C Mmm ... I'm not sure. He wants to change his job.
- 3 A Is the US going to win?
B They might. Anything's possible, but I think it's very unlikely.
A Definitely not! I don't think they have a chance.

- 3 Write the answers from Exercise 2 on the board. Play the recording, pausing after each expression of doubt or certainty. Have students mark the main stress and focus on the intonation. If necessary, also mark the linking between words.

- 1 I doubt it.
He has no chance at all.
- 2 Yes, absolutely.
Mmm ... I'm not sure.
- 3 They might.
Anything's possible.
Definitely not!

If students have difficulty, drill the pronunciation as a class and individually.

Put students in groups of three to practice the conversations. Have them use the wording in **CD2 15** the first time they practice and then to repeat the questions, using their own replies. Monitor and check for correct pronunciation.

- 4 **CD2 16** Give students time to read the conversation and help with any vocabulary questions. Check that students understand that Capricorn and Aquarius are astrological signs.

Read the first line in conversation 1 and elicit a possible reply (*Definitely/Absolutely/Of course it is.*). Give students time to complete the conversations, choosing words and phrases from Exercise 1. Monitor and help as necessary. Play the recording and have students compare their answers. Elicit the words used in the recording and check that students' own answers are appropriate.

If you think your students need more pronunciation practice, have them read their versions of the conversations in pairs.

Answers and audio script

- 1 A Kelly's job is stressful, isn't it?
B **Absolutely**. She's a paramedic.
A Is she going on vacation soon?
B I **think** so. She says she **might** go to the Caribbean.
- 2 A It's Rob's birthday next week, isn't it?
B Yes, **definitely**. It's on the 22nd.
A So he's a Capricorn.
B No, I **don't think so**. I think he's an Aquarius.

- 3 A Do you think Anita and Paul are in love?
B **Definitely**. They're getting married in Hawaii.
A How nice! Are you going to the wedding?
B **Not a chance**. I can't afford it.

- 5 **CD2 17** Give students time to read the list of questions. Help with any vocabulary questions. Ask the first question and elicit a variety of answers from the class.

Put the class into groups of four to continue asking and answering. Encourage them to vary the expressions they use in their answers. Monitor and check for appropriate use of the expressions and for correct pronunciation. Write down any common errors and discuss these after the group work.

Play the recording and have students compare their answers. If you think your students need more pronunciation practice, refer them to **CD2 17** on SB p. 121 and have them read the conversations in pairs.

Audio script

- 1 A Did Leo Tolstoy write *War and Peace*?
B Definitely. He wrote it in 1869.
- 2 A Is Nicole Kidman American?
B I don't think so. I think she's Australian.
- 3 A Was Sherlock Holmes a real person?
B Definitely not. He's from a book by the writer Sir Arthur Conan Doyle.
- 4 A Is the population of China more than two billion?
B It might be. I don't know. It's definitely more than one billion.
- 5 A Do some vegetarians eat fish?
B I think so. I have a friend who's vegetarian and she eats fish.
- 6 A Is the weather going to be nice next weekend?
B I doubt it. It's cold and rainy today.
- 7 A Are you going to be rich and famous one day?
B Not a chance. I'd like to be richer than I am now, but I wouldn't like to be famous.
- 8 A Is your school the best in town?
B Absolutely. It's definitely the best.

Don't forget!

Workbook Unit 5

- Ex. 11 Pronunciation – Confusing vowel sounds
Ex. 12 Reading – The refugee from Sierra Leone
Ex. 13 The verb *get*
Ex. 14 Listening – Three teenagers and their ambitions
Ex. 16–17 Just for fun!

Grammar Reference (SB p. 136)

Word list Unit 5 (SB p. 144)

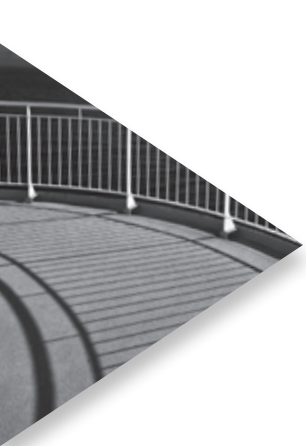
Remind your students of the Word list for this unit on SB p. 144. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 5 Test

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)



6 The way I see it

What ... like? • Comparatives and superlatives • Synonyms and antonyms
What's happening?



Scotland

The theme of this unit is describing people and places. This provides a useful context to practice the grammar for this unit – *What ... like?*, and comparatives and superlatives. The text in the *Reading and speaking* section describes the multicultural diversity of London. In the *Listening and speaking* section, three people talk about who they most resemble in their family. The *Everyday English* syllabus continues with the language for talking about what's happening in a city, and the *Writing* section practices relative pronouns in the context of describing your hometown.

LANGUAGE INPUT

GRAMMAR

What's she like? (SB p. 42)

Comparatives and superlatives (SB p. 43)

Pronunciation (SB p. 44)

- Understanding and practicing information questions with *What ...?* and *How ...?*
- Reviewing and practicing comparatives and superlatives to compare places and people.
- Practicing pronunciation in comparative and superlative sentences.

VOCABULARY

Synonyms and antonyms (SB p. 48)

- Understanding and practicing synonyms and antonyms.

EVERYDAY ENGLISH

What's happening? (SB p. 49)

- Practicing the language to talk about what's happening, and making suggestions about what to do.

SKILLS DEVELOPMENT

READING

Multicultural London (SB p. 46)

- Four short profiles of people who left their home country to live in London.

LISTENING

Singapore, Shanghai, and Dubai (SB p. 43)

My family (SB p. 45)

- Listening for key words to complete a comparison of three cities. **CD2 21** (SB p. 122)
- Listening for gist and key information in recordings about families **CD2 25** (SB p. 122)

SPEAKING

"Information" questions (SB p. 42)

Who are you like in your family? (SB p. 45)

What do you think? (SB p. 46)

Project (SB p. 46)

- Practicing information questions with *What ...?* and *How ...?* in a personalized way.
- Practicing talking about your family in a personalized way.
- Discussing problems and reasons for emigration.
- Researching and presenting information about a person who has moved to your country.

WRITING

Describing my hometown – Relative pronouns *who* / *that* / *which* / *where* (SB p. 106)

- Talking about your hometown, understanding and practicing the use of relative pronouns, preparing a description of your hometown and reading it aloud.

MORE MATERIALS

Photocopiables – What's it like? (TB p. 165) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 42)

The goal of this activity is to introduce the theme of describing people. It will also allow you to assess how well students can talk about age, appearance, and personality.

Focus students' attention on the photo of Mia and ask *What's she doing?* (*She's relaxing at home.*) Read the examples as a class. Then give students a few minutes to think how else to describe her.

Elicit a variety of answers, writing a list of descriptive language on the board as you go, e.g.,

She's about (25), in her 20s, a twenty-something.

She has long dark hair and brown eyes/wavy hair/a nice smile.

She's tall and slim/slender.

She seems friendly/happy/relaxed.

With students who need more support, you can review a broader range of adjectives for describing appearance and personality.

TELL ME ABOUT HER (SB p. 42)

What's she like?

This first presentation highlights different uses of *like* in information questions – *Do you like ...?*, *What's she like?*, and *What does she look like?* The question *What's she like?* is also contrasted with *How is she?* because this is often an area of confusion for students.

! POSSIBLE PROBLEMS

- The question *What ... like?* asks for a description. In this context *like* is used as a preposition, but students may only have experience of *like* as a verb, e.g., *I like dancing./Do you like her?*
- The answer to the question *What ... like?* does not contain *like* with the adjective.
“*What's John like?*” *“*He's like nice.*”
- Students may find *What ... like?* a strange construction to ask for a description. In English, *How is she?* is a question only about her health, not about her personality and/or appearance, e.g.,
“*How is she?*” “*She's well/fine.*”

- 1 **CD2 18** Focus students' attention back on the photo of Mia. Tell students they are going to listen to the four conversations about her. Play the recording and have students follow in their books.

Help with the concept questions as a class. Elicit a variety of answers and if students disagree, refer them back to the conversations, focusing on the answer to each question. Check the answers with the class.

Answers

“How's Mia?” asks about her health.

“Do you like Mia?” uses *like* as a verb.

“What does Mia look like?” asks for a physical description.

“What's Mia like?” means *Tell me about her.*

CD2 18 See SB p. 42.

- 2 Focus students' attention on the examples. Ask one student to ask the question and three others to give the three answers. Elicit other possible answers, e.g., *I don't know her very well. Yes, she's one of my oldest friends*, etc. Put students into pairs to continue asking and answering. Monitor and help as necessary. Elicit a variety of possible answers during the discussion, correcting any mistakes.

Possible answers

- 1 **Do you like Mia?** I don't know her very well. / Yes, she's one of my oldest friends. / No, I think she's a little unfriendly. / She's OK.
- 2 **How's Mia?** She's doing fine. / She hasn't been feeling well but she's OK now. / Not bad, but very busy at work.
- 3 **What's Mia like?** She's great. / She's a lot of fun. / She's a little moody. / She's a good friend.
- 4 **What does Mia look like?** She's tall and slim, with dark wavy hair. / She's attractive. / She has brown eyes and a great smile.

- 3 **CD2 19** Elicit the answer to question 1 as an example. Give students time to match the rest of the questions and answers.

Have students check their answers in pairs before playing the recording as a final check.

With the whole class, have students discuss question 1 and use their own answer as an example. Put students in pairs to practice the questions, using their own answers each time. Monitor and check for appropriate answers. Note any common errors for correction after the pairwork.

Ask several pairs of students to ask and answer in order to elicit a variety of possible answers. Correct any mistakes.

Answers and audio script

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

CD2 19

- 1 **A** What's your teacher like?
B She's great! She helps us a lot.
- 2 **A** What sports do you like?
B Bike riding and skiing.
- 3 **A** What does your brother look like?
B He has blond hair and blue eyes.
- 4 **A** Do you like pizza?
B Mmm, I love it!
- 5 **A** What's the weather like today?
B Beautiful! Warm and sunny.
- 6 **A** How are your parents?
B They're OK. Busy as usual.

SUGGESTIONS

- If you think students need further practice with the question *What ... like?*, you can write the incomplete questions and word box below on the board or on a worksheet. Students complete the questions with the correct form of *be* and the words in the box. Check the answers and, if necessary, remind students that *What's ... like?* means the same as *Tell me about ...*

the weather your boss your sister your apartment
your neighbors

- 1 "What _____ like?" "She's nice. We're very close."
- 2 "What _____ like?" "It's cold and wet today."
- 3 "What _____ like?" "He's OK, but he shouts a lot."
- 4 "What _____ like?" "It's small but cozy. I love it."
- 5 "What _____ like?" "They seem very nice."

Answers

- 1 "What's **your sister** like?"
- 2 "What's **the weather** like?"
- 3 "What's **your boss** like?"
- 4 "What's **your apartment** like?"
- 5 "What **are your neighbors** like?"

- Further practice can be given by having students work with a new partner and repeat the questions in Exercise 3. First have them cover column B and give different answers, then cover column A and ask the questions from memory.

►► Refer students to Grammar Reference 6.1 on p. 137.

PRACTICE (SB p. 43)

What's it like?

Focus students' attention on the photo of Shanghai. Ask *Have you ever been there? What's it like?* Elicit a variety of descriptions/impressions of the city from the class.

- 1 Read the instructions as a class and focus students' attention on the example. Preteach/review *to do business* and *humid*. Remind students to use the correct form of *be* in the questions – *'s* or *are* – and point out that one of the questions is in the past.

Ask students to complete the questions, working on their own. They should be able to do this quickly.

Have students check their answers in pairs.

- 2 **CD2 20** Play the recording and have students check their answers.

Drill the questions with the whole class, or play and pause the recording and have students repeat. Students then practice the conversation in pairs.

Answers and audio script

What's it like?

T = Tom, M = Mia

T What's **Shanghai** like?

M It's very big and noisy, but it's very exciting.

T What's **the food** like?

M It's the best in the world! I just love Chinese food!

T What **are the people** like?

M They're very friendly, and they really want to do business.

T What **was the weather** like?

M When I was there, it was hot and humid.

T What **are the buildings** like?

M There are new buildings everywhere, but if you look hard, you can still find some older ones, too.

- 3 Model the questions and answers with the class, eliciting a variety of possible answers.

Put students in pairs to continue the activity. Monitor and write down any common errors for correction after the pairwork.

PHOTOCOPIABLE ACTIVITY

UNIT 6 What's it like? TB p. 165

Materials: One copy of the worksheet for each group of four students. Each group will also need a die and game markers.

Procedure: Explain that students are going to play a board game to practice question forms from Unit 6: *What is he like? What does he like? What does he look like? How is he?* Preteach/review the expressions students will need to play the game: *throw/roll the die/dice, go back/forward one square, miss a turn, go again, It's my/your turn, I'm/You're next, That's right/wrong, We are the winners!*

- Put students into groups of four and explain that students play in two teams of two. Hand out copies of the board game, and the die and markers.
- Look at the board game with the class. Explain that most of the squares have a prompt for a question, and that many of them contain the word *like*. Some of the prompts are "open" and can be interpreted in two ways, e.g., *What / your best friend / like?* can be *What is your best friend like?* or *What does your best friend like?* Explain that students need to listen carefully to the questions asked in the game and word their answer to match.
- Explain the rules: students play the game in their teams of two and take turns throwing the die and moving around the board. If a pair lands on a square with a prompt, the student who threw the die forms the question and the other student gives an answer. If they get both right, they move forward one square. If they get either the question or answer wrong, their turn is over. Focus students' attention on the *Bonus words* in the middle of the board. Explain that if students can use any of the bonus words/phrases correctly in their answers, they move forward another square. Students should cross out the *Bonus words* as they use them. The first pair to reach "Finish" are the winners.
- Students put their markers on "Start" and take turns throwing the die and using the prompts on the squares. Monitor and check that students are playing the game correctly. Try to encourage students to check each other's answers, but be prepared to be the final judge if the groups disagree.
- As a follow-up, have students say some of the descriptions they used in the game to the rest of the class. Students guess who/what they have described.

ADDITIONAL MATERIAL

Workbook Unit 6

Ex. 1–2 Describing

Comparatives and superlatives

Students at the pre-intermediate level are familiar with comparatives and superlatives already. This section extends basic coverage to include the uses of (not) *as ... as* in comparisons, *a little* + comparative, and *a lot/much* + comparative.

⚠ POSSIBLE PROBLEMS

Although students will have practiced comparatives and superlatives before, they are still likely to make mistakes:

- students often mix up the basic rules of *-er/-est* with short adjectives, and *more/most* with longer adjectives.
**She's more tall than me.*
**He's the most rich man in the world.*
- they may form “double” comparisons.
**You're more taller than me.*
- they often omit *the* before superlatives, use *of* instead of *in* with superlatives, and *that* instead of *than* in comparatives.
**She's tallest of the class.*
**It's more expensive that I thought.*
- irregular forms *good/better/best* and *bad/worse/worst* often need reviewing, as do the spelling changes – *-ier/-iest* with adjectives that end in *-y* and doubling of the consonant in short adjectives with one vowel and one consonant.
**He's the better player in the team.*
**It's dryer here than in the north.*
**This apartment is bigger than mine.*
- *as ... as* to show that two things are the same or equal, and *not as ... as* to show that two things aren't the same or equal can sometimes cause confusion.
**He's as smart than his brother.*

In addition to the difficulty in producing the correct form, students often need help with pronunciation, especially of weak forms. The Student Book provides practice of the weak forms used in comparisons:

/ə/ /ə/

I'm older than Jane.

There is also a pronunciation activity to highlight sentence stress and practice natural-sounding speech.

- 1 **CD2 21** Focus students' attention on the photos of Singapore and Dubai. Ask *What do you know about these cities? What are they like?* Elicit a variety of answers from the class.

Preteach/review *financial center*, *investment*, *cosmopolitan*, *climate*. Check pronunciation of *noisy* /'nɔɪzi/ and *busy* /'bɪzi/, and check the comparative and superlative forms *noisier/noisiest*, and *busier/busiest*.

Read the instructions as a class. With students who need more support, allow them to read the text through quickly before they listen. You can also write the missing adjectives from the conversation on the board (*modern*, *young*, *hot*, *wet*, *dry*, *busy*) and tell students they will need to use them in different forms.

Point out that there is more information in the conversation than in Exercise 1, but students just need to listen for the missing words. Sometimes students need to write more than one word in each blank.

Play the recording, without pausing if possible. Allow students to work in pairs to check/complete the text.

Answers and audio script

See Exercise 2 below.

- 2 **CD2 21** Play the recording again and have students check their answers to Exercise 1.

Check the answers with the class, having students spell any forms that have a change from the base form, e.g., *hotter*, *driest*.

Answers and audio script

The city

Singapore is older than Shanghai, but it's **a lot** smaller. Shanghai is **much** bigger than Singapore and **it's much** noisier, too.

Business

They're both top financial centers, but Singapore is **more** important. It's better for investment.

Buildings and people

Shanghai is more **modern** than Singapore, but it isn't as cosmopolitan. Dubai is **the** newest and **youngest** city, and it's the most **modern**.

Climate

Singapore is **hotter** than Shanghai. But it isn't **as** hot **as** Dubai. Dubai is the **hottest** place. Singapore is very humid, so it's **wetter** than Shanghai. But Dubai is the **driest**. It only rains for a few days a year.

Which is best?

For me, Shanghai is the **best** because it's the **busiest** and the **most** exciting.

CD2 21 Singapore, Shanghai, and Dubai

T What did you think of Singapore? What's it like?

M Well, Singapore is very old. It's older than Shanghai, but it's a lot smaller. Shanghai has a population of 20 million, and it's enormous! Shanghai is much bigger than Singapore, and it's much noisier, too.

T Oh, OK. What about business? What's it like to do business in these places?

M Well, they're both top financial centers, but Singapore is more important. It's better for investment.

T Ah, right. And the buildings? Are they all new?

M Yeah, there are a lot of new buildings in Shanghai, so it's more modern than Singapore, but it isn't as cosmopolitan as Singapore. Half the population of Singapore is foreigners.

T Wow! Really? What about Dubai? What's that like?

M Dubai is the newest and youngest city, and it's the most modern. I like it because it has a “can-do” feel to it.

T What about the climate in these places? What was the weather like?

M It's interesting. Singapore is near the equator, so it's a lot hotter than Shanghai. But it isn't as hot as Dubai. Dubai is the hottest place. When I was there the temperature was over 100 degrees Fahrenheit.

T Wow! That's incredible!

M Singapore is very humid, so it's wetter than Shanghai. But Dubai is the driest. It only rains for a few days a year.

T Where did you like most of all? Where was best for you?

M For me, Shanghai is the best because it's the busiest and the most exciting. There are so many things to do – the best restaurants, theaters, stores. It has everything!

- 3 Focus students' attention on the topic headings in the text in Exercise 1 and elicit as many of Tom's questions as possible. Play the recording again if students have problems. Write the questions on the board (See Tom's questions in the audio script for **CD2 21** above).

Put students in pairs to ask and answer the questions. Monitor and check for accurate use of comparatives and superlatives. Write down any common errors and highlight and correct these after the pairwork. If students have major problems with pronunciation, you can focus on SB p. 44, Exercises 1 and 2, before doing the *Grammar Spot*.

GRAMMAR SPOT (SB p. 43)

- 1 As a class, elicit the comparative and superlative of each adjective. Make sure students spell the forms that have a spelling change in the comparative and superlative (see *Possible problems* above). Also check pronunciation carefully. You can do this as a repetition drill.

Put students in pairs to figure out the rules for *-er/-est*, and *more/the most*.

Answers

Adjective	Comparative	Superlative
old	older	(the) oldest
small	smaller	(the) smallest
new	newer	(the) newest

Rule: add *-er/-est* to one-syllable adjectives.

Adjective	Comparative	Superlative
busy	busier	(the) busiest
noisy	noisier	(the) noisiest
dry	drier	(the) driest

Rule: adjectives ending in *y*, change *y* to *i* and add *-er/-est*.

Adjective	Comparative	Superlative
big	bigger	(the) biggest
wet	wetter	(the) wettest
hot	hotter	(the) hottest

Rule: short adjectives ending in one vowel + one consonant, double the consonant and add *-er/-est*.

Adjective	Comparative	Superlative
important	more important	(the) most important
modern	more modern	(the) most modern
exciting	more exciting	(the) most exciting

Rule: adjectives of 3+ syllables are preceded by *more* and *the most*, and do not have *-er/-est* added.

Note: Some two-syllable adjectives can take *-er/-est*, e.g., *happier/happiest*, or *more/most*, e.g., *more happy/most happy*. Other two-syllable adjectives have to take *more/most*, e.g., *more normal, most careful*.

- 2 Elicit the form and spelling of the comparative and superlative forms of these irregular adjectives. Check the pronunciation of *better* /'betər/, *worse* /wɔːs/ and *worst* /wɔːst/.

Answers

Adjective	Comparative	Superlative
good	better	(the) best
bad	worse	(the) worst

- 3 Focus students' attention on the sentences and the patterns highlighted in **bold**. Ask *Which sentence describes a small difference and which a big difference?* (small difference = *It's a little (bigger)*; big difference = *It's a lot/much (smaller)*).

Point out that *as ... as* is used to say that two things are the same or equal, and *not as ... as* to show that two things aren't the same or equal. Point out the weak forms /ə/ in *as ... as*.

/ə/ /ə/

It isn't as hot as Dubai.

►► Grammar Reference 6.1–6.2 on p. 137

EXTRA ACTIVITY

If you think your students would benefit from additional practice with comparatives and superlatives, have them compare some cities in their country in the same way as Mia did on SB p. 43. Put students in pairs/small groups to compare the cities. Monitor and check for correct use of comparatives and superlatives. Highlight and correct any mistakes after the pair/group work.

PRACTICE (SB p. 44)

Pronunciation

- 1 **CD2 22** This short pronunciation exercise practices the weak forms and linking between words in connected speech, along with the vowel /ɪ/ in the ending *-est*.

Play the first sentence and highlight the weak forms in *older* /'oʊldər/ and *than* /ðən/.

Play the second sentences, pointing out the weak forms on *as ... as* and the linking between /t/ and /d/ and /ə/ and between /s/ and /oʊ/, and the /ɪ/ in *oldest*.

/ə/ /ə/ /ɪ/

But I'm not as old as John. He's the oldest.

Have students repeat the sentences as a class and individually.

Audio script

Pronunciation

I'm older than Jane.

But I'm not as old as John.

He's the oldest.

EXTRA ACTIVITY

If you would like to give your students further practice with linking, you can dictate the following sentences and have students mark the links. Students then practice saying the sentences.

- 1 I'm not as smart as my dad.
- 2 It's the most interesting article in the book.
- 3 I don't know anyone as tall as Edward.
- 4 What's the fastest animal in the world?
- 5 Tim isn't as ambitious as his sister.
- 6 You're a lot more intelligent than me.

- 2 **CD2 23 CD2 24** This activity highlights the main stresses used in sentences with comparative forms. Elicit the comparative form of *smart*. Focus students' attention on the conversation and ask them to guess why some of the words are in capitals (they carry the main stresses).

Play recording **CD2 23** and have students just listen. Play it again, having students repeat line by line. Ask students to pay close attention to accurate sentence stress and intonation.

Elicit the comparative forms of the other adjectives (*kinder, funnier, better looking, more ambitious*). Ask two students to demonstrate the conversation for the class with the adjective *kind*.

Put students in pairs to continue the activity using the other adjectives. Monitor and check for accurate use of the comparatives and for correct pronunciation. If students have problems or sound flat, play the recording again as a model and drill key lines as a class and individually. Students then continue practicing in their pairs. Play recording **CD2 24** for students to listen and compare.

Audio script

CD2 23 See SB p. 44.

CD2 24

- A** Who's kinder, you or Ben?
B Me, of course. He's kind, but he isn't nearly as kind as me!
A Who's funnier, you or Ben?
B Me, of course. He's funny, but he isn't nearly as funny as me!
A Who's better looking, you or Ben?
B Me, of course. He's good-looking, but he isn't nearly as good-looking as me!
A Who's more ambitious, you or Ben?
B Me, of course. He's ambitious, but he isn't nearly as ambitious as me!

Comparing people

The exercises in this section provide accuracy and fluency practice of comparatives and superlatives.

- 3 Focus students' attention on the photos and check pronunciation of the names Agnes /'æɡnɪs/, Wilfredo /wɪl'freɪdoʊ/, and Marilou /mə'ri'lʊ/.
 Give students time to read the profiles. Check comprehension of *interior designer* and *financial advisor*. Help with any other vocabulary questions. Ask a few check questions, e.g., *Who is the oldest?* (Marilou) *Who has the biggest house?* (Kevin), *Who is happier, Wilfredo or Marilou?* (Wilfredo), etc.

Focus students' attention on the example in Exercise 3. Check that students understand that sometimes more than one word is needed to fill in the blanks. Elicit the other missing answers about Agnes (see *Answers* below). If students question the second answer *Kevin doesn't have as many children as Agnes*) explain that we can use *as ... as* with *much* and *many*.

Give students time to complete the task, working individually. Have students check their answers in pairs before you check the answers with the class.

Answers

- 1 Agnes has the **largest** family. She has **three** children. Kevin doesn't have **as many** children **as** Agnes. He only has two.
- 2 Marilou is **the oldest**. She's 41. Wilfredo is **the youngest**. He's only 25. Agnes is a little **older than** Kevin. She's 34, and he's 32.
- 3 Kevin works the **longest** hours – 60 hours a week. Agnes doesn't work **as many** hours as Kevin, but she still works hard. She works **harder** than Wilfredo, who only works 35 hours a week.
- 4 Kevin earns the **most**. He has the **best/highest** salary. Marilou has the **worst/lowest** salary. Wilfredo doesn't earn **as much as** Agnes. She earns more than twice **as much as** him.
- 5 Agnes has a **bigger** house than Marilou, but it isn't **as big as** Kevin's. He has a huge house – six bedrooms! Wilfredo has **the smallest** house.

- 4 Focus students' attention on the example. Elicit another way of comparing the women's age, e.g., *Agnes isn't as old as Marilou.* / *Marilou is older than Agnes.* Then elicit one or two more comparisons of the women (see *Possible answers* below).

Give students time to continue comparing the women, focusing just on the *Life Data* section of the profiles. Encourage students to think of different ways of wording their comparisons. Monitor and check for accurate use of comparatives.

Repeat the procedure for the men, having students work from just the *Life Data* section of the profiles.

Elicit a variety of sentences from the class. Correct any mistakes of form and pronunciation carefully.

Possible answers

Agnes and Marilou

Agnes is younger than Marilou./Agnes isn't as old as Marilou./Marilou is older than Agnes.
 Agnes has a larger family than Marilou./Marilou doesn't have as many children as Agnes.
 Agnes doesn't work as many hours as Marilou./Marilou works longer hours than Agnes.
 Agnes earns a lot more than Marilou./Agnes has a better/higher salary than Marilou./Agnes earns three times as much as Marilou.
 Agnes's house is bigger than Marilou's./Marilou's house is smaller than Agnes's./Marilou's house isn't as big as Agnes's.

Kevin and Wilfredo

Wilfredo is younger than Kevin./Wilfredo isn't as old as Kevin./Kevin is older than Wilfredo.
 Kevin has a larger family than Wilfredo./Wilfredo doesn't have as large a family as Kevin.
 Wilfredo doesn't work as many hours as Kevin./Kevin works longer hours than Wilfredo.
 Kevin earns a lot more than Wilfredo./Kevin has a better/higher salary than Wilfredo./Kevin earns more than twice as much as Wilfredo.
 Kevin's house is much bigger than Wilfredo's./Wilfredo's house is much smaller than Kevin's./Wilfredo's house isn't as big as Kevin's.

- 5 Focus students' attention on the *Personality* section in the profiles. Ask one or two comprehension questions, e.g., *Who is the happiest? (Agnes) Is Wilfredo more ambitious than Kevin? (No, he isn't.)*

Focus students' attention on the example and elicit a complete sentence, e.g., *Marilou isn't as happy as Wilfredo, but she's more intelligent.*

Put students in pairs to make more sentences. Remind them they will need superlatives when comparing all three of the people. Encourage students to think of different ways of wording their comparisons. Monitor and check for accurate use of comparatives and superlatives.

Elicit a variety of sentences from the class. Correct any mistakes in form and pronunciation.

Possible answers

Agnes is the most intelligent. She's also the happiest.

Kevin is the most ambitious.

Marilou is more intelligent than Wilfredo, but she isn't as intelligent as Agnes.

Wilfredo is more ambitious than Marilou, but he isn't as ambitious as Agnes or Kevin.

Wilfredo and Kevin are happier than Marilou, but they aren't as happy as Agnes.

- 6 Read the questions as a class. Then put students in groups of three or four to discuss their answers. Monitor and check for accurate use of comparatives and superlatives, and for correct pronunciation. Write down any common errors to highlight and correct after the groupwork.

Elicit a variety of answers from each group. Encourage students to give reasons for their opinions.

EXTRA ACTIVITY

Write the following sentences on the board or on a worksheet. Tell students there is a mistake in each one. Give students time to correct the sentences, then review with the class.

- 1 "What's Shanghai like?" "I like it very much."
- 2 "What's your school like?" "It's like nice."
- 3 "What does Maria like?" "She's tall with long blond hair."
- 4 He's more older than he looks.
- 5 Jessica's as tall than her mother.
- 6 London is more expensive that Paris.
- 7 Who is the most rich man in the world?
- 8 The Four Seasons Hotel is the more expensive hotel in the United States.

Give students time to check their answers in pairs before checking the answers with the class.

Answers

- 1 "What's Shanghai like?" **"It's (very exciting)."**
- 2 "What's your school like?" **"It's nice."**
- 3 "What does Maria like?" **"She likes (bike riding and swimming)."**
- 4 He's **older** than he looks.
- 5 Jessica's as tall **as** her mother.
- 6 London is more expensive **than** Paris.
- 7 Who is the **richest** man in the world?
- 8 The Four Seasons Hotel is the **most** expensive hotel in the United States.

SUGGESTION

A general knowledge quiz is a fun way of reinforcing comparative and superlative forms. Divide students into teams of four or five. Give each team an area to research, e.g., cities, buildings, animals, distances, mountains, rivers, etc. Write example questions on the board, e.g., *What's the tallest building in the world? (the Burj Khalifa in Dubai) Which river is longer, the Mississippi or the Nile? (the Nile)* Give students time to prepare their questions. Monitor and help as necessary.

Put all the questions together and assign one student to ask all the questions if you don't want to take the role yourself. Teams take turns answering the questions, gaining two points for each correct answer. Make sure that teams don't answer the questions that they wrote. The team with the most points at the end is the winner.

ADDITIONAL MATERIAL

Workbook Unit 6

Ex. 3–7 Comparatives and superlatives

LISTENING AND SPEAKING (SB p. 45)

My family

ABOUT THE LISTENING

This section focuses on comparisons in families and provides the opportunity to review *like* as a preposition (*I'm very much like my mom.*) and as a verb (*We like the same movies.*). Students listen to three people of different ages talking about which family member they resemble, physically and in terms of personality. This provides a springboard for the final section in which students talk about their own family.

Some of the vocabulary may be new, so be prepared to preteach/review the following items *to be like someone, to talk forever, to be the same size as someone, a twin (brother), blond (hair), moody, to sound (nice), to love someone to pieces* (informal = very much), *thin* (adj).

- 1 Focus students' attention on the adjectives and check the pronunciation of the words. Help with any comprehension questions or have students use a dictionary to check any new words. As an additional check, you can elicit pairs of adjectives with broadly opposite meaning, e.g., *messy* and *neat*, *kind* and *selfish*, *moody* and *happy*, *lazy* and *ambitious*, *shy* and *noisy*. Give an example of the adjectives that apply to you. Do this in context, in a natural way, e.g., *I'm quite a happy person, but I can also be a little moody sometimes. I think that I'm neat, but my husband thinks I'm very messy!* Elicit a variety of further examples from the class.
- 2 **CD2 25** Focus students' attention on the people in the chart. Ask *What are their names and how old are they? (Sally is 20, Jamie is 16, and Rachel is 28.)* Read the questions as a class. Check that students understand that *Who is he/she like?* = *Who is*

he/she similar to? Point out that the speakers talk about similarities and differences in their family, but at this point students should focus on just the similarities.

Play the recording once all the way through without stopping. Give students time to check their answers in pairs. Play selected sections of the recording only if students missed a lot of the information.

Check the answers with the class.

Answers and audio script

	Sally	Jamie	Rachel
Who is he/she like?	her mom	twin brother	father
In what ways?	interested in same things/movie/books; talk a lot; have same hair/eyes and are same size – can wear mom's clothes	look a lot like each other – people mix them up; similar in personality; both love art/theater/books	look the same – both tall/faces similar

CD2 25 My Family

Sally

Well, I'm very much like my mom. We're interested in the same kind of things, and we can talk forever. We like the same movies and the same books. I look like my mom, too. We have the same hair and eyes. And she's the same size as me, so I can wear her clothes! My sister's a little older than me. Her name's Lena. We're pretty different. She's very neat, and I'm messy. She's much neater than me. And she's very ambitious. She wants to be a doctor. I'm a lot lazier. I don't know what I want to do.

Jamie

I'm not really like my mom or my dad, but I'm a twin. I have a twin brother, Rob, and we look a lot like each other. He has darker hair than me. Mine's blonder. His is dark brown. But people are always mixing us up. People come up to me and say hello and start a conversation, and I have no idea who they are. It's pretty funny. I just say "OK! Really?" We have similar interests. We both love art, theater, and books, but he's a little moody and quiet. I'm a lot noisier. I guess he's pretty shy. And I'm definitely smarter than him!

Rachel

People say I'm like my father. Hmm. I'm not sure about that. We do look the same. We're both tall, and I guess our faces are similar. But my father's a selfish man, and I hope I'm different from him. I hope I'm a little bit kinder than him. He doesn't talk much. He isn't very happy. I'm a happier person. He doesn't sound very nice, does he? He's OK, but there are things about him that I really don't like. I have a sister, Jenny, and we do everything together. I love her to pieces. But she's prettier and thinner than me, so I don't like that part about her!

- 3 **CD2 25** Read the questions as a class. With students who need more support, you can review the comparative forms of the adjectives in Exercise 1 to help them with the comparisons.

Elicit as much information as possible about Sally and her sister Lena. Then put students in pairs to discuss the differences between the other pairs of people.

Play the recording again if necessary and have students check/complete their answers.

Check the answers with the class.

Answers

Sally and Lena Lena is older. Lena is much neater than Sally./Sally is messier. Lena is very ambitious – she wants to be a doctor. Sally is a lot lazier – doesn't know what she wants to do.

Jamie and Rob Rob has darker hair than Jamie./Jamie is blonder. Rob's a little moody and quiet/shy. Jamie is a lot noisier. Jamie says he's smarter than Rob, probably as a joke.

Rachel and her father Her father's a selfish man. Rachel hopes she's a little kinder. He isn't very happy. She's a happier person.

Rachel and Jenny Jenny is prettier and thinner than Rachel.

- 4 **CD2 25** Focus students' attention on the incomplete sentences. Students complete as many sentences as they can. Then play the recording and have students complete their answers.

Check the answers with the class.

Answers

Sally

1 We **like the same** movies.

2 And she's **the same** size as me.

Jamie

3 We have similar interests.

4 We **both love** art.

Rachel

5 I hope I'm **different from** him.

- 5 This is the personalization section that should generate a lot of language. Provide useful language students can use to talk about their family, checking pronunciation as you go:

Similarities

I'm (very much) like ...

I look (a lot) like ...

We have the same/a similar ...

(She) has the same ... as me.

We both like/have ...

We're both ...

Differences

I'm not really like ...

I'm different from ... in many ways.

(He's) a lot ...er/more ... than me.

Also review/check useful nouns: *build/size/body shape, sense of humor, smile/laugh, character/personality, interests, likes and dislikes, etc.*

Give a brief example about yourself and someone in your family. Then put students in groups of three or four to talk about themselves. Monitor and check for accurate use of comparatives, *like* as a verb and preposition, and correct pronunciation. Write down any common errors, but don't highlight and correct these until after the groupwork.

Elicit a variety of examples from the class during the discussion. Students can talk about themselves or about a classmate from their group in order to practice *he/she* forms.

Multicultural London

NOTE

At the end of this section, there is a project activity on interviewing a person who lives in the students' own country, but who wasn't born there. You will need to build in time for students to do some research and take notes on the person's experience as a homework assignment. If students aren't studying in their own country, they can talk about a person that they already know or contact family/friends to assist in the research. Students then give a short presentation about their country from the foreigner's point of view. In larger groups, you may need to schedule the presentations over several classes or have students give their presentations in groups.

ABOUT THE TEXT

This section moves the focus from describing people to describing places – specifically four people's experiences of living and running businesses in London.

Reading and speaking practice is provided by having students read just two of the four profiles and then sharing the information with other students.

The people featured in the text all live in north London. Stroud /'straʊd/ Green Road is the local center and shopping area for Stroud Green – a suburb in the London Borough of Haringey. This is a multicultural area and the four people featured in the text are from different parts of the world:

- Burkan, a florist, originally from Turkey.
- Luz-Elena, a restaurateur from Tuluá, a city in western Colombia.
- Mehul, a dental surgeon from Nyeri, a town located in the central highlands area of Kenya /'kenyə/.
- Ming, a man from Qingdao, a major city in eastern China, who specializes in Chinese medicine.

Two of the people talk about becoming a British citizen. The process of naturalization involves fulfilling a number of criteria, including proof of language competence and passing a "Life in the UK" test.

Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. With students who need more support or if you have limited time, you can preteach/review some of the following vocabulary:

Introduction: *the globe* (= the world), *land* (n = country)

Burkan: *florist shop, customer, system, citizen, hectic*

Ming: *herbal medicine, surrounded by, foreigner, to miss a person, settled*

Luz-Elena: *to divorce, shock* (n), *to fall in love, to serve food, to miss a place*

Mehul: *patient* (n), *religion, generation, democratic, welcoming, to better yourself.*

- 1 Read through the instructions as a class and give students a few minutes to read the list of qualities. Check comprehension of *honest, to have a career, to raise children, society, and free.*

Give students time to number the list in order of importance. Put students in pairs to compare and discuss their answers. Then form groups of three or four and have students compare their answers again. If you have a multilingual class, put students together from different countries to encourage a wide exchange of experiences from different cultures.

Bring the students back together to discuss the qualities as a class. Try to establish what is the single most important factor to the majority of students.

- 2 Focus students' attention on the photo at the top of the page and ask them if there are any areas like this in their hometown. Focus students' attention on the heading and ask *What do you think "The world on one street" means?* (there are people of many nationalities in one area). Then write the following countries on the board and elicit the corresponding words for the people:

Turkey – Turks; China – Chinese; Afghanistan – Afghans; Pakistan – Pakistanis; Vietnam – Vietnamese; Colombia – Colombians; Poland – Polish; Kenya – Kenyans; France – French

Go through the instructions as a class and give students time to read the introduction. Help with any vocabulary questions students may have.

Check the answers to the questions.

Answers

London is one of the most multicultural cities in the world. People from many countries and cultures live on Stroud Green Road.

- 3 Focus students' attention on the photos of the four people and their profiles.

Give students a few minutes to read the profiles and check the answers.

Answers

Burkan is from Istanbul in Turkey. He has a flower shop called *The Sunflower Gallery*.

Ming is from Qingdao in China. He runs a Chinese medical center.

Luz-Elena is from Tuluá in Colombia. She has a restaurant called *Los Guadales*.

Mehul is from Nyeri in Kenya. He is a dental surgeon.

- 4 Tell students that they are going to read about two of the four people and then exchange information with other students. Put students into groups of four. Let each group choose the people they want to read about. Check their choices. If several groups choose the same people, you may need to assign two texts to each group, to ensure an even spread of content for the information exchange in Exercise 5.

Have students read their texts quickly. You can set a time limit of 5–6 minutes. Monitor and answer any questions.

Have students discuss questions 1–7, working in their groups and writing down the answers to each one. The answers for each group are provided below for reference, but don't check the answers with the class at this point.

Answers

- 1 Burkan came to England in 1986 to study business at college. Ming came to England in 2000 because his daughter wanted to study in England.
Luz-Elena came to England when she was 19. Her parents divorced and her mother wanted to make a new start.
Mehul came to England when he was 16 because he wanted to study medicine. He had an uncle in London.
- 2 Burkan found it quiet. He didn't know anybody and he wanted to go home.
Ming says life was impossible for the first few years. It was hard to find work. It was difficult to talk to people.
Luz-Elena says it was an enormous shock at first. She thought everything in Europe would be wonderful, but she arrived in bad weather and London wasn't as exciting as she expected.
Mehul says it was very hard at first. The drive from the airport surprised him. He arrived in summer and the weather was good, but his first winter was the coldest winter for years.
- 3 Burkan first had a restaurant. Customers in his florist shop come from many different cultures. He learns something new every day. Ming says people in the West are more interested in herbal medicine now.
Luz-Elena's restaurant is becoming more popular, especially with Europeans. She loves her work. She says it's the most interesting job in the world. She thinks it's not just serving food, it's giving people an experience of her culture.
Mehul says he loves that his patients are of all nationalities, religions, and colors. He's seeing the third generation of the same families.
- 4 Burkan says things are more organized in England. Life in Turkey is faster and more hectic.
Ming says in Chinese culture, children and parents stay together and people are surrounded by family, but in England it's different.
Luz-Elena says there is more opportunity in England than in Colombia.
Mehul says that the roads were bigger and busier than in Kenya. (He also says that England is a democratic country, so people are free, which implies that his country isn't.)
- 5 Burkan is married and he has a daughter.
Ming's daughter is married and she has a son. They are settled in England and he sees his daughter every day. His wife is very close to her family in China.
Luz-Elena got married, but the marriage didn't work. She has two children.
Mehul says his children were born in England and all their friends are English.
- 6 Burkan says there is a system that works in England. He loves London and he's a British citizen now. For now, he wouldn't think of living anywhere else.
Ming says things got easier as his English improved, but he still feels like a foreigner. He misses his friends and colleagues.
Luz-Elena is very thankful that she came to England, and she loves living in the country. She goes to Colombia every year, but she misses England when she's there.
Mehul says England is a democratic country where people are free. He also thinks England is a welcoming society. He became a British citizen 24 years ago. He says Britain gave him an education and the opportunity to better himself.
- 7 Burkan would like to go back to Istanbul one day.
Ming thinks he and his wife will return to China.

Luz-Elena doesn't say specifically, but she is very happy in England and it seems unlikely that she will go back home.
Mehul says that he feels British now and that England is his country and his home.

- 5 Re-group the students, making sure there is at least one student who has read each text in each group. Demonstrate the activity by having a group of students answer question 1.
Students continue exchanging the information in their groups. Remind them to refer to their notes and answer the questions in their own words, rather than reading sections of the texts. Monitor and help as necessary. Write down any common errors, but discuss them at a later time.
During the class discussion, have one student from the groups summarize the answers for each question.
- 6 Refer students back to the list of qualities in Exercise 1. Elicit which of the qualities are important to Burkan as an example (see *Answers* below).
Give students time to discuss the questions in their groups. Check the answers with the class.

Answers

Burkan – a safe and honest society; a good education for children and adults; the opportunity to find work and have a career. He found these qualities in England.

Ming – a good education for children and adults; the opportunity to find work and have a career; a good place to bring up your children. He found these qualities in England, but he misses the Chinese attitude to family.

Luz-Elena – a good education for children and adults; the opportunity to find work and have a career. She found these qualities in England.

Mehul – a good education for children and adults; the opportunity to find work and have a career; a society where people are free to say and do what they want. He found these qualities in England.

What do you think?

Read the questions as a class. Elicit possible examples of culture shock, e.g., problems with understanding a new language.

Students work in their groups to discuss the questions. Monitor and encourage as much speaking as you can.

If appropriate, assign one student in each group as the discussion leader, responsible for asking the questions and making sure everybody has a chance to speak.

Elicit a variety of ideas in a short class discussion. If appropriate, elicit students' experiences of living in a different country.

Sample answers

Aspects of culture shock include:

- the language barrier
- differences in levels of openness in society
- differences in attitudes to the family and expectations of the role of men and women
- differences in educational standards and roles of teacher and student
- differences in the culture of the workplace and the roles of boss and staff
- cultural expectations in greetings, general conversation, and in everyday situations

- style of housing
 - style of food and cooking
 - transportation and ways of driving
- Reasons for leaving one's own country include:
- looking for a better education and career opportunities
 - being able to earn money to support the family still in the person's country of birth
 - falling in love with/marrying a person from another country
 - learning a specific language, often English, to improve opportunities
 - wanting to share the benefits of a particular society and culture, e.g., stability, freedom of speech
 - wanting to be part of a specific culture, sometimes due to family background
 - escaping from difficult conditions including war, poverty, illness, lack of education
 - escaping from political or religious persecution and/or the threat of imprisonment
 - escaping from difficult family relations

Project

See the *Note* at the start of this section. Read the activity as a class and elicit a few examples of people students might contact, e.g., a person in their neighborhood, someone from their workplace, a person who runs a business near their home/workplace, etc.

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

Name

Age

City and country

Job/Education

When/Why left own country

Family

First impressions of new country

What he/she likes

What he/she finds difficult

Intend to stay or go home?

Assign the research for homework. If appropriate, encourage students to bring some visuals/recordings to support their presentation, e.g., a map and photos or a recording of the person they interviewed. If you have access to computers, students can give their talk with the support of a presentation program.

When students give their presentation, ask them to come to the front of the room (or stand up in front of their group in larger classes) and make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes, but don't let them read the information from a script. Encourage the class/groups to ask questions to the presenter. Since public speaking can be so difficult for most students, be sure to give plenty of positive feedback after presentations.

WRITING (SB p. 106)

Describing my hometown – Relative pronouns *who / that / which / where*

The overall theme of describing people and places is continued in this writing section with a description of the students' hometown. Language support is provided with a *Grammar Spot* and practice on relative pronouns.

- 1 Focus students' attention on the sentence opener and complete it about yourself as an example. Give students one or two minutes to complete the sentence. Ask a few individuals to share their information with the class.

Write a complete example on the board and point out that *where* is a relative pronoun, and *I was born* starts a relative clause.

GRAMMAR SPOT

- 1 Read the notes and sentences as a class. Point out that the relative pronouns in **bold** are used to give more information about the noun that goes before them. Also highlight that *who* and *that* replace the pronoun *he, it, etc.*:
*I met a man **who** is from my town.* (NOT *I met a man ~~who~~ he is from my town.*)
- 2 Give students time to complete the rules. Have them check their answers in pairs before checking the answers with the class.

Answers

- *Who* is for people.
- *Which* or *that* is for things.
- *Where* is for places.

- 2 Elicit the answer to number 1 as an example. Give students time to complete the exercise. Have students check their answers in pairs before checking the answers with the class.

Answers

- 1 There's the boy **who** broke the window.
- 2 That's the farm **where** my uncle lives.
- 3 There are the police officers **who** caught the thief.
- 4 I bought a watch **that/which** stopped after two days.
- 5 Here are the letters **that/which** came this morning.
- 6 That's the hospital **where** I was born.

ABOUT THE TEXT

Denver /'dɛnvər/ is in the state of Colorado /kələ'reɪdɔ:/ in the southwestern region of the US. Denver's nickname is the "Mile-High City" because the elevation is exactly one mile above sea level. It is one of the highest cities in the US.

Denver was founded in 1858 as a mining town during the gold rush. Today, Denver is the capital of the state. Its modern economy is largely based on transportation, manufacturing, technology, and energy. Russell Stover Candies began making chocolate there in 1923.

Karl Rove /roʊv/, former Deputy White House Chief of Staff to President George W. Bush was born in Denver. Madeleine Albright /'ɔlbraɪt/, former United States

Secretary of State to President Bill Clinton, though born in Prague in the Czech Republic, grew up in Denver and graduated from a Denver high school. Comedian, television, and movie star Tim Allen is also a Denver-born native. Tim Allen may be best known as the voice of Buzz Lightyear in the *Toy Story* animated movies.

There are a number of new words to help make the description vivid. Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. With students who need more support, or if you have limited time, you can preteach/review some of the following vocabulary: *High Plains* (the western part of the Great Plains where the land rises toward the Rocky Mountains), *thriving*, *dozen*, *mining* /'maɪnɪŋ/, *economy*, *high-rise buildings*, *symphony*, *solo-artist*, *arena*, *liveable* (= good for living in), *creative*, *proud* / praʊd/.

- 3 Check pronunciation of the name of the city /'dɛnvər/. Ask *What do you know about Denver?* Elicit any information students may know.
Focus students' attention on the pictures of the city. Elicit further information about the city from the images (it's a modern city, highly populated, close to the Rocky Mountains, etc.).
Give students time to read the incomplete text through quickly.
Focus students' attention on the example. Then give them time to complete the text, working in pairs. Monitor and help as necessary.
Check the answers with the class.
Students then answer questions 1–7, working in their pairs. Check the answers.

Answers

Description

1 that/which 2 who 3 that/which 4 where 5 where
6 that/which 7 which 8 who

Questions

- 1 In the state of Colorado
- 2 5.1 million
- 3 James W. Denver, a former governor
- 4 small but with thriving farm/mining businesses
- 5 large with technology-based businesses
- 6 The Fray and The Lumineers
- 7 creative and friendly

- 4 Write the headings on the board and have students brainstorm possible words and phrases for each section of their notes.
Give students time to take notes about their hometown under the headings. Monitor and help as necessary.
Have students write their description in class or assign it for homework. If appropriate, students can provide a few visuals to support their description, e.g., a map, historical and contemporary images, photos of famous people/products from the town/city, etc.
- 5 Ask a few students to read their descriptions for the class. When students give their talk, ask them to come to the front of the room (or stand up in front of their group in larger classes) and make sure the rest of the class is quiet and pays

attention. Allow students to refer to their notes, but don't let them read the whole talk directly from a script.

Encourage the class/groups to ask questions to the presenter. Have students compare some of the towns and cities during a short class discussion. This gives the opportunity to recycle comparatives and superlatives from earlier in the unit.

If possible, display the descriptions on the classroom wall to allow students to read each other's work. If appropriate, you can have students vote for the description they think is most interesting. If you check the students' work, point out errors but allow students to correct them themselves. Try to limit correction to major problems to encourage students to continue writing.

VOCABULARY (SB p. 48)

Synonyms and antonyms

- 1 Check that students know what synonyms and antonyms are: synonyms are words that are the same or similar in meaning; antonyms are words that are opposite in meaning. If appropriate, you can reinforce the point by eliciting some examples of synonyms and antonyms in the students' own language.

Read the extract as a class. Check the answers to the questions.

Answers

Synonyms – *hard* and *difficult*

Antonyms – *easier* and *hard/difficult*

- 2 Focus students' attention on the picture and have students read the conversation quickly. Ask *What are they talking about?* (the weather). Then elicit what is wrong with the conversation. (It uses the adjective *nice* four times.)

Have students substitute *nice* with the adjectives provided. Point out that students will need to change one of the verb forms.

Elicit the new wording for the conversation. Drill the lines as a class and individually if necessary. Then have students practice the conversation in pairs.

Answers

A It's a nice day, isn't it?

B Yes, it's **beautiful**.

A But it wasn't **great** yesterday, was it?

B No, it wasn't.

Synonyms

- 3 **CD2 26** Give students time to read the incomplete sentences. Help with any vocabulary questions. Point out the use of *pretty* in conversation 2 to mean the same as "very."
Put students in pairs to complete the conversations. If available, they can use a dictionary to check the meaning of some of the words, but encourage them to pool their knowledge and try to guess first.
Play the recording and have students check their answers. Elicit as many of the extra lines as possible. Play the recording again if necessary.
Put students in pairs to practice the conversations. If they have problems with the stress and intonation, play the recording again line by line and have students repeat.

Answers and audio script

Synonyms

- 1 **A** Maria comes from a very rich family.
B Really? I knew her uncle was very **wealthy**. They have a house in the Caribbean, don't they?
- 2 **A** Was Sophie angry when you were late?
B Yeah. She was pretty **annoyed**, that's for sure. She was yelling a little, but then she calmed down.
- 3 **A** Jack's such an intelligent boy!
B Mm. He's very **smart** for a ten-year old. He has some interesting things to say, too.
- 4 **A** I've had enough of this long, cold winter.
B I know. I'm **fed up** with the dark nights. I need some sunshine.
- 5 **A** Dave and Sarah's apartment is small, isn't it?
B It's **tiny**. I don't know how they live there. It's only big enough for one person.
- 6 **A** Are you happy with your new car?
B Yes, I'm very **satisfied** with it. It runs well. And it's much more reliable than my old one.

- 4 Elicit examples of synonyms for one or two of the adjectives (see *Answers* below). Give students time to list synonyms for the adjectives. Again, they can use a dictionary to help them and share their ideas with a partner. With students who need more support or if you have limited time, you can write a variety of synonyms on the board (see *Answers* below) and have students match them to the adjectives in Exercise 4.

Elicit a variety of answers from the class, checking spelling and pronunciation as you go.

Answers

good-looking – handsome (men), beautiful/pretty (women), attractive
amazing – incredible, unbelievable, great, fantastic, wonderful
crazy – insane, nutty, stupid (e.g., idea)
big – large, huge, enormous
new – modern, recent, contemporary
old – elderly (e.g., person), ancient (e.g., building)
awful – terrible, horrible
cold – freezing, cool, chilly

- 5 Elicit one or two examples of the adjectives in Exercise 4 in context, e.g., *That was an amazing movie, wasn't it? It's so cold today, etc.*
Put students in pairs to write their sentences (one for each adjective in Exercise 4). Monitor and help as necessary. Focus students' attention on the example in the Student Book. Point out that *You bet!* is used to mean "I completely agree." Have two pairs of students give another example for the class.
Put students in groups of four to continue the activity. Monitor and check for suitable replies to the sentences. Elicit an example exchange for each adjective in a short discussion.

Possible answers

"My new neighbor is good-looking." "Really? Is he handsome?"
"My brother's new car is amazing – it's so fast and comfortable." "It sounds fantastic."
"That driver was crazy for speeding." "I know, he must be insane."
"Their new house is really big." "Yes, I heard it was enormous."

"Have you seen the design of the new hospital." "Yes, it's much more modern than the old one."
"Rome is full of old buildings." "I know, it's an ancient city."
"Wasn't that meal awful?" "You bet! It was terrible."
"It's so cold today." "Yes, it's freezing in my apartment."

Antonyms

- 6 Remind students what antonyms are: words that are opposite in meaning. Say a few adjectives and elicit the opposites, e.g., *boring* ≠ *interesting*, *smart* ≠ *stupid*, etc. Read the instructions as a class and focus students' attention on the picture. Elicit the way in which the speakers agree (*messy* and *not very neat*). Stress to students that the use of *not very* + antonym is common in English and is a good way of avoiding being directly negative.
- 7 Check comprehension of *miserable*, *polite*, *loud*, and *clean*. Focus students' attention on the example. Then put students in pairs to complete the activity. Allow students to use dictionaries if they have access to them.

Check the answers with the class, checking spelling and pronunciation as you go. (Note that there may be other possible answers, but those given may be familiar to students at this level.)

Answers

easy ≠ difficult, hard	loud ≠ quiet
noisy ≠ quiet	exciting ≠ boring, dull
miserable ≠ happy	generous ≠ greedy/stingy
polite ≠ rude	clean ≠ dirty

- 8 **CD2 27** Remind students of the use of *not very* + antonym when agreeing with someone. Have a pair of students read the first sentence and the response as an example.
Put students in pairs to complete the exercise. Monitor and help as necessary.
Play the recording and have students check their answers. Play the recording again and have students repeat the sentences. Drill the lines as a class and individually if necessary.
Have students practice the conversations in pairs.

Answers and audio script

Antonyms

- 1 **A** That man was so rude to me!
B Yes, he wasn't very polite, was he?
- 2 **A** Some people are so generous!
B Well, not everyone's as stingy as you!
- 3 **A** Dave's apartment is always so dirty!
B Mm, it isn't very clean, is it?
- 4 **A** His wife always looks so miserable!
B Yeah, she never looks very happy, does she?
- 5 **A** Their children are so loud!
B Yes, they aren't very quiet, are they?
- 6 **A** This class is boring!
B True. It isn't very interesting. Let's go home.

ADDITIONAL MATERIAL

Workbook Unit 6

Ex. 10 Vocabulary – Synonyms and antonyms

What's happening?

This section focuses on the language used when talking about the entertainment you can enjoy in a city. This includes the language of making suggestions and also key question forms for finding out about times, venues, prices, etc. The listings are for a variety of places in Los Angeles (see *Notes* below), but the language used is typical of the entertainment information available about any city from a variety of sources.

NOTES

The magazine and places referred to in this section are:

Time Out – a weekly listing magazines with information about exhibitions, concerts, movies, theater, fashion, literature, and other forms of entertainment, including eating out and dance clubs. Editions are currently published for many of the major cities of the world including London, Chicago, New York, Beijing, Moscow, Mumbai, Abu Dhabi, Sydney, and Barcelona.

Natural History Museum – a large, well-known museum with permanent and special exhibits of mammals, plants, insects, gems and minerals. Established in 1913, its collections, which number more than 35 million objects, are among the largest and most comprehensive in the world.

The Getty Center – refers to a complex of museums, sculptures, buildings, landscapes, and gardens. The museum is home to 19th and 20th century Asian, European, and American art. A special exhibit of the Jackson Pollock mural is the focus of the text. The museum and foundation were formed with the mission of “furthering knowledge and advancing understanding of the visual arts.”

Walt Disney Concert Hall – a large concert hall designed by the famous architect Frank Gehry. It seats 2,265 people and is used as a venue for music, dance, and talks. It is the home to the Los Angeles Philharmonic Orchestra.

Regent Theatre – an historic theater in downtown Los Angeles. The theater was recently renovated by Landmark, an American chain of cinemas, to bring the feeling of the classic movie house to contemporary audiences.

La Mirada Theatre – an award-winning, state-of-the art theater in Los Angeles since 1977. In recent years, the theater has specialized in hosting large-scale musical productions. The theater produces special events for children and programs for young adults and is the home of La Mirada Symphony.

Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. With students who need more support, or if you have limited time, you can preteach/review some of following vocabulary: *exhibitions, endangered, specimens, traditional, experimental*, the symbol “R” (a US rating system, R indicates that the movie is “restricted” and meant for audience members 17 and older unless with an adult), *admission, musical*.

- 1 Introduce the topic by asking students how they find out about things to do in their town/city (local newspaper/magazine, the Internet, direct mail from theaters, friends/family/coworkers, etc.).

Focus students' attention on the brochures and the information in the magazine. Check comprehension of *What's happening?* (= What's happening at local entertainment venues?). Also check *listings* (information about entertainment and activities found in newspapers/magazines).

Focus students' attention on one of the listings and elicit the type of information given (place, address, type of entertainment, contact number/ordering information, times and prices, special features and highlights, and a short description. Movie listings also give the age classification – see *Notes* above).

Elicit the answer to the first question as an example (see *Answers* below). Then put students in pairs to complete the activity. Set a time limit to encourage students to look for just the information they need. Monitor and help as necessary.

Check the answers with the class.

Answers

- It's free.
- Yes, it is.
- Three nights.
- No, it isn't.
- Yes, it is. Because it's been performed in theaters for over 20 years.

EXTRA ACTIVITY

Put students in pairs/small groups to write more questions about the entertainment in the listings. Students then exchange papers and answer each other's questions.

- 2 **CD2/28** With students who need more support, give them time to read the incomplete conversations before they listen. Elicit suggestions for possible missing words.

Point out that some of the blanks need more than one word. Play the recording and have students complete the conversations then check their answers in pairs. Play the recording again only if students missed a lot of the key words.

Check the answers with the class.

Answers and audio script

What's happening?

- 1 **A** What do you want to do today?
B I'm not sure. How about **going to the movie theater**?
A Mmm ... I don't really feel like **seeing a movie**.
- 2 **B** OK. Would you like to go to an exhibition?
A That sounds interesting! **What is it**?
B Well, there's a **Jackson Pollock** exhibition.
A Is it **any good**?
B I think it **looks** good!
- 3 **A** **Where is it**?
B It's on at the Getty Center.
A How much is it?
B It's **free**.
A What time is it open?
B From ten till five-thirty.
A Great! **Let's go!**

- 3 **CD2 28** Play the recording again. Then put students in pairs to practice the conversations. Monitor and check for correct pronunciation. If students have problems or sound flat, play the recording again as a model and drill key lines as a class and individually. Students then continue practicing in their pairs.

- 4 Put students in new pairs to practice similar conversations, using Exercise 2 as a model. With students who need more support, elicit a complete conversation from the class, writing key language on the board to provide structure during the pairwork. Monitor and help as necessary.

If you have time, students can act out their conversations for the class.

- 5 Read the instructions as a class. Before students start, have them decide individually how they would like to spend the \$250. With students who need more support, elicit the language that they might need to use and write the key expressions on the board:

What do you want to do?

How about ...?

Would you like to ...?

I don't really feel like ...

I'm not really sure about ...

I think I'd prefer to ...

Is it any good?

Where is it on?

That sounds/looks (good).

Good. Let's go.

Put students in pairs to plan their weekend. Remind them that they have only \$250 for entertainment for the whole weekend. Monitor and help as necessary. Write down any common errors, but don't highlight and correct these until after the pairwork.

Elicit a variety of weekend plans from the class during the discussion. If appropriate, students can vote for the weekend that they think sounds the most interesting.

SUGGESTION

Students can produce a listings page for their own city, or for a city that they know well. Students can work in pairs/small groups for this and do research online either in class or for homework.

Let students decide how to divide up the writing fairly and give them time to produce their page. Remind them to include some images. If students have access to computers, they can design their page, using SB p. 49 as a model. If appropriate, you can display the listings students have written on the classroom walls.

Don't forget!

Workbook Unit 6

Ex. 8 Reading – Three great things to do in Los Angeles.

Ex. 9 Listening – Visiting Los Angeles.

Ex. 11 Pronunciation – Word stress

Ex. 12–13 Just for fun!

Grammar Reference (SB p. 137)

Word list Unit 6 (SB p. 144)

Remind your students of the Word list for this unit on SB p. 144. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 6 Test

Skills Test 2 (Units 1–6)

Progress Test 1 (Units 1–6)

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)

7 Living history

Present Perfect • for and since • ever and never • Word formation
Agree with me!

 **Famous writers**

The theme of living history provides an ideal context for the presentation and practice of the Present Perfect because it shows how the past links with the present. The first grammar presentation highlights the “unfinished past” use of the Present Perfect. The second highlights the “experience” use of the Present Perfect. The theme of living history is carried through the skills practice with a *Reading* section on living in a stately home, and a *Listening and speaking* section on researching your family history. *Vocabulary* practice is on the use of suffixes in word formation and the *Everyday English* section is on the use of tag questions when asking for agreement. The *Writing* syllabus continues with writing a biography of a famous person.

LANGUAGE INPUT

GRAMMAR

- Present Perfect, *for* and *since* (SB p. 50) • Practicing Present Perfect and the Simple Past, and time expressions with *for* and *since*.
 Present Perfect – *ever* and *never* (SB p. 52) • Understanding and practicing the Present Perfect with *ever* and *never* for experiences.

VOCABULARY

- Word endings and word stress (SB p. 53) • Understanding word endings, and practicing patterns in word stress.

EVERYDAY ENGLISH

- Agree with me! (SB p. 57) • Practicing tag questions with falling intonation when asking for agreement.

SKILLS DEVELOPMENT

READING

- Living in a stately home (SB p. 54) • An article about a stately home that has been in the same family since 1889.

LISTENING

- Word stress (SB p. 53) • Listening to key words to understand patterns in word stress.
 A family history (SB p. 56) • Listening for key information in a recording about family history. **CD2 38** (SB p. 123)
 • Understanding referencing in a conversation. **CD2 39** (SB p. 123)

SPEAKING

- Asking questions (SB p. 51) • Practicing questions with *How long ...?* in a personalized way.
 Talking about you (SB p. 53) • Practicing questions with *Have you ever ...?* in a personalized way.
 What do you think? (SB p. 54) • Discussing questions about living in a stately home and inheriting wealth.
 What do you think? (SB p. 56) • Discussing questions about researching family history.

WRITING

- A biography – Ordering paragraphs: Two Kennedys (SB p. 107) • Talking about famous families, sequencing a model text, writing a biography of Caroline Kennedy from notes, researching the life of a famous person and writing his/her biography.

MORE MATERIALS

Photocopiables – How long have you ...? (TB p. 166) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 50)

This is intended as a review to confirm that students can form the Simple Past and past participle of regular and irregular verbs.

Ask students to work in pairs to help each other with the answers. Refer them to the irregular verbs list on p. 154 to check their answers. Then elicit the verbs, checking the pronunciation as you go.

Answers

Base form	Simple Past	Past participle
live	lived	lived
have	had	had
be	was/were	been
give	gave	given
go	went	been/gone
eat	ate	eaten
know	knew	known
meet	met	met
move	moved	moved
work	worked	worked
write	wrote	written

Live, move, and work are regular. All the others are irregular.

A HOUSE WITH HISTORY (SB p. 50)

Present Perfect, *for* and *since*

⚠ POSSIBLE PROBLEMS

This is the first unit in *American Headway 2, Third edition* where the Present Perfect is introduced. Two main uses of the Present Perfect are covered in this unit – “unfinished past” in the first presentation, and “experience” use in the second. In Unit 11, the Present Perfect is reviewed, and the Present Perfect Continuous is introduced.

The approach used in this section is to check students’ ability to recognize and use the Present Perfect, and also to contrast its use with the Simple Past. The context used is a pair of parallel texts about an apartment in New York City (see *Notes* below) – one in the Present Perfect and the other in the Simple Past.

Present Perfect/Simple Past Students will be familiar with the form of the Present Perfect but are still likely to make mistakes. However, the key areas of confusion are usually in the use of the Present Perfect, especially when contrasted with the Simple Past. The Present Perfect is used to refer to actions “completed some time before now, but with some present relevance,” and in this way joins past and present. In English, we can say *I have seen the president* (at some indefinite time in my life), but not **I have seen the president yesterday*. In some other languages, the same form of *have* + the past participle can be used to express both indefinite time (Present Perfect) and finished past time (Simple Past). Many languages use a present tense to express unfinished past.

Common mistakes include:

**I have watched TV last night.*

**When have you been to Russia?*

**I live here for five years.*

**She is a teacher for ten years.*

**How long do you know Paul?*

for/since Both these time expressions are frequently used with the Present Perfect to answer the question *How long ...?*

- We use *for* with a period of time, e.g., *an hour, two weeks*.

- We use *since* with a point in time, e.g., *May, 2014*.

Students often mix them up:

**I’ve been here since two months.*

There are many opportunities for controlled and freer practice, but don’t expect your class to have mastered the difference between Present Perfect and Simple Past by the end of the unit. Be prepared to review and reinforce the main uses over the rest of the class.

NOTES

The apartment described in the texts is on the east side of Manhattan in New York City. Nearby iconic landmarks include the Metropolitan Museum of Art, The Whitney Museum, The Waldorf Astoria hotel, and Central Park.

John Steinbeck (1902-1968) was an American author. He wrote 27 books including *East of Eden*, *Of Mice and Men*, and the Pulitzer Prize-winning novel *The Grapes of Wrath* about the Great Depression. Steinbeck was awarded the Nobel Prize for Literature in 1962.

- CD2 29** Focus students’ attention on the photos and ask students to identify Max. Ask *What does he look like?* (He’s about 25. He has dark, curly hair.) *How does he get around the city?* (He rides a bike.)

Preteach/review *press photographer, receptionist*, and *to get around the city*.

Play the recording and have students follow in their books. Check the answers with the class (see *Notes* above). Ask *What’s the name of the newspaper where Max works?* (*The Daily News*).

Answers and audio script

- He lives in New York City. His apartment is on East 51st Street.
- He’s a press photographer.
- He met her in college.
- No, they don’t have any children yet.

CD2 29 A house with history

Hi! I’m Max. I live in New York City in an apartment on East 51st Street. I’ve lived here for three years. I’m a press photographer. I’ve worked for *The Daily News* since 2012. My wife’s name is Meg. We’ve been married for two years. We met in college. Meg’s a receptionist at Lennox Hill Hospital. I get around the city on a bicycle. I’ve done this since I moved here. Meg goes by bus. We don’t have any children yet.

- Focus students’ attention on the pictures of Max’s apartment today and in the 20th century. Preteach/review *writer, novelist*, and *war correspondent*.
Give students time to read about Max’s apartment. Put students in pairs to discuss their answers to the questions. If appropriate, allow them to use L1 to discuss the tense use.

Give students time to read about Max's apartment. Put students in pairs to discuss their answers to the questions. If appropriate, allow them to use L1 to discuss the tense use.

Check the answers with the class. As a follow-up, refer back to the picture of Max's apartment today and ask, *Do you know of any similar homes in your country where someone famous once lived?*

Answers

Max's apartment is famous because John Steinbeck lived there in the 1940s.

The verbs in bold are in the Simple Past. This is because the actions and the time period are finished.

SUGGESTION

If students had problems with analyzing the tense use in Exercise 2, you can focus on the *Grammar Spot* and/or Grammar Reference 7.1 before doing Exercises 3, 4, and 5.

- 3 Focus students' attention on the example and ask *Why is this sentence about Max? (He still lives in the apartment.)* Put students in pairs to complete the activity. Monitor and help as necessary. With students who need more support, you can have them ask *Is the action finished?* about each sentence.

Check the answers with the class.

Answers

- | | |
|---|----|
| 1 How long has he lived in the apartment? | M |
| 2 How long did he live in the apartment? | JS |
| 3 Where does he work? | M |
| 4 How long has he worked there? | M |
| 5 What was his job in New York? | JS |
| 6 Which newspaper did he write for? | JS |
| 7 How long has he been married? | M |
| 8 How long was he married to his second wife? | JS |

- 4 **CD2 30** Demonstrate the activity by having a pair of students ask and answer question 1 as an example for the class. Students ask and answer all eight questions, working in their pairs. Monitor and check for correct question formation and tense use.

Play the recording so students can check their answers. If students had problems with pronunciation, play the recording again, pausing to drill the sentences and paying particular attention to the weak form *has* /həz/ in the Present Perfect questions. Then have students practice the questions and answers again in their pairs.

Answers and audio script

- | | |
|---|---|
| 1 How long has he lived in the apartment? | Max has lived in the apartment for three years. |
| 2 How long did he live in the apartment? | Steinbeck lived in the apartment for one year. |
| 3 Where does he work? | Max works for <i>The Daily News</i> . |
| 4 How long has he worked there? | Max has worked there since 2012. |

- | | |
|---|---|
| 5 What was his job in New York City? | Steinbeck was a war correspondent for a newspaper. |
| 6 Which newspaper did he write for? | Steinbeck wrote for <i>The New York Herald Tribune</i> . |
| 7 How long has he been married? | Max has been married for two years. |
| 8 How long was he married to his second wife? | John Steinbeck was married to his second wife for five years. |

GRAMMAR SPOT (SB p. 51)

- 1 Read the sentences as a class and then have students discuss the questions in pairs. Check the answers with the class. If necessary, reinforce the tense use by explaining that the Simple Past is used to refer to people who have died because what they did in their lives is finished. The Present Perfect sentences refer to living people because they describe past actions that have some continuity with the present, i.e., these people can still do more of these things in their lives. Then give students time to find more examples of the tenses in the texts.

Answers

John Steinbeck **lived** there for one year. – Simple Past. The action is now finished because Steinbeck is now dead.

Max **has lived** there for two years. – Present Perfect.

The action continues to the present because Max still lives there now and can live there in the future.

More examples

Simple Past

M: met

JS: lived, moved, worked, wrote, was, had

Present Perfect

M: 've lived, worked, 've been, 've done

JS: —

- 2 Elicit the form of the Present Perfect. Check the affirmative, negative, and question forms.

Answers

Affirmative: I/we/you/they + have + past participle
he/she/it + has + past participle

Negative: I/we/you/they + haven't + past participle
I/we/you/they + hasn't + past participle

Questions: Have + I/we/you/they + past participle
Has + he/she/it + past participle

- 3 Read the examples as a class. Ask students to discuss the difference between *for* and *since* in pairs.

Answers

for is used with a period of time.

since is used with a point in time.

►► Grammar Reference 7.1 on p. 137

- 5 Read the instructions with the class. Elicit one or two examples, e.g., *Max has lived in the apartment for three years. John Steinbeck lived there for one year. Max doesn't have any children yet. John Steinbeck had two children with his second wife.*

Refer students back to the texts and have them discuss differences and similarities between the two men. Monitor and check for correct tense use and accurate pronunciation. Write down any common errors and correct these after the pairwork.

Elicit a variety of answers from the class.

Possible answers

Differences

Max has lived in the apartment for three years. John Steinbeck lived there for one year.

Max has been married only once. John Steinbeck was married three times.

Max doesn't have any children yet. John Steinbeck had two children.

Max is a press photographer. John Steinbeck was a war correspondent.

Similarities

Max lives in an apartment on East 51st Street and John Steinbeck lived there, too.

Max works for a newspaper and John Steinbeck worked for a newspaper, too.

Max is married and John Steinbeck was married, too.

PRACTICE (SB p. 51)

for or since?

- 1 Briefly review the rule in the *Grammar Spot*: *for* is used with a period of time, and *since* is used with a point in time, e.g., *for ten minutes*, *since January, 2012*.

Elicit the answer for the first time expression. Then put students in pairs to complete the activity.

Answers

for half an hour

for a long time

since October

since 2001

since ten o'clock

since last Tuesday

since I was 14

for three months

for a couple of weeks

- 2 **CD2 31** Elicit possible matches to the first line in column A as an example. Then give students time to match the remaining lines and make sentences. Monitor and help as necessary.

Put students in pairs and have them read their sentences aloud to their partner.

Play the recording so that students can compare their answers. If students had problems with pronunciation in the previous section, play the recording again, pausing and drilling the sentences with the class.

Have students make similar sentences about themselves. Monitor and help as necessary. Have students read their sentences to the class. Highlight and correct any errors.

Answers and audio script

for or since?

- 1 I've known John for three years. We met in college.
- 2 I last went to the movies two weeks ago. The movie was really boring.
- 3 I've had this watch since I was a child. My grandpa gave it to me.
- 4 I lived in New York from 2005 to 2007. I had a great time there.
- 5 I've lived in this house since 2008. It has a big backyard.
- 6 We last took a vacation two years ago. We went to Brazil.
- 7 I haven't seen you for years. What have you been up to?
- 8 We haven't had a break for over an hour. I really need some coffee.

Asking questions

- 3 **CD2 32** Focus students' attention on the example and then give students time to complete the conversation.

Play the recording and have students check their answers. Elicit why the different tenses are used in each question (see text in parentheses below).

Drill the three questions with the class, paying particular attention to the intonation on the *wh*- questions. Then put students in pairs to practice the conversation.

Answers and audio script

Asking questions

A Where **do you** live, Susan? (Simple Present, because it is true now.)

B In an apartment near the river.

A How long **have you lived** there? (Present Perfect, because it is unfinished past – starting in the past and continuing until now.)

B For three years.

A Why **did you move** there? (Simple Past, because it asks about a finished past event.)

B Because we wanted to be in a nicer area.

- 4 **CD2 33** This activity provides controlled speaking practice in manipulating the question forms of three different tenses. Model the first conversation with a confident student. With students who need more support, elicit a variety of possible answers to the questions.

Put students in pairs to practice the conversations.

Ideally, have them do this by just using the prompts and not writing out the lines. With students who need more support, you can write the first conversation on the board.

Play the recording so that students can compare their answers. Ask two or three pairs to act out one of their conversations for the class at the end.

Sample answers and audio script

1 **A** What do you do?

B I work for an international company.

A How long have you worked there?

B For two years.

A What did you do before that?

B I worked in an office.

2 **A** Do you know Dave Brown?

B Yes, I do.

A How long have you known him?

B For five or six years.

A Where did you meet him?

B We went to college together.

- 5 Focus students' attention on the examples and elicit possible endings for each verb given. Drill the pronunciation if necessary, making sure students can reproduce the weak form *have* /həv/ in the Present Perfect questions. Also elicit possible follow-up questions in the Simple Past.

Put students in pairs to ask and answer questions, ideally working with a new partner. Monitor and check for accurate question formation and tense use. Write down any common errors and correct these after the pairwork.

During the class discussion, you can ask students to report back about their partner, using the two tenses, e.g., *Maya has lived in Cairo for two years. She went there to study at the university.*

PHOTOCOPIABLE ACTIVITY

UNIT 7 How long have you ...? TB p. 166

Materials: One copy of the worksheet for each student.

Procedure: Explain that students are going to complete a class survey to find out how long people in the class have had, been, or done certain things. Briefly review the use of *for* or *since* with time expressions. Say the following time expressions and ask students to repeat with *for* or *since*, e.g., *March – since March*.

three weeks (for), a long time (for), last weekend (since), half an hour (for), the beginning of the class (since), I was born (since), more than a year (for), Memorial Day (since).

- Hand out a copy of the worksheet to each student. Preteach/review *to be able to* (used to talk about ability when *can* isn't possible, e.g., *How long have you been able to speak English?*), *to have an Internet connection*, *to be awake*. Give students a few minutes to read through the prompts in the first column and help with any other vocabulary questions.
- Demonstrate the activity with the class. Write *For* and *Since* on the board. Ask a student the first question *How long have you been a student here?* If the student gives an answer with *for*, write the answer under *For* on the board. Ask the question to the same student again, but this time elicit the answer with *since* and write it under *Since* on the board.
- Explain that students should ask each question to a different student and record their name and answers with *for* and *since* each time. If one of the questions isn't relevant to a student, the person asking should move on and ask another classmate. With students who need more support, you can elicit more of the questions from the prompts, drilling the intonation as necessary. Students stand up and walk around the classroom, interviewing each other, and writing the relevant names and answers.
- When students have finished, elicit examples from the class, e.g., *Loukas has worked for a marketing company for a year. He's worked there since last September.*
- As an extension, you can ask students to figure out who has been/had/done different things for the longest. Choose two or three of the questions and have students stand in a line according to their answer, e.g., who has been a student at your school for the longest or who has known their closest friend for the longest. In larger classes, students can work in groups of about eight.

ADDITIONAL MATERIAL

Workbook Unit 7

Ex. 1–4 Present Perfect

AN ARCHAEOLOGIST (SB p. 52)

Present Perfect – *ever* and *never*

⚠ POSSIBLE PROBLEMS

See *Possible problems* on TB p. 82 for key areas of confusion with the Present Perfect.

This second presentation covers the use of the Present Perfect to talk about an experience that took place some time before now. It also reinforces the use of the Simple Past to refer to finished actions at a definite time in the past.

The adverbs *ever* and *never* are frequently used with the “experience” meaning of the Present Perfect. These are both “indefinite” time references – *ever* (= at any time up to now), *never* (= at no time up to now). *Ever* is often used with the Present Perfect and a superlative to talk about the best/biggest/most exciting thing experienced up to now. Common mistakes include:

**Did you ever try Japanese food?*

**We didn't ever seen a play in English.*

**I never went to Canada in my life.*

**He hasn't never won a competition.*

**It's the best movie I ever see in my life.*

NOTES

Although the main character in the interview is fictitious, artifacts from the tomb of Tutankhamun /ˌtutəŋˈkɑːməŋ/ are some of the most well-known in the world. *The Treasures of Tutankhamun* tour ran from 1972 to 1981 and was exhibited in many major US cities for almost two years.

A Land Rover is a powerful, four-wheel-drive vehicle designed for traveling over rough or steep ground.

- 1 Focus students' attention on the photos of Frieda and ask *What's her job?* (She's an archaeologist /ˈɑːrkiˈɒlədʒɪst/). Preteach/review *to live abroad*, *to have a passion for*, and *ancient civilizations*. Give students a few minutes to read the introduction and check the answers to the questions.

Answers

Frieda is German.

She's been to Egypt, Kenya, Algeria, China, and South Africa.

Her passions are history and ancient civilizations. Her greatest love is Africa, and she has written books about ancient Egypt.

- 2 **CD2|34** Preteach/review *to discover*, *professor*, *archaeology* /ˈɑːrkiˈɒlədʒi/, *tomb* /tʊm/, and *pharaoh* /ˈferɒs/. Focus students' attention on the example questions in the article. Ask two students to read this section of the interview for the class.

Put students in pairs to complete the article with the questions. Monitor and help as necessary.

Play the recording and have students check their answers.

Answers and audio script

Frieda Hoffmann

I = Interviewer F = Frieda

I Frieda, you've traveled a lot in your lifetime. (1) **Which countries have you been to?**

F Well, I've been to a lot of countries in Africa and Asia, but I've never been to South America.

I (2) **When did you first go abroad?**

F When I was six, my family moved to England.

I (3) **Why did you move there?**

F Because my father got a job as a professor of history at Cambridge University.

I (4) **Have you always been interested in archaeology?**

F Yes, I have. When I was ten, there was an exhibition of Tutankhamun, the Egyptian king, in London. My father took me to see it, and I was fascinated! After that I knew that I wanted to go to Egypt and be an archaeologist.

I (5) **How many times have you been to Egypt?**

F At least twenty times! I go as often as I can.

I (6) **Have you ever discovered anything?**

F Yes, I've made some very important discoveries. I was the leader of a team that discovered ancient tombs near Cairo.

I You've written about Egypt, haven't you? (7) **How many books have you written?**

F I've written three about the pharaohs. And I've written a book about a journey I made from Cairo to Cape Town.

I (8) **How did you travel?** By train? By car?

F In a Land Rover, of course!

I In all of your travels, (9) **have you ever been in danger?**

F Oh, my gosh, yes! Many times! But in situations like that you learn so much about yourself.

- 3 Have two students read the examples for the class. Elicit the next question with *ever* and the answer (*Has she ever been to South America? No, she hasn't.*) Drill the pronunciation if necessary, making sure students can reproduce the weak form *has* /həz/ in the Present Perfect questions. If students question the use of *ever*, explain that it means "at any time in your life."

Put students in pairs to continue the activity. Point out that they will need to use the Simple Past in some of the questions. For students who need more support, you can elicit the tenses students need for each question before they start or focus on the *Grammar Spot* before the pairwork.

Monitor and check for accurate question formation and tense use. Correct any errors during the class discussion.

Answers

- Which countries has she been to? She's been to Egypt, Algeria, Kenya, South Africa, and China.
- Has she ever been to South America? No, she hasn't.
- When did she move to England? She moved to England when she was six.
- Where did her father get a job? He got a job at Cambridge University.
- When did she see the Tutankhamun exhibition? She saw the exhibition when she was ten.
- How many times has she been to Egypt? She's been there at least 20 times.
- How many books has she written? She's written four books.

GRAMMAR SPOT

- 1 Read the instructions as a class. Give students time to think about the answers to the questions. Have students check in pairs before checking with the class.

Answers

You've **traveled** a lot in your lifetime. (Present Perfect refers to an experience some time in your life.)

Which countries **have** you **been** to? (Present Perfect refers to an experience some time in your life.)

When I **was** six, my family **moved** to England. (Simple Past refers to a definite time in the past.)

- 2 Read the examples as a class. Point out that the verb form with *never* is affirmative and that you can't say **I haven't never been to South America*. If appropriate, have students translate *ever* and *never* into their own language.

►► Grammar Reference 7.2 on p. 138

PRACTICE (SB p. 53)

Present Perfect or Simple Past?

- 1 **CD2 35** Preteach/review *car accident*, *to be injured*, and *to break a bone*. Tell students they are going to hear a second interview with Frieda. Give students a few minutes to read through the incomplete lines and predict the answers.

Play the recording once all the way through. Have students check their answers in pairs before checking with the class.

Elicit any further information the students understood from the script, playing the recording again if necessary.

Put students in pairs to practice the questions and answers.

Answers and audio script

Present Perfect or Simple Past?

I = Interviewer F = Frieda

- 1 I You moved to England when you were six. Do you go back to Germany much?

F No, I don't. I've **been** back a few times, but I've **never lived** there again. I feel more English than German.

- 2 I What **did** you **study** in college?

F I **studied** ancient history at Cambridge.

I Did you enjoy it?

F Yes, I did. The classes were amazing, and Cambridge was a great place to live.

- 3 I **Have** you **ever had** an ordinary job?

F Of course I **have**! I've **done** all kinds of things! After college, I **didn't have** any money.

I So, what **did** you **do**?

F I **worked** in a restaurant. I **hated** it!

I Why didn't you like it?

F Because the hours were so long, and the people I was working with were horrible.

- 4 I You said you've often been in danger. What's the most dangerous situation you've been in?

F Well, I **had** a very bad car accident in Cairo. I **was** seriously injured and **broke** several bones. I spent three months in the hospital. I was very lucky. I nearly died.

- 2 This section reinforces the use of Present Perfect to ask about experiences and the Simple Past to ask follow-up questions about specifically when an experience happened.

Check the pronunciation of *Sahara* /sə'hæərə/ and *Nile* /naɪl/. Focus students' attention on the example and ask two students to read the questions and answers for the class. Drill the pronunciation if necessary, making sure students can reproduce the weak form *has* /həz/ in the Present Perfect questions and the strong form /hæz/ in the short answers.

Put students in pairs to ask and answer the questions. Monitor and check for accurate question formation, tense use, and pronunciation. Correct any errors during the class discussion.

Answers

- 1 **A** Has she ever crossed the Sahara?
B Yes, she has.
A When did she do that?
B When she was in her early thirties.
- 2 **A** Has she ever walked the Great Wall of China?
B Yes, she has.
A When did she do that?
B In 1995.
- 3 **A** Has she ever travelled up the Nile?
B Yes, she has.
A When did she do that?
B When she was a student.
- 4 **A** Has she ever worked in a restaurant?
B Yes, she has.
A When did she do that?
B After she graduated from college.

Talking about you

- 3 Have two students read the example exchanges for the class. Give students time to read the list of prompts in the box and help with any vocabulary questions.
- Have students choose the question they want to ask. With larger classes, you may need to divide the class into two groups and set up two interview activities.
- Students stand up and ask everyone their question, writing down the answers. Monitor and check for accurate question formation, tense use, and pronunciation. Write down any common errors, but don't discuss these until after the activity.
- When students have finished, have them sit down and decide what they are going to say about their classmates when they report back to the class. Elicit information from several students in the class.

ADDITIONAL MATERIAL

Workbook Unit 7

- Ex. 5–6 Present Perfect and Simple Past
Ex. 7–8 Present Perfect + adverbs
Ex. 9 Tense review

VOCABULARY AND PRONUNCIATION (SB p. 53)

Word endings and word stress

- 1 Introduce the topic by writing the noun endings *-er*, *-or*, *-ist*, *-ian*, and *-ant* on the board and asking students to tell you any jobs they can think of that have these endings, e.g., *teacher*.
Focus students' attention on the examples in the Student Book and have them underline the *-er*, *-or*, and *-ist* endings.
- 2 **CD2 36** Focus students' attention on the words in the box and point out the stress markers ('). Have students say the words aloud as a class.
Elicit the job from *photograph* and check the word stress: *pho'tographer*. Put students in pairs to figure out the names of jobs from the words. Monitor and help as necessary.
Play the recording so that students can check their answers. Help with any comprehension questions. Then play the recording again and have students repeat the words as a class and individually. Check that they stress each word correctly, writing the words on the board and marking the stresses as necessary.

Answers and audio script

Word endings

pho'tographer	poli'tician	in'terpreter
re'ceptionist	mu'sician	li'brarian
'scientist	ac'countant	elec'trician
'farmer	'decorator	'lawyer /'lɔɪər/
'artist	'actor	

- 3 Preteach/review *to compete*, *behavior*, *to employ*, and *to inherit*. Read the instructions as a class. Elicit the first missing noun and adjective from the charts as examples. Have students spell their answers to show that they have made the correct changes.
Put students in pairs to complete the charts. Monitor and help as necessary.
Check the answers with the class.

Answers

Noun	Verb	Noun	Adjective
compe'tition	com'pete	fame	'famous
expla'nation	ex'plain	'difference	'different
be'havior	be'have	'critic	'critical
invi'tation	in'vite	am'bitious	am'bitious
con'clusion	con'clude	suc'cess	suc'cessful
'student	'study	help	'helpful
de'cision	de'cide	'kindness	kind
dis'cussion	dis'cuss	friend	'friendly
em'ployment	em'ploy	'danger	'dangerous
in'heritance	in'herit	health	'healthy
co'llection	co'llect	responsi'bility	res'ponsible

Word stress

- 4 **CD2 37** This section encourages students to figure out patterns in word stress from different groups of examples. Briefly check comprehension of *syllable* by writing a long word on the board and asking students to mark the syllable divisions, e.g., *u / ni / ver / si / ty*. Also check the number of syllables (5).

Put students in pairs to look at the examples and answer the questions.

Play the recording. Ask students to listen and check their answers. Then play the recording again and have students repeat the words.

Answers and audio script

With two-syllabled nouns and adjectives, the stress is on the first syllable.

With two-syllabled verbs, the stress is on the second syllable.

With nouns ending in *-tion* and *-sion*, the stress is on the syllable before *-tion* and *-sion*.

The stress shifts depending on the part of speech (see audio script below).

CD2 57 Word stress

Two-syllabled nouns and adjectives

nouns

'danger 'kindness 'critic 'artist 'difference

adjectives

'dangerous 'healthy 'friendly 'famous 'different

Two-syllabled verbs

in'vite ex'plain dis'cuss em'ploy de'cide com'pete

Nouns ending in *-tion/-sion*

invi'tation expla'nation compe'tition am'bition de'cision

EXTRA ACTIVITY

Students can practice using the words from this section by choosing 6–8 examples and working them into a short anecdote, either true or fictitious. Give students time to choose their words and plan their anecdote. Monitor and help as necessary.

Then put students in groups of three to tell their anecdotes. Monitor and check for correct pronunciation of the words from this section. Be prepared to drill any words students get wrong.

SUGGESTION

You can review the word stress patterns in this section by having students create sets such as the one below. Write the following examples on the board and elicit the word that has different word stress (*politics*):

employment ambition politics accountant

Put students in pairs/groups of three to create six sets of words, each containing one word with different word stress. They can use words from SB p. 53 and from earlier units of the book. Students then exchange words and test another group.

ADDITIONAL MATERIAL

Workbook Unit 7

Ex. 13 Vocabulary – Word endings

READING (SB p. 54)

Living in a stately home

ABOUT THE TEXT

The theme of living history is carried through in this section with an article about a father and son who manage a stately home that has been in their family since 1889.

Biltmore /'bɪltmɔː/ House is located in the Blue Ridge Mountains, in western North Carolina. The estate was built and is still the home of the Vanderbilt family /'vændərbɪlt/. Biltmore is the largest privately-owned house in the US, with 255 rooms. The house is set on 8,000 acres of land, showcasing elaborate gardens and natural woodlands. The estate is surrounded by miles of national forest, the land gifted to the US government by the Vanderbilt family for preservation. Biltmore is a popular tourist destination and includes shops, restaurants, and a winery.

The people mentioned in the text are:

painters – Pierre-Auguste Renoir (1841–1919), one of the most celebrated French impressionist artists.

John Singer Sargent (1856–1925), considered one of the most important US portrait painters, whose portraits include President Theodore Roosevelt and Frederick Law Olmsted, the landscape architect for both the Biltmore estate and New York's Central Park.

Richard Morris Hunt (1827–1895), Biltmore House architect, also designed the Great Hall of the Metropolitan Museum of Art and the pedestal of the Statue of Liberty, both in New York City. He founded the American Institute of Architects.

Louis Comfort Tiffany (1848–1933), American artist, best-known for his stained glass designs, especially lamps. Louis Comfort Tiffany was the son of Charles Lewis Tiffany, the founder of Tiffany and Company, sellers of luxury goods, china, and jewelry.

Presidents and other dignitaries who have visited Biltmore: writers Edith Wharton and Henry James; Presidents McKinley, T. Roosevelt, and Wilson.

Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. With students who need more support, or if you have limited time, you can preteach/review some of the following vocabulary: *manage* /'mænɪdʒ/, *to inherit*, *estate*, *to be passed down*, *generation*, *financially independent*, *self-sufficient*, *acre* /'eɪkə/, *to be open to the public*, *to be worth*, *horseback riding*, *featured in*, *gardening seminars*, *architect*, *tourism*.

- 1 Preteach/review *stately home* (= a large house with grounds, often occupied by a wealthy family now or in the past). Focus students' attention on the photos and elicit possible answers to the questions as a class.
- 2 Focus students' attention on the question openers and elicit possible endings, e.g., *Where is the house? How old is it? Who owns it? How many people visit it every year? How much does it cost to run?*

Put students in pairs to write some more questions. Monitor and help as necessary.

Elicit a variety of questions, listing several examples on the board.

- 3 Have students read the article quickly and check how many of their questions were answered. If necessary, set a time limit of about five minutes to encourage students to read quickly and look for the information they need. Monitor and help with any questions.
Have students ask and answer the questions on the board as a class. If there is no information in the text, students can answer *The text doesn't say*.
- 4 Preteach/review *to raise money*. Ask students to answer the questions, working individually. Have them refer back to the article and underline the key sections that gave them the answers.
Have students check their answers in pairs before checking the answers with the class.

Answers

- 1 The Vanderbilt family has owned Biltmore since 1889/for over 115 years.
- 2 William A.V. Cecil, Senior and his son, Bill Jr., have managed the estate since 1976. The next generations, Mr. Cecil's son and daughter and grandchildren, are involved in the running of Biltmore House as well.
- 3 115 – the number of years the family has owned the estate; 255 – the number of rooms; 65 – the number of fireplaces; 8,000 – the acres of land; \$2.5b – the value of the whole estate; 1,000,000 – the number of visitors every year.
- 4 It has been open to the paying public since 1930.
- 5 It raises money from visitors, special events, and from the TV and movie industry.
- 6 The estate was designed to reflect a working French estate, including a farm and a furniture-making business, which would allow Biltmore to be a self-supporting estate.
- 7 During World War II, Biltmore House stored paintings for the National Gallery of Art to keep them safe.

Language work

This section helps to reinforce the tenses covered earlier in the unit. Elicit the correct tense for number 1 as an example. Have students work in pairs to complete the task.

On the board, write any sentences that the students disagree on. Have students analyze these and give the correct tense.

Answers

- 1 Mr. Cecil **has managed** Biltmore House since 1976.
- 2 His mother **died** in 1976.
- 3 The Vanderbilt family **has owned** the house for over 115 years.
- 4 In 2010 around one million people **visited** the house.
- 5 The original owner **didn't build** the estate.
- 6 An inn **has been on the estate for 14 years**.

What do you think?

Elicit examples of houses similar to Biltmore in the students' own countries. Put students in groups of three or four to discuss the questions. Monitor and help as necessary.

Elicit a variety of answers from the groups during the class discussion. Finish the activity by asking students if they enjoy visiting houses like Biltmore and why/why not.

SUGGESTION

If your students are interested in the topic in this section, you can set up a debate with the title *It's good that historic houses stay in the hands of historic families*. Divide the class into two large groups and have one brainstorm arguments for the statement and the other arguments against. Monitor and help as necessary.

Then put students into groups of six, three students from the "for" group and three from "against." Nominate a leader for each group to ensure that students listen to each person's argument. Give students time to have their discussion.

Elicit a variety of opinions from the students. Finish the discussion by asking students for their own opinion about the original statement. If possible, establish if the class in general is for or against the statement.

LISTENING AND SPEAKING (SB p. 56)

A family history

ABOUT THE LISTENING

This section gives students the opportunity to focus on the idea of living history in a more personalized way, with a focus on researching family history. Genealogy has become very popular in recent years, and the researching of family trees has become much easier thanks to the Internet and access to online records.

Students listen to David talking about researching his family history and then to a conversation between David and his grandmother. The conversation takes place on Skype – an Internet network that you can use to make telephone calls. The activities are listening for specific information and understanding referencing in the conversation.

Key places mentioned in the script are:

Newcastle /'nukæsl/ is a large city and port on the River Tyne in northeast England. The city used to have large coal-mining and shipbuilding industries, but most of these have now closed.

Perth /pəθ/ is the capital and largest city of the Australian state of Western Australia.

The Orkney /ɔrkni/ Islands are a group of islands off the north coast of Scotland. They comprise approximately 70 islands of which 20 are inhabited. Farming and fishing are the traditional industries.

Some of the vocabulary may be new, so be prepared to preteach/review the following items: *great-grandmother/children, ancestors, Norwegian, to make a living, dressmaker, shipyard, to keep in touch*. Also check the pronunciation and silent *s* in *island* /'aɪlənd/.

- 1 Introduce the topic by saying what you know about your grandparents as an example. Put students in small groups to discuss the question. Monitor and help as necessary.
Elicit a variety of answers in a short class discussion.

- 2 **CD2 38** Focus students' attention on the map of Australia and the photo of David. Read the instructions for Exercise 2 as a class. Ask *Where is he from? (England, but he lives in Perth)*, *How old is he? (33)*, *What is he interested in? (researching his family history)*.

Focus students' attention on the other maps, and give students a few minutes to read the questions. Play the recording without stopping. Put students in pairs to compare their answers. Play the recording again if necessary and have students check/complete their answers.

Check the answers with the class. Elicit any further information that students understood. Ask prompt questions if necessary, e.g., *What nationality is David's wife? (Australian)* *How old is his grandmother? (89)*, etc.

Answers and audio script

- 1 He's lived in Perth for nearly 10 years.
- 2 The two "Alices" in his life are his daughter and his grandmother.
- 3 She lives in Newcastle, England.
- 4 They were all born in the Orkney Islands in Scotland.
- 5 They were farmers.
- 6 The family's ancestors came over to Scotland.
- 7 Their ancestors were Norwegian.
- 8 It became difficult for Alice's great-grandparents to make a living farming.

CD2 38 A Family History: Part One

I come from Newcastle in England, but now I live in Perth, Australia. I've been here nearly ten years. My wife, Jodie, is Australian and our children Russell and Alice were born here. Alice is named after my grandmother, her great-grandmother, Alice Bews. She's 89 now and still lives in Newcastle. Lately I've become really interested in my family history back in the UK. I've started speaking to my grandmother about it. I've found out that she was the youngest of nine children and the only one to have been born in England. Her eight brothers and sisters were all born in Scotland. They came from the very north of Scotland, from some islands called the Orkneys. They worked there as farmers over a hundred years ago. My grandmother told me that hundreds of years ago our family's ancestors were actually Norwegian – they came over to Scotland in the 9th century. She says that's why we all have blond hair in our family. Anyway, it became more and more difficult for my great-grandparents to make a living farming, so they traveled south. They finally arrived in the north of England, in Newcastle with their eight children. Alice was born soon after they arrived.

- 3 **CD2 39** Focus students' attention on the photo of David's grandmother, Alice. Point out that she is comfortable using technology and check that students have heard of Skype (see *About the listening* above).

Give students time to read the questions. Play the recording as far as *when she was just 17* and elicit the answer to the first question. Then play the rest of the recording without stopping. Put students in pairs to compare their answers. Play the recording again if necessary and have students check/complete their answers.

Check the answers with the class. Elicit any further information that students understood. Ask prompt questions if necessary, e.g., *Where were Alice's parents born? (the Orkneys)* *How many of Alice's brothers and sisters are still alive? (none, she's the only one left)*, etc.

Answers and audio script

- 1 *she* married when she was just 17 – Alice's mother
- 2 I can't remember *him* at all – Alice's father
- 3 She had *two jobs* and a *big family* – She was a cleaner and a dressmaker. She had nine children.
- 4 *They* found work in the shipyards – Alice's two eldest brothers
- 5 *It* wasn't unusual in those days – getting married young
- 6 *They* live all over the world – Alice's grandchildren and great-grandchildren. They live in Australia, New Zealand, and America.
- 7 *He* helps me keep in touch with you all – David's cousin Peter
- 8 *It's all* really wonderful, isn't it? – using technology like email, Skype, and texting to keep in touch.

CD2 39 A Family History: Part Two

D = David A = Alice Bews

- D** So Grandma, your parents were both born in the Orkney Islands, is that right?
- A** Yes, my mother was called Jane. She grew up there and she married when she was just 17.
- D** And you were her ninth child?
- A** Yes, I was the only one born in England. Times were really hard for my mother – you see my father died when I was three. I can't remember him at all.
- D** So what did your mother do?
- A** She worked as a cleaner and a dressmaker.
- D** She had two jobs and a big family, that's ...
- A** Oh, yes, she was an amazing lady. But my two eldest brothers ... they got work in the shipyards so that helped, too. All my brothers and sisters have died now – I'm the only one left.
- D** I know. Did you marry young, Grandma?
- A** Oh, no. I didn't marry until I was 22.
- D** That's still young.
- A** It wasn't unusual in those days. And I had only three children.
- D** But now you have lots of grandchildren and great-grandchildren.
- A** I do. They live all over the world – not just in Australia.
- D** I know. I have cousins in New Zealand and America. But cousin Peter still lives near you, doesn't he?
- A** Yes, he does. He helps me keep in touch with you all with this Skype thing.
- D** Yeah, this Skype is amazing, isn't it?
- A** Oh, yes. I love it. I talk to all my grandchildren, and I've seen all my great-grandchildren. I email sometimes too. Email, Skype, and texting – it's all really wonderful, isn't it?
- D** It is, Grandma. It's just great talking to you. I've got lots more questions for you next time.

- 4 Focus students' attention on the sentence opener and elicit the ending. Put students in small groups to complete the activity. With students who need more support, elicit the tense they will need to talk about Alice's ancestors (Simple Past), and which tense to refer to situations/actions that continue up to the present in David and Alice's life (Present Perfect). You can also write key words on the board as prompts to help students remember the sequence of events. Monitor and help as necessary. Elicit sections of the story from the different groups. Encourage students to help and correct each other if they get information in the wrong order.

Sample answer

David's ancestors came over to Scotland from Norway in the 9th century. They moved to the Orkney Islands and worked there as farmers over a hundred years ago.

David's great-grandparents were both born in the Orkney Islands. They had nine children and eight of them were born in Scotland.

It became more and more difficult for the family to make a living farming, so they traveled south to Newcastle, England. Their youngest child, David's grandmother Alice, was born soon after they arrived.

Alice's father died when she was only three. Life was very hard for her mother. She worked as a cleaner and a dressmaker, and she had a big family. Alice's two eldest brothers got work in the shipyards, so that helped the family.

Alice married when she was 22, and she had three children.

Alice is now 89, and she still lives in Newcastle. She has lots of grandchildren and great-grandchildren, living all over the world.

David's cousin Peter still lives near Alice, and he helps her keep in touch with the rest of the family. Because of technology, Alice has seen all of her great-grandchildren, even though they live far away.

David also comes from Newcastle, but he's lived in Perth for nearly ten years. His wife, Jodie, and their children, Russel and Alice, were born in Australia. Alice is named after David's grandmother, Alice Bews.

What do you think?

Read the questions as a class. Elicit possible answers to the first question.

Students work in their groups to discuss the questions. Monitor and encourage as much speaking as you can. If appropriate, make one student in each group the discussion leader, responsible for asking the questions and making sure everybody has a chance to speak.

Elicit a variety of ideas in a short class discussion. If appropriate, elicit students' experiences of researching their own family history online.

EXTRA ACTIVITY

You can ask students to role-play the next Skype conversation between Alice and David. Put students into new pairs and assign the roles, or let students choose who they want to be. Give them a few minutes to prepare what they are going to say. Provide any new vocabulary as necessary. With students who need more support, you can write prompts on the board for the key stages of the conversation:

- saying hello
- asking how are you and about general news
- talking about family's news from different countries
- asking questions about family history
- saying goodbye and agreeing on a time for the next conversation

If possible, have students sit facing each other, as if they are looking at each other on a computer screen. Monitor and help as students do the role play. Write down any common errors in tense use, but don't highlight and correct these until after the pairwork.

WRITING (SB p. 107)

A biography – Ordering paragraphs: Two Kennedys

The goal of this writing section is to write a biography, organized into appropriate paragraphs. The text and activity

type provide students with an opportunity to review linking words and relative pronouns.

ABOUT THE TEXT

The characters chosen for the biography are two members of the American political family, the Kennedys. Students are likely to know about John F. Kennedy (JFK) and his assassination at the age of 46. They will be less familiar with his only surviving child, Caroline Kennedy.

John F. Kennedy JFK was the 35th President of the United States, serving from 1961 until his assassination in 1963. After serving in the military during World War II in the South Pacific, he entered the world of politics. He became President in 1960, and was the youngest person elected to the office, at the age of 43.

In 1953 he married Jacqueline Bouvier, the daughter of a wealthy stockbroker.

Events during JFK's presidency included the 1961 Bay of Pigs Invasion (the area on the south coast of Cuba which is famous for the failed attack by American-backed Cubans), the 1962 Cuban Missile Crisis (a period of heightened international tension when the Soviet Union began to build bases for nuclear missiles in Cuba), the building of the Berlin Wall, the space race (the rivalry between the United States and the Soviet Union to launch unoccupied satellites, send people into space, and land them on the Moon), the African American Civil Rights Movement, and early stages of the Vietnam War.

Kennedy was assassinated on November 22, 1963, in Dallas, Texas. Lee Harvey Oswald was charged with the crime, but was shot and killed two days later by Jack Ruby before a trial could take place. The authorities concluded that Oswald was the lone assassin, but also allowed for the possibility of an accomplice.

Caroline Kennedy Caroline is an American author and lawyer. She is the only surviving child of John F. Kennedy and Jacqueline Bouvier Kennedy. At the time of her father's presidency she was a young child, and after his death in 1963, her family settled in New York, where she attended school. Kennedy graduated from Radcliffe College (now part of Harvard) in Massachusetts, and worked at New York City's Metropolitan Museum of Art. In the 2008 presidential election, Kennedy endorsed Democratic candidate Barack Obama.

- 1 Read the instructions as a class and elicit a few examples, e.g., the Vanderbilts, the Rockefellers, the British royal family, etc. Give students time to think of other examples, then put them in pairs to exchange ideas.

Elicit a variety of examples from the class and reasons why these people are famous. Ask students if they think they deserve their fame.

- 2 Check comprehension of *biography*. Focus students' attention on the photo and ask them what they know about John F. Kennedy. Elicit the abbreviations for his name (JFK) and a few examples of facts about his life. Check comprehension of the abbreviations Sr. (*senior*) and Jr. (*junior*) and how they are used to refer to family members of different generations of the same name.

You can preteach/review words from the text, writing them on the board as prompts, to help students predict JFK's life: *wealthy and powerful, tragedy, plane crash, elected to the US Senate* (the smaller and more deliberative of the two parts of the law-making body), *died at birth, space race* (see *About the text* above), *assassinated*.

Put students in pairs to discuss what else they know, using the above prompts if appropriate. Monitor and help as necessary.

- 3 Focus students' attention on the example and ask why this is the start of the biography (it gives information about JFK's birth and his family). With students who need more support or if you have limited time, you can preteach/review the following new vocabulary: *ambassador, mayor, to fight* (past: *fought*), *to sink* (past: *sank*), *to graduate, leader*.

Put students in pairs to put the paragraphs in order. With students who need more support, you can write examples of types of words they can use to help them, e.g., dates and time references, e.g., *then/a year later, around the time of ...*, linking words, e.g., *however*, words that refer back to earlier points, e.g., *This*.

Check the answers with the class. Briefly check the words in the text that helped students decide the order.

Answers

- 1 b (*was born, etc./John's life was not easy*)
 2 d (*As a child, .../...in 1940*)
 3 c (*The following year, .../in 1943/in 1944 ... killed in a military plane crash*)
 4 a (*This was a huge tragedy .../in 1952 ... elected to the US Senate*)
 5 g (*A year later, in 1953, .../In 1960, they had a son, John, Jr.*)
 6 f (*Around the time of John, Jr's birth*)
 7 e (*However, .../was assassinated*)

- 4 Focus students' attention on the photo of Caroline and ask students to read the facts about her. Help with any vocabulary questions.

Tell students to use the information to write a biography of Caroline. With students who need more support, you can elicit how to separate the facts into paragraphs before students start writing:

- From *Born: November 27...* to *... grew up there*.
- From *In 1968 ...* to *... died in car crash in 1969*.
- From *Graduated ...* to *... died in 1994, age 64*.
- From *Has had many tragedies ...* to *... campaign*.

Have students write their biography in class or assign it for homework. Monitor and help as appropriate.

- 5 Read the activity as a class and elicit a few examples of characters students would like to write about. If you have access to computers, students can do their research and take notes during class time. If not, assign the research for homework. With students who need more support, write some of the following headings on the board to help them do the research and organize their notes:

Name and date of birth, family

Early life

Education and early career

Marriage and children?

Later career and role in public life

Death?

Remind students to include information about any successes or failures/problems the person experienced during these time periods.

Give students time to write their biography in class or assign it for homework. If appropriate, have students include photos and other visuals in their work.

If possible, display the texts on the classroom wall to allow students to read each other's work. You can ask them to vote for the most interesting biography. When you check the students' work, point out errors, but allow students to correct them themselves. Try to limit correction to major problems to encourage students to continue writing.

SUGGESTION

You can ask students to present the information they research to the rest of the class in the form of a short talk. Encourage them to bring some visuals/recordings to support their presentation, e.g., a map and photos, or a digital recording. If you have access to computers, students can give their talk with the support of a presentation program.

When students give their presentation, ask them to come to the front of the room (or stand up in front of their group in larger classes) and make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes, but don't let them read the information from a script. Encourage the class/groups to ask questions to the presenter. Since public speaking can be so difficult for most students, be sure to give plenty of positive feedback after presentations.

EVERYDAY ENGLISH (SB p. 57)

Agree with me!

! POSSIBLE PROBLEMS

The idea of a follow-up question, or tag question, is a feature of many languages. However, the way this is formed is often simpler in other languages than in English with the use of a single word or fixed phrase to express the idea of "Is that right?" / "Do you agree with me?"

Tag questions are used in spoken English but not in formal written English.

The rules for forming tag questions are fairly simple and students should have few problems recognizing how the system of tag questions works. The basic rules are:

- The tag question uses the same verb as the main part of the sentence. If this is an auxiliary verb, e.g., *have*, or a modal verb, e.g., *can*, then the tag question is formed with the auxiliary verb.
- We use *do/does* in Simple Present tag questions, and *did* in Simple Past tag questions.
- If the main part of the sentence is affirmative, the tag question is negative; if the main part of the sentence is negative, the tag question is affirmative.

He's a teacher, isn't he?

You don't work in advertising, do you?

They've bought a new house, haven't they?

The other factor with tag questions is intonation. The two main patterns are as follows:

- If the tag question is a real question where you want to know the answer, you use rising intonation.
- If you already know the answer or you are simply asking for agreement, you use falling intonation.

The Student Book limits the practice to just the pattern with falling intonation – those tag questions that ask for agreement. Exercise 4 also covers the need to add more information after answering a tag question.

The goal of this section is to give students exposure to a common feature of spoken English and to have some fun practicing at dialogue level. Don't expect students to be using tag questions spontaneously with correct intonation by the end of the class.

- 1 **CD2 40** Check that students can distinguish rising and falling intonation. Write the following sentences and arrows on the board:

You're new here, aren't you?

You're new here, aren't you?

If necessary, exaggerate the voice range to make the contrast clearer.

Focus students' attention on the sentences and on the tag questions highlighted in bold. Play the recording, pausing at the end of each sentence if necessary, and have students just listen. Ask *Does the intonation go up or down at the end of the sentences?* (down)

Play the recording again and have students practice the sentences. Drill the intonation as necessary, but not so much as to make students self-conscious.

Read the notes on tag questions as a class. Stress that the speakers aren't really asking questions, they are inviting others to agree with their opinion. The falling intonation pattern reinforces this.

Answers and audio script

The intonation goes down in all the sentences.

CD2 40 Agree with me!

It's really wonderful, isn't it?

You come from a small town, don't you?

Life wasn't easy then, was it?

You've lived here for years, haven't you?

- 2 **CD2 41** Give students time to read the conversations. Check that students understand who could be speaking each time (1 a couple/two close friends, 2 a mother and child, 3 a couple/two close friends, 4 two members of the same family/two close friends).
- Focus students' attention on the tag questions. Put students in pairs to figure out how tag questions are formed. If appropriate, allow students to use their L1 for this section. Elicit the rule for forming tag questions. Have students refer back to the conversations in the Student Book to help them explain.
- Focus students' attention on the arrows in conversation 1 and play the first recording as an example. Have students mark the arrows on the second question and check the

intonation (falling). Put students in pairs to practice the conversation. Monitor and check for falling intonation. Play the recording again as a model if necessary.

Repeat the procedure for conversations 2–4, pausing after each one to allow students to practice in their pairs. Drill the intonation as necessary, but not so much as to make students self-conscious.

Answers and audio script

See *Possible problems* on TB p. 92 for the main rules.

CD2 41

- 1 **A** It's a beautiful day, **isn't it?**
B Yes, it is. Amazing!
A We all love days like this, **don't we?**
B We sure do!
- 2 **A** Mommy! Our cat isn't very big, **is she?**
B No, she isn't. She's just a kitten.
A And she loves fish, **doesn't she?**
B She does! It's her favorite food!
- 3 **A** We had such a good vacation, **didn't we?**
B We did. We had a great time.
A And it wasn't too expensive, **was it?**
B No, it wasn't. It wasn't expensive at all.
- 4 **A** The baby looks just like her mother, **doesn't she?**
B Uh huh. Same brown eyes, same nose.
A But she doesn't have her father's curly hair, **does she?**
B No, she doesn't. Her hair is very straight.

- 3 Elicit the tag question for question 1 as an example. With students who need more support, elicit what form each tag question will be, affirmative or negative. Then give students time to complete the Exercise, working individually. Have students check in pairs before checking with the class.

Answers

- 1 It was a great party last night, **wasn't it?**
 2 Dave knows everything about computers, **doesn't he?**
 3 You went to school with my brother, **didn't you?**
 4 Learning a language isn't easy, **is it?**
 5 Our English has improved a lot, **hasn't it?**
 6 We haven't had a break for hours, **have we?**
- 4 **CD2 42** This section highlights for students the tendency to give additional information when answering a tag question with falling intonation. Preteach/review *patience*, *to fix*, and *to program computers*. Elicit the matching sentence for number 1 as an example. Point out that answering just *Yes, it was* can sound abrupt or even rude. Give students time to complete the matching activity. Play the recording and have students check their answers. Play the recording again and elicit the intonation pattern on the tag questions (falling) and the reason why (the speakers aren't really asking questions, they are inviting others to agree with their opinion.) Students practice saying the conversations in pairs.

Answers and audio script

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

CD2 42

- 1 **A** It was a great party last night, wasn't it?
B Yes, it was. I really enjoyed it.
- 2 **A** Dave knows everything about computers, doesn't he?
B Yes, he does. He can fix them and program them.
- 3 **A** You went to school with my brother, didn't you?
B Yes, I did. We were really good friends.
- 4 **A** Learning a language isn't easy, is it?
B No, it isn't. It takes a lot of practice and patience.
- 5 **A** Our English has improved a lot, hasn't it?
B Yes, it has. We're all much better now.
- 6 **A** We haven't had a break for hours, have we?
B No, we haven't. It's time for one right now.

- 5 **CD2 43** Refer students to the conversations on SB p. 152. Preteach/review *miserable, romantic, to save up, charming, to have a good voice, to hit the highest notes, a waste of money, to deserve to lose, to root for*.

Put students in pairs and give them time to read the conversations and choose their two. With students who need more support, elicit the tag questions for conversation 1 as an example (see *Answers* below). Point out that there are a different number of possible tag questions in each conversation.

Give students time to add the tag questions to their chosen conversations. Monitor and check for accurate formation of the tag questions.

Give students a few minutes to rehearse their conversations in closed pairs. Monitor and help.

Have students act out their conversations for the class. Try to ensure that most of the eight conversations are covered.

Play the recording and have students compare their wording. If you would like your students to have further practice, you can have them choose two more conversations and practice them in pairs.

Answers and audio script

- 1 **A** The weather is just horrible today, **isn't it**?
B Awful!
A The rain makes you miserable, **doesn't it**?
B And wet!
A Oh, well. We need the rain, **don't we**?
B I guess so.
- 2 **A** It's so romantic here, **isn't it**?
B Yes, it's beautiful!
A And the ocean looks so inviting, **doesn't it**?
B I think I'll take a swim before breakfast. I have time, **don't I**?
A Of course you have time! We're on vacation, **aren't we**?
- 3 **A** You don't like Ann, **do you**?
B Um ... she's all right.
A But you didn't talk to her all night, **did you**?
B Well ... she was talking to Jim, **wasn't she**?
A Actually, she's very interesting.
B But she never listens, does she? She just talks and talks and talks!

- 4 **A** I'd love to buy that car!
B But we don't have any money, **do we**?
A I thought we had a lot.
B But we spent it all on a new kitchen, **didn't we**?
A Oh, yes! That's right. I forgot.
B We can save up, **can't we**?
A Uh ... OK.
- 5 **S** We had an amazing vacation, **didn't we**, Dave?
D We did. It was very relaxing.
S And the weather was fabulous, **wasn't it**, Dave?
D Yup. We were lucky.
S And we met some nice people, **didn't we**, Dave?
D We did. Charming people.
- 6 **A** Amanda Seyfried's a fabulous actor, **isn't she**?
B Very good.
A And her voice is really good, **isn't it**?
B Yes, it's amazing!
A She can hit the highest notes, **can't she**?
B Yeah, I don't know how she does it.
- 7 **A** We love each other very much, **don't we**?
B We do.
A And we want to get married one day, **don't we**?
B One day, yeah.
A And we'll have six children, **won't we**?
B Uh ... yeah. Six, that's right.
- 8 **A** That was a terrible game, **wasn't it**?
B Awful! What a waste of money!
A Lopez played really badly, **didn't he**?
B He was horrible! He didn't do anything right all night, **did he**?
A We deserved to lose, **didn't we**?
B We did! I don't know why I root for them!

Don't forget!

Workbook Unit 7

Ex. 10 Reading – 16,000 miles on a “pizza delivery motorcycle”

Ex. 11 Listening – Till death do us part

Ex. 12 Pronunciation – Sentence stress

Ex. 14 Just for fun!

Grammar Reference (SB p. 137)

Word list Unit 7 (SB p. 145)

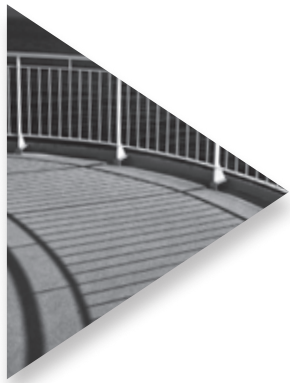
Remind your students of the Word list for this unit on SB p. 145. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 7 Test

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)



8 Girls and boys

have to/don't have to • have to/should/must • Things to wear • At the doctor's



Twin sisters

This unit looks at aspects of gender from several perspectives and introduces the functional language of obligation and advice. The first presentation focuses on *have to/don't have to* and the second presents *have to, should, and must*. Skills practice is provided in the form of a *Listening and speaking* section on a female heptathlete, and a *Reading and speaking* section on two families with very different profiles. *Vocabulary* practice is on things to wear, and the *Everyday English* section focuses on the functional language used at the doctor's office. *Writing* practice is provided with a section on formal letters and emails.

LANGUAGE INPUT

GRAMMAR

have to/don't have to (SB p. 58)

Pronunciation (SB p. 59)

should/must (SB p. 60)

- Understanding and practicing *have to/don't have to* to talk about obligation.
- Recognizing and practicing the different ways of pronouncing *have/has/had*.
- Understanding and practicing *should* and *must* to give advice.

VOCABULARY

Things to wear (SB p. 64)

- Understanding and practicing the vocabulary of clothes and accessories.

EVERYDAY ENGLISH

At the doctor's (SB p. 65)

- Understanding and practicing the vocabulary of health issues, symptoms, and visiting the doctor.

SKILLS DEVELOPMENT

READING

Families with all boys or all girls (SB p. 62)

- A jigsaw reading about two families.

LISTENING

Listen and compare (SB p. 61)

Heptathlon champion (SB p. 61)

Brothers and sisters (SB p. 62)

- Listening and comparing advice for problems with your own ideas. **CD2 48** (SB p. 124)
- Listening for key information in a recording about a female athlete. **CD2 49** (SB p. 125)
- Listening for key information in a recording about family. **CD2 50** (SB p. 125)

SPEAKING

Talking about sports (SB p. 59)

Giving advice (SB p. 61)

What do you think? (SB p. 61)

What do you think? (SB p. 62)

Dress Person X (SB p. 64)

- Discussing sports done by boys and girls, and talking about sports in a personalized way.
- Practicing *have to, should, and must* to give advice to people with a variety of problems.
- Discussing questions about how people become successful.
- Discussing questions about what makes the ideal family.
- Playing a guessing game to practice the vocabulary of things to wear.

WRITING

Letters and emails (SB p. 108)

- Writing a formal letter and an email to a friend.

MORE MATERIALS

Photocopiables – You are what you wear (TB p. 167) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 58)

The goal of this *Starter* is to introduce the theme of the unit and to get students talking about girls and boys. It also provides an opportunity to review comparatives.

Focus students' attention on the list and have them write G for *girls* or B for *boys* next to each item. Give your own opinion about one of the activities first, then elicit opinions from the class. Encourage some lively debate from the class!

YOU HAVE TO HOLD ON! (SB p. 58)

have to/don't have to

! POSSIBLE PROBLEMS

This section introduces *have to*, which expresses obligation. This may be new to some of your students. Students also have the opportunity to review *can/can't* for possibility.

The *Grammar Spot* gives an overview of the question, negative, and past forms of *have to*. Although you can expect form mistakes, the main area of confusion is usually with *must*. Students often don't realize that *must*, e.g., *you must* and *he/she/it must*, sounds very authoritarian. Students may mistakenly use *must* to refer to a general obligation, when *have to* would sound more natural. *Should* is more appropriate for mild obligation or advice. In this unit, *must* is taught to express strong advice and strong obligation. Common mistakes:

**You have hiccups. You must drink a glass of water.*

**My parents must work six days a week.*

Student Book p. 59 has an exercise to highlight the different pronunciations of *have*, *has*, and *had*. The forms are presented in context in pairs of sentences – one with *have* for possession followed by *a*, and the other with *have to*. In the examples with *have/has/had* followed by *a*, the final sound of the verb is voiced:

I have /hæv/ *a good job.*

He has /hæz/ *a nice camera.*

We had /hæd/ *a good time.*

In the examples with *have to*, the final sound of the verb is unvoiced:

I have /hæf/ *to work hard.*

She has /hæs/ *to train a lot.*

We had /hæt/ *to get up early.*

Note that Unit 8 does not cover the difference in meaning between *must not* (= it isn't allowed) and *don't have to* (= it isn't necessary), although there is an exercise in the Workbook to cover this point.

Have to is presented in the context of an interview with a female climber, Tilly Parkins. Tilly is Australian and is recognized as one of the best rock climbers in the world. In the photo on SB p. 58, she is shown on Moon Hill Crag in the Yangshuo Mountains in southern China. It is considered one of China's most challenging crags and is one of Yangshuo's most visited tourist attractions. It has an elevation of approximately 1,250 feet. The climbing routes are predominantly overhanging, requiring both

great strength and stamina. The photo of Tilly on Moon Hill Crag was taken by Adam Pretty, a professional sports photographer, also from Sydney, Australia.

- 1 Preteach/review *climb* /klaɪm/, *climber* /'klaɪmər/, and *climbing* /'klaɪmɪŋ/. Check that students understand that the *b* is silent in each word. Introduce the section by asking *Have you ever been rock climbing? What is a good climber like?* (strong, organized, decisive, etc.) *What clothes and equipment does a climber often use?* (special boots, a helmet, ropes, and harnesses, etc.)

Focus students' attention on the photo and ask the questions. Elicit a variety of answers from the class. Check that students understand that the image is a real photo taken in a real place.

Answers

The figure on the left of the image, about a third of the way up, is a woman. She is climbing the Moon Hill Crag in the Yangshuo Mountains in China.

- 2 **CD2 44** Preteach/review the following items from the recording: *to be in shape*, *to train*, *to go to the gym*, *cardiac technologist*, *dawn*, *brave*, *tourist spot*.

Give students time to read the questions. Play the recording once all the way through without stopping. Have students discuss the questions in pairs. If necessary, play the recording again and have students check/complete their answers.

Check the answers with the class. Elicit any further information that students understood. Then ask students for their initial reactions to Tilly and her hobby.

Answers and audio script

- She trains at the gym.
- She's a cardiac technologist.
- It was difficult and very beautiful.
- Adam Pretty is an amazing sports photographer.
- It's what she loves doing. It's her life. It's who she is.

CD2 44 An interview with Tilly Parkins

I = Interviewer T = Tilly Parkins

- I Tilly, I'm sure you have to be in great shape to go climbing. How often do you have to train?
- T I don't have to train every day, just two or three times a week, that's enough. I go to the gym. On weekends, I try to get out of the city to train, but sometimes I have to work at the hospital.
- I What do you do at the hospital?
- T I'm a cardiac technologist. I help doctors treat people with heart disease.
- I Oh, wow! That's interesting. The photograph of Moon Hill Crag is amazing. Was it a difficult climb?
- T Difficult but very beautiful.
- I I can see that. It's like a painting. What time of day was it?
- T It was just after dawn. I had to climb very early in the morning. You can't climb later in the day – it's too hot, over 95°F.
- I Who took the picture?
- T An amazing sports photographer named Adam Pretty.
- I He's a brave man.
- T Oh, he didn't have to climb with me. He took the photo from a nearby tourist spot.
- I Smart man! Rock climbing is such a dangerous sport and you've climbed in some of the most difficult places in the world. Why do you do it?
- T It's what I love doing. It's my life. It's who I am.

- 3 **CD2 44** If you think your students will find Exercises 3 and 4 difficult, you can go through the *Grammar Spot* first. Focus students' attention on the photo of Tilly and on the example. Give students time to complete the sentences, working individually.
- Have students check their answers in pairs. Then play the recording again as a final check.

Answers and audio script

- 1 I'm sure you **have to** be in great shape to go climbing.
- 2 How often **do you have to** train?
- 3 I **don't have to** train every day, just two or three times a week, that's enough.
- 4 Sometimes I **have to** work at the hospital.
- 5 I **had to** climb very early in the morning.
- 6 You **can't** climb later in the day, it's too hot.
- 7 He **didn't have to** climb with me.

CD2 44 See Exercise 2 above.

- 4 **CD2 45** Focus students' attention on the example and elicit the missing word in the second blank.

Students complete the questions and answers, working individually. Play the recording and have students check their answers.

Put students in pairs to practice the questions and answers. Monitor and check for correct stress and intonation. If students have problems, play the recording again as a model and drill key lines as a class and individually. Then have students practice the questions and answers with a partner.

Answers and audio script

- 1 "How often **does** she have to **train**?"
"Two or three times a week."
- 2 "**Does** she **have to** work on weekends?"
"Yes, she does sometimes."
- 3 "Why **did** she **have to** climb Moon Hill Crag just after dawn?"
"Because later it gets too hot and you **can't** climb in the heat."
- 4 "**Did** Adam have to **climb** the rock?"
"No, he **didn't**. He took the picture from a tourist spot."

GRAMMAR SPOT (SB p. 59)

- 1 Read through the notes as a class.
- 2 Have students complete the sentences with the forms of *have to*, then check the answers. Point out that *have to* uses the auxiliary verb *do/did* to make the question and negative forms.

Answers

Do you have to work late for your job?
No, I **don't have to** work late usually.
But I **had to** work late yesterday.

- 3 Give students time to match the verbs with their meanings. Then check the answers with the class. Reinforce the meanings by eliciting sentences using the four verbs in context.

Answers

possible *can*
not possible *can't*
necessary *have to*
not necessary *don't have to*

►► Grammar Reference 8.1–8.2 on p. 138–139

PRACTICE (SB p. 59)

Pronunciation

- 1 **CD2 46** See *Possible problems* on TB p. 96 for notes on the pronunciation of the forms of *have*. Focus students' attention on the sentences. Ask *Is the vowel sound the same or different in each sentence?* (the same).

Play the recording and have students listen to the different pronunciations. Ask students to focus on the word that follows the forms of *have/has/had* and explain that this affects how *have/has/had* is pronounced. Play the recording again, pausing after each sentence and have students repeat. Drill the sentences with the class.

Audio script

Pronunciation

- 1 I have a good job.
I have to work hard.
- 2 He has a nice camera.
She has to train a lot.
- 3 We had a good time.
We had to get up early.

Talking about sports

- 2 Check comprehension of all of the sports in the box, using mime where possible and checking pronunciation as you go. Students may need help with the vowel sounds in *golf* /gɒlf/, *baseball* /ˈbeɪsbɔːl/, *surfing* /ˈsɜːfɪŋ/, and *skydiving* /ˈskaɪdʌvɪŋ/.

Focus students' attention on the questions in the chart. Give students time to read them, and help with any vocabulary questions. Model the activity by choosing a sport and having students ask you questions.

When they have guessed your sport, put students in pairs to play the game. Monitor and check for accurate question formation and use of short answers. Discuss any common errors after the pairwork.

- 3 Elicit one or two examples and then have students continue the task, working in small groups.

Check the answers with the class. During the discussion, ask students if they think that girls and boys or men and women should be able to compete against each other in mainstream sports like soccer, baseball, etc.

Answers

The sports in Exercise 2 are done by both boys and girls/men and women.
Sports in which men and women compete include sailing and some categories of car racing. Tennis has mixed doubles games, with a man and a woman on each team.

- 4 Elicit one or two examples of sports that students play or that they like. Put students into pairs to continue the activity. Monitor and check for accurate use of verb forms. Discuss any common errors after the pairwork.
Ask students to talk about their partner in order to practice *he/she* forms.

EXTRA IDEA

You can further practice the past of *have to* by asking students to discuss rules at home when they were younger. Write the following questions on the board or on a worksheet:

- 1 What did you have to do to help around the house?
- 2 Did you have to be home by a certain time?
- 3 Did you always have to tell your parents where you were going?
- 4 What rules did you have to follow?

Put students in small groups of three or four to discuss the questions. In the class discussion, ask one student from each group to summarize the group's comments.

ADDITIONAL MATERIAL

Workbook Unit 8

Ex. 1–5 *have to*

WHAT'S YOUR ADVICE? (SB p. 60)

should/must

! POSSIBLE PROBLEMS

The *Grammar Spot* in this section reviews the question, negative, and *he/she/it* forms of modals. There is an introduction to modal auxiliary verbs on p. 139 of the Grammar Reference. You can ask students to read this before you begin this section.

Must (strong obligation) and *should* (mild obligation) present few problems of meaning in the context of advice, but learners often want to use an infinitive after them:

**You should to do your homework.*

**You must to see the doctor.*

Should expresses an opinion and is often introduced with *I think ...*:

I think you should ask for a raise.

Note that we usually introduce a negative opinion with *I don't think + should*, rather than with *I think + shouldn't*:

I don't think you should leave your car there.

It is possible to form questions with *must*, but *have to* is more common.

What time do we have to leave? (rather than *What time must we leave?*)

There are two websites referred to in this section: olganon.org – Online Gamers Anonymous, and speechtips.com, a site that offers advice on speechwriting and public speaking.

- 1 Introduce the topic by writing *advice column* on the board, and asking *Where can you find an advice column?* (newspapers, magazines, online). Elicit the sort of problems people write about (family problems, problems at work/school, problems with health/wellbeing, etc.) Ask if students ever read advice columns and why/why not.
- 2 Preteach/review *coach* (n), *to miss the fun*, *to get angry*, *the army*, *a disaster*, *nervous*, *to shake*, *to control your nerves*. Give students time to read the four problems. Put students in pairs to explain the headings and talk about the advice they would give. Monitor and help as necessary. Note if students use *should* or *must* correctly, but don't focus on mistakes. The goal at this point is to set the context and find out what students know.
Elicit an explanation for the headings and any advice students would give during a brief class discussion.
- 3 Preteach/review *preparation*, *audience*, *worldwide*, *to become addicted*, *to be common* (= happening very often), *to get to the top*, *doubt* /daut/ (n).
Ask students to read answer **a** and elicit the correct name (*Mark*). Give students time to match the rest of the problems with Annie's advice and write in the names.
Have students check their answers in pairs before checking the answers with the class.

Answers

1 d (Tracy) 2 b (Paula) 3 a (Mark) 4 c (Billy)

GRAMMAR SPOT (SB p. 60)

- 1/2 Put students in pairs to discuss the questions.

Then have a class discussion to check the answers. Emphasize that *must* and *should* are followed by the base form, and without adding -s in the *he/she/it* forms.

Answers

- 1 *He must get professional help* expresses stronger advice.
- 2 We do not use *do/does* in the question and negative.
We do not add -s with *he/she/it*.

►► Grammar Reference 8.3–8.4 on p. 139

- 4 **CD2 47** Explain that this section contains some more advice for the four people in Exercise 2. Preteach/review *firmly*, *to suffer*, *speech*, *jealous*.
Elicit the first missing word in number 1 as an example. Then give students time to complete the activity. Monitor and help as necessary.
Tell students that the recording is in a different order from the advice in Exercise 4. Play the recording and have students check their answers. Establish who each piece of advice is for.
If your students need more pronunciation practice, drill key sentences with the class, paying close attention to the strong stress on the modals, and the wide intonation range used when giving advice.
You should explain how you *feel* to your *coach* and your *mother*.

Answers and audio script

1 Tracy 2 Paula 3 Mark 4 Billy

CD2 47 Advice from Annie

Dear Mark,

Good preparation is the answer. You must prepare well and practice a lot. The first thirty seconds are the most important. You should begin with a personal story. It will relax you and the audience. You **should** write your speech down, but I **don't think you should** read it aloud to the group. Just make notes to help you remember it. For more help, you **should** visit speechtips.com.

Dear Paula,

More and more people worldwide have become addicted to this. He must get professional help, but this is difficult because he won't accept that he has a problem. I think you should show him this letter, and visit the website olganon.org. Tell him firmly that he **must** change his ways or he'll lose his wife and family. Talk to all your friends and family about the problem – you **shouldn't** suffer alone.

Dear Billy,

These feelings are very common between brothers and sisters. I'm sure your parents love you and your brother just the same, so you shouldn't worry about this. When you're older, you'll get your own phone, and your own clothes! You **must** talk to your parents about how you feel. And you **shouldn't** feel jealous of your brother. He's older than you – that's all!

Dear Tracy,

The fact is, that to get to the top in sports, you do have to train very hard. You should talk to someone else about your doubts. I don't think you should listen to just your friends. You **should** explain how you feel to your coach and your mother. However, in the end, the decision is yours and yours alone. You **must** decide your own future.

EXTRA ACTIVITY

There are a number of examples of the different uses of *get on* SB p. 60, e.g., *get up*, *get back from work*, *get angry*, *get to the top*, etc. As a vocabulary extension, you can ask students to work in pairs and underline these uses. Students can then practice the expressions by using some of them in a short anecdote.

PRACTICE (SB p. 61)

Giving advice

- 1 **CD2 48** Give students a few minutes to read the list of problems. Check comprehension of *to bully*, *to be horrible at something*, *to twist your ankle*, *to be really weird* (referring to how a computer is functioning), and *to make a funny noise*.

Focus students' attention on the examples and elicit possible advice for the second problem.

Give students a few minutes to think of advice for each problem, then put the class in groups of three or four to continue the activity. Monitor and write down any common errors to correct after the groupwork.

Play the recording and have students compare their ideas. Establish which of their advice was similar to the recording and which was different.

Sample answers and audio script

- 1 You should take a warm bath./You shouldn't worry about it.
- 2 You should try to get to know her./You should talk to your brother about it.
- 3 You should try to get a good night's sleep./You shouldn't study late at night.
- 4 You must tell your teacher and your parents./You shouldn't bully him back.
- 5 You should find a hobby that you enjoy./You shouldn't worry about it.
- 6 You must rest./You should see a doctor.
- 7 You should call tech support./You should take it back to the store.
- 8 You must find out what the problem is./You should take it to a mechanic.

CD2 48 Giving advice

- 1 **A** I can't sleep at night.
B You must exercise more during the day. Why don't you walk to work? And you shouldn't drink so much coffee just before bedtime.
- 2 **A** I don't like my brother's new girlfriend.
B I don't think you should tell your brother. I think you should try to find some good things about her.
- 3 **A** I have an important exam tomorrow, and I'm really nervous.
B I don't think you should study any more today. You must get a good night's sleep tonight. Don't worry. I'm sure you'll pass, and if you don't, it's not the end of the world.
- 4 **A** A boy in my class is bullying me.
B You must tell your teacher or ask your parents to talk to the teacher.
- 5 **A** I'm horrible at all sports.
B You shouldn't worry about that. A lot of people aren't very athletic. Think about all the things you are good at.
- 6 **A** I fell and I think I twisted my ankle.
B Oh, it looks bad! You must go to the doctor or even an emergency room and ask for an X-ray. I'll drive you. I don't think you should walk on it.
- 7 **A** My computer's being really weird.
B Mine does that all the time. You should do what I do. Turn it off, wait a while, then turn it on again. It's the only thing that ever works for me.
- 8 **A** My car's making a funny noise.
B It sounds bad, you shouldn't drive it. You must bring it to a mechanic right away.

What do you think?

- 2 Focus students' attention on the sentences starters, verb forms, and possible endings. Elicit an example for *learn English*.

Give students time to prepare sentences from the chart according to their opinion. Monitor and help as necessary.

Put students in pairs to compare their ideas, then elicit several sentences for each example.

If you want students to have reinforcement of the forms, you can have them write out their sentences.

Sample answers

If you want to learn English, you must/have to learn the grammar.

If you want to learn English, you should buy a dictionary/you shouldn't translate very word.

If you want to be successful, you must/have to work hard.

If you want to be successful, you should work hard/you should go to college.

If you want to stay in shape, you should play some sports/you shouldn't eat junk food.

EXTRA IDEA

For more practice of *must* and *should*, have students think of advice for someone coming to their country for six months. Put students in groups of three or four and make a poster with five or six examples with *must* and five or six with *should*, e.g., *You must try to learn the language. You should bring a lot of warm clothes for the winter.*

Display the posters on the classroom walls. If appropriate, have students vote for the best one.

ADDITIONAL MATERIAL

Workbook Unit 8

Ex. 6 *should*

Ex. 7 *have to* or *should*?

Ex. 8–9 *must*

LISTENING AND SPEAKING (SB p. 61)

Heptathlon champion

ABOUT THE LISTENING

This section features another athlete who has excelled in sports, the heptathlete, Jessica Ennis.

Jessica Ennis was born in 1986 in Sheffield, England, a city in the northern part of the country. She is the 2012 Olympic women's heptathlon gold-medal winner and the 2009 and 2011 women's World Heptathlon Champion. She competes in both the heptathlon (seven events) and pentathlon (five events). The listening section focuses on Jessica's success in the heptathlon, which consists of the following events: 100-meter hurdles, high jump, shot put, 200-meter race, long jump, javelin throw, and the 800-meter race.

The people and places referred to in the recording are Berlin, Jamaica /dʒə'meɪkə/, and Tony Minichiello /mini'tʃiələʊ/, Jessica's coach.

Some of the vocabulary may be new, so be prepared to preteach/review the following items: *gold medal*, *to injure*, *track and field career*, *physical therapists*, *determined*, *to be an influence on someone*, *to work for a non-profit organization*, *patience*, *aggressive*, *to compete*, *proud*.

- 1 Introduce the section by asking *What events are there in track and field? Which events do you enjoy watching or participating in?* Elicit a variety of answers from the class. Focus students' attention on the photo of Jessica and read the instructions to Exercise 1 as a class. Check pronunciation of *hurdles* /'hɜːdlz/ and *javelin* /'dʒævlən/. Focus students' attention on the pictures and elicit the correct event for number 1. Put students in pairs to continue the matching activity. Check the answers with the class.

Answers

- | | |
|---------------------|------------------|
| 1 200-meter race | 5 800-meter race |
| 2 shot put | 6 javelin throw |
| 3 100-meter hurdles | 7 high jump |
| 4 long jump | |

- 2 **CD2 49** Ask students what kind of person they think Jessica is (*strong, in shape, determined*, etc.). Give students time to read the sentences. Check comprehension of *to recover* and the silent letters in the pronunciation of *knee* /ni/ and *wrist* /rɪst/.

Play the recording as far as *Olympic Games in London* and elicit the answer to number 1. Play the rest of the recording without stopping. Put students in pairs to compare their answers. Play the recording again if necessary and have students check/complete their answers. Check the answers with the class.

Answers and audio script

- | | | |
|----------|---------------------------|--------------|
| 1 London | 4 non-profit organization | 7 never |
| 2 ankle | 5 aggressive | 8 gold medal |
| 3 nine | 6 get a dog | |

CD2 49 Jessica Ennis – 2012 Olympic heptathlon champion

I = Interviewer J = Jessica Ennis

- I Nice to meet you, Jessica. Congratulations on your gold medal at the 2012 Olympic Games in London.
- J Thank you very much.
- I You won in London, but I know that several years ago you injured your ankle badly. Were you worried that your track and field career was over?
- J Yes, I was, very worried. I missed the 2008 Olympics, and I had to work hard with physical therapists and doctors for nine months – but I'm fine now.
- I You are obviously a very determined woman.
- J Yes, my mom always said that from a young age I was very determined. I knew what I wanted.
- I Is your mom a big influence in your life?
- J Yes, she is. She works for a non-profit organization. She helps people with drug problems. You have to have a lot of patience for that. My mom has that. My dad's a painter and decorator. He was born in Jamaica, he moved here when he was 13.
- I I can see your parents are important to you. I'm sure you have a good coach, too.
- J Yes, Tony Minichiello. He's a really good coach, but we fight a lot, I ...
- I You fight?
- J Well, we do spend a lot of time together. He's always saying "Come on, come on, you have to be more aggressive," and I'm not really like that. He says that I should only think about track and field. He didn't even want me to get a dog.
- I Did you get a dog?
- J Oh, yes. I have a beautiful chocolate Labrador. Her name is Myla.
- I So, do you think that you should have other interests, not just track and field?
- J Yes, but when I'm competing I go into my own little world. I don't see my boyfriend, I ...
- I You have a boyfriend?
- J Yes, Andy. I only speak to him once or twice when I'm at a competition. I have to concentrate on competing. I know I won an Olympic gold medal, but I can still improve. I have to work on my long jump and javelin, and I know I can run faster. It's the small things that make a difference in the end.
- I I hope you have time to feel proud about winning the gold medal.
- J Oh, yes. I keep my medal by my bed, and when I look at it I think, "Oh my goodness, I won. I'm an Olympic champion." Sometimes I can't believe it.
- I It's an amazing achievement. Good job and good luck at your next competition.
- J Thank you.

- 3 **CD2 49** Give students time to read the questions. Play the recording again without stopping. Have students check their answers in pairs before checking the answers with the class.

Answers and audio script

- 1 She described Jessica as very determined.
- 2 In her job, she helps people with drug problems.
- 3 He's Jamaican. He's a painter and decorator.
- 4 Jessica's coach wants her to be more aggressive, but she isn't like that. He says she should only think about track and field.
- 5 Her parents, boyfriend, and dog.
- 6 She needs to improve in the long jump and javelin, and she knows she can run more quickly

CD2 49 Jessica Ennis – 2012 Olympic heptathlon champion!
See Exercise 2 above.

What do you think?

Give an example of a successful person that you admire. Put students in small groups to discuss the questions. Ask one student to lead the discussion and make sure everybody has an opportunity to speak. Ask another student to be prepared to summarize what the group said for the class at the end.

WRITING (SB p. 108)

Letters and emails – Formal and informal expressions

The goal of this writing section is to write a formal letter and an informal email using appropriate expressions.

- 1 Introduce the topic by asking students how often they write letters and how often they write emails. Ask students why sometimes a letter is more appropriate than an email (it is a formal situation or you don't know how to contact a person by email).

Elicit a possible match for number 1 as an example. Put students in pairs to do the rest of the activity.

Check the answers to the matching activity and discuss how formal the expressions are.

Elicit similar greeting and ending expressions from the students' own language.

Answers

- | | |
|-------------|-------------|
| 1 a/b/c/g | 4 e/f |
| 2 e/f | 5 a/b |
| 3 a/b/c/d/g | 6 a/b/c/d/g |
- 2 and 4, e and f are formal. The others are informal.

- 2 Focus students' attention on the photo of the school in the advertisement. Give students time to read the text. Check comprehension of *fees*, *accommodations*, and *director*.

A formal letter

- 3 Explain that an Italian student of English, Gianna, wants to come to the US to study. Ask students to read through her letter quickly. Ask some simple comprehension questions, e.g., *What is Gianna's full name?* (Gianna Lombardo) *Where is she from?* (Rome), *Who is the letter addressed to?* (the director) *Why is Gianna writing?* (to get information about studying at the school).

Elicit the first missing word in the letter as an example. Give students time to complete the letter with the words and phrases from the box.

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

Answers

- | | |
|-----------------|--------------------|
| 1 advertisement | 6 application form |
| 2 interested in | 7 some information |
| 3 frequently | 8 to hearing |
| 4 However | 9 Sincerely |
| 5 to improve | |

- 4 Discuss the labels used for the different parts of the letter. Then read the questions as a class. Put students in pairs to compare the formal letter in English with letter-writing guidelines in their own language and to discuss the questions.

Elicit the main differences from several students, along with examples of greetings and endings for formal and informal writing in the students' own language. Then summarize the key guidelines for writing formal letters.

Answers

There are sometimes variations in positioning some of the key sections and also different guidelines in British English, but the following gives an overview of the main guidelines:

- The writer's address and the date are in the top right-hand corner.
- The recipient's full name and address is top left but lower than the date.
- Use the correct greetings. If you know the recipient's name, use the correct title and just the person's last name:
 - for a man *Dear Mr. (Smith)*.
 - for a woman *Dear Ms. (Smith)*. You can also write *Dear Mrs. (Smith)* for a married woman, and *Dear Miss (Smith)* for an unmarried woman, but only if you know that this is how they prefer to be addressed.
- If you don't know the recipient's name, write:
 - for a man *Dear Sir*
 - for a woman *Dear Madam*
 - if you are not sure of their gender *Dear Sir or Madam*
- Use the correct punctuation after the greeting. For a formal letter, use a colon, e.g., *Dear Ms. Smith:*, *Dear Sir or Madam:*
- End the letter with your handwritten signature and your full name.
- Use formal language, avoid slang, abbreviations, and contracted forms, e.g., *I would not I'd*.
- Use standard phrases, e.g., *I look forward to hearing from you*.

An informal email

- 5 Elicit the phrase that matches *It was great to hear from you*.

Put students in pairs to match the rest of the lines. Check the answers with the class.

Answers

It was great to hear from you. – Thank you for your letter of November 1st.
Thanks for ... – Thank you for ...
I want to ask about ... – I would like to inquire about ...
I'm sorry about ... – I apologize for ...

I'm sorry to have to tell you that ... – I regret to inform you that ...
I'm sending you a copy of ... – Enclosed please find a photocopy of ...
If you need more help, ... – If you require additional assistance, ...

- 6 Tell students that Gianna has also emailed her friend Steve. Give students time to read the email. Ask *Why has she emailed Steve?* (to tell him about her plans to visit the US).

Focus students' attention on the highlighted lines in the email. Elicit the more formal wording for the first example.

Ask students in pairs to continue the activity. Then have students underline other examples of informal language in the email.

Check the answers with the class.

Answers

I'm thinking of coming = I am interested in coming
use English a lot in my new job = use English frequently in my job
I want (need!) some extra classes = I now feel that it is necessary to study further
especially for my pronunciation = I would especially like to improve my pronunciation
an interesting ad = an advertisement
I'd love to = I would also like to
Can't wait to hear from you = I look forward to hearing from you
Other examples of informal language:
Direct personal references: *You know I have to use English...*, – *as you are always telling me ...*, *Isn't that near you?*
Contractions, e.g., *I'm*, *isn't*, etc.
Exclamations, e.g., *need!*, *I should try to improve this!*
Missing subject pronoun, e.g., *Can't wait to hear from you.*
Ideas linked by a dash, e.g., *especially for my pronunciation – as you are always telling me ...*

- 7 Read the activity as a class and refer students back to headings and structure of the formal letter shown on SB p. 108. Give them time to plan their letter and think about:

- how to position their address and date
- their own language-learning history and reasons for wanting to learn more English.

Refer students to Gianna's email as a guideline for length and remind students of the key points of informal style. Give students time to write their letter and email in class or assign as homework.

When the students have finished, you can ask them to exchange their work with a partner and mark up mistakes in the letter and email with the correction symbols from Unit 1 SB p. 100.

SUGGESTION

If you have access to computers, students can write and send the emails to each other electronically.

If you check the students' work, point out errors, but allow students to correct them themselves. Try to limit correction to major problems to encourage students to continue writing.

READING AND SPEAKING (SB p. 62)

Families with all boys or all girls

ABOUT THE TEXT

The theme of gender and expectations about boys' and girls' behavior is explored in this skills section with a jigsaw reading activity about two families – one with all sons and the other with all daughters. This gives students an opportunity for not only reading practice, but also some freer speaking.

The two families in the texts are the Tibbetts and the Cafearos. Marianne and Jon Tibbett have four daughters, from eight to fourteen years old, while Karen and Steve Cafearo have four boys, from nine to seventeen. Steve works for Jaguar /'dʒæɡwɑː/ Cars, a British luxury car manufacturer.

The families were first featured in a reality TV show. The focus of the show was to ask what it is like to be a "minority parent" in your own home, i.e., a mother surrounded by boys and men, or a father in a house of girls and women. The two families agreed to swap homes for a long weekend to experience the differences first hand. During the swap, the parents of the girls went to live with the boys of the other family, and vice versa. The outcome of the experiment was that both couples thought they had the better life with their original family, but they also learned a lot about themselves.

Encourage students to use the context to help them with new vocabulary, or use a dictionary when necessary. With students who need more support, or if you have limited time, you can preteach/review some of following vocabulary: *accountant*, *delighted*, *to kick balls*, *to race around*, *to feel left out*, *dunno* (informal = *I don't know*), *to wonder*, *to laugh*, *ballet shoes*, *passionate about*, *mess*, *exhausting*, *attention*, *road hauling* /həʊlɪŋ/, *dream* (n), *superhero*, *fabulous*, *fascinated*, *to be on the go* (to be very active/busy), *to dive*, *to apologize*, *to cry*, *to go go-karting*, *to join in*, *reality*.

- 1 Introduce the topic by giving a brief description of your own family profile. Have students ask the questions as a class and identify the all-girl families and the all-boy families. Elicit examples of how their profile affects their family. With larger classes, you can have students take the survey in small groups and then have them report back.
- 2 If possible, have students use a dictionary to help them with this activity. Read through the adjectives and check pronunciation of *gentle* /'dʒentl/, *boisterous* /'bɔɪstərəs/, and *loud* /laʊd/. If students don't have access to dictionaries, help with any vocabulary questions. Put students in pairs/groups of three to discuss the questions. Monitor and help as necessary. Elicit a variety of opinions from the class. Establish which adjectives most students think describe boys and which describe girls.
- 3 Focus students' attention on the photos and ask *What's special about the families?* (one family has all sons and the other all daughters). *What do they like doing?* (the girls like ballet and horse back-riding and the boys like soccer).

Preteach/review *outnumbered*, *the opposite sex*, and *to swap*. Give students time to read the introduction to the article and find answers to the questions.

Have students compare their answers in pairs before discussing as a class.

Answers

The aim was to find out if an all-boy family is different from an all-girl family and what it is like to be outnumbered by the opposite sex in your own home.

The two families are Marianne and Jon Tibbett and their four daughters, and Karen and Steve Cafearo and their four sons. They had to swap homes.

- 4 Preteach/review *to behave*, *first impressions*, and *to raise (a family)*. Put students into two groups, A and B. (With larger classes, you may need to have multiple sets of the two groups.) Assign a text to each group and remind students to read only their text:

Group A – the Cafearo family

Group B – the Tibbett family

Have students read their text quickly. Monitor and help with any vocabulary questions.

Have students discuss questions 1–8, working in their A or B groups and writing down the answers to each one. The answers for each group are provided below for reference, but don't check the answers with the whole class at this point.

Answers

Group A – the Cafearo family

- 1 Steve is a manager for Jaguar Cars and Karen is an accountant.
- 2 They've been married for 22 years.
- 3 Karen is the oldest of four children, and she always wanted a big family.
- 4 Steve is very athletic and loves soccer, so he enjoys having sons who like the same things.
- 5 The boys are very active. They kick balls and race around on their bikes. They don't see danger, and they see everything in black and white. They don't like being asked about their lives and feelings. They love each other, but they fight and argue a lot. Karen has strict rules for the boys. They can't wear their shoes upstairs, and they have to clean their rooms.
- 6 Karen laughed because there were ballet shoes and riding boots everywhere. The girls are as passionate about dancing and horseback-riding as her boys are about soccer and rugby. Karen was shocked by the mess.
- 7 The girls wanted to talk and ask questions. They helped in the kitchen, but they didn't want to play in the yard. Karen was surprised how nice the girls were to each other. She had fun shopping with them – she misses doing this with her boys. There was a big change in Steve – he was more sensitive and gentle.
- 8 Karen says that girls need more attention and that they are harder to raise.

Group B – the Tibbett family

- 1 The Tibbetts run a road hauling business.
- 2 They've been married for 16 years.
- 3 Marianne is an only child, and it was her dream to have a big family.
- 4 Jon loves having four daughters. The girls think he is a superhero dad.
- 5 The girls are very talkative. Most of the time they get along very well.
- 6 Marianne expected the boys to be loud and boisterous, but they were quiet and polite on the first day. They followed the house rules from their own home, e.g., taking off their shoes before going upstairs.

7 The boys were constantly on the go and very competitive. They raced around the yard and dove into the pool. When two of them had a fight, Marianne tried to make them apologize, as she does with her girls, but this made things worse. The little one went off by himself and cried, and then forgot all about it. There was a big change in Jon – he became much more competitive. They went go-karting for the first time, and Jon wanted to win as much as the boys did.

8 Marianne says that boys are exhausting and that they are harder to raise.

- 5 Re-group the students into A/B pairs. Demonstrate the activity by having a pair of students answer the first question. Students continue exchanging the information about their family in closed pairs. Remind them to refer to their notes and answer the questions in their own words, rather than reading sections directly from the reading text. Monitor and write down any common errors to discuss at a later period.

During the class discussion, have a different pair summarize the answers for each question. Elicit general reactions from the class about the family swap and the parents' opinions about boys and girls.

What do you think?

Read the questions as a class. Check comprehension of *pros and cons* and *ideal*. Elicit a few responses to the first questions. With students who need more support, you can list categories for house rules to help structure the final discussion point, e.g., family time, time children/teenagers spend on computers or watching TV, cooking, housework/chores, keeping the house clean, family activities, etc. If necessary, remind students to use *had to* to talk about their family rules in the past.

Put students in small groups to discuss their opinions. Ask one student to lead the discussion by asking the questions and making sure everybody speaks. Ask another student to be prepared to summarize what the group said for the class at the end. Elicit examples of house rules students experienced and write a list of rules for the ideal family on the board.

SUGGESTION

You can put students in groups to draft a list of class rules. Elicit examples from each group and have students decide on a definitive set that they are all happy with. Students then make a poster showing the rules for display on the classroom wall.

Listening – Brothers and sisters

ABOUT THE LISTENING

The recording for this final activity consists of three short monologues in which people talk about their brothers and sisters and their expectations for their future family. The second speaker has the girl's equivalent of the boy's name Peter, but the spelling is P - E - T - A.

Students shouldn't have many problems with the vocabulary, but you can check students' understanding of the following items: *elder (brother/sister)*, *the baby* (= the youngest child), *kids*, *step-dad*.

- 6 **CD2 50** Read the instructions and the questions as a class. Play the first recording once all the way through without stopping. Have students answer the questions in pairs before checking the answers with the class.

Play recordings 2 and 3, stopping at the end of each one to check the answers. Play the recording again if necessary to allow students to listen for anything they missed first time.

Elicit students' reactions to the speakers. Ask if students share any of their opinions.

Answers and audio script

David

- 1 David has two brothers.
- 2 He's the middle/second child.
- 3 He liked being the baby before his younger brother was born. His relationship with his brothers is great now.
- 4 He was very jealous when his younger brother was born. The three boys fought a lot when they were young.
- 5 Yes, he thought his younger brother, Rob, was his mom's favorite.
- 6 He'd like to have at least three kids, maybe three boys.

Peta

- 1 Peta has four brothers.
- 2 She's the oldest/first child.
- 3 She likes her baby brother.
- 4 She doesn't like being the oldest of so many boys, and she doesn't like her name. She hates all her brothers except the youngest one. She says they're annoying and very boring.
- 5 Yes, the youngest brother, Henry, is everybody's favorite.
- 6 She says she doesn't want any children and then says maybe one daughter.

Stewart

- 1 Stewart is an only child.
- 2 —
- 3 He loves his mom and his step-dad is nice.
- 4 His parents divorced, and he didn't like growing up with just his mom. His mom married again, and it took him a long time to get along with his step-dad. Stewart was jealous of him.
- 5 —
- 6 His wife is an only child, too, and they want to have lots of kids.

CD2 50 Brothers and sisters

1 David

I'm the middle of three brothers. There was just Mark, my elder brother, and me for years. I liked that, I liked being the baby, but then Rob was born when I was seven, and I was so jealous. I thought he was our mom's favorite. We fought a lot as kids, but now it's great. I'd like to have at least three kids – three boys like us would be great.

2 Peta

My mom and dad called me Peta when I was born because they wanted a boy! Then they had four boys after me. I don't like being the oldest of so many boys, and I don't like my name. I'm going to change it to Petra when I'm 18. I like my youngest brother, Henry – he's everybody's favorite – but I hate the others. They're annoying and very boring – all they do is play noisy computer games and talk about sports. I don't want any children when I grow up – well, maybe just one daughter.

3 Stewart

I'm an only child. My parents divorced when I was just three years old, so I grew up with just my mom. I love her, but I didn't like the situation. I was her whole world. This was hard for me. When I was thirteen, she married again and that was hard, too. It took me a long time to get along with my step-dad. He's really nice, but I was jealous of him for years. I just got married. My wife's an only child, too, and we both definitely want to have lots of kids.

EXTRA ACTIVITY

Follow up with a vocabulary activity to the reading by asking students to find all the action words in the text. Students write them on the board and then test their partner by miming the action to show the meaning. Students can then personalize the language by talking about the activities they like/used to like and the ones they never do/did. The words in the text are: *kicking balls, racing around on bikes/in the yard, playing soccer, dancing, horseback-riding, playing rugby, cooking, playing in the yard, shopping, diving, going go-karting.*

VOCABULARY AND SPEAKING (SB p. 64)

Things to wear

This section reviews and extends the vocabulary of clothes and accessories, and also gives students the opportunity to review and practice parts of the body.

SUGGESTION

Exercise 2 asks students to review the vocabulary of parts of the body, as well as clothes and accessories. With students who need more support or if you have limited time, you can ask students to brainstorm and list the words for parts of the body as part of their homework before the class. Key words include: *head, face, ears, nose, neck, chest, arms, wrists, fingers, waist /weɪst/, legs, feet.*

- 1 Focus students' attention on the pictures and elicit the names of one or two of the items of clothing. Put students in pairs to continue naming the items, matching them to words in the *Things to wear* section. Check answers and help with any pronunciation problems.

Answers

earrings, makeup, a hat, a scarf, jeans, boots, socks, sunglasses, tights, belt, a watch, pajamas, aftershave, a skirt, a shirt and tie

- 2 Read the instructions as a class. Say a few items from the *Things to wear* section and elicit the correct part of the body, e.g., *a belt – around the waist, a hat – on the head*, etc. Put students in pairs to continue the activity. Remind them to label the parts of the body on Person X. Monitor and help as necessary. Check for accurate understanding of the vocabulary and correct pronunciation. Check the answers with the class, helping with any pronunciation problems as you go. If necessary, remind students that certain words for clothes and accessories appear in the plural, e.g., *shorts, pajamas, sunglasses, jeans*. Remind students we can't say **I need a new (shorts)*. Elicit the correct form – *I need some new/a new pair of (shorts)*.

Answers

a belt – around the waist
 a sweater – on the top half of the body
 shorts – on the bottom half of the body
 a hat – on the head
 makeup – on the face
 a skirt /skɜ:t/ – on the bottom half of the body
 boots /bu:t/ – on the feet
 pajamas /pə'dʒæməz/ – on both halves of the body
 socks – on the feet
 a blouse /blaʊs/ – on the top half of the body
 a ring – on the finger
 a suit /su:t/ – on both halves of the body
 a watch – on the wrist
 a dress – on both halves of the body
 aftershave – on the face/cheeks/chin
 sunglasses – on the face/nose
 earrings – in/on the ears
 sandals – on the feet
 tights – on the legs
 sneakers – on the feet
 a jacket – on the top half of the body
 a scarf – around the neck
 a bikini /bɪ'kɪni/ – the top on the chest and the bottoms on the bottom half of the body
 jeans /dʒi:nz/ – on the bottom half of the body
 a shirt /ʃɜ:t/ – on the top half of the body and tie /taɪ/ – around the neck
 a T-shirt – on the top half of the body

- 3 Preteach/review *casual* /'kæʒuəl/ and *business* /'bɪznəs/, and the materials *leather*, *wool*, *denim*, *cotton*, *silk*, *gold*, and *silver*. Elicit examples of things usually only worn by boys/men (a tie) and women (a dress).
 Put students in groups of three or four to discuss the questions. Monitor and help as necessary. Check for accurate use of the vocabulary and correct pronunciation. Write down any common errors to discuss and correct after the groupwork.
 Elicit the answers from the different groups.

Answers

- 1 **Boys/men:** aftershave, a shirt and tie
Girls/women: a skirt, a blouse, a dress, a bikini, tights, makeup, earrings (though men sometimes have pierced ears)
Both: a belt, a sweater, shorts, a hat, socks, boots, pajamas, a ring, a suit, a watch, sunglasses, sandals, sneakers, a jacket, a scarf, jeans, a T-shirt
 2 **Not clothes:** aftershave, makeup, earrings, a belt, a hat, a ring, a watch, sunglasses, a scarf
 3 **Casual:** shorts, a bikini, jeans, a T-shirt, a sweater, a hat, sneakers, pajamas
Business: a shirt and tie, a suit
Both: a skirt, a blouse, a dress, tights, makeup, earrings, a belt, socks, boots, a ring, a watch, sunglasses, sandals, a jacket, a scarf
 4 **Winter:** boots, a sweater, a scarf, socks, tights, a jacket
Summer: a bikini, sandals, a T-shirt, shorts, sunglasses
 5 **leather:** belt/skirt/hat/boots/sandals/sneakers/dress/jacket
wool: sweater/skirt/dress/hat/socks/suit/tights/jacket/scarf/tie
denim: jeans/skirt/dress/sneakers/jacket/shorts/belt/blouse/shirt

cotton: shorts/hat/skirt/sweater/socks/pajamas/blouse/dress/jacket/scarf/bikini/jeans/shirt/T-shirt
silk: skirt/dress/blouse/shirt/jacket/pajamas/scarf/tie/bikini/suit
gold: watch/earrings/ring
silver: watch/earrings/ring

Dress Person X

- 4 Demonstrate the activity by giving an example: *Person X is wearing jeans, a cotton T-shirt, sandals, and sunglasses. Person X is also wearing earrings and a little makeup.* (Person X is a woman dressed for a casual situation such as shopping or meeting friends.) Remind students not to give the answer away too soon by using gender-specific clothes too early in their description, and definitely not to use *he* or *she*!

Give students a few minutes to plan their description. Students then play the game as a class. In larger classes, students can work in groups. Students can also think of different situations for Person X if they want to.

Keep the pace quick and the focus on fun. You can write down any common errors but don't discuss these until after the game.

PHOTOCOPIABLE ACTIVITY

UNIT 8 You are what you wear TB p. 167

Materials: One copy of the worksheet for each student.

Procedure: Explain that students are going to do a discussion activity to practice *should/have to/must* and the vocabulary of things to wear. Briefly review the vocabulary on SB p. 64 by pointing to different items of clothing, accessories, and materials and eliciting the correct word. Check the pronunciation as you go.

- Hand out a copy of the worksheet to each student. Explain that the ten statements deal with different aspects of clothes and fashion, some have to do with serious issues like cruelty to animals, and others have to do with what is considered appropriate or stylish. Preteach/review *indoors*, *professional* (adj), *creative*, *cruel*. Give students a few minutes to read through the ten statements and help with any other vocabulary questions.
- Explain that students need to record their response to each statement on the line underneath. If they strongly agree, they put an X very close to *agree*; if they strongly disagree, they put an X very close to the other end of the line; they can also put their X at any position between the two extremes to indicate where their opinion falls. Preteach/review expressions students can use in their discussion, e.g., *What do you think? I completely agree/disagree with this, Yes, me too./I'm not sure, I don't really know about this one, It doesn't make any difference to me, I think people can/must/should ...*
- Give students time to work through the statements and record their response to each one. Monitor and help as necessary.

- Put students into groups of three or four for the discussion section. In a multilingual class, put students from different cultures together. If students in a monolingual class are not all the same age, group students of different ages together to ensure a variety of opinions. Ask students to take turns leading the discussion and ask what the others think about each statement. Encourage them to give examples from their own experience wherever possible. Monitor and help as necessary. You can write down common errors in the use of *should/have to/must* and the vocabulary of things to wear but don't discuss these until after the activity.
- Bring the class back together and ask groups to summarize their opinions on one or two of the statements.
- As an extension, you can ask students to think about their own attitude to clothes and prepare a short talk. Ask questions to prompt students' ideas e.g., *Do you think clothes are to make you look good or just keep you warm? Can you tell a lot from the way people dress? What proportion of an annual income should people spend on clothes? How/Where do you buy your own clothes? How often do you update your wardrobe?* etc. Give students time to take a few notes to help them with their talk.
- Students give their talks to the class, or to their classmates in small groups.

EVERYDAY ENGLISH (SB p. 65)

At the doctor's

This section covers vocabulary and functional language related to going to the doctor's.

Introduce the section by asking students about their own experiences, without getting too personal, e.g., *When did you last go to the doctor's? What's your doctor like?*

Alternatively, begin the topic by writing a few of the symptoms of a cold on the board, e.g., *a sore throat, a runny nose, a high temperature, a terrible headache*. Say *I have a terrible headache. What should I do?* and elicit advice from different students.

- 1 Focus students' attention on the pictures and have them read the words and phrases in the box aloud. Check pronunciation of *diarrhea* /daɪə'riə/.

Elicit the correct word for picture **a**. Then have students match the health issues with the pictures.

Check the answers.

Answers

- | | | |
|-------------------|-----------------|--------------|
| a food poisoning | d a cold | f diarrhea |
| b the flu | e a sore throat | g an allergy |
| c a twisted ankle | | |

- 2 **CD2 51** Preteach/review *symptom* /'sɪmptəm/ and *diagnosis* /,daɪəg'nəʊsəs/. Ask students to read through the list of symptoms. Check comprehension of *to cough* /kɒf/, *to blow your nose*, *to have a fever*, *to ache* /eɪk/, *to hurt*, *glands*, *swollen*, *to swallow*, *to throw up* (= to vomit), *to sneeze* /sniːz/, *to itch* /ɪtʃ/. Use mime and

demonstration to help with comprehension and drill the pronunciation as necessary.

Have students complete the chart with the names of the health issues from Exercise 1.

Play the recording and have students check their answers. Then put students in pairs to practice saying the lines. Monitor and check for correct pronunciation. Write the phonetics for any problem words on the board and drill them again.

Answers and audio script

CD2 51 At the doctor's

- 1 **A** I can't stop coughing and blowing my nose.
B You have **a cold**.
- 2 **A** I have a fever and my whole body aches.
B You have the **flu**.
- 3 **A** It hurts when I walk on it.
B You have **a twisted ankle**.
- 4 **A** I keep going to the bathroom.
B You have **diarrhea**.
- 5 **A** My glands are swollen, and it hurts when I swallow.
B You have **a sore throat**.
- 6 **A** I keep throwing up, and I have terrible diarrhea.
B You have **food poisoning**.
- 7 **A** I start sneezing and itching when I'm near a cat.
B You have **an allergy**.

- 3 **CD2 52** Focus students' attention on the photo and ask them to identify the doctor and Edsom. Ask *Where is he from?* (Brazil) and *What does he do?* (He's a student.)

Have students cover the text of the conversation on the right side of the page. Preteach/review *sickness*, *lie down*, *to take a temperature*, *to have an infection*, *antibiotics*, *to be allergic to penicillin*, *liquids*, *take things easy* (= relax), *a prescription*.

Give students time to read the questions. Check comprehension of *the matter* (= the problem) and *to prescribe*.

Play the recording once all the way through. Have students check their answers in pairs before checking with the class.

Answers and audio script

- 1 He's had a bad headache for a few days, and he has a sore throat. He feels hot, especially at night. He can't sleep because he feels hot and he starts coughing when he lies down.
- 2 What seems to be the problem?
Any sickness or diarrhea? Do you feel hot? Does this hurt?
Are you allergic to penicillin?
- 3 She thinks he has an infection.
- 4 She prescribes antibiotics/penicillin.
- 5 She tells him he shouldn't go to work for a couple of days, to drink plenty of liquids, and to take it easy.
- 6 There is no charge for a sick visit, but he has to pay for the prescription.

CD2 52

D = doctor E = Edsom

D What seems to be the **problem**?

E Well, I haven't felt **well** for a few days. I've had a bad **headache** and now I have a **sore throat**.

D Any sickness or diarrhea?

E Well, I haven't been **sick**.

D Do you feel hot?
E Yes, especially at night. I feel hot and start **coughing** when I lie down.
D OK, I'll just **take** your temperature. Ah, yes. You do have a **fever**.
 Now, let me see your throat. Open your **mouth** wide, please.
E Can you see anything?
D Yes, your throat looks very red. Does this **hurt**?
E Ouch!
D And your glands are **swollen**. You just have an infection. You need antibiotics. Are you allergic to penicillin?
E No, I'm not.
D Good. Now, you **should** take it easy for a couple of days and you **should** drink plenty of liquids. I'll write you a prescription.
E Thank you. Do I have to pay you?
D There's no charge for a sick visit. But you'll have to pay for the **prescription**.
E OK. Thank you very much.

- 4 **CD2 52** Focus students' attention on the incomplete conversation. Elicit the first two missing words as examples. Put students in pairs to complete the rest of the conversation. Point out that sometimes students need more than one word to fill in the blanks. Play the recording again and have students check their answers.

Answers and audio script

See Exercise 3.

- 5 Put students in pairs to act out the scene. If possible, move the chairs around so that the students are facing each other across a desk. Give the doctors some simple props, e.g., a pad and pen for writing the prescription. Remind the doctors to mime taking Edsom's temperature. With students who need more support, you can drill the doctor's questions first, focusing on the intonation. Give students time to act out the scene in their pairs. Monitor and check for correct pronunciation. If students have a lot of problems or sound flat, drill key lines as a class and individually. Students then continue practicing in their pairs. For the free role play stage, ask students to imagine they don't feel well and to write down a list of symptoms. Have students change roles and act out a new conversation with a different set of symptoms. Students continue switching roles and repeating the scene with different information each time. Monitor and help as necessary. Check for accurate use of the key language and for correct pronunciation. Write down any common errors but don't highlight and correct these until after the pairwork.

EXTRA ACTIVITY

There are a number of words with silent letters in this unit. As an extension to the vocabulary and pronunciation activities, have students look through the unit again and write down the words with silent letters. Ask them to write the phonetic transcription for each word. Students can then take turns writing the phonetics for a word on the board and have the rest of the class guess and spell the word.

Words in the directions or activity word banks that contain silent letters are: *which, who, where, listen, answer, talk, guess, write*.

Other words in this unit include:

pp. 58–59 *foreign, climber, climb, climbing, enough*
 pp. 60–61 *should, shouldn't, bought, doubt, knee, wrist, physical (therapist), pharmacy, fight*
 pp. 62–63 *daughter, delighted, shouldn't, white, laugh, exhausting, fight, know*
 pp. 64–65 *diarrhea, coughing, blowing walk, scene, while*

Don't forget!

Workbook Unit 8

- Ex. 10** Reading – The helicopter pilot
Ex. 11 Listening – The train driver
Ex. 12 Vocabulary – Verb + noun
Ex. 13 Pronunciation – Sounds and spelling
Ex. 14 Just for fun!

Grammar Reference (SB p. 138)

Word list Unit 8 (SB p. 145)

Remind your students of the Word list for this unit on SB p. 145. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

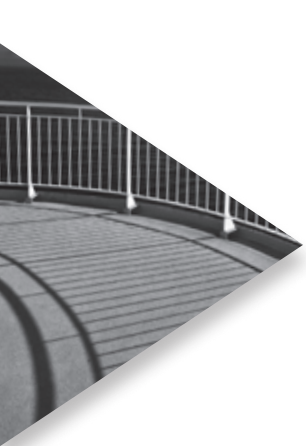
Unit 8 Test

Skills Test 3 (Units 5–8)

Stop and Check 2 (Units 5–8)

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)



9 Time for a story

Past Perfect and narrative tenses • Joining sentences • Feelings • Exclamations



Roald Dahl and his stories

This unit looks at the theme of storytelling in different genres. Both grammar sections use adaptations of a fable by Aesop to contextualize the target language of narrative tenses and the Past Perfect, and conjunctions of time, result, reason, and contrast. Skills practice is in the form of a *Listening and speaking* section on two classic writers, and a *Reading and speaking* section with a picture story of *The Strange Case of Dr. Jekyll and Mr. Hyde*. Vocabulary practice is on adjectives that describe feelings, and the *Everyday English* focuses on exclamations with *so* and *such*. The *Writing* section continues the theme of stories with activities to help students write a review of a book or movie.

LANGUAGE INPUT

GRAMMAR

- Past Perfect and narrative tenses (SB p. 66) • Reviewing the Simple Past and Past Continuous, and practicing the Past Perfect to talk about the past.
- Pronunciation (SB p. 67) • Recognizing and practicing the contracted form of *had*.
- Joining sentences (SB p. 68) • Understanding and practicing conjunctions of time, result, reason, and contrast.

VOCABULARY

- Feelings (SB p. 72) • Understanding and practicing adjectives that describe feelings.

EVERYDAY ENGLISH

- Exclamations with *so* and *such* (SB p. 73) • Understanding and practicing exclamations with *so*, *so much/many*, *such*, and *such a/an*.

SKILLS DEVELOPMENT

READING

- Good and evil (SB p. 70) • A picture story of the classic novel *The Strange Case of Dr. Jekyll and Mr. Hyde*.

LISTENING

- My favorite writer (SB p. 69) • Listening for key information in a recording of an interview about two famous writers.
- CD3 9** (SB p. 126)

SPEAKING

- Your ideas (SB p. 69) • Completing sentences with conjunctions in a personalized way.
- Speaking (SB p. 69) • Talking about the last book you read.
- What do you think? (SB p. 70) • Discussing questions about a classic novel and talking about stories from your childhood.
- Write a conversation (SB p. 73) • Writing and performing a conversation to practice exclamations.

WRITING

- Writing about a book or a movie – Referring back in a text (SB p. 110) • Talking about the last movie you saw, analyzing the referencing in two model texts, and planning and writing a review of a book or movie.

MORE MATERIALS

Photocopiables – You'd never believe it! (TB p. 168) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 66)

The goal of this activity is to introduce the theme of storytelling and for students to share what they know about famous characters in literature.

NOTES

The characters featured in the *Starter* section are:

- Hamlet from the play of the same name by William Shakespeare (1564–1616). *Hamlet* is one of Shakespeare's famous tragedies, believed to have been written between 1599 and 1601. Hamlet, the main character, is the Prince of Denmark, and the play shows how he gets revenge on his uncle Claudius for murdering his father and then marrying Gertrude (Prince Hamlet's mother). The photo shows British actor Laurence Olivier as Hamlet in one of the most famous scenes from the play in which he holds the skull of Yorick, once the King's jester.
- Jay Gatsby from the novel *The Great Gatsby*, by F. Scott Fitzgerald (1896–1940). Published in 1925, the story follows the mysterious young millionaire Jay Gatsby and his love interest and obsession with Daisy Buchanan. Told from the point of view of Nick Carraway, a middle class summer neighbor, the themes of the novel explore wealth and excess in the 1920s, examining both their pleasures and dangers. The photo shows the actor Leonardo DiCaprio in the recent movie version, released in 2013.
- Sherlock Holmes and Dr. Watson, from a series of novels by Sir Arthur Conan Doyle (1859–1930). Sherlock Holmes is one of the most famous and popular detectives in English literature. The character is famous for his intellectual prowess and astute observation when solving difficult cases. Dr. Watson is his friend and confidant. According to the stories, Holmes and Watson lived at 221b Baker Street in London. The picture shows Basil Rathbone, one of the most famous actors to play the part of Sherlock Holmes.
- Alice from *Alice's Adventures in Wonderland*, by Lewis Carroll (1832–98). Written in 1865, the story is about a girl named Alice who falls down a rabbit hole into a fantasy world (*Wonderland*) full of strange people and animals. The picture shows Alice and the White Rabbit, one of the first characters she meets in the story.

- 1 Introduce the topic by asking *How often do you read stories? Are they in your own language or in English?* Elicit a variety of answers from the class.
Focus students' attention on the pictures and read the instructions as a class. Put students in groups of three or four to discuss and name the characters. Check the answers.

Answers

Hamlet from the play of the same name, by William Shakespeare
Jay Gatsby from the novel *The Great Gatsby*, by F. Scott Fitzgerald
Sherlock Holmes from the novels by Sir Arthur Conan Doyle
Alice from *Alice's Adventures in Wonderland*

- 2 Elicit what students know about *Hamlet*. Students discuss the stories in the pictures in their groups.
Elicit a summary of the stories in a short class discussion.
Finish the activity by asking if students have read any of the books or seen movies of them, and if they enjoyed them.

AESOP'S FABLES (SB p. 66)

Past Perfect and narrative tenses

ABOUT THE TEXT

Both presentations in this unit use an adaptation of a short story by Aesop /'eisap/, an ancient Greek writer who lived in about 600 B.C. His stories are known as *Aesop's fables* – short stories, often with animals as characters, that illustrate a moral lesson. Famous fables students may be familiar with include *The Tortoise and the Hare* ("slow and steady wins the race") and *The Ant and the Grasshopper* ("it is best to prepare for days of necessity").

⚠ POSSIBLE PROBLEMS

Unit 3 covered the difference between the Simple Past and the Past Continuous. (See TB p. 28 for *Possible problems* associated with these tenses.) This unit extends the coverage of narrative tenses with a review of the Simple Past and Past Continuous and the introduction of the Past Perfect, which expresses an action completed before another action in the past.

This is probably the first time your students will have learned the Past Perfect. Students will be familiar with the components that make up the form of the tense (*had* + past participle) and the concept doesn't usually present students with many problems. Students need to understand the relationship between the Simple Past and Past Perfect and using stories provides a natural context for this.

Students may confuse the contracted form of the Past Perfect *'d* (*had*) with the contracted form of *would*.

She said she'd bought the tickets. (= *had*)

She said she'd buy the tickets. (= *would*)

- 1 Introduce the section by asking students if they have ever heard of Aesop and his stories. Preteach/review *fable* (a traditional story that teaches a moral lesson). Focus students' attention on the picture in the story. Read the instructions as a class and check pronunciation of *bear* /ber/.
Elicit a description of the picture.
- 2 Preteach/review *huge*, *terrified*, *to hide* (*hid*, *hidden*), *to pretend to be dead*, *to bend* (*bent*, *bent*) *down*, *to sniff*, *to whisper*, *to wander away*, *companion*.
Give students time to read the story. Check that they understand the moral. If students choose *True friends are hard to find*, direct them to the final paragraph of the fable and the bear's advice.

Answer

The moral of the story is *Choose your friends carefully.*

- 3 **CD3 2** This section reviews question formation in the Simple Past and Past Continuous before students focus on the Past Perfect.

Elicit the first question as an example. With students who need more support, remind them to look carefully at the tense in the answer and/or refer back to the story to help them decide on the correct tense.

Play the recording and have students check their answers. You can have students ask and answer the questions in pairs if you think they need more practice.

Answers and audio script

The Bear and the Travelers

- 1 Where **were** the travelers **walking**?
Along a country road.
 - 2 Why **were they going** to the city?
Because they were looking for work.
 - 3 What **did they see** in the woods?
They saw a huge bear.
 - 4 What **did** the men do?
One **hid** in a tree, the other **pretended** to be dead.
 - 5 What **did** the bear **do**?
It bent down, sniffed, and then wandered away.
- 4 **CD3 3** Give students time to read lines 1–5. If they question the use of the tense in bold, have them focus first on the activity of positioning the lines. Read the first paragraph as a class and elicit the lines that go in the first two blanks (1 and 3).
- Put students in pairs to complete the activity. Monitor and help as necessary. With students who need more support, you can position the lines as a class activity, referring students to the use of linking words, pronouns, etc. as clues.
- Play the recording and have students check their answers. Elicit students' reaction to the story and whether they agree with the moral.

Answers and audio script

Two travelers were walking slowly along a country road. They were going to the city because they were looking for work. They were tired **because they had walked twenty miles**, and they were hungry **because they hadn't eaten all day**.

Suddenly, in the woods in front of them, they saw a huge bear. The men were terrified. One of them ran away, climbed a tree, and hid.

The other man fell to the ground and pretended to be dead. **He had heard that bears don't like eating dead meat**. The bear came toward him. It bent down, sniffed him, and whispered something in his ear. Then it wandered away.

After the bear had gone, the other man came down from his tree and went to see how his friend was. **He wanted to know what the bear had said to him**.

"The bear gave me some advice," said his companion. "He said, 'Next time you go on a journey, travel with someone who won't leave you at the first sign of danger.'"

The moral of this story is ... choose your friends carefully!

GRAMMAR SPOT (SB p 67)

1/2/3 Put students in pairs to work through the activities. With students who need more support, you can discuss each activity as a class before moving on to the next one.

Answers

- 1 were looking – Past Continuous
saw – Simple Past
had walked – Past Perfect
- 2 They were hungry because they hadn't eaten all day.
- 3 *had* + the past participle

►► Grammar Reference 9.1 p. 140

- 5 **CD3 4** This section gives students initial practice of the Past Perfect with the support of using the lines from Exercise 4.

Ask question 1 as an example and elicit the answer, referring students back to Exercise 4 if necessary.

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

Play the recording and have students check their answers. Have them practice in pairs again.

Answers and audio script

- 1 Why were the travelers tired?
Because they had walked twenty miles.
- 2 Why were they hungry?
Because they hadn't eaten all day.
- 3 Why did one of them pretend to be dead?
Because he had heard that bears don't like eating dead meat.
- 4 When did the other man come down from the tree?
After the bear had gone.
- 5 What did he want to know?
He wanted to know what the bear had said to him.

PRACTICE (SB p. 67)

Pronunciation

- 1 **CD3 5** The contracted form of 'd can be difficult to hear, so this section focuses on distinguishing the sound in context.

Ask *Do you hear 'd?* and play sentence 1 as an example. Play the rest of the recording and have students write their answers.

Check the answers with the class, playing the recording again as reinforcement. Refer students to **CD3 5** on SB p. 125 and have them practice saying the sentences. If necessary, highlight the pronunciation of the contracted forms *they'd* /ðeɪd/ and *he'd* /hed/, the weak form of *had* in sentence 4: *had gone* /həd ɡɒn/. Drill the sentences as necessary.

Answers and audio script

Pronunciation

- 1 They'd walked twenty miles. ✓
- 2 One man hid in a tree.
- 3 The other pretended to be dead.
- 4 When the bear had gone, the man came down.
- 5 He'd left his friend when danger came. ✓

SUGGESTION

The form 'd is the contraction of both *had* and *would*. If you think students would benefit from further discrimination and pronunciation practice of 'd, you can read the following sentences to the class and have them write *had* or *would* for each one.

Check the answers (see answers in parentheses below) and then dictate the sentences. Have students practice the sentences in pairs.

- 1 I called Jack, but he'd gone out. (had)
- 2 We'd like to go to the zoo today. (would)
- 3 When I got to the store, it'd already closed. (had)
- 4 I'd love to visit your country one day. (would)
- 5 I was so tired last night! I'd had such a busy day! (had)
- 6 I think she'd like to go get something to eat. (would)

Discussing grammar

- 2 This activity highlights the difference in meaning between the narrative tenses in this section. With students who need more support, you can review the difference between the Simple Past and Past Perfect first. Write the following sentences on the board. Ask students to name the tenses in each sentence. Then ask *What happened first?* about each sentence.

When we arrived, Anna made some coffee. (both Simple Past; we arrived)

When we arrived, Anna had made some coffee. (Simple Past, Past Perfect; (Anna made some coffee)

Put students in pairs to discuss the sets of sentences. If appropriate, allow them to use their L1 for this if they need to. Monitor to help and also to assess students' ideas about the tense use. If students have problems understanding the concept of each tense, be prepared to do a review presentation on the board (see *Suggestion* below).

Elicit the differences as a class, referring back to Grammar reference 9.1 as necessary.

Answers

- 1 sentence 1 – Simple Past for past actions that followed each other (1 = I arrived, 2 = she made dinner)
sentence 2 – Past Continuous for an action in progress at a particular time in the past
sentence 3 – Past Perfect for an action completed before another action in the past (1 = she made dinner, 2 = I arrived)
- 2 sentence 1 – Simple Past for a fact that was true at a particular time in the past.
sentence 2 – Past Perfect for a fact that was true before another fact in the past (1 = she lived in France, 2 = she spoke good French)
- 3 sentence 1 – Simple Past with *while* for two actions that happened at the same time

- sentence 2 – Past Perfect for an action completed before another action in the past (1 = I did my homework, 2 = I listened to music)
- 4 sentence 1 – Simple Past for past actions that followed each other (1 = I got home, 2 = the children went to bed)
sentence 2 – Past Perfect for an action completed before another action in the past (1 = the children went to bed, 2 = I got home)
 - 5 sentence 1 – Simple Past for past actions that followed each other (1 = she gave me a book, 2 = I read it)
sentence 2 – Past Perfect for an action completed before another action in the past (1 = I read a book, 2 = she gave me a copy of the same book)

SUGGESTION

It can be helpful to explain the use of narrative tenses in a visual way with timelines. Write the three sentences from number 1 in Exercise 2 on the board. Underline the tenses and elicit the names from the class. Also check comprehension of the contraction *we'd* (= *we had*).

When I arrived,
Past ————— X ————— X ————— Present
she made dinner.

When I arrived,
Past ————— X ————— Present
she was making dinner.

When I arrived,
Past ————— X ————— X ————— Present
she'd made dinner.

- 3 **CD3** 6 Elicit the matching line for number 1 as an example. Give students time to complete the activity, working individually.

Have students check their answers in pairs before playing the recording as a final check.

Answers and audio script

- 1 I was nervous on the plane because I'd never flown before.
- 2 When I'd had breakfast, I went to work.
- 3 I met a girl at a party. Her face was familiar. I was sure I'd seen her somewhere before.
- 4 I felt tired all day yesterday because I hadn't slept the night before.
- 5 My wife was angry with me because I'd forgotten our anniversary.
- 6 The little girl was crying because she'd fallen and hurt herself.

PHOTOCOPIABLE ACTIVITY

UNIT 9 You'd never believe it! TB p. 168

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

Procedure: Explain that students are going to do a dictation activity and then reorder the dictated text to form two short news stories. Briefly review the tenses students can expect to use in the dictation section – the Simple Past, the Past Continuous, and the Past Perfect.

- Put students into A/B pairs and hand out the relevant half of the worksheet to each student. Preteach/review

masked, to grab, driveway, wealthy, widow, disillusioned, consumer society, to barter (to exchange goods or services for other goods or services without using money), publisher.

- Make sure students are seated so that they can't see each other's worksheet. Briefly review the punctuation marks: *period, comma, open quotation mark, close quotation mark, capital (H)*. Also review language students may need for the dictation section: *Can you repeat that? How do you spell that? Is that a double or single (r)? Is that a new sentence?*
- Tell students that the stories are divided in such a way that a dictated section may end mid-sentence. Demonstrate the activity by having an A student dictate their first section to student B, who then writes the lines in the space provided.
- Students take turns dictating their lines and writing them in the spaces provided. Monitor and help as necessary.
- When they have finished the dictation section, students can check their wording against their partner's worksheet.
- Have students figure out the order of the lines to form the two news stories. Remind students to look carefully at the first and last word of each section, and at the punctuation, to help them make the correct sentence connections. Monitor and help as necessary.
- Have students read the stories aloud to make sure they have ordered the lines correctly.

Answers

Student A

1a 2n 3g 4h 5k 6b 7i 8j

A Polish woman couldn't believe it when her dog came home after being stolen nearly 50 miles away. Edyta Kowalska had gone to Warsaw for the day with her dog, Cherry. While they were walking down the road, a car suddenly stopped and three masked men jumped out. After they'd grabbed the dog, they drove off. "It was terrifying. I thought they were going to attack me," said Edyta. "I reported it to the police, but I don't think they took it seriously." Edyta spent five days looking for Cherry. Then suddenly she saw the dog coming up the driveway. "I couldn't believe it. She was a little thin, but she had come home. That's all that matters."

Student B

1f 2o 3c 4l 5m 6d 7p 8e

A German grandmother has said she's healthier, wealthier, and happier since giving up cash 15 years ago. Heidemarie Schwermer, a widow, gave up her home in Dortmund in 1996 after her children had left. She left her home because she was feeling disillusioned with the consumer society. She now travels around with just a suitcase, laptop, and cell phone. "I can live without money. I can get everything I need by bartering and getting presents," she said. She has written a book about her lifestyle. After her publishers had offered her a cash payment, she suggested the money should go to charity. "It can make many people happy instead of just one," she said.

- As an extension, give students a few minutes to think of a possible title for each story. Students compare their ideas and vote for the best title.

ADDITIONAL MATERIAL

Workbook Unit 9

Ex. 1–3 Past Perfect

THE SHEPHERD BOY (SB p. 68)

Joining sentences

ABOUT THE TEXT

See TB p. 109 for notes on Aesop's fables. Students may be familiar with the tale of the shepherd boy who tricks local villagers into thinking a wolf is attacking his flock. The moral of the story is also a familiar one – don't tell lies; even if a liar tells the truth, no one believes them. The story starts with the expression *Once upon a time ...*, which is traditionally used at the beginning of children's stories to mean "a long time ago" or "in the past."



POSSIBLE PROBLEMS

This is the first time that a number of conjunctions have been brought together in a grammar presentation. Students may have problems choosing the correct conjunction in context and with word order.

Time

The conjunctions of time covered in this section are: *when, while, as soon as, after, before, as, and until*. They can go at the beginning of the sentence or in the middle when used to join two clauses.

- We use *when, as soon as, before, and after* to say that things happen one after another or in a sequence.
- We use *when, while, and (just) as* to say that things happen at the same time. These are often used with a continuous verb form, especially for longer actions.
- We use *until* to mean "up to the time when."

Result and reason

So introduces a result or consequence; *because* introduces a reason.

He was bored so he went for a walk. (cause → result)

He went for a walk because he was bored. (result → cause)

Contrast

But and *although* both express contrast. *Although* is more formal than *but* and is often used in more formal writing.

- *But* joins two clauses. It must go before the second clause.
- *Although* joins two clauses. It can go at the beginning of the sentence, in which case a comma separates the clauses. It can also go in the middle of the sentence, in which case it is preceded by a comma. *Although* can express a surprising contrast.

- 1 Focus students' attention on the heading to the fable and on the pictures. Preteach/review *shepherd, hill, wolf, sheep, to lie* (= not tell the truth), *to kill*.

Write *Once upon a time ...* on the board and elicit the beginning of the story as a class. Put students in pairs to

continue telling the story from the pictures. Monitor and help as necessary. Have students take turns describing the action of the story.

- 2 **CD3 7** Preteach/review *to shout, to smile, to believe, to set (of the sun), to appear, to attack, terror, ashamed*.

Read the story as a class as far as ... *had an idea* and elicit the first linking word. Give students time to complete the activity, working individually. With students who need more support, you can go through the activity and analyze the use of the linking words as a class.

Put students in pairs to check their answers. Ask students what they think the moral of the story is. Play the recording and have students check their answers.

Ask students if they think the story is a good way of teaching the moral about being honest.

Answers and audio script

The boy who cried wolf

Once upon a time there was a shepherd boy who took care of the sheep in the hills near his village. His job was very boring. One day, (1) **while** he was sitting under a tree, he had an idea. He decided to have some fun, (2) **so** he went down to the village and shouted "Wolf! Wolf!" loudly.

(3) **As soon as** the villagers heard the boy, they stopped work and raced to the hills to help him. But (4) **when** they got there, they saw nothing. They returned to their work. (5) **After** they'd gone, the shepherd boy smiled to himself.

A few days later, the boy did the same thing again. He ran into the village and shouted "Wolf! Wolf!" The villagers didn't know whether to believe him or not, but they were worried about their sheep (6) **so** they went back to the hills to help him. Again there was no wolf. They were angry (7) **because** the shepherd boy had lied again, but he just laughed.

Then, the next day, just (8) **as** the sun was setting, a wolf really did appear, and it began attacking the sheep. In terror, the boy raced down the hill to the village, shouting "Wolf! Wolf!" (9) **Although** the villagers heard his cries, they did nothing to help. This time they really didn't believe him.

The shepherd boy climbed back up the hill to look for the sheep, but the wolf had killed them all. He was so ashamed that he sat down in the moonlight and cried.

The moral of this story is ... We should not lie. A liar will not be believed, even when telling the truth.

- 3 Elicit the first answer as an example. Encourage students not to look back at the text as they complete the answers. Check the answers with the class.

Answers

While he was sitting under a tree.

As soon as they heard the boy.

After the villagers had gone.

As the sun was setting.

GRAMMAR SPOT

1/2 Read the notes as a class. Then ask students to look for other examples of the conjunctions in the story in Exercise 2.

►► Grammar Reference 9.2 p. 140

- 4 This section reinforces the use of the conjunctions. Have students do the activity without looking back at the story. Check the answers with the class.

Answers

1 They didn't find the wolf, **so** they went back to work.

2 They helped the boy **because** they were worried about their sheep.

3 **Although** they heard his cries, they didn't do anything to help.

- 5 Focus students' attention on the prompts and the pictures, and elicit the beginning of the story.

Put students in pairs to continue telling the story. Monitor and help as necessary. Check for accurate use of the tenses and conjunctions. Write down any common errors and correct these after the pairwork.

PRACTICE (SB p. 69)

Discussing grammar

- 1 **CD3 8** Ask students to read the pairs of sentences. Check comprehension of *to burn food*. Elicit the complete sentence for number 1 as an example. Point out that the conjunction can come at the beginning of the sentence or in the middle, e.g., *When I'd done my homework, I went to bed./I went to bed when I'd done my homework*. Give students time to complete the activity individually. Remind students that one verb needs to be in the Past Perfect. Monitor and help as necessary.

Play the recording and have students compare their answers.

If you want students to have further pronunciation practice, have them read the sentences aloud.

Answers and audio script

Discussing grammar

1 I went to bed when I'd done my homework.

2 After I had driven two hundred miles, I stopped for coffee.

3 As soon as she had passed her driver's test, she bought a car.

4 I didn't go to Italy until I had learned Italian.

5 Although I had read the book, I didn't understand the movie.

6 His mother sent him to bed because he had been bad.

7 She had burned the food, so we went out to eat.

8 She made a delicious dinner, but unfortunately I had eaten a large lunch.

- 2 Preteach/review *to shave, to retire, to wake up, and to lock the doors*. Elicit the correct word in sentence 1 as an example. Give students time to complete the activity. Have students check their answers in pairs before checking the answers with the class.

Answers

1 When 2 while 3 until 4 as soon as 5 as

6 Before 7 After

Your ideas

- 3 Elicit a variety of possible endings for the first sentence as an example, e.g., ... *the weather was awful/our hotel wasn't great/we'd been there many times before*, etc. With students who need more support, you can elicit endings for all the sentences.

Give students time to complete the sentences, working individually. Monitor and help as necessary.

Put students in pairs to compare their sentences. Elicit a variety of possible endings from the class. Correct any mistakes.

Sample answers

- 1 We enjoyed the vacation, although *the weather was awful*.
- 2 As I sat on the plane, I felt nervous because *I'd never flown before*.
- 3 I lived in Thailand for a year, but I *didn't learn much of the language*.
- 4 I met my wife while I *was in college*.
- 5 I wanted to get in shape, so I *joined the local gym*.
- 6 My phone rang just as I *was leaving for work*.
- 7 Although I didn't feel well, I *went to the party*.
- 8 We watched TV until *dinner was ready*.

EXTRA ACTIVITY

You can use the sentences in Exercise 3 as opening lines for an anecdote. Choose one of the sentences yourself and tell a short anecdote based on the situation and context in the sentence. Give students time to choose one or two of the sentences and prepare their anecdote(s). Put students in pairs or groups of three to tell their anecdotes. Monitor and check for accurate use of the tenses and conjunctions. Write down any common errors and correct these after the pairwork. Have students tell a few anecdotes to the class.

ADDITIONAL MATERIAL

Workbook Unit 9

Ex. 4–5 Joining sentences

LISTENING AND SPEAKING (SB p. 69)

My favorite writer

SUGGESTION

The *Speaking* section asks students to talk about the last book they read. You can assign the activity as a mini-project, leading to a series of short presentations. Ask students to take notes on the book for homework. Have them include information about the title and author, the kind of book, the main characters, the plot, and their opinion of the book.

Students give a short presentation about their book and invite the class to ask questions about it.

ABOUT THE LISTENING

This section continues the theme of storytelling with a profile of two writers of classic literature, Harper Lee and Robert Louis Stevenson.

Harper Lee (1926) is best known for her Pulitzer-Prize winning novel, *To Kill a Mockingbird*. Published in 1960, the novel deals with the issues of racism Lee observed

as a child growing up in Alabama. The book was an immediate best seller and is widely taught in high-school curricula across the US. The novel was made into a movie in 1962 starring Gregory Peck, winning three Academy Awards.

Robert Louis Stevenson (1850–94) was a Scottish novelist, poet, and travel writer. His best-known books include *Treasure Island*, *Kidnapped*, and *The Strange Case of Dr. Jekyll* /'dʒekl/ and *Mr. Hyde* (see TB p. 116 and SB pp. 70–71). Stevenson was a celebrated writer during his own lifetime. He suffered periods of bad health throughout his life. As an adult, he traveled to warmer climates for his health and wrote about his travels. He died on the island of Samoa at the age of 44 and was buried there.

Some of the vocabulary is new, so be prepared to preteach/review the following: *alive*, *novel* (n), *inequality*, *racism*, *commit a crime*, *autobiography*, *disappeared*, *public life*, *interview*, *poetry*, *adventure*, *hero* ≠ *villain*, *pure*, *treasure*, *battle* (n), *psychological*, *split personality*.

- 1 Focus students' attention on the photo of Lee. Elicit a few guesses about the writer from the class but don't confirm or reject students' ideas at this point.
Read the sentences as a class. Then put students in pairs to discuss the information.
- 2 **CD3 9** Focus students' attention on the chart and check their comprehension of the categories in the first column. Allow students time to read the information in the chart, and tell them it contains some mistakes. Tell students they are going to listen to a radio program in which an interviewer talks to a guest, Tom, about Lee's life and work.

Play the recording as far as *still alive today*. Elicit the answers to the first two questions from Exercise 1 (She is American. She wrote in the 20th century.) and elicit the first correction to the chart (When? nineteenth century). Play the rest of the recording for students to complete the activity. Check the remaining answer to Exercise 1.

Answers and tapescript

1 American 2 20th century 3 ordinary people

My favorite writer

I = Interviewer T = Tom

Part 1

- I Tom, you chose American Harper Lee as your favorite writer. Can you tell us a little about her? When was she alive?
- T She wrote in the middle of the twentieth century. She was born in the US in 1926, and she's still alive today.
- I What did she write? What kind of books?
- T Interestingly, she only wrote one novel, but won a Pulitzer Prize in 1961.
- I And tell us ... Why is she famous?
- T At the time she was writing, there was a lot of inequality between blacks and whites in the southern US states. Lee wanted to bring attention to this problem. She wrote about racism – specifically the racism she saw while growing up in a small town in Alabama. Lee created some of the most famous characters in American literature.

- I What is the name of her book?
- T It's called *To Kill a Mockingbird*. It's about a young white girl whose name is Scout and how she becomes friends with a black man, who is accused of a crime he did not commit. As the story unfolds, Scout realizes that people are the same inside no matter what color their skin is. In fact, it has a lot of autobiography in it.
- I Fascinating! Did she write anything else?
- T She wrote several magazine articles, but mostly she stopped writing after the great success of her only book.
- I What was Lee's personal life like?
- T Mmm. It's hard to say. After writing *To Kill a Mockingbird*, she disappeared from public life. She refuses almost every request for interviews. She has said, "I have said what I wanted to say and I will not say it again."
- I Did she ever marry?
- T No, she never married. But she's very close to her older sister, who's 98 years old, and who still practices law in Alabama!
- I Amazing!

- 3 Put students in pairs to compare their answers to Exercise 2. Play the recording again, or just sections of it, and have students check/complete their answers.

Answers and audio script

	Harper Lee
When?	20th century
Kind of writing	one novel and several magazine articles
Reasons for success	wrote about people in the southern US states
Best-known books	<i>To Kill a Mockingbird</i>
Best-known character	Scout, a young girl who becomes friends with an accused criminal
Personal life	never married close to her sister

CD3 9 See Exercise 2.

- 4 **CD3 10** Tell students they are now going to hear Alice talking about the life and work of Robert Louis Stevenson. Elicit a few guesses about the writer from the class but don't confirm or reject students' ideas at this point.
- Focus students' attention back on the chart and remind students to listen for the key information to complete it. Play the recording as far as ... *nineteenth century* as an example. Play the rest of the recording and have students complete as much of the chart as they can. Put students in pairs to compare their answers. Play the recording again and have students check/complete their answers.
- Elicit any other information students understood about the two writers. Ask if they have read any of the books mentioned, and what they thought of them.

Answers and audio script

	Robert Louis Stevenson
When?	second half of nineteenth century
Kind of writing	novels, poetry, and also a travel writer
Reasons for success	great story teller; wrote about adventure, danger, and horror
Best-known books	<i>Treasure Island</i> <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>
Best-known character	Dr. Jekyll – has a battle inside himself between his good side and his evil side
Personal life	often sick as a child; married an American woman with children from earlier marriage; no children together; traveled a lot; died very young – just 44

CD3 10 My favorite writer

I = Interviewer A = Alice

Part 2

- I Now, Alice. You chose the British writer Robert Louis Stevenson. Tell us about him. When was he writing?
- A Well, he was born in 1850, and he died in 1894, so he was writing well before Lee, in the second half of the nineteenth century.
- I And ... what did he write?
- A He wrote novels, and poetry, and he was also a travel writer.
- I Oh! Tell us ... why is he famous?
- A Well, he isn't as famous as other writers of his time. But he's very popular because he's a great storyteller. His stories are about adventure, danger, and horror. His heroes are pure, and his villains are dark.
- I What are his best-known books?
- A There's a children's book called *Treasure Island*, and there's a travel story about France, but the most famous is *The Strange Case of Dr. Jekyll and Mr. Hyde*.
- I And they, I suppose, are his most well-known characters?
- A Yes. The book was a great success. It's about a man who has two sides to his character, one good and one bad. The man, Dr. Jekyll, has a battle inside himself between his good side and his evil side.
- I This is the psychological idea of someone with a split personality?
- A Yes. In everyday speech we say about someone "Oh, he's a real Jekyll and Hyde," meaning there are two sides to their personality.
- I Fascinating! Tell us about his personal life.
- A As a child he was sick a lot. He married an American woman who had children from an earlier marriage, but they didn't have any children together. He traveled a lot, to Europe and the US. He died very young, when he was just 44.
- I Well, thank you, Alice, for telling us about Robert Louis Stevenson.

Speaking

Give a brief description of a book that you have read as an example. Give students a few minutes to think about their book and write brief notes. Monitor and help as necessary.

With smaller classes, students can describe their books to the whole class. Divide larger classes into groups of three or four. Students describe their book and then invite questions from the rest of the class/their group. If appropriate, students can vote for the book that they think sounds the most interesting.

Good and evil

ABOUT THE TEXT

This section links back to the *Listening and speaking* section with an adaptation of Robert Louis Stevenson's novel *The Strange Case of Doctor Jekyll* /'dʒɛkl/ and *Mr. Hyde*. It also reinforces the grammar from the grammar sections.

First published in 1886, the novel tells the story of a London lawyer named Gabriel John Utterson who investigates the strange relationship between his old friend, Dr. Henry Jekyll and an evil character, Edward Hyde. It turns out that the doctor has created a special potion that turns him from a good person into the evil Mr. Hyde. The narrative is often thought to represent the battle between good and evil, and the impact of the novel is shown by the use of the phrase "a Jekyll and Hyde character," meaning a person who seems to have two different personalities, one good and one bad.

Encourage students to use the context to help them with new vocabulary, or use a dictionary when necessary. With students who need more support, or if you have limited time, you can preteach/review some of following vocabulary: *silent/silence*, *to attack*, *to catch* (caught /kɒt/), *ugly*, *evil*, *wretch* /rɛtʃ/, *to show no regret*, *to write a check*, *well-respected*, *to mention*, *to turn pale*, *to murder*, *maid*, *to witness*, *to strike* (struck, struck) (= carry out a violent action without warning), *to suspect*, *wild*, *voice*, *master* (n), *to lock*, *laboratory*, *servant*, *to sound different*, *to break down a door*, *to take poison*, *to create a potion*, *cruel*, *violent*, *to take pleasure in something*, *innocent*, *to pray*, *strength*, *to get rid of*, *monster*.

- 1 Introduce the section by asking students what they can remember about Robert Louis Stevenson from the *Listening and speaking* section. Write notes on the board and build a profile of the writer.

Focus students' attention on the picture story and give students a few minutes to get an idea of what it is about. Check the answers with the class.

Answers

- 1 It's set in London, in 1886.
- 2 It's a horror story (with elements of crime).
- 3 It's fiction.

- 2 Elicit the name of the first character as an example. Then give students time to find the names/roles of the other characters. Set a time limit of a minute to encourage them to focus on just the characters at this point.

Have students check the answers in pairs before checking with the class.

Answers

- 1 Dr. Jekyll /'dʒɛkl/
- 2 Mr. Hyde /haɪd/
- 3 Gabriel Utterson /'geɪbrɪəl 'ʌdərsɪn/
- 4 a maid
- 5 the servants

- 3 **CD3 11** This activity divides the story into three sections. Interrupting the narrative allows you to check students' comprehension of the plot as you go along, and also creates suspense and interest in reading on.

Give students time to read all the questions. Answer any vocabulary questions students may have.

Focus students' attention on story frames 1–3. Play the relevant section of the recording and have students follow the text in their books. Put students in pairs to answer questions 1–4. Encourage them to use the pictures to help with vocabulary, or they can use a dictionary. Monitor and help with any questions. Check the answers with the class.

Repeat the above procedure for frames 4–7, and then 8–12. Pause the recording after each set of frames to allow students to talk about their answers in pairs before checking the answers with the class.

Answers and audio script

Frames 1–3

- 1 The attack happened in a dark street in London. Mr. Hyde, a man who looked ugly and evil, attacked a woman. He hit her with a long wooden stick and kicked her.
- 2 Mr. Hyde showed no regret for what he had done. To buy the woman's silence, he wrote her a check.
- 3 The check was signed in the name of Dr. Jekyll, a well-known and well-respected man.
- 4 Dr. Jekyll didn't want to answer questions about Mr. Hyde and the attack on the woman. Utterson didn't understand who Mr. Hyde was and why the check from him was signed in the name of Dr. Jekyll.

Frames 4–7

- 1 A year later, a murder took place on another dark street in London. Mr. Hyde murdered an old man while he was walking home. He used the same stick as the attack on the woman. A maid witnessed the crime and recognized Mr. Hyde.
- 2 He suspected that Dr. Jekyll had helped Mr. Hyde to escape.
- 3 He said that Hyde would never return.
- 4 Dr. Jekyll's behavior became more and more unusual. He locked himself in his laboratory and refused to open the door. His servants were worried because when they heard his voice, it sounded different.
- 5 When they broke down the door, they found Mr. Hyde lying dead on the floor. He had taken poison. He was wearing Dr. Jekyll's clothes, but there was no sign of the doctor.

Frames 8–12

- 1 Dr. Jekyll said he believed that inside every human being there was a good side and an evil side.
- 2 When Jekyll drank the potion, his whole body changed. The good, kind doctor became cruel, ugly, and evil. To change back from Mr. Hyde, he had to drink another potion.
- 3 He enjoyed being bad.
- 4 His attacks became more and more violent. He took pleasure in hurting innocent people.
- 5 He began to change into Mr. Hyde without taking the potion. Jekyll hoped that Hyde would disappear, but he always returned. The potion to turn Hyde back into Dr. Jekyll no longer worked because it had lost its strength.
- 6 Dr. Jekyll couldn't get rid of Mr. Hyde, so to kill the evil man, he had to die, too.

CD3 11 The strange case of Dr. Jekyll and Mr. Hyde

- 1 Late one night, a lawyer, Gabriel Utterson, was walking home through dark, silent streets when he saw a man attacking a woman. Utterson ran after him and caught him. The man's name was Mr. Hyde, and he looked ugly and evil.
- 2 Mr. Hyde showed no regret for what he had done. To buy the woman's silence, he wrote her a check. Utterson noticed that the check was signed in the name of Dr. Jekyll, a well-known and well-respected man.
- 3 Utterson was worried. He was Dr. Jekyll's lawyer and also his friend. He went to visit him. As soon as he mentioned Mr. Hyde, Dr. Jekyll turned pale and became angry. Utterson was confused. Who was Mr. Hyde?
- 4 A year passed. One night an old man was murdered as he was walking home. A maid witnessed the crime and recognized the killer. Mr. Hyde had struck again! The police went looking for Hyde, but he had disappeared.
- 5 Again, Utterson went to visit his friend Dr. Jekyll. He suspected that Dr. Jekyll had helped Mr. Hyde to escape. When questioned, the doctor replied in a strange, wild voice that Mr. Hyde had gone forever.
- 6 Over the next few weeks, Dr. Jekyll's behavior became more and more unusual. He locked himself in his laboratory and refused to open the door. His servants were worried. When they heard his voice, it sounded different. They asked Utterson for help.
- 7 Utterson and the servants broke down the door. Mr. Hyde was lying dead on the floor. He had taken poison. But why was he wearing Dr. Jekyll's clothes? And where was the doctor? Were Dr. Jekyll and Mr. Hyde one and the same person?
- 8 On the desk was a letter addressed to Mr. Utterson. In it, Dr. Jekyll tried to explain himself. He said he believed that inside every human being there was a good side and an evil side.
- 9 Jekyll had created a potion. When he drank it, his whole body changed. The good, kind doctor became cruel, ugly, and evil. He called this other man Mr. Hyde. To change back, he had to drink another potion.
- 10 But after a time, Jekyll found that he liked changing into Mr. Hyde. He enjoyed being bad. He became more and more violent and cruel. He took pleasure in hurting innocent people.
- 11 Finally, Dr. Jekyll couldn't control Mr. Hyde anymore. He began to change into this monster even without taking the potion. Jekyll hoped and prayed that Hyde would disappear. But Hyde always returned.
- 12 The potion to turn Hyde back into Dr. Jekyll no longer worked. It had lost its strength. Dr. Jekyll could no longer get rid of the evil Mr. Hyde. He had to kill this monster. But to kill Mr. Hyde, Dr. Jekyll also had to die.

- 4 Have students cover the text under each frame with a sheet of paper and focus only on the pictures. Demonstrate the activity by asking a student to start the story from frame 1 and having another continue as far as frame 2. Put students in new pairs to continue the activity. With students who need more support, you can write key words for each frame on the board.
Monitor and help as necessary. Have students tell the story as a class as a final check. Encourage students to help each other if they make a mistake in the plot.

What do you think?

Read the questions as a class and help with any comprehension questions. Put students in small groups to discuss their opinions. Ask one student to lead the discussion

by asking the questions and making sure everybody speaks. Ask another student to be prepared to summarize what the group said for the class at the end. Check that students understand that "a Jekyll and Hyde character" is a person who seems to have two different personalities, one good and one bad, and so it isn't a compliment.

Elicit examples of stories students remember from their childhood with the theme of good vs. evil.

SUGGESTION

If your students have access to stories in English, e.g., from a school library or sets of guided readers, you can set up a class book club to encourage students to read more. This can be a "formal" club that meets at a regular time, or more informal with students just exchanging information in smaller groups. Students can talk about the book they are reading at the time and write short reviews/recommendations for other members of the club. (See the *Writing* section TB p. 119.)

VOCABULARY AND SPEAKING (SB p. 72)**Feelings**

- 1 Introduce the section by asking *How are you feeling today?* Elicit a variety of adjectives and write them on the board. Focus students' attention on the adjectives. Elicit an example of an adjective with a positive meaning and one with a negative meaning.
Put students in pairs to categorize the adjectives. Monitor and help as necessary.
Check the answers with the class, helping with any pronunciation problems as you go.

Answers

Positive: delighted, proud, amazed

Negative: angry, nervous, stressed, upset, homesick, jealous, scared, lonely, disappointed

- 2 Focus students' attention on the pictures and give students time to read the captions. Ask *How is the girl in picture 1 feeling?* and elicit possible adjectives (*nervous, stressed*).
Put students in pairs to match the adjectives from Exercise 1 with the pictures. Remind them that sometimes more than one adjective is possible.
Check the answers. Check that students understand that *nervous* in English means "worried that a future event (e.g., a test, interview, performance) won't go well." It doesn't mean the same as *stressed* or *upset* and isn't used to describe someone's general character. If you are *upset*, you are unhappy or disappointed because something unpleasant has happened. If you feel *stressed*, you feel tension and anxiety because of difficulties in your life.

Possible answers

- | | |
|----------------------------|-------------------|
| 1 nervous, stressed | 6 angry, stressed |
| 2 disappointed, upset | 7 scared |
| 3 proud, delighted, amazed | 8 upset, lonely |
| 4 lonely, upset | 9 jealous, angry |
| 5 homesick | |

- 3 **CD3 12** Focus students' attention on the example. Check the contraction *I'd* (= *I had*) and elicit another possible example.

Give students time to complete the sentences with their own ideas. Monitor and help as necessary.

Have students compare their ideas in pairs. Then play the recording and have students compare with the recording.

Elicit a range of possible endings from the class, correcting any misunderstanding in the use of the adjectives and problems with tenses.

Sample answers and audio script

- 1 I was delighted because I'd won \$500 in a dance competition.
- 2 I was stressed because I had so many bills and no money to pay them.
- 3 I was proud because I'd worked so hard and passed all my exams.
- 4 I was amazed because my teachers didn't expect me to pass.
- 5 I was upset because no one remembered my birthday.

- 4 **CD3 13** Give students time to read the lines in **A**. Point out the use of *get* + adjective, in *get scared/upset*. Give students time to read the lines in **B**. Check comprehension of *Cheer up!* and *Calm down!* If students question the use of *so much* or *so* + adjective, explain that these are ways of making the meaning stronger but don't go into a grammatical explanation of their use. This is covered in the *Everyday English* section on SB p. 73.

Ask students to match the lines, working individually. Play the recording and have students check their answers. If your students need help with pronunciation, you can play the recording again, pausing after each line so that students can repeat.

Put students in pairs to practice the conversations as in Exercise 4. Then have them practice again, this time continuing two of the conversations. With students who need more support, you can elicit possible wording for one of the conversations from the class. Monitor and help as necessary. Check for correct pronunciation. If students have problems or sound flat, drill key lines as a class and individually. Students then continue practicing in their pairs.

Ask some students to perform their conversations for the class.

Answers and audio script

- 1 **A** Sometimes I feel really lonely.
B Cheer up! You have me. I'm your best friend!
- 2 **A** I have so much to do! And the baby's crying! Help!
B Calm down! Don't stress yourself out.
- 3 **A** Guess what? I just won \$10,000!
B I'm happy for you! Can I have some?
- 4 **A** When I watch the news on TV, I get scared.
B I know what you mean. The world's a scary place.
- 5 **A** I get upset when people are so horrible.
B Yes, but people can be really nice, too.

SUGGESTION

Elicit the adjectives in Exercise 1 that can be used with *get*: *get angry/nervous/stressed/upset/homesick/jealous/scared/lonely/disappointed*. Students can practice the phrases by talking about themselves, e.g., *I get stressed when (I have a lot of homework)*. *I get upset when (people are cruel to animals)*.

EVERYDAY ENGLISH (SB p. 73)

Exclamations with *so* and *such*

This section builds on the previous vocabulary work on feelings, with a focus on *so* as an intensifier of adjectives. Students also practice *so much/many* + nouns and *such* in exclamations. Students studied some of these uses in context in Exercise 4 on SB p. 72, e.g., *I have so much to do!* but this section gives students an overview of the rules and plenty of practice.

⚠ POSSIBLE PROBLEMS

The rules for using *so* and *such* are fairly straightforward, but students often confuse the words, especially in free speaking.

- *so* + adjective/adverb
- *such a/an* + adjective + singular noun
- *such* + adjective + plural or noncount noun
- *so many* + plural noun
- *so much* + noncount noun

Common mistakes:

- **I have never known so cold weather.*
- **She's such nice person.*
- **It was a such good movie.*

The rules are spelled out in Grammar Reference 9.3 on SB p. 140.

- 1 **CD3 14** Focus students' attention on the photo and ask *Where are they?* (*At the movies*). Focus students' attention on the sentences and play the recording. Check the answer to the question. Check that students understand that *so* emphasizes the adjective and makes it stronger.

Answers and audio script

So is more spoken than written.

CD3 14 Exclamations with *so* and *such*

What an amazing movie!

I was scared!

I was really scared!

I was SO scared!

- 2 **CD3 15** Write *I was so surprised!* on the board and elicit the rule *so* + adjective. Put students in pairs to compare the rest of the sentences and form the rules. Monitor and help as necessary. With students who need more support, you can read the sentences as a class and write a set of rules on the board.

Check the rules with the class and refer students to Grammar Reference 9.3 on SB p. 140.

Play the recording and have students repeat the sentences as a class and individually. If they have problems, write the sentences on the board and mark the main stresses (See audio script below). Point out that *so* and *such* are strongly stressed because they are being used for emphasis.

Answers and audio script

See *Possible problems* above for the rules.

CD3 15

I was **so** surprised!
It was **such** a shock!
It was **such** an awful day!
You have **such** crazy ideas!
We had **such** terrible weather!
There were **so** many problems!
I have **so** much work!

- 3 Preteach/review the meaning and parts of speech for *badly-behaved* (adjective) and *mess* (noun). Elicit the answer for sentence 1 as an example.
Give students time to complete the sentences, working individually.
Have students check their answers in pairs before checking with the class.

Answers

- 1 That was **such** a good book! You have to read it!
- 2 The movie was **so** scary that I couldn't watch it!
- 3 Jane and Pete are **such** nice people!
- 4 But their children are **so** badly-behaved!
- 5 There were **so** many people at the party!
- 6 They made **such** a mess!
- 7 I've spent **so** much money this week!
- 8 I've had **such** an awful day!

- 4 **CD3 16** Preteach/review *welcoming*, *the sight of blood*, *control* (n), *a penny*. Elicit the matching sentences for number 1 in Exercise 3 as an example.
Put students in pairs to complete the matching task.
Play the recording and have students check their answers.
Demonstrate how students can practice the sentences by having them cover Exercise 3. Say the second line for number 1 *I'll lend it to you. You'll really like it.* and elicit the first line *That was such a good book! You have to read it!* Students continue the practice, working in their pairs. Then have them cover Exercise 4 and repeat the procedure. Monitor and check for correct pronunciation. If students have problems or sound flat, drill key lines as a class and individually. Students then continue practicing in their pairs.

Answers and audio script

- 1 That was such a good book! You have to read it!
I'll lend it to you. You'll really like it.
- 2 The movie was so scary that I couldn't watch it!
I hate the sight of blood and people killing each other.
- 3 Jane and Pete are such nice people!
They're always so welcoming and happy to see you.
- 4 But their children are so badly-behaved!
The parents have no control at all!
- 5 There were so many people at the party!
I didn't get to talk to everyone.
- 6 They made such a mess!
I'm glad I didn't have to clean up.

- 7 I've spent so much money this week!
I don't have a single penny left!
- 8 I've had such an awful day!
I need some chocolate to cheer me up!

- 5 Read the instructions and topics as a class. With students who need more support, elicit possible exclamations for each topic:

- *It was such a good party! / We had so much fun!*
- *It was such a tiring trip! / I'm so exhausted!*
- *I have so many problems! / My life is so problematic/stressful/difficult!*
- *That was so scary! / I was so frightened! / It was such a frightening experience!*
- *That was such a disgusting/awful meal! / That was so disgusting/awful!*
- *They've found such an amazing apartment! / This apartment is so amazing!*
- *You do/He does such annoying things! / You're/He's so annoying/irritating!*

Put students in pairs to choose their topics. If a lot of students choose the same topics you may need to ask them to select other topics to ensure most of the topics are covered.

Give students time to write their conversations. Monitor and help with preparation and give them time to rehearse. Have some pairs perform their conversations for the class.

WRITING (SB p. 110)

Writing about a book or a movie – Referring back in a text

The goal of this writing section is to write a review of a book or a movie. The writing skill covered is understanding pronoun references, including subject, object, and relative pronouns. Students start by discussing movies that are popular, then analyze the references in a model paragraph. Students discuss what they know about the story of *Frankenstein* and then read and analyze a model text, before taking notes for their own book or movie review.

ABOUT THE TEXT

The book chosen for the model text in this section is *Frankenstein*, written by the British novelist Mary Shelley (1797–1851) and published in 1818. Mary, her husband, and two other writers decided they would have a competition to see who could write the best horror story. After thinking about possible storylines, Mary had a dream about a scientist who created life and was horrified by what he had made. This became the basis of the plot for the novel. The novel has influenced literature and popular culture considerably. Some of the most iconic images of the monster are taken from the 1930s movies, starring English actor, Boris Karloff.

- 1 Model the activity by telling students about a movie you have seen recently. Give students time to complete the sentences about a movie they have seen. Monitor and help as necessary.

Put students in pairs to talk about their movies. Elicit descriptions of a few movies in a short class discussion.

- 2 Give students a few minutes to read the paragraph. Elicit what the first word in bold refers to. Then put students in pairs to continue the activity.

Check the answers. If necessary, point out that the words in bold are all pronouns. We use pronouns to replace nouns when we don't want to repeat the same words.

Answers

It = the movie
They = two friends
it = the movie
That = the fact that they said the acting was terrible
it = the acting
This = the fact that his/her parents rarely go to the movies
they = his/her parents
it = the movie

- 3 Focus students' attention on the picture and check pronunciation of *Frankenstein* /'fræŋkənstaɪn/. Give students a few minutes to read the questions and write down any information they know.

Ask students to discuss their ideas with a partner. Then as a class, discuss students' ideas, but don't deny or confirm any speculations at this point. Students will check their ideas in Exercise 4.

- 4 Preteach/review *explorer, human being, graveyard, bones, depressed, to refuse, to attack, to chase, tale, complex*. Ask students to read the review of the novel, *Frankenstein*, and check their predictions.

Check the answers with the class. Ask students if they were surprised by anything they learned in the review.

Answers

- 1 *Frankenstein* is both a book and a movie.
- 2 It is a horror story, with elements of science fiction and romance.
- 3 (Victor) Frankenstein is a scientist.
- 4 Victor Frankenstein makes a human being from dead bodies, but it is huge and ugly and scares people. The monster wants Frankenstein to make it a wife. Frankenstein refuses, the monster kills various people, and is chased by Frankenstein. Both Frankenstein and the monster die in the end.
- 5 No, the ending is sad.

- 5 Focus students' attention on the first word in bold and elicit what it refers to. Ask students to read the review again and complete the activity.

Have students check answers with a partner before checking the answers with the class.

Answers

it = the novel *Frankenstein*
they = people
it = the monster
them = bones and bodies
it = the monster
this = make a wife for the monster
itself = the monster
the first = the first movie
which = the character of the monster

- 6 Read the instructions as a class. Check that students understand that *plot* refers to the main events that make up the story.

Put students in pairs to find information in the review for each heading.

Check the answers with the class.

Ask students to choose their own book or movie and prepare notes under the headings in Exercise 6. If students need to do any research and you have access to computers, have students use them during class time. Monitor and help as necessary.

Give students time to write their review in class or assign it for homework. If appropriate, have students include photos and other visuals in their work.

If possible, display the reviews on the classroom wall so that students can read each other's work. You can ask them to vote for the most interesting review. When you check the students' work, point out errors but allow students to correct them themselves. Try to limit correction to major problems to encourage students to continue writing.

Answers

- title and author: *Frankenstein*, Mary Shelley
- type of book/movie: horror/science fiction
- characters: Captain Robert Walton (an explorer), Victor Frankenstein (a scientist), the monster, Frankenstein's brother, friend, and wife (Elizabeth)
- plot: Frankenstein has discovered the secret of life and makes a human being from dead bodies, but it is huge and ugly and it scares people. The monster feels lonely and wants Frankenstein to make it a wife. Frankenstein refuses, the monster kills various people, and is chased by Frankenstein. Both Frankenstein and the monster die in the end.

Don't forget!

Workbook Unit 9

- Ex. 6 Vocabulary – Homonyms
Ex. 7 Listening – A love story
Ex. 8 Reading – Things we never said
Ex. 9 Narrative tenses – Review
Ex. 10 Pronunciation – Pronunciation of -ea
Ex. 11–12 Just for fun!

Grammar Reference (SB p. 140)

Word list Unit 9 (SB p. 145)

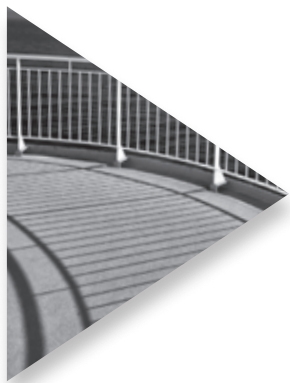
Remind your students of the Word list for this unit on SB p. 145. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 9 Test

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)



10

Our interactive world

Passives • Compound nouns • Words that go together • On the phone



Modern-day inventors

The themes of this unit are communication and technology. The story of the development of the cell phone is used to contextualize and practice passives. The *Vocabulary* syllabus focuses on collocations. The *Reading and speaking* section continues the technology theme with an article about five firsts on the Internet. In the *Listening and speaking* section, a man complains about aspects of modern life. *Everyday English* practices useful telephone language, and the *Writing* section focuses on planning and linking ideas in an essay discussing pros and cons.

LANGUAGE INPUT

GRAMMAR

Passives (SB p. 74)

- Practicing passive forms, and the difference between active and passive.

VOCABULARY

Words that go together (SB p. 77)

- Practicing collocations – noun + noun, verb + noun, adverb + adjective.

EVERYDAY ENGLISH

On the phone (SB p. 81)

- Understanding and practicing key language for making and receiving phone calls.

SKILLS DEVELOPMENT

READING

There's a first time for everything (SB p. 78)

- A jigsaw reading on five Internet firsts.

LISTENING

Inventions that changed the world (SB p. 76)

Internet firsts (SB p. 78)

Modern life drives me crazy! (SB p. 80)

On the phone (SB p. 81)

- Listening for key information in a recording about inventions. **CD3 19** (SB p. 127)
- Listening to five people talking about Internet firsts. **CD3 26** (SB p. 128)
- Listening to a conversation about modern life. **CD3 27** (SB p. 128)
- Listening to phone numbers and phone conversations. **CD3 30** (SB p. 128)

SPEAKING

What can you do on your cell phone? (SB p. 75)

Speaking (SB p. 76)

Talking about you (SB p. 77)

What do you think? (SB p. 80)

Role play (SB p. 80)

Role play (SB p. 81)

- Discussing current and future cell phone use.
- Ranking important inventions and discussing your opinions as a class.
- Practicing collocations in a personalized way.
- Talking about what you and people of different generations find annoying.
- Role-playing a conversation after a difficult day.
- Role-playing three telephone conversations in different situations.

WRITING

Discussing pros and cons – Social networking sites (SB p. 111)

- Discussing the pros and cons of Facebook, and planning and writing an essay.

MORE MATERIALS

Photocopiables – Passives quiz (TB p. 169) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 74)

The *Starter* introduces students to the form of the Simple Present passive in the context of signs they will most likely be familiar with, and also provides a quick review of past participles. This is a good way of easing students into the main grammar area of the unit.

- 1 Introduce the topic by asking students for examples of typical signs in public places.

Focus students' attention on the signs and check the answers as a class. Elicit examples of possible places for each sign.

Answers

English is spoken here – In a tourist information office/store/hotel/restaurant, at a travel information desk/customer information desk/money exchange office/ticket office

Cell phones must be turned off – In a movie theater/concert hall/lecture hall/library/church/museum, at airport security/police station/gas station, at the doctor's/dentist's/in a hospital.

Calling cards are sold here – At a train/subway/bus ticket office, at a travel/information kiosk/hotel reception, in a store/newsstand

- 2 Give students time to focus on the past participles in the signs. Elicit the answers and check which are regular and irregular.

You can elicit additional verbs that are used in signs, e.g., *closed* (*This section has been closed for cleaning*), *served* (*Breakfast is served all day*), *checked* (*These bathrooms are checked every 30 minutes*), *left* (*All coats and bags must be left in the coatroom*), *picked up* (*Tickets can be picked up from the box office from 5:00–7:00 p.m.*), *made* (*All our food is made with local ingredients*), etc.

Answers

spoken – irregular turned – regular sold – irregular

THE CELL PHONE (SB p. 74)

Passives

ABOUT THE TEXT

This text provides a natural context for passive forms. It plots the rise of the cell phone from a luxury item to an everyday object, and from a huge, impractical block to a small, user-friendly minicomputer.

One of the pioneers of the cell phone, Martin Cooper, is featured in the text. Cooper was born in 1928 in Chicago. In the 1970s, he led the team that developed the handheld cell phone. Cooper placed the first cell phone call on April 3, 1973 from the streets of New York City.

Although the vocabulary in the text isn't overly technical, you may want to preteach/review some of the following items: *battery*, *apps* (*applications* = pieces of software that can run on the Internet, on a computer, on a phone, or other electronic device), *oversized*, *luxury*, *pocket-sized*, *to stare*, *brick*, *to own*, *trillion*, *multimedia gadget*, *feature* (n), *Internet browsing*, *gold*, *diamond*, *landline*, *to replace*.

! POSSIBLE PROBLEMS

English generally uses the passive voice more than many other languages. For example, the equivalent of *one* is often used in French (*on*) and in German (*man*) instead of the passive. In English, *one* is much less common, and it can sound very formal and distant. *They* is sometimes used to replace the passive in less formal English.

They make good cars in Sweden./Good cars are made in Sweden.

This section introduces passive forms in four main tenses: the Simple Present, Simple Past, Present Perfect, and the Future with *will*, including question forms. The tenses are introduced together in context, rather than covered one at a time. The presentation shows these parallel sentences so that students can see how active sentences are expressed in the passive. You will need to be prepared to help with mistakes of form, including omitting or using the wrong part of *be*, and mistakes with the past participle:

**Our car repair last week.*

**Our car was repair last week.*

**Our car was repairing last week.*

**Our car already be repaired.*

The presentation and exercises provide thorough practice of the form and use of the passive.

- 1 Talk about your own cell phone use as an example. Then ask the class the questions and elicit multiple answers.

Answers

In British English, a cell phone is called a "mobile phone" (or in spoken language, sometimes just a "mobile").

- 2 Focus students' attention on the photo and ask a few general questions about cell phones, e.g., *How many different cell phones have you had? How have they changed over time? When do you think the first cell phone call was made?*

Tell students they are going to read about the first cell phone call. Focus students' attention on the introduction and preteach/review *oversized*, *luxury*, *pocket-sized*, *to stare*, and *brick*. Ask students to read the text and answer the questions. Check the answers with the class.

Answers

1 Martin Cooper

2 On April 3, 1973 in New York

3 It was like a brick. It was over 8 inches long and weighed 2.8 pounds.

- 3 **CD3 17** Tell students they are going to read about the history of cell phones and find out some interesting facts about their use now. Ask students to read sentences 1–6 and help with any vocabulary questions. (See *About the text* for notes on vocabulary.)

Focus students' attention on the *Fact File*. Play the recording and have students follow the text in their books. Read sentence 1 and have students identify the false information in the sentence as an example.

Students identify and correct the false information in each sentence. Have students check their answers in pairs before checking the answers with the class.

Elicit students' initial reaction to the information in the text.

Answers and audio script

- 124 million phones are sold in the **US** every year.
- The first text message was sent in **1992**.
- Camera phones** have been sold since 2002. Smartphones have been sold since **2007**.
- Apple's iPhone now has over one million **apps**.
- The most expensive phone costs **9.4 million dollars**.
- We throw away **133 million** phones a year.

CD3 17 See SB p. 75

Active to passive

- 4 **CD3 18** Elicit the passive sentence from number 1 as an example. Have students underline the other passive sentences in the text, working individually. With students who need more support, focus on the verbs in bold in the text.
- Play the recording and have students check their answers.

Answers and audio script

- The first cell phone call **was made** in 1973 by Martin Cooper.
- Cell phones **are owned** by almost six billion people worldwide.
- 124 million phones **are sold** in the US every year.
- Camera phones **have been sold** since 2002.
- A lot of amazing features **have been added**.
- The Goldstriker iPhone **is decorated** with over 550 diamonds.
- 133 million cell phones **are thrown away** every year.
- Some people believe that eventually all landline telephones **will be replaced** by cell phones.

GRAMMAR SPOT (SB p. 75)

- 1 Read through the sentences as a class. Elicit how the passive is formed. With students who need more support, write an example sentence on the board, and label it to emphasize the form.

be + past participle

Cell phones are owned by almost six billion people.

You can write parallel sentences on the board to highlight the difference between the active and passive versions, e.g.,

a Almost six billion people own cell phones.

b Cell phones are owned by almost six billion people.

In sentence **a** (active), the main interest is the number of people. In sentence **b** (passive), the main interest is the cell phones.

Answers

We form the passive with the correct form of *be* and the past participle.

- 2 Focus students' attention on the examples. Then put students in pairs to complete the chart. Check the answers with the class.

Answers

Simple Present	Simple Past	Present Perfect	will future
are owned are sold is made is decorated are thrown	was made was sent were sent were introduced	have been sold have been added	will be replaced

►► Grammar Reference 10.1 on p. 140

- 5 Focus students' attention on the examples. With students who need more support, highlight the form of the passive infinitive after modals: *might be used* = modal + *be* + past participle. Elicit one or two more examples of how students use their phones. Then put students in small groups to continue discussing the questions. Monitor and check for correct use of the passive forms. Elicit a variety of opinions from the class. Highlight and correct any mistakes during the class discussion.

SUGGESTION

If your students are interested in the topic, you can have them discuss cell phone etiquette in their own country. Write some prompts on the board to help focus the students' ideas:

- *Where can cell phones be used?*
- *Where shouldn't they be used?*
- *What annoys you about other cell phone users?*
- *Have you ever been asked to turn your phone off? When?*
- *Would you like cell phones to be banned in some situations?*

PRACTICE (SB p. 76)

Inventions that changed the world

- 1 **CD3 19** Preteach/review *invention*, *inventor*, and *to invent*. Check the past participle of the verb (*invented*). Focus students' attention on the pictures and read the instructions as a class. Go through the list of inventions and help with any vocabulary questions. Briefly review how we read dates in English by dividing the century from the years, e.g., 1440 – *fourteen forty*. With students who need more support, elicit all the dates in the list from the class. Ask two students to read and complete the examples for the class. With students who need extra practice, elicit some further examples from students in open pairs. Put students in pairs to continue the activity. Monitor and check for correct passive forms. Highlight and correct any errors before playing the recording. Ask *What nationality were the inventors? What were their jobs?* Preteach/review *government official*, *printer*, *physicist*, *journalist*, and *engineer*. Play the recording and have students check their answers to the matching activity and listen for the information about nationalities and jobs. Play the recording again only if students missed a lot of the information.

Check the answers with the class. Elicit students' reactions to the information and if they found anything surprising.

Answers and audio script

The oldest invention is paper (105 A.D.) and the newest is the personal computer (1976).
the telephone: 1876; a Scottish (and later American) scientist
the printing press: 1440; a German printer
paper: 105 A.D.; a Chinese government official
the ballpoint pen: 1938; a Hungarian journalist
the personal computer (PC): 1976; two American computer engineers
television: 1924; a Scottish engineer
the radio: 1896; an Italian physicist

Inventions that changed the world

- 1 Paper was invented in 105 A.D. by a Chinese government official named Cai Lun.
- 2 The printing press was invented in 1440 by a German printer named Johannes Gutenberg.
- 3 The telephone was invented in 1876 by Alexander Graham Bell. Bell was born in Scotland, but he moved to the US.
- 4 The radio was invented in 1896 by Guglielmo Marconi, an Italian physicist.
- 5 Television was invented in 1924 by a Scottish engineer, John Logie Baird.
- 6 The ballpoint pen was invented in 1938 by the Hungarian journalist, Laszlo Biro.
- 7 The PC was invented in 1976 by two American computer engineers, Steve Jobs and Steve Wozniak. The name Apple was chosen for the company because it was Jobs' favorite fruit.

Speaking

- 2 Read the instructions as a class and demonstrate the activity by stating which invention you think is the most important.
Give students time to rank the inventions in order of importance. Elicit opinions from the class, having students give reasons for their answers. With larger classes, students can discuss their answers in groups. The discussion should lead to some lively debate. Write down any common errors in the use of the passive but don't review these until after the class discussion. Establish which invention is the most important for the majority of the students.

Passive forms

- 3 **CD3 20** This activity reinforces the passive in several tenses in the context of facts about online communication. The companies included in the activity are:
Google (a popular search engine)
eBay (a popular online auction site)
YouTube (a website that allows people to show videos they have made on the Internet)
Twitter (a free Internet service for posting short messages, known as "tweets")
Facebook (a social networking site)
Amazon (one of the largest online shopping sites)
Preteach/review *to post something on YouTube* and *to found (founded)*. Check that students understand that this means to start a business and has nothing to do with the irregular past of *find*.

Focus students' attention on the example. With students who need more support, go through all the sentences and check the tense that they will need to use.

Give students time to complete the sentences, working individually. Have students check their answers with a partner and discuss which numbers and dates they think are correct. Play the recording as a final check. Elicit students' reactions to the information and if they found anything surprising.

Answers and audio script

All things online

- 1 Over **150** billion emails **are sent** every day.
- 2 Nearly **3.5** billion queries **are searched** by Google every day.
- 3 eBay **was invented** in **1995** by Pierre Omidyar, a French scientist.
- 4 Nearly **5** billion items **have been sold** on eBay since it began.
- 5 60,000 new video clips **are posted** on YouTube every week.
- 6 The first Twitter message **was sent** by American businessman, Jack Dorsey, in **2006**.
- 7 Facebook **has been translated** into **79** languages since it began.
- 8 The online store, Amazon.com **was founded** by Jeff Bezos, in his garage in **1994**.

- 4 **CD3 21** This section practices question forms in the passive, using information that students are already familiar with. Focus students' attention on the example. Drill the pronunciation of the question and answers as a class and individually. With students who need more support, you can elicit and drill all the question forms before they do the pairwork.

Put students in pairs to ask and answer the questions. Monitor and check for correct formation of the passive forms. If students have a lot of problems, drill key questions and answers as a class, then have students practice again in closed pairs.

Play the recording and have students check their answers. If you think they need more practice, refer them to **CD3 21** on SB p. 127 and have them ask and answer the questions again.

Answers and audio script

- 1 **A** How many emails are sent every day?
B Over 150 billion. Isn't that amazing?
- 2 **A** How many queries are searched by Google every day?
B Nearly 3.5 billion. It's incredible.
- 3 **A** When was eBay invented?
B In 1995.
A Who was it invented by?
B A French scientist named Pierre Omidyar.
- 4 **A** How many items have been sold on eBay since it began?
B 5 billion. Actually 5 billion and one. I just bought something!
- 5 **A** How many video clips are posted on YouTube every week?
B 60,000 new videos every week.
- 6 **A** When was the first Twitter message sent?
B In 2006.
A Who was it sent by?
B An American businessman named Jack Dorsey.
- 7 **A** How many languages has Facebook been translated into?
B 79. And there'll be more.
- 8 **A** When was Amazon.com founded?
B In 1994.
A Who was it founded by?
B Jeff Bezos.

ADDITIONAL MATERIAL

Workbook Unit 10

Ex. 1–5 Passives

Ex. 6 Active or passive?

PHOTOCOPIABLE ACTIVITY

UNIT 10 Passives quiz TB p. 169

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

Procedure: Explain that students are going to take a quiz to practice passive forms in the Simple Present and Simple Past. Briefly review Simple Present and Simple Past passives by writing the following prompts and possible answers on the board:

Where / oranges / grow?

a Arizona b Florida c Washington

When / the radio / invent?

a 1745 b 1895 c 1901

Elicit the questions in the correct tense and have students tell you the answers:

Where are oranges grown? Florida.

When was the radio invented? 1895.

- Put students into A/B pairs and hand out the relevant half of the worksheet to each student. Preteach/ review *baseball, antibiotics, credit card, to launch, printing press, skyscraper*. Give students time to read through their prompts and then help with any other vocabulary questions. If necessary, explain that the Burj Khalifa is currently the tallest building in world and is located in Dubai.
- Point out that students will need to use the Simple Present and Simple Past passives in their questions, and that the correct answer is circled each time on the question sheets. With students who need more support, you can put all the A and all the B students into separate groups and have them prepare the questions.

Wording for questions

Student A

- When was the first Harry Potter book written?
- Where is baseball often played outside the US?
- When were antibiotics introduced?
- Where were the Olympics held in 2014?
- When was the credit card invented?
- Where are Volvo cars made?
- When was the Soviet Union broken up?
- Where was ice cream first produced?
- When was the Burj Khalifa built?
- Where was the Internet first developed?

Student B

- Where was the first skyscraper built?
- When was eBay launched?
- Where are Ducati motorcycles made?
- When was the euro introduced?
- Where was *The Lord of the Rings* filmed?
- When was the printing press invented?
- Where is coffee grown?

8 When was Facebook created?

9 Where was the World Cup held in 2014?

10 When was aspirin first used?

- Demonstrate the activity with two students. Student A asks question 1 and gives the three possible answers. Student B gives the answer he/she thinks is correct. Explain that students get one point for each correct answer and that they should keep track of their score. Students take the quiz in their pairs. Monitor and help as necessary. Also check for accurate formation of the passive forms. If students have a lot of problems, go through the questions and answers again at the end of the activity to reinforce the correct forms.
- As an extension, students can write their own passive questions and three possible answers. This can be done as a class quiz, with the students in teams, or in pairs with students working with a new partner.

Student A answers	Student B answers
1 a 1997	1 c Chicago
2 b Japan	2 b 1995
3 c 1930s	3 a Italy
4 c Sochi	4 a 1999
5 a 1950	5 b New Zealand
6 c Sweden	6 a 1430s
7 b 1991	7 c Mexico
8 a China	8 a 2004
9 c 2009	9 c Brazil
10 a the US	10 b 17th century

VOCABULARY AND SPEAKING (SB p. 77)

Words that go together

The goal of this section is to further develop students' awareness of an important feature of English – collocations. The items in this section have been chosen because of their high frequency and to highlight common mistakes in verb + noun collocations.

NOTE

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

Noun + noun

Read the notes about nouns as a class. Point out that sometimes compound nouns are written as one word, e.g., *businessman*, sometimes two, e.g., *text message*, and sometimes, although less often, with a hyphen, e.g., *T-shirt*. Explain that there aren't any rules and that native speakers sometimes have to check the spelling of compound nouns (and dictionaries sometimes disagree!). Ask students if they can think of any other examples of compound nouns.

- 1 **CD3 22** Tell students they are going to hear four compound nouns. With students who need more support, you can play the recording and write the words on the board.

Play the recording, pausing after each word. Elicit which word is stressed in the compound nouns. Play the recording again. Ask students to listen and repeat. If necessary, exaggerate the stress pattern because students often give both words equal stress.

Answers and audio script

The stress is on the first word in compound nouns.

text message businessman newspaper cell phone

- 2 **CD3 23** Focus students' attention on the lists and elicit a few examples. Check that students stress the first word in each compound noun.

Put students in pairs to form as many compound nouns as possible from the lists. Have them check in their dictionary if the compound nouns are spelled as one word, two words, or hyphenated.

Play the recording and have students listen and check. Ask students to say the words aloud to their partner. Monitor and check that students stress the first word. If necessary, play the recording again and have students repeat as a class and individually.

Go through the list again, checking if the compound nouns are written as one or two words. Check that students understand the difference between the two meanings of *program*, a set of instructions given to a computer (verb), or a show or other item on the TV or radio (noun).

Answers and audio script

business card, business deal, businessman, business news, computer games, computer program, computer virus, laptop, phone call, phone card, phone number, radio news, radio program, radio waves, website

EXTRA ACTIVITY

You can provide further practice of the compound nouns in this section by having students play a guessing game. Students think of sentences to define the compound nouns and then see if the rest of the class/their partner can guess it. Demonstrate the activity, e.g.,

T *This is a small computer that you can carry around.*

S *A laptop.*

T *Yes, that's right.*

Elicit some more examples if necessary, e.g., *These are words you send to someone on their cell phone (text message).* Students play the game in pairs or as a class.

Verb + noun

- 3 Elicit the noun that doesn't go with *send* in number 1 as an example. Put students in pairs to complete the activity. If students are checking in a dictionary, suggest that they check the nouns first. This is more likely to tell them which verbs go with the nouns than vice versa.

Check the answers with the class. Elicit the correct verb to go with the nouns (see text in parentheses below).

Answers

You can't say:

- 1 *send a phone call (make a phone call)
- 2 *start an idea (have/come up with an idea)
- 3 *make the housework (do the housework)
- 4 *do a photo (take a photo)
- 5 *take sleep (get some sleep)
- 6 *play yoga (do yoga)

- 4 Focus students' attention on the examples. With students who need more support, check the Simple Past and past participle of the irregular verbs (*send, sent, sent / make, made, made / do, did, done / take, took, taken*).

Have students write their sentences, using a noun that collocates with each verb. Then ask several students to read their sentences for the class to comment on.

Adverb + adjective

Read the notes on adverbs and adjectives as a class. Read the examples aloud and point out that both parts of adjectives are generally stressed.

- 5 **CD3 24** Preteach/review *rare* (= not cooked for very long). Elicit the answer to number 1 as an example. Give students time to complete the activity, working individually.

Have students check answers in pairs before playing the recording as a final check. Ask students which sentence the illustration relates to (sentence 5).

Ask students to practice the sentences. Monitor and check that students stress the compound adjectives correctly. If necessary, play the recording again and have students repeat as a class and individually.

Answers and audio script

- 1 She has a wonderful job. She's very **well paid**.
- 2 I didn't enjoy that novel. It was really **badly written**.
- 3 You don't need to spend a lot of money on clothes to look **well dressed**.
- 4 Our office is really **well equipped**. We have all the latest machines.
- 5 I hope their children don't come. They're so **badly behaved**.
- 6 Can I have my steak very **well done**, please? I don't like it rare.
- 7 You haven't heard of Elizabeth Taylor? She was really **well known**.

Talking about you

- 6 **CD3 25** Ask and answer question 1 as a class. Give students a few minutes to think of answers to the questions. Then put them in pairs to ask and answer the questions.

Play the recording. Ask students to listen and compare their answers.

To give students further practice, refer them to **CD3 25** on SB p. 128 and have them practice the conversations in their pairs.

Audio script

- 1 **A** Do you ever play computer games?
B No, but my nephew does, all the time.
- 2 **A** Which websites do you visit most often?
B Google, Wikipedia, and Grantland. I get all my sports scores online now.
- 3 **A** Do you send a lot of text messages?
B I do. It's a great way to make plans. I text all the time.
A How many per day?
B I'd say about 100.
- 4 **A** Who does the most housework in your home?
B Not me! My mom always says "Oh, I'll do it, you're so slow."
- 5 **A** Does it take you a long time to get to school?
B Not really . . . maybe half an hour at the most.
- 6 **A** How do you like your steak?
B Medium-rare, please. I don't like it too dry.
- 7 **A** Is your school well equipped?
B Not really. But I think we're getting interactive whiteboards soon.

ADDITIONAL MATERIAL

Workbook Unit 10

Ex. 10 Vocabulary – Compound nouns

READING AND SPEAKING (SB p. 78)

There's a first time for everything

ABOUT THE TEXT

The importance of the Internet in everyday life is reflected in the choice of five short articles on Internet "firsts," including the first Internet café, search engine, blog, virus, and social networking site. These provide a natural context for recycling and reviewing passive forms.

The people, places, and Internet facilities mentioned in the articles are:

Internet café

Ivan /'aɪvən/ Pope, an artist, writer, and entrepreneur who created a *Cybercafé* for one weekend at the Institute of Contemporary Arts in London. He is also credited with first using the word *Cybercafé*.

Cyberia, the first Internet café in the UK, providing computers with Internet access as well as food and drinks. Opened in September, 1994 in London, Internet access could be bought for £3(\$5)-an-hour, but download times were extremely slow. *Cyberia* was nevertheless a hit and generated a variety of similar businesses across the world, including those mentioned in the text: the *Binary Café* (Canada) *CompuCafe* (Finland) *PCBang* (South Korea), and *@Cafe* (New York).

Search engine

Alan Emtage was born in Barbados and studied computer science at McGill University in Montreal. Emtage conceived and implemented the original version of *Archie*, the world's first search engine. Emtage worked with Mike Parker and Bill Heelan at McGill and *Archie* was released on September 10, 1990. Other search engines referred to in the text are: *Excite*, *Yahoo* /'yahu/, *Lycos* /'laɪkəʊs/, and, of course, *Google*.

Blog

Justin Hall is an American freelance journalist who is credited with being a pioneer blogger.

Jorn Barger is an American blogger, best known as editor of *Robot Wisdom*, an influential early blog. Barger coined the term *weblog* to describe the process of "logging the web" as he surfed.

Virus

John von Neumann was a Hungarian-American mathematician. The first academic work on the theory of computer viruses (although the term "computer virus" was not used at that time) was done in 1949 by von Neumann. In his work, he described how a computer program could be designed to reproduce itself.

Bob Thomas is credited with writing one of the first computer viruses, *Creeper*, in the early 1970s when at BBN, a technology company based in Cambridge, Massachusetts. The first piece of anti-virus software, *The Reaper*, was created in response to *Creeper*. It was also a self-replicating program that spread through the system and removed the virus from infected computers. Other viruses referred to in the text are: *Brain*, *Michelangelo*, *Love Letter*, and *Storm Worm*.

Social networking site

Randy Conrads attended Oregon State University, graduating in 1972. He is best known for founding *Classmates.com*. Other networking sites referred to in the text are *Friends Reunited*, *LinkedIn*, *MySpace*, and the biggest worldwide, *Facebook*. A movie about *Facebook* called *The Social Network* was released in 2010. The movie portrays the founding of *Facebook* and the resulting lawsuits over ownership. It stars Jesse Eisenberg as founder, Mark Zuckerberg.

Exercise 7 focuses on a small set of Internet-related words, most of which are not covered in the texts. Although the vocabulary in the *Reading* texts isn't overly technical, there are a number of new words. Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. With students who need more support, or if you have limited time, you can preteach/review some of the following vocabulary, or assign it for homework: *to access/access* (n), *to evolve/evolution*, *to share*, *event*, *inspired*, *commercial*, *to extend*, *to exchange*, *to connect*, *routine* (adj), *searchable*, *database*, *archive* /'ɑːrkʌɪv/, *to launch*, *blogger*, *to identify*, *fears*, *to replicate*, *to detect* (a virus), *to infect* (a computer), *to spread*, *basement*, *to reignite* /riːɪŋ'naɪt/, *member*, *details*.

- 1 Introduce the topic by giving one or two examples of how you use the Internet. Put students in groups of three or four to brainstorm and list other uses. Monitor and help as necessary.

Give students time to read the introduction and compare their ideas with the uses mentioned. Elicit a variety of uses from the class in a brief discussion.

Sample answers

shopping, banking, working/doing business, meeting people/chatting online/sending emails, studying, sharing photos, looking up information/maps, listening to music, watching videos/TV shows/movies, reading books/newspapers/articles/blogs, playing games/watching sports

- 2 Focus students' attention on the heading of each article. Then give students a few minutes to read the lines from the articles and complete the matching activity. Help with any vocabulary questions if you didn't preteach the vocabulary in *About the text*.

Check the answers, asking students which words helped them link the lines to the articles.

Answers

1D 2A 3B 4C 5E

- 3 Read the instructions as a class. Put students in groups of three and have them choose which article(s) they want to read (two students will need to read two articles instead of just one). With students who need more support, have each student read just one article each to reduce the amount of reading.

Have students read their article(s) quickly and take notes. Monitor and help with any questions. The answers for each article are provided below for reference, but don't check the answers with the whole class at this point.

Answers

Article 1 Ivan Pope, British [though nationality not specified]

First café with Internet access –1994, London.

First commercial café, *Cyberia* – 1994, London, quickly became fashionable. Cafés extended throughout world, different names in different countries. Internet cafés evolution of traditional cafés. Now less important – Internet access from laptops and phones.

Article 2 Alan Emtage from Barbados, then Mike Parker and Bill Heelan [nationality not given]

First searchable database – 1989, McGill University, Montreal

First database created a lot of interest, Pope joined by Parker and Heelan – helped develop system called *Archie*. Search engines quickly became big business and more followed – *Excite* in 1993, *Yahoo/Lycos* in 1994 (60 million documents –largest of its time), *Google* launched in 1998 – now has 620 million visitors every day.

Article 3 Justin Hall, American

Jorn Barger, American [though nationality not specified]

First blog –1994, website called *Justin's Links from the Underground*. [where not specified]

At first information about Internet, then wrote about personal life – attracted many readers. Word *blog* (short for *weblog*) invented by Jorn Barger, December 1997. Now estimated number of bloggers – 100 million worldwide. Hall called "founding father of personal blogging" by *The New York Times*.

Article 4 John von Neumann, German mathematician; Bob Thomas, engineer from Cambridge, Massachusetts

Viruses predicted by von Neumann – 1949. [where not given]

First virus written by Thomas – 1971. [where not specified]

First virus called *Creeper* detected on ARPANET (ancestor of the Internet) – early 1970s; *Creeper* didn't damage computers – message appeared on screen "I'm the Creeper, catch me if you can!" More damaging viruses developed in 1980s with spread of personal computers – *Brain*, 1986; *Michelangelo*, 1991; *Love Letter*, 2000; *Storm Worm*, 2007.

Article 5 Randy Conrads, American [though nationality not specified]

First social networking site called *Classmates.com* – 1995. [where not specified]

1990s Internet access grew – possibility of reconnecting with old friends. *Classmates.com* immediately popular – exchanging life stories with old classmates/school romances reignited = 100 marriages in one year! Idea copied in many countries – *Friends Reunited* in UK; business networking site *LinkedIn* (300 million+ members) and *MySpace* (180 million members in 2003, 36 million in 2013) began 2003. Biggest site is *Facebook* created 2004 by Harvard University students – went worldwide in 2006; 800 million+ users; a movie, *The Social Network*, made about it. Development of micro-blogging site, *Twitter*.

- 4 Regroup as a class, making sure that each article is covered by at least one student in each group. Demonstrate the activity by having two or three students give the names and nationalities from their article. Students continue exchanging the information about their Internet first in their groups. Remind them to refer to their notes and give the information in their own words, rather than reading sections directly from the articles. Monitor and check for use of the passive and key vocabulary. Write down any common errors but discuss them at a later point.

During the class discussion, elicit general reactions from the students about the history of the Internet firsts and how important they are in students' own lives.

- 5 Give students time to read the other articles and find the answers to the questions.

Have students check the answers in their groups before checking the answers with the class. Elicit students' reactions to the information in the articles and any personal experiences they want to discuss.

Answers

- 1 There is less need for Internet cafés now because people can connect to the Internet from their laptops and cell phones.
- 2 The name of an Internet café in South Korea.
- 3 *Archie* was a searchable database. Its name comes from the word "archive" without the "v."
- 4 The word *blog* is short for *weblog*. It was invented by Jorn Barger in December 1997.
- 5 The virus *Love Letter* broke hearts in 2000 by sending emails saying "I love you" to tens of millions of computers.
- 6 *Facebook* has more users. *LinkedIn* has 300 million users and *Facebook* has more than 800 million.

Listening

ABOUT THE LISTENING

The recording for this final activity consists of five short monologues in which people talk about the Internet firsts from the *Reading and speaking* section. Students listen and match the speakers to the firsts and focus on the parts of the recordings and key words that helped them. Students shouldn't have many problems with the vocabulary, but you can check the following items: *in touch with*, *to tweet* (= send messages on *Twitter*), *to have an account*, *to keep up to date*, *to make contact*, *warning*, *frozen* (of a computer), *helpline*.

- 6 **CD3 26** Read the instructions and focus students' attention on the photos of the speakers. Make sure students understand that the speakers don't mention the actual name of each Internet first. Play the recording once all the way through without stopping and have students match the speakers to the firsts. Have students check their answers in pairs before checking the answers with the class.

Play the recording again to allow students to focus on the key words and sentences. With students who need more support, pause the recording after each speaker and elicit the key words as a class activity. Elicit the words and phrases that helped students with the matching activity (see *Key words* below).

Elicit students' reactions to the speakers. Ask if students share any of their opinions.

Answers and audio script

There's a first time for everything

Henry – blog

Key words: writer, maybe I'll write a novel, I write about my thoughts, my work, all my travels, I've written a kind of work biography, I have so many visitors and comments, I feel in touch with the world.

Sandy – social networking site

Key words: I have an account, I like sharing photos with friends, it's a nice way of keeping up to date and sometimes making contact with old friends.

Liz – virus

Key words: a terrible shock, warning, everything was completely frozen, I called the helpline, It had even infected the Stock Exchange.

Martin – Internet café

Key words: There aren't many left in my town, people have home computers and laptops these days, there are more and more places where you can access the Internet.

Barry – search engine

Key words: I conduct most of my life online, I book everything, I shop online, I check symptoms, I download recipes. I like the way "google" has become a verb, I'll just google that and find out.

CD3 26

1 Henry

It's made for me. I'm a frustrated writer. One day maybe I'll write a novel. I write about my thoughts, my work, all my travels, and I've even written a kind of work biography. I'm so happy that I have so many visitors and comments. I feel in touch with the world. I tweet, too.

2 Sandy

Yeah, I have an account and I go on it pretty often. I like sharing photos with friends. I love seeing their photos, too, and it's a nice way of keeping up to date with them and sometimes making contact with old friends. I don't use it for anything more. Some people communicate a lot about their lives on it – I couldn't do that.

3 Liz

Actually, it was a terrible shock. I went back to my machine and the screen was bright purple with large red letters across it saying "WARNING!" Everything was completely frozen. I called the helpline and they said they'd had over fifty calls from people with the same thing. It had even infected the Stock Exchange. Who are the sad individuals who do this, I want to know!

4 Martin

There aren't many left in my town. Just one, I think, on Main Street. It's because so many people have home computers and laptops these days, and there are more and more places where you can access the Internet. I used them a lot when I was traveling.

5 Barry

I do so much online – I think I conduct most of my life online. I book everything – movie tickets, travel, restaurant reservations; I shop online – clothes, food, presents; I check symptoms if I'm sick (actually,

I stopped doing this because I got too scared by the answers); I download recipes. I could go on and on. I like the way "google" has become a verb. I'm always saying "I'll just google that and find out."

- 7 Check the pronunciation of the items in the box. Then put students in groups of three or four to discuss their meaning. With students who need more support, establish what type of word each one is (see *Answers* below). Monitor and help as necessary.

Reinforce meaning by eliciting sentences from the class about their own experiences, e.g., *Spam is just so annoying! I get a lot of it every day.*

Answers

bookmark (verb/noun) – v = to record an Internet website, file, etc. in an electronic way so that you can easily find it again; n = a recorded file
download (verb/noun) – v = to copy a file/material from one computer system to another or to a disk; n = the downloaded file/material

inbox (noun) – an electronic folder where email is received and held

mouse (noun) – a small handheld device that is moved across a flat surface to move the cursor on a computer screen

log in (verb) – to go through the steps to begin using a computer, database, or system, which often includes typing a username and password

spam (noun) – irrelevant or unwanted messages sent on the Internet to a large number of users

EXTRA IDEAS

- If your students are interested in the Internet, you can structure a project for them to research. Ask *What else would you like to know about the Internet?* Have students brainstorm and list questions, e.g., *How and when did YouTube start? Who had the idea for Wikipedia?*, etc. Assign the topics so that students work in pairs or small groups. Have them do the research at home and report back to the class.
- Alternatively, students can brainstorm and list other inventions or discoveries that they think have revolutionized modern life. Provide some questions to help students focus their research, e.g., *When was it invented/discovered? Who invented/discovered it? How did it develop over time? In what ways has it changed our everyday life?* Have students do the research at home and report back to the class. They can then vote for the most important invention or discovery.
- With either option, encourage students to bring some visuals/recordings to support their presentation, e.g., a map and photos, or a digital recording. If you have access to computers in the classroom, students can give their talk with the support of a presentation program.
- When students give their presentation, ask them to come to the front of the room (or stand up in front of their group in larger classes) and make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes, but don't let them read the information from a script. Encourage the class/groups to ask questions to the presenters. Since public speaking can be difficult for most students, be sure to give plenty of positive feedback after presentations.

Discussing pros and cons – Social networking sites

The goal of this writing section is to help students write a discursive essay (an essay that presents a balanced discussion of both sides of a topic, often with one paragraph that focuses on one side of the issue, then a second paragraph focused on the other side of the issue, often followed by a paragraph that expresses the writer's personal view) using linking words. The writing skills covered include planning and organizing notes, understanding the main purpose of each paragraph, and using linking words correctly.

- 1 Introduce the topic by talking about your own use and opinion of social networking sites. Read the instructions as a class and ask students to write down their likes and dislikes of these sites. Ask students to share their ideas with a partner, and then with the class.
- 2 Preteach/review *advantages/pros* and *disadvantages/cons*. Check that students understand that in the text they are going to write, it's important to have a balance of positive and negative points.
Give students time to read the notes. Check students' comprehension of *flooded with requests*, *private life*, *tagged* (another user posts an image of you that might be available on the network) and *addicted*. Ask students how many of their ideas are included in the notes and elicit further pros and cons from the class as appropriate, e.g., *It's fun*, *It can help build businesses*; *People can write false/mean things about you*, *It can be difficult to delete content*. Check which pros and cons students think are the most important.
- 3 Ask students to read the text and discuss the purpose of each paragraph in pairs.
Check the answers.

Answers

Paragraph 1: expresses advantages/pros
Paragraph 2: expresses disadvantages/cons
Paragraph 3: expresses personal view

- 4 This section highlights the use of linking words often used in discursive essays. Elicit where the first two linking words go as an example.
Put students in pairs to discuss where to put the rest of the linking words. Monitor and help as necessary. With students who need more support, you can work through the first paragraph as a class activity with students working in pairs for paragraphs 2 and 3.
Have students read sections of the text aloud with the linking words in place. Remind them to make any changes in punctuation. Write on the board any sections that the students disagree on. Go through these with the class, helping students understand the use and/or position of the linking words (see *Overview of linking words* in *Answers* below).

Answers

Completed text

Social networking sites, such as Facebook, **clearly** have many advantages. **First of all**, they are an excellent way of keeping in touch with people in your life, **both** family and friends, **and** they are a great

way of finding old friends. **Also**, you can communicate with these people at any time you want and in many ways, **for example**, you can share your photos and your favorite music and videos with them. **Another advantage is that you** can join groups with similar interests to yours, **such as** sports, hobbies, and your work.

However, social networking sites **also** have many disadvantages. **First**, you are often flooded with requests from unknown or unwanted "friends." **Second**, friends and family may find out too much about your private life and **what is more**, you may hear about boring events in their lives. You can **also** be tagged in pictures that you don't want others to see. **Finally**, **perhaps** the biggest problem is that you can waste too much time on Facebook. Some people can **even** become addicted to it.

Despite the disadvantages, social networking sites are definitely here to stay. They are now one of the main means of communication worldwide. **The fact is that** we can't imagine our lives without them.

Overview of linking words

clearly – adverb used to emphasize that what you are saying is true; goes after an auxiliary verb or the verb *be*, or before a main verb.

First of all/First, Second/Another (advantage) is that, Finally, – used when listing a number of similar points; usually go at the start of sentences, followed by a comma.

both – used to show that your point refers to two things; goes before a noun.

and – used to link two clauses to give more information.

Also, /also – introduces a new piece of information; can go at the beginning of a sentence, followed by a comma, or goes before a main verb or the verb *be*, and after a modal.

for example – introduces one or more examples; can link two clauses or go at the beginning of a sentence, followed by a comma.

such as – introduces one or more examples; goes in the middle of a sentence before a noun.

however, – introduces a contrast; often goes at the start of a sentence, followed by a comma.

what is more – used to introduce an additional point; often goes at the start of a sentence, followed by a comma.

perhaps – used to say that you are not certain about something; can go at the start of a sentence, after the verb *be*, or before a main verb.

even – used to give emphasis; goes before a main verb or the verb *be*, and after a modal.

despite – introduces a contrast; goes before a noun or an *-ing* form.

The fact is that – used to give emphasis to the statement that follows; goes at the start of a sentence.

- 5 Give students time to add any additional ideas to the text, working in pairs. Monitor and help, checking that students use an appropriate linking word to join the new ideas to the existing text.
- 6 Ask students to choose one of the topics and brainstorm the advantages and disadvantages. Students can then work in pairs to check and help each other with further ideas. Monitor and help as necessary.

Give students time to write their essay in class or assign it for homework. If possible, display the essays on the classroom wall to allow students to read each other's work. You can ask them to vote for the most interesting essay. When you check the students' work, point out errors but allow students to correct them themselves. Try to limit correction to major problems to encourage students to continue writing.

Modern life drives me crazy!

ABOUT THE LISTENING

This section broadens the theme of the unit from technology to talking about modern life in general. The focus is on the frustrations of everyday situations like traveling, using technology, and having too much to choose from in coffee shops.

Objects and places mentioned in the script are a *Nintendo 3DS* (a small portable gadget that you play computer games on) and *Starbucks* (an international chain of coffee shops with more than 23,000 stores in 65 countries). The types of coffee referred to in the recording are *latte*, *skinny latte* (with low-fat milk), *soy latte* (with soy milk), *cappuccino*, *Frappuccino* (a selection of coffees blended with ice and other ingredients, usually topped with whipped cream) *single/double shot* (of black coffee).

Some of the vocabulary may be new, so be prepared to preteach/review the following items: *to drive you crazy*, *car* (on a train), *to grunt*, *to book online*, *password*, *recorded message*, *operator*, *to hold* (= not put the phone down), *traffic jam*, *nightmare* (= a difficult or annoying situation), *parking meter*.

- 1 Introduce the topic by telling the class three or four things that really annoy you. Then ask students to write down three things that annoy them. Give them a minute to think, and make sure that they write on a small piece of paper that they can hand to you. Collect the pieces of paper and keep them on your desk or in a box for use later in Exercise 7.
- 2 Focus students' attention on the photos of Jack. Ask *How old do you think he is? (About 40.) Where is he in each photo? What problems is he having?* Elicit the answers from the class.

Answers

Pictures from top:

On a train; a woman is talking on her cell phone and a boy is playing a loud game while Jack is trying to read his paper.

On his computer; there is a problem with Jack's password.

On the phone; Jack is waiting to talk to an operator and listening to a recorded message and music.

In his car; there is a problem with the traffic/another driver.

In a parking lot; the parking is very expensive.

In a coffee shop; there are a lot of different kinds of coffee to choose from.

- 3 **CD3 27** Tell students they are going to hear Jack talking to his friend Alan about the stressful day he's had. Read the instructions and the items in the list. Help with any vocabulary questions.
Tell students they don't need to understand every word to be able to do the activity, they should just listen and check the relevant topics in the list.
Play the recording once all the way through without stopping. Students listen and check the correct topics. Have students check their answers in pairs before checking the answers with the class.

Answers and audio script

the girl behind him
the little boy
parking
booking a ticket
traffic
coffee shops

CD3 27 Jack's Stressful Day

A = Alan J = Jack

A Hi, Jack! Over here! How was your trip?

J Huh! Not good! Not good at all.

A Why was that?

J Well, there was this girl in the seat behind me, and she was talking loudly on her cell phone the whole trip. I know everything about her life. I even know what she's going to wear when she goes out on Saturday night, and I know what she's not going to wear.

A That drives me crazy, too! You know, not long ago trains had quiet cars where you couldn't use your cell phone.

J Well, they don't anymore. I couldn't read my paper with her yak, yak, yakking behind me. She told the same thing to at least four friends. Then I had this kid across from me with his mother. He ...

A What was he doing to annoy you?

J He had one of these game things with a pen...

A A Nintendo 3DS?

J Yeah, one of those, and he had his head down playing games all the time – zing, ping, bang – all those noises coming from it. He never looked up once. When his mother asked him to say hello, he just grunted, "Uh!" So impolite!

A I know. Kids these days, they're so badly behaved. Did you book your ticket online this time?

J I tried to.

J What happened?

A Well, I followed the instructions, one by one, and when I got to the end, it asked for my password. Password? I didn't know I had one for train travel. So I thought "OK, I'll call instead."

A Maybe not the best idea.

J Uh – no. So I called the train company and of course I got the usual recorded message – you know the usual kind of thing: "All our operators are busy right now." Then music and "Thank you for holding. Our operators are still busy." And more music, so I gave up. I bought a ticket at the train station.

A It drives you crazy, doesn't it? Life's too short to spend so long on the phone. Still, I usually do enjoy traveling by train.

J Me too, usually. It's better than driving. I hate driving into the city these days. There's too much traffic. It's just traffic jam after traffic jam. And it's impossible to find a parking space. Parking's a nightmare! And parking lots and parking meters are so expensive.

A I know. I remember when you could park all day for \$10. Come on, let's get out of here. Let's get coffee.

J OK, but not Starbucks. I can't stand Starbucks.

A Why? I like the coffee.

J It's the size of the cups. They're all huge. Even the small one is too big for me, and the biggest is so big, it's enormous, and there are too many choices – latte, skinny latte, soy latte, cappuccino, Frappuccino, single shot, double shot...

A OK! OK! Modern life! There's a small coffee shop around the corner. Let's go there.

- 4 **CD3 27** Elicit one or two details about what made Jack's day stressful. Put students in groups of three or four to continue pooling their knowledge. With students who need more support, you can elicit answers from the whole class and write key points on the board under each of the relevant topics from Exercise 3.

Play the recording again. Have students discuss each of Jack's complaints in as much detail as possible. If students have problems getting all of the details, play selected sections of the recording again.

Check the answers with the class.

Answers

The girl talked loudly on her cell phone the whole trip.

The little boy played on his Nintendo 3DS, which made a lot of noise. He was also impolite.

He couldn't book a ticket online because he didn't have a password. When he tried to call, he got a recorded message.

It's impossible to find a parking space, and parking lots and parking meters are very expensive.

There is too much traffic, and there are always traffic jams.

Cups of coffee are too big, and there is too much choice.

- 5 Give an example of when you've had a similar complaint to Jack. Allow students a few minutes to think of examples of their own. Elicit examples from the class and give students time to ask questions. Establish which aspects of life students find the most annoying.

What do you think?

- 6 Read the instructions as a class. Elicit possible complaints for one or two of the generations as examples. With students who need more support, provide useful language and write it on the board, e.g.,

I want + noun

I really want to ...

I can't ... / I'm not allowed to ...

(Young people) never ...

People are always ... + -ing

It drives me crazy when ...

I hate the way people ...

Why do (older people) ...?

I can't stand it when ...

The thing that annoys me is ...

Put students in groups of three or four to discuss their ideas. Monitor and help as necessary.

Elicit multiple answers from the class. Establish which generation students think complain the most.

Sample answers

very young children

I want my mommy/daddy.

I don't want to go to bed now.

teenagers

I want a new smartphone.

I can never stay out later than 10 p.m.

parents

Why do my children always behave badly in stores?

I hate the way my children won't eat fruits and vegetables.

the middle-aged

It drives me crazy when people listen to music too loudly.

Why do teenagers hang around on street corners?

old people

*Young people never say *please* or *thank you* any more.*

My children are always saying how difficult life is.

- 7 Read some of the pieces of paper you collected at the start of the *Listening and speaking* lesson. Ask the class to guess who wrote each one. Keep the pace quick and move on if students are not sure of the answer.

SUGGESTION

If you would like to extend the topic of what annoys people, you can create a class survey on everyday frustrations. Have students brainstorm ideas as a class. Elicit a variety of ideas and write them on the board, e.g., waiting in line in stores and public places, people who drop litter, opening packaging, people who aren't polite when they're driving, getting a parking ticket, unhelpful store staff, etc.

Ask students to choose their favorite eight frustrations and write survey questions, e.g.,

What do you think of people who drop litter? Are they:

a extremely frustrating? **b** very frustrating?

c a little frustrating? **d** not frustrating?

Students write or type their questions onto a worksheet and then survey the rest of the class. Ask the class what aspects of life students find most frustrating.


Role play

Read the instructions as a class. Put students in pairs to write the conversation. Tell them to decide first who they are, and how old they are. Then tell them to make a short list of things that went wrong. They can use ideas from the listening, from the *What do you think?* section, or their own ideas. With students who need more support, you can brainstorm other ideas as a class, e.g., arriving late for work/school, having computer problems, being given a lot to do at work/school, losing something, breaking something, getting lost, etc. You can also provide suitable responses for the character who is listening to the person who's complaining, e.g., *Oh, my goodness. What happened then? That sounds awful. You poor thing,* etc.

Give students time to prepare their conversations. Monitor and help as necessary. Have students rehearse their conversation several times before performing it for the class. If you have limited time, you can have students learn their lines at home and perform the conversations at the beginning of the next class.

POSSIBLE PROBLEMS

- Telephone numbers are said one by one. We don't put numbers together as many languages do, e.g., 71 is *seven one*, not *seventy-one*. 0 is often read as *zero* in American English and pronounced /ou/ in British English.

- There is a slight pause between groups of numbers when the phone number is long, e.g., 555 (pause) 372 (pause) 4863. The intonation falls at the end of each group, e.g.

- In the US, telephone numbers generally have seven digits, with a hyphen after the first three numbers, e.g., 555-8663. They are preceded by a three digit area code, e.g., 212 is one of the area codes for New York City. Numbers beginning with 800 indicate a toll free number, i.e., there is no charge to the person making the call. It is read *eight hundred*.
- The emergency telephone number in the US is 911 (= *nine, one, one*). There are a number of providers for directory assistance, reached by dialing 411 or by dialing the area code plus 555-1212.

- 1 **CD3 28** Focus students' attention on the phone numbers. Play the recording and have students repeat. Check that they mark the pauses between the sets of numbers and the falling intonation. Then ask students to practice the telephone numbers in pairs. Monitor and check. Correct and drill any mistakes. Check how the four numbers mentioned were expressed.

800 = eight hundred

555 = five, five, five

CD3 | 28

(919) 677-1303

555-1212

(212) 726-6389

1-800-451-7556

- 2 **CD3 29** Tell students they are going to hear four telephone numbers. Play the first number as an example and have students say it back to you.

Play the recording all the way through and have students write the numbers. Have students compare their answers in pairs before checking with the class. Make sure students read the answers correctly as phone numbers, with the correct grouping, pauses, and intonation, use of *zero* and *eight hundred*.

555-6900

- 3 Read the instructions as a class. Tell students the number for emergency services and directory assistance in the US (see *Possible problems* above). Give two or three examples of phone numbers that are important to you.

Put students in pairs or groups of three to discuss the questions. Alternatively, students can do this as an interview activity. Monitor and check for correct reading of the phone numbers. Write down any common errors and highlight and correct them before going on to the listening activity in the next section. Drill key numbers as appropriate. Establish which students in the class have a good memory for numbers. Ask students if they think having a cell phone has made people less good at remembering phone numbers.

- 4 **CD3 30** Read the instructions and questions as a class. Check students' comprehension of *landline*. Tell students they are going to hear four conversations between people who are connected through work. Write the names used in the conversations in random order on the board: Carol, Brian, Flora, Emma, Donna, and Adam.

Play conversation 1 as an example and elicit the answers to the questions. Play the rest of the recording and have students write down the answers. Have students check their answers in pairs before checking the answers with the class. Play relevant conversations again if students missed any of the key information.

Conversation 1

- 1 Adam is speaking to Brian.
- 2 They're on a cell phone.
- 3 They are away from the office.
- 4 Brian wants to rearrange a meeting.
- 5 They work together and they know each other well.

Conversation 2

- 1 Adam is speaking to Carol.
- 2 They're on a landline.
- 3 Carol is in the office and Adam isn't.
- 4 Adam wants to speak to Brian. He asks Carol to give Brian a message.
- 5 They work together and they know each other well.

Conversation 3

- 1 Emma is speaking to the receptionist, Donna, and then to Brian's secretary, Flora.
- 2 They're on a landline.
- 3 The receptionist and secretary are in the office. Emma is at Digby and Moss Associates.
- 4 Emma wants to speak to Brian. He isn't available at first and then his secretary puts her through.
- 5 They don't know each other.

Conversation 4

- 1 Carol is speaking to Flora.
- 2 They're on a landline.
- 3 The secretary is in the office and Carol isn't.
- 4 Carol wants to speak to Brian. He isn't available and she leaves a message.
- 5 They know each other well.

CD3 30**A = Adam B = Brian C = Carol D = Donna****E = Emma F = Flora****1 Brian and Adam****A** Sorry Brian, you're **breaking** up. I couldn't hear that.**B** I know Adam, it's not a good **connection**. But, listen, I'm calling because I can't **make** it on Thursday. Are you free on Friday?**A** Friday? I'm not sure. Can I get **back** to you?**B** Sure. That's fine. Text me. Talk to you **later**!**2 Adam and Carol****A** Hello, Carol? It's Adam. I'm trying to get a **hold** of Brian.**C** I'm afraid he's not here. Have you **tried** his cell phone?**A** Yeah. I tried that first, but he's not **answering**.**C** It's probably **turned** off.**A** Oh, OK. Can you give him a **message**?**C** Sure.**3 Donna, Emma, and Flora****D** I'm sorry. Brian's line's **busy**. Would you like to **hold**?**E** Yes, please.**D** It's **ringing** for you now.**E** Thank you.**F** Hello. Brian Doyle's office. Flora **speaking**.**E** **This** is Emma Smith from Digby and Moss Associates.**F** Oh, good morning Ms. Smith. I'll put you **through** immediately.**4 Flora and Carol****C** Hi, Flora. Can I speak to Brian, please?**F** Oh, I'm **afraid** he has **someone** with him right now. Is it **urgent**?**C** Just tell him Carol **called** and I'll see him tonight.**F** Will **do**. I hope there isn't a problem.

- 5 **CD3 30** Elicit the first missing word as an example. Put students in pairs to complete the conversations. Monitor and help as necessary. With students who need more support, you can put the missing words in random order on the board.

Play the recording again and have students check their answers.

Answers and audio script

See Exercise 4.

- 6 Put students in new pairs and have them choose one of the four conversations. If a lot of students choose the same one, you may have to adapt their choice to ensure they cover all four conversations. If you have time in class, have students rehearse the lines until they have memorized them. Monitor to help with pronunciation. Ask students to perform their conversation for the class. If you have limited time, have students learn the lines at home and perform the conversations at the beginning of the next class.

Role play

Tell students they are going to role-play three conversations from situations provided in the Student Book. Explain that students need to make a decision or suggestion, or come to an agreement in the conversations.

Put students in A/B pairs and refer the A students to SB p. 148 and the B students to p. 150. Give them time to read their roles and situations, and help with any vocabulary

questions. Check that students understand who has to start the conversation each time: 1 Student A, 2 Student B, and 3 Student A. With students who need more support, elicit the language they will need for each call and write key words on the board as prompts.

Give students time to prepare their roles. Monitor and help as necessary. If possible, put students' chairs back to back, so they can't see each other's lips when they do the role play and have to rely on what they hear.

When students have finished, ask a few pairs to perform one of their phone calls again in front of the class.

Don't forget!**Workbook Unit 10****Ex. 7** Reading – Finding a new dad on the Internet!**Ex. 8** Listening – Internet dating disasters**Ex. 9** Past participles as adjectives**Ex. 11** Pronunciation – Silent letters**Ex. 12** Just for fun!**Grammar Reference (SB p. 140)****Word list Unit 10 (SB p. 145)**

Remind your students of the Word list for this unit on SB p. 145. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 10 Test

Video (iTools and Online)**Additional photocopiables and PPT™ presentations (iTools)**

11

Life's what you make it!

Present Perfect Continuous • Tense review • Birth, marriage, and death
Good news, bad news



The homeless world cup

The overall theme of this unit is life's ups and downs. The story of an extraordinary music teacher provides the context for contrasting the Present Perfect and the Present Perfect Continuous. Tense practice is also provided in an information-gap activity on the singer Taylor Swift. *Listening and speaking* gives further reinforcement of the main tenses with a focus on two friends who catch up with each other after a decade apart. *Reading and speaking* focuses on four generations of the Getty family. The *Vocabulary and listening* and *Everyday English* sections are linked by practicing the vocabulary of birth, marriage, and death, and the language of giving good and bad news. The *Writing* section focuses on filling out forms.

LANGUAGE INPUT

GRAMMAR

- Present Perfect Continuous (SB p. 82) • Reviewing the Present Perfect, and understanding and practicing the Present Perfect Continuous.
Tense review (SB p. 82) • Reviewing and reinforcing the key tenses covered in the class.

VOCABULARY

- Birth, marriage, and death (SB p. 88) • Understanding and practicing the vocabulary of birth, marriage, and death.

EVERYDAY ENGLISH

- Good news, bad news (SB p. 89) • Understanding and practicing the language of giving good and bad news.

SKILLS DEVELOPMENT

READING

- Four generations of Gettys (SB p. 86) • Profiles of four members of the Getty family and the problems they experienced in their lives.

LISTENING

- I haven't seen you for a long time! (SB p. 85) • Listening for key information in a conversation between two old friends. **CD3 34** (SB p. 129)
Alison's life (SB p. 88) • Listening and completing key questions in part 2 of the conversation. **CD3 35** (SB p. 129)
• Listening for key information about someone's life. **CD3 36** (SB p. 129)

SPEAKING

- Talking about you (SB p. 83) • Practicing the Present Perfect and Continuous in a personalized way.
Tense review (SB p. 84) • Asking and answering questions in an information-gap activity to review key tenses.
Role play (SB p. 85) • Role-playing a conversation with a friend you haven't seen for a long time.
What do you think? (SB p. 86) • Discussing and comparing the lives of the people featured in the reading text.
Project (SB p. 86) • Researching and presenting information on a famous family.

WRITING

- Filling out forms (SB p. 112) • Practicing following instructions on an application form, and completing a form.

MORE MATERIALS

Photocopiables – Present Perfect picture race (TB p. 170) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 82)

This section provides a brief preview of the new structure: the Present Perfect Continuous. Use it as an opportunity to see how well students pick up the concept, but hold off on a full presentation of the tense until a later point.

- 1 Ask the class the question and elicit one or two examples. With students who need more support, you can briefly review the use of *for* and *since*.
Students work in pairs to ask and answer the questions. Ask a few students to report back about their partner.
- 2 Answer your students' questions.

ANYONE CAN SING! (SB p. 82)

Present Perfect Continuous and tense review

ABOUT THE TEXT

The introduction of the Present Perfect Continuous and the tense review is contextualized in a profile of a choirmaster, Gareth Malone, who has helped to make choral singing more popular and convince people that anyone can sing in a number of reality TV shows.

Several places and institutions are mentioned in the profiles.

Bournemouth /'bɔːnməθ/ is a town on the south coast of England, popular as a coastal resort, a center for English language schools, and as a place to live after retirement.

A *grammar school* in the UK is usually for children age 11–18, who have passed a special examination.

The University of East Anglia is a public research university established in 1963 and based in Norwich, England, the biggest city in the East Anglian region.

The London Symphony Orchestra (LSO) is a major orchestra in the UK and one of the best-known orchestras in the world. Since 1982, it has been based in London's Barbican Centre, one of the largest performing arts centers in Europe.

The Royal Academy of Music is the UK's oldest music school, located in central London. The BBC (British Broadcasting Company) is one of the largest broadcasters in the world with headquarters in the City of Westminster, London. A BAFTA (British Academy of Films and Television Arts) is a prize given each year by BAFTA for the best movies, TV shows, actors, etc.

SUGGESTION

You can ask students to read Grammar Reference 11.1 on SB page 141, on the Present Perfect Continuous for homework before beginning this presentation. They don't need to spend more than 5–10 minutes on it, and tell them not to worry if they don't understand it all.

! POSSIBLE PROBLEMS

The tenses covered in previous units and reviewed here are:

Simple Present and Continuous – Unit 2 (TB p. 16)

Simple Past – Units 3 (TB p. 28) and Unit 9 (TB p. 109)

Present Perfect – Unit 7 (TB p. 82)

In Unit 7, several uses of the Present Perfect were presented and practiced. Your students should be familiar with the form of the Present Perfect by now, but they are still likely to make mistakes in the different uses of the tense.

In this unit, the Present Perfect Continuous is explored at the introductory level. This is because at the pre-intermediate level, it is unrealistic to expect students to perceive all the differences of meaning between Present Perfect and Continuous.

Common mistakes of form

**I been studying English for three years.*

**I've study English for three years.*

**I've been study English for three years.*

The concepts expressed by the Present Perfect Continuous are often expressed in other languages by either a present tense or a form of the Present Perfect. Many languages manage without the need to express the ideas inherent in the continuous form, but it is used very naturally in English, e.g., *I've been studying English for three years* sounds much more natural than *I've studied English for three years*. But *I've lived here all my life* sounds better than *I've been living here all my life*, because the continuous form usually implies a temporary action.

When the Present Perfect refers to an activity with a result in the present, it can be difficult to know whether to use the Present Perfect or Continuous. The following two sentences refer to the same action, but mean very different things:

I've painted the bathroom. (a completed action and the result is that the bathroom painting is finished)

I've been painting the bathroom. (a recent activity which may or may not be finished)

If a completed quantity is stated, the Present Perfect must be used, not the Continuous. This is because of the idea of activity in progress in the Continuous and the idea of completion in the Present Perfect, e.g., *I've written three letters today*. Finally, students may need to be reminded that some verbs, e.g., *know*, *like*, etc. are not used in continuous tenses.

Common mistakes of use

**I study English for three years.*

**I've been knowing her for a long time.*

**I've been writing three letters today.*

**I'm hot because I've run.*

- 1 The following is a light-hearted introduction to the topic. Say whether you think you can sing and give a quick demonstration. Put students in groups of five or six to survey their classmates. Alternatively, they can do the

survey as an interview activity. Encourage students to prove if they have a good or bad voice, but don't force students to sing if they feel uncomfortable.

Elicit opinions about who can sing well and, if appropriate, establish who are the best singers in the class.

- 2 Focus students' attention on the photos of Gareth and check pronunciation of his name: /'gærəθ/. Ask *What do you think he's like?* (He looks friendly. He seems to be popular with young people. He's probably a very good teacher.)

Preteach/review *choir* /'kwaɪər/, *choirmaster*, and *postgraduate class*. Read the instructions as a class and focus students' attention on the chart. Put students in pairs to find the information and answer the questions. Monitor and help as necessary.

Check the answers with the class.

Answers

Gareth started playing the piano at the age of three. He started singing in his school choir at the age of 10. He started teaching singing in schools at the age of 23. He started working for the LSO at the age of 26. He ran their youth choir. He took postgraduate classes at the Royal Academy of Music in London from the age of 27–30. At the age of 32, he started making music shows for BBC TV. He's still teaching music now.

- 3 Preteach/review *to win an award*. Ask and answer question 1 as a class. Put students in pairs to complete the activity. Monitor and help as necessary.

Check the answers by having students ask and answer as a class. Have them give full answers to reinforce the tense use. Correct any mistakes.

Answers

- 1 He was born in Bournemouth, England, in 1975.
- 2 He moved to London in 1985/when he was ten years old.
- 3 He studied drama.
- 4 He worked for the LSO for eight years.
- 5 He's won two awards.
- 6 He's been married since he was 33.
- 7 He has one daughter, Esther.
- 8 He's still teaching music and making radio and TV shows. He's still living in London.

- 4 **CD3 31** This section introduces questions in the Present Perfect Continuous, as well as reinforcement of the Simple Past and Present Perfect. Students also practice the time references *in*, *when*, *since*, and *for*.

Elicit the answer for question 1 as an example. Give students time to complete the matching activity, working individually.

Have students check the answers in pairs before playing the recording as a final check. Play the recording again, pausing after each question for students to repeat as a class and individually. Pay close attention to the weak pronunciation of *has* /əz/ in the Present Perfect questions:

/əz/

How **long** has he been **teaching singing**?

Put students in pairs to ask and answer the questions. Monitor and check for correct pronunciation.

Answers and audio script

CD3 31 Gareth Malone

- 1 **A** When did he start playing the piano?
B When he was three.
- 2 **A** How long has he been playing the piano?
B Since he was three.
- 3 **A** When did he start teaching singing?
B When he was 23.
- 4 **A** How long has he been teaching singing?
B Since he was 23.
- 5 **A** When did he make his first TV show?
B In 2007.
- 6 **A** How long has he been making TV show?
B Since 2007.
- 7 **A** How many shows has he made?
B Three.
- 8 **A** How long has he been living in London?
B For about 30 years.

GRAMMAR SPOT (SB p. 83)

- 1 Read the sentences as a class and check the names of the tenses. If your students didn't read the Grammar Reference before the class (see *Suggestion* above), they will need help in identifying the Present Perfect Continuous. With students who need more support, explain what the contraction 's stands for in the second and third sentences (*has*).

Answers

He **made** his first TV show in 2007 and he still **makes** them.
(Simple Past, Simple Present)
He's **been making** shows since 2007. (Present Perfect Continuous)
He's **made** three so far. (Present Perfect)

- 2 Give students time to complete the questions. Check the formation of the questions and elicit the answers. Highlight the form of the Present Perfect Continuous on the board:

Question word + *has/have* + subject + *been* + *-ing ...?*

How long + *has* + *he* + *been* + *making ...?*

To reinforce the difference between the two uses, ask *Which tense asks about the activity of making TV shows?* (Present Perfect Continuous) and *Which asks about the number of shows made?* (Present Perfect). Point out that we need to use the Present Perfect to talk about a completed action and when we give a number or quantity.

Answers

How long **has** he **been making** TV shows? **Since 2007**.
How many shows **has** he **made** so far? **Three**.

- 3 Read the notes as a class. Elicit possible sentences in the Present Perfect with the verbs listed, e.g., *I've been unemployed for three months*, *I've had my new car since last week*, *I've known my best friend since high school*, *We've always loved going to the theater*.

►► Grammar Reference 11.1 on p. 141

Discussing grammar

- 1 Elicit the correct tense in sentence 1 as an example. Give students time to complete the activity, working individually. Put students in pairs or small groups to discuss their answers. Students may make mistakes at this early stage, so reinforce the rules as you check the answers.

Answers

- 1 have you been waiting (because the activity began in the past and continues to the present)
- 2 bought (because it's a past activity at a definite time – a few months ago)
- 3 has been looking (because the activity began in the past and continues to the present)
- 4 have you had (because *have* to express possession is a stative verb, not an activity, so the continuous is not possible.)
- 5 has been talking (because she is still talking)
- 6 has spoken (The continuous is not possible because the number of friends (six) is given.)

Asking questions

- 2 **CD3 32** Focus students' attention on the examples. Have one student read sentence 1 and another student ask the question with *How long ...?* The first student gives the answer. Elicit other possible answers, e.g., *About six months, Since she graduated from college, For a long time*, etc. With students who need more support, elicit the questions they will need to ask before the pairwork. Put students in pairs to ask and answer the questions. Monitor and check for accurate tense use, question formation, and use of time expressions in the answers. Write down any common errors and correct these with the class before playing the recording. Play the recording and have students compare their answers. If you think your students would benefit from further practice, refer them to **CD3 32** on SB p. 128 and have them read the conversations.

Answers and audio script

- 1 **A** My sister's working in New York.
B How long has she been working there?
A Only a couple of months.
- 2 **A** I'm training to run a marathon.
B How long have you been training?
A Since December. Wish me luck!
- 3 **A** My boss is on vacation.
B How long has he been away?
A Two weeks. It's great without him!
- 4 **A** I'm learning how to drive.
B How long have you been learning?
A Almost two years. I failed my driver's test three times.
- 5 **A** I know Maria very well.
B How long have you known her?
A Since we were in school together.
- 6 **A** I have the new iPad.
B How long have you had it?
A I just got it yesterday.

Talking about you

- 3 Elicit the verb form for number 1 as an example. Give students time to complete the questions, working individually. Check the formation of the questions, then drill the pronunciation. With students who need more support, you can complete the questions as a class. Put students in pairs to interview each other using the questions. Monitor and check for accurate question formation and use of time expressions in the answers. Write down any common errors and correct these with the class after the pairwork.

Answers

- 1 How long have you been coming to this school?
- 2 How long have you used/have you been using this book?
- 3 Which book did you use before this one?
- 4 How long have you known your teacher?

What have they been doing?

- 4 This activity practices the other use of the Present Perfect Continuous, to talk about the present result of a past activity. It differs from the similar use of the Present Perfect, practiced in the following exercise, which is used to talk about results of a completed past action, especially when we give a number or quantity.

Preteach/review *to dig* and *to have no money left*. Read the instructions as a class and focus students' attention on the example. With students who need more support, elicit the questions they will need to ask, using the word provided with each picture.

Put students in pairs to ask questions with *Why?* and provide logical reasons. Monitor and check for accurate use of the Present Perfect Continuous. Write down any common errors and correct these with the class after the pairwork.

Check the answers by having students ask and answer the questions as a class.

Sample answers

- 1 **A** Why are the students bored?
B Because the teacher's been talking for hours.
- 2 **A** Why does he have a sore throat?
B Because he's been singing a lot/too much.
- 3 **A** Why are they tired and dirty?
B Because they've been playing soccer.
- 4 **A** Why does he have a backache?
B Because he's been digging the garden.
- 5 **A** Why is she covered in paint?
B Because she's been decorating/painting her apartment.
- 6 **A** Why don't they have any money left?
B Because they've been shopping.

- 5 **CD3 33** Focus students' attention on the example. Ask students why we use the Present Perfect here (because *understand* isn't used in the continuous). Also point out that we need the Present Perfect in the other sentences to talk about a completed action and when we give a number or quantity.

Give students time to complete the sentences and check their answers in pairs.

Tell students that the recording contains the questions from Exercise 4 and both the answers from Exercises 4 and 5. Play the recording and have students check their answers. If you think your students would benefit from further practice, refer them to **CD3 33** on SB p. 129 and have them read the conversations.

Answers and audio script

- 1 **A** Why are the students bored?
B Because the teacher's been talking for hours and they haven't understood a word.
- 2 **A** Why does he have a sore throat?
B Because he's been singing too much. He's sung every night for the last three weeks.
- 3 **A** Why are they so tired and dirty?
B Because they've been playing soccer, but they're happy because they've won the game.
- 4 **A** Why does he have a backache?
B Because he's been digging the garden. He's planted six rows of cabbage.
- 5 **A** Why is she covered in paint?
B Because she's been decorating her apartment. She's painted two walls already.
- 6 **A** Why don't they have any money left?
B Because they've been shopping. They've spent over \$500.

PHOTOCOPIABLE ACTIVITY

UNIT 11 Present Perfect picture race TB p. 170

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

Procedure: Explain that students are going to have a race to see who can be the first to match a set of pictures with a set of sentences and in this way practice the Present Perfect and Continuous. Briefly review the tenses by writing the following two jumbled sentences on the board:

he's / his / He's / because / happy / room / cleaned been / tired / he's / cleaning / room / because / He's / his

Elicit the sentences in the correct order and check the names of the tenses. Also briefly check the use of the tenses (Present Perfect focuses on a completed action, Present Perfect Continuous focuses on an activity in progress).

He's happy because he's cleaned his room. (Present Perfect)

He's tired because he's been cleaning his room. (Present Perfect Continuous)

- Put students into pairs and hand out a set of jumbled pictures and a set of jumbled sentences to each pair. Preteach/review *to feed a baby* and *to pack*. Tell students that they need to match the pictures and sentences as quickly as possible and write the letters that correspond to the pictures next to the sentences. They also need to get the whole activity right to win the race.
- Say 3, 2, 1, go! and have students spread out the pictures and sentences on their desk face up. Students match the sentences with the pictures and write the correct letter. Monitor and check that students are matching correctly. If they make a mistake, have them review the pairings but don't tell them the correct answer at this point.

- The first pair to match all the pictures and sentences correctly are the winners. Then check the answers with the class.

Answers

1g 2h 3e 4f 5j 6i 7l 8k 9c 10d
11a 12b

- As an extension, have students put the sentence cards off to the side and put the picture cards face down on the desk in a pile. Students take turns turning over a picture and making a new sentence about the image in the Present Perfect or Continuous, e.g., *She's been using a drill. She's put a picture on the shelf.* Monitor and help with vocabulary. Also check for accurate use of the Present Perfect or Continuous.

ADDITIONAL MATERIAL

Workbook Unit 11

Ex. 1–3 Present Perfect

Ex. 4–7 Present Perfect Continuous

SPEAKING (SB p. 84)

Tense review

In this information-gap activity, students ask each other questions to find out about the American singer Taylor Swift. The class will be familiar with completing information-gap activities of this type, but it is worth structuring the activity carefully and reminding students to look at their information only, and to exchange the key information through speaking.

ABOUT THE TEXT

Taylor Swift came to fame as a country singer when she was just a teen. Born in Pennsylvania in 1989, her family moved to Nashville, Tennessee to pursue her musical career at the age of 14. Her big break came at the age of 17 when she released her self-titled debut album. A single from that album, "Our Song" soared in the Hot Country Songs chart, making her the youngest person ever to write and perform a song that reached number one on the chart. In 2008, she received a Best New Artist Grammy Award nomination and has since won seven Grammy Awards and eight Country Music Association Awards. Swift has sold over 26 million albums and 75 million digital single downloads. In addition to her fame as a country musician, Swift has appeared in movies, including *The Giver* (2014) and has used her famous voice in an animated movie, Dr. Seuss' *The Lorax* (2012).

- 1 Introduce the topic by focusing students' attention on the photos of Taylor Swift. Ask *What type of music do you think she sings?*

Preteach/review *small-town (girl)*, *to curl up*, *CSI* and *Grey's Anatomy episodes* (two popular TV shows), *always there*. Give students time to read the text. Review what students find out about Taylor's mother.

Ask students *Do you know anything else about Taylor Swift? Have you ever heard any of her songs?* Write any information/opinions on the board in preparation for Exercise 2.

Answers

Taylor Swift sings country music as well as some pop and pop rock songs.
She and her mother have always been very close.

- 2 Tell students they are going to find out more about Taylor Swift's life and career. Preteach/review *career, to sing in public, talent show, to earn, to release an album, good reviews, rebellious, single, dated, broke up*.

Divide the students into A/B pairs. Refer the A students to page 148, and the B students to page 150. Explain that each text has different missing information and that students need to use the word prompts in parentheses to ask questions to find out the missing answers. Point out that students may need to spell some of the answers. With students who need more support, briefly review the alphabet and commonly confused letters, e.g., the vowels *a/e/i/o/u*, *g* and *j*, *m* and *n*, etc.

Give students four or five minutes to read through their information. Monitor and help as necessary. Focus students' attention on the examples on SB p. 84 and model the activity by having two students ask and answer the questions as an example for the class. With students who need more support, have them prepare the questions they need to ask first, using the prompts in parentheses. You can put students into groups of all A students and all B students to do this, and then regroup into A/B pairs for the information exchange.

Give students time to ask and answer the questions and complete their information. Monitor and check for correct question formation and tense use. Write down any common errors for correction after the pairwork.

Students can put their texts together to check their answers or you can have them read sections of the completed text aloud, spelling the names of places that were missing in the text. Highlight and correct any major errors in question formation or tense use.

Taylor Swift's life and career

Taylor Swift is an ordinary girl with an extraordinary music career. She was born in **Wyomissing, Pennsylvania** in the US in **1989**. She's been singing in public since she was **nine**, when she performed in a **theater group**. When she was 11, she entered a talent show and sang **Big Deal**. She's been singing and writing songs ever since and has also given concerts at **Madison Square Garden and Wembley Arena**. She performed at the Grand Ole Opry when she was just **17**.

She has sold over **26 million** albums worldwide and has earned **\$220 million**. Taylor started her career as a **country singer**, but she also sings pop and pop rock songs. She has released **five** albums so far: *Taylor Swift* in 2006, *Fearless* in 2008, *Speak Now* in 2010, *Red* in 2012, and *1989* in 2014.

Taylor is not just a singer. She's recently been acting and she has received good reviews. On TV, she played a rebellious teenager on *CSI: Crime Scene Investigation* and she's been in **three** movies so far, *Valentine's Day*, *The Lorax*, and *The Giver*.

At 25, Taylor is still single, but she has dated several famous (and handsome) men including singer **Harry Styles**. They dated for several months but broke up in **2013**.

SUGGESTION

You can obtain one of Taylor Swift's songs for use in class. Check the lyrics first to be sure that the language is suitable. Possible activities include writing fill-in-the-blank exercises with key words missing, rearranging the verses/lines, breaking lines for matching, comprehension activities such as true/false, etc.

ADDITIONAL MATERIAL

Workbook Unit 11

Ex. 8 and 9 Tense review

LISTENING AND SPEAKING (SB p. 85)

I haven't seen you for a long time!

ABOUT THE LISTENING

This skills section gives students the opportunity to reinforce key tenses and emphasize the use of the Present Perfect Continuous in the context of two old friends, Mike and Sophie, catching up on news.

People and places mentioned in the script are Ragnar /'rægnər/ (a man's name in Swedish), and H&M (a Swedish clothing company, known for its contemporary, trendy fashionable clothing. It has over 2,300 stores in 53 countries.)

Students should have little problem with the vocabulary and suggestions for preteaching one or two key items are given in the exercise notes below.

- 1 Introduce this section by giving examples of a few friends you had as a child. Read the instructions as a class and give students a few minutes to write down the names of their friends.
Put students in pairs to discuss the questions. Monitor and help as necessary.
Elicit a few examples from the class in a short discussion.
- 2 Ask *Are there websites where you can find old friends in your country? What are the names of the websites? Have you ever used one? Why/Why not?*

Focus students' attention on the photo and ask them to identify Sophie and Mike. Preteach/review *promise* (n), *to keep in touch*, *to catch up* (on news/with someone).

Read the instructions as a class and then give students time to read Sophie's message and Mike's reply.

Check the answers.

Answers

- They are Mike Elliot and Sophie Hansson (Sophie Roberts before she got married).
- They were friends at Granville High School from 1996–2002.
- Sophie is married. She's been trying to find information about Mike for a while. Mike is still single, but he's been dating someone for a while. He's working in Mexico City.

- 3 **CD3 34** Tell students they are going to hear Sophie and Mike as they meet for the first time since high school. In their conversation, it's mainly Mike who shares his news. Ask students to predict what things he is likely to talk about, e.g., family, work, where they live, etc.

Preteach/review *wise, to be based in, headquarters, to be fun, Swedish, it's your turn*. Give students time to read statements 1–6.

Play the recording as far as *you haven't changed a bit* and elicit the answer to number 1. Play the rest of the recording all the way through without stopping. Put students in pairs to discuss the statements and decide if they are true or false. Play the recording again only if students missed a lot of the key information.

Answers and audio script

- 1 False. Mike says Sophie hasn't changed a bit.
- 2 False. He's been working in Mexico City for 18 months.
- 3 True
- 4 False. His girlfriend's English is much better than his Spanish.
- 5 True
- 6 False. Sophie has been trying to learn Swedish for the last few years.

CD3 34 I haven't seen you for a long time!

S = Sophie M = Mike

- S** Mike! I'm over here!
- M** Sophie! You look great! You haven't changed a bit.
- S** Oh, I don't know. It's been over ten years. I'm definitely older if not wiser.
- M** Well, you look just the same to me. Come on! We have over ten years to catch up on and not a lot of time! My plane leaves in a few hours.
- S** Tell me about you first. How long have you been working in Mexico? What are you doing there?
- M** Well, I work for an international I.T. company and right now I'm based in Mexico City. I've been there about 18 months now.
- S** Wow, that sounds important. Are you enjoying it?
- M** Yeah, I really am. But there's a chance that I'll have to move to Hong Kong in three months. That's where the headquarters is.
- S** That sounds interesting, too.
- M** Yeah, but I have a Mexican girlfriend now.
- S** Ah, I see. What's her name?
- M** Rosa. You'd like her – she's a lot of fun. We've been going out for almost a year now.
- S** Whoah! That sounds serious. Does she speak English?
- M** Oh, yes. Her English is much better than my Spanish. I started taking Spanish classes six months ago, but I still find Spanish pronunciation really hard.
- S** I know.
- M** Oh, yes, you studied languages, didn't you?
- S** Yes, I studied French and German in college, but I've also been trying to learn Swedish for the last few years.
- M** Swedish! Come on, now it's your turn Sophie. Tell me about you.

- 4 Preteach/review *guy, fashion design, buyer, and to expect a baby*. Read the questions as a class. Then give students time to read what Sophie says about herself. Monitor and help as necessary.

Check the answers with the class.

Answers

- 1 She married a Swedish man named Ragnar Hansson.
- 2 She was a buyer for H&M Fashion in Stockholm, Sweden.
- 3 She works in the US.
- 4 They've been trying to buy a small house since they got back from Sweden.
- 5 They're expecting a baby next April.

- 5 **CD3 35** This section provides part of the tense review of the unit with a focus on question formation using several tenses. Elicit possible wording for Mike's first question. Then put students in pairs to continue forming appropriate questions. With students who need more support, you can elicit the tense they need to use each time they form the questions. Monitor and help as necessary.

Play the recording and have students compare their answers. If necessary, check students' wording of the questions because this may differ slightly from the recording. Elicit how the conversation ends, playing the section again if necessary.

If you think your students would benefit from practicing the conversation before the *Role play*, refer them to

CD3 34 and **CD3 35** on SB p. 129 and have them read the conversations in pairs. Monitor and check for correct pronunciation. If students have problems or sound flat, play selected sections of the recording again and drill key lines as a class and individually. Students then continue practicing in their pairs.

Answers and audio script

The conversation ends with Sophie and Mike agreeing to keep in touch and meet with their partners next time.

CD3 35 S = Sophie M = Mike

- M** Tell me about you.
- S** Well, I got married a year ago to a Swedish guy. Ragnar, Ragnar Hansson.
- M** Where did you meet him?
- S** We met while I was working in Stockholm.
- M** What were you doing there?
- S** Well, after school I studied fashion design and my first job was in Sweden, as a buyer for H&M Fashion.
- M** Really! How long did you do that?
- S** I worked there for over three years. Ragnar was my boss.
- M** Ah, did you get married in Sweden?
- S** Yes, we did. My parents came for the wedding.
- M** And do you still work in Sweden?
- S** No, we don't. We both work in the US.
- M** How long have you been back from Sweden?
- S** About ten months. We've been trying to buy a small house since we got back.
- M** So, where have you been living?
- S** With my parents. They're wonderful, but it's not great and we're expecting a baby next April, so we really need a place of our own.
- M** Oh, congratulations! I hope you find somewhere soon. Oh, look at the time, I'll have to rush to catch my plane.
- S** Bye, Mike. It's been great seeing you again. Let's keep in touch from now on.
- M** Yes, it's been great. Maybe next time you can meet Rosa and I can meet Ragnar.

Role play

- 6 Read the instructions as a class and focus students' attention on the example. Ask two students to continue the conversation to model the activity. With students who need more support, write question prompts on the board, e.g., *Where / live now?*, *When / get married?* *How long / work in ...?*, etc.

Put students in pairs to role-play the conversation. Monitor and check for accurate tense use, question formation, and correct pronunciation. Write down any common errors and correct these with the class after the pairwork.

If you have time, you can ask students to perform their conversation for the class.

WRITING (SB p. 112)

Filling out forms – Enrolling in a language school

The goal of this writing section is to help students with the language and conventions of filling out forms.

- 1 Give an example by talking about the last form that you filled out. Ask students to give you examples of when they fill out forms. Elicit if they are online or paper forms. Write a list on the board.

Sample answers

enrolling in a school or college/in a class
applying for a passport/credit card, etc.
a job application
joining a club
getting married/divorced/registering a birth
registering for a service/account online
setting up a financial/charitable donation transaction
placing an order
giving feedback/completing a survey

- 2 Explain to students that this section focuses on typical language used in a form for a class/job. Put students in pairs to match the expressions and questions. Check the answers with the class.

Answers

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

- 3 Model the activity for students by asking the questions, then writing your own details on the board. Make sure students understand *capital letters*, the abbreviations *F (female)* and *M (male)* and *(mm) month*, *dd (day)*, and *(yyyy) year*, *delete*, and *zip code*. If necessary, review how we use the titles *Mr./Mrs./Ms.* (see TB p. 101).
Ask students to follow the instructions and write the answers. Monitor and help as necessary.
- 4 Give students time to read through the form. Check students' comprehension of *accommodations*, *dietary requirements*, and *medical conditions*.
Give students time to complete the form in class or assign it for homework. Have students exchange forms to check that their partner has filled it out correctly. If you check the students' forms, point out errors but allow students to correct them themselves.

EXTRA ACTIVITY

You can bring in copies of other forms for students to use in an interview activity. Put students in pairs and assign the role of interviewer to one student and applicant to the other. The interviewer asks the applicant questions and fills out the form. Students then switch roles and repeat the activity.

READING AND SPEAKING (SB p. 86)

Four generations of Gettys

NOTE

At the end of this section, there is a project activity on the history of a famous family. You will need to build in time for students to do some research and take notes, probably for homework. Students then give a short presentation about their chosen family to the class. In larger groups, you may need to spread out the presentations over several classes or have students give their presentations in groups.

SUGGESTION

The amount of reading and the level of vocabulary in this section are relatively challenging, so you can have students check the vocabulary for homework before the lesson (see *About the text* below).

With students who need more support, you can also ask them to look up a family tree of the Getty family and locate the four men described in this section.

ABOUT THE TEXT

The overall unit topic of life's ups and downs is reflected in a series of texts about the Getty family, who enjoyed tremendous wealth, but also suffered a number of tragedies throughout the generations. Students will probably recognize that the name Getty is synonymous with great wealth, but they may not know the details of this troubled family.

The people and places mentioned in the texts are:

Jean Paul Getty I (1892–1976) was an American industrialist who founded the Getty Oil Company. At the height of his wealth, he was ranked as the 67th richest American who ever lived. Despite his wealth, Getty was known for being a miser. Sutton Place was Getty's headquarters for his oil company. It is located near Guildford /'gɪldfərd/ in England. At the heart of the estate is a Tudor manor house built in about 1525 by Sir Richard Weston, a member of King Henry VIII's royal court.

Jean Paul Getty II (1932–2003) was one of Jean Paul I's five sons, and his mother was Ann Rork, Jean Paul I's fourth wife. She acted in a few movies during the 1920s but abandoned her career after marrying Jean Paul I in the 1930s.

Jean Paul II was married to Gail /geɪl/ Harris, a former water polo champion. They divorced in 1964, having had

four children. His second marriage was to the Dutch actress, model, and style icon Talitha /tə'liθə/ Pol. She died of a drug overdose. In 1994, he married for the third and final time, to Victoria Holdsworth, who had helped him overcome his drug addiction. He died in 2003 and is buried in Westminster Abbey in London.

Jean Paul Getty III (1956–2011) was the oldest of the four children of Jean Paul Getty II and Gail Harris. He is best known for being kidnapped at the age of 16, a trauma from which he never really recovered. He married young – at just 18, in 1974. His wife was a model, Gisela Zacher.

Balthazar /'bælθæzər/ **Getty** (1975–) is the son of Jean Paul Getty III and Gisela Zacher. He was educated at Gordonstoun /'gɔrdnzʊn/, an elite boarding school in Scotland. Getty entered the movie business in 1987 when he acted the lead role of Ralph in the movie *Lord of the Flies*. Other titles mentioned in the text include *Young Guns II* (a western about the life of outlaw Billy the Kid), *Natural Born Killers* (a black comedy), and *Brothers and Sisters* (an American prime time TV drama series).

Balthazar is married to fashion designer Rosetta Millington. They have a son, Cassius Paul, and three daughters, Grace, Violet, and June Catherine. Much was made in the tabloid newspapers of his short-lived relationship with actress Sienna Miller.

Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. With students who need more support or if you have limited time, you can preteach/review some of the following vocabulary, or assign it for homework: *tragic/tragedy* /'trædʒədi/, *dynasty*, *proof*, *oil* /ɔɪl/ (= the liquid that is used for gas fuel), *antiques*, *cheapness* ≠ *generosity*, *guest*, *sweetheart*, *drugs*, *to take control*, *disaster*, *to have something in common*, *to be kidnapped*, *ransom*, *to be released*, *citizen*, *to donate*, *buried* /'berɪd/, *childhood*, *to be expelled from school*, *cave*, *to recover*, *to have a stroke* (a sudden disabling attack or loss of consciousness caused by an interruption in the flow of blood to the brain), *to be in a coma* /'koumə/ (= a prolonged state of deep unconsciousness, often caused by severe injury or illness), *paralyzed*, *blind* (adj), *elite* (adj), *boarding school* (= a private school that provides housing and meals as well as an education), *the leading role* (in a movie), *modest*, *upbringing*.

- 1 Introduce the topic by writing *Money can't buy you happiness* on the board. Ask students if they agree with the statement, and elicit why.
Read the questions in Exercise 1 as a class. Elicit some examples from the class. Establish if these families are generally happy or not. With larger classes, students can discuss their ideas in pairs or small groups.
- 2 Read the introduction as a class. Ask students if they have heard of the Getty family. Elicit examples of the tragedies that the family has experienced or ask students to predict what these might be.
- 3 Check that students know how to read *I*, *II*, etc. (= *the first*, *the second*, etc.). Put students in pairs and give

them time to read about Jean Paul Getty I and correct the sentences. Encourage them to help each other with vocabulary or use a dictionary. With students who need more support, you can work through statements 1–6 as a class.

Check the answers. Elicit students' initial reaction to the life of Jean Paul Getty I.

Answers

- 1 Jean Paul Getty I made his money from **oil**.
- 2 He was one of the world's first **billionaires**.
- 3 He built the J. Paul Getty Museum in **Los Angeles, California**.
- 4 He used his house in England to entertain British and **Arabian** oil friends.
- 5 He was famous for his **cheapness**.
- 6 He had five wives and **five** sons.

- 4 Explain that the next text describes the life of one of Jean Paul I's sons. Check students' comprehension of the adjectives in number 1. With students who need more support, read the questions as a class and elicit possible answers. Give students time to read the text, setting a time limit of 5–10 minutes. Monitor and help as necessary, giving students the option of using a dictionary.
Have students check their answers in pairs before checking the answers with the class. Elicit students' initial reaction to the life of Jean Paul Getty II.

Answers

- 1 distant, cold, cruel. Jean Paul II rarely saw his father. He wrote to him, but Jean Paul I never answered the letters – he returned them with the mistakes underlined. Jean Paul I refused to pay the ransom when his grandson was kidnapped.
- 2 He was married three times. His first wife was Gail Harris, his childhood sweetheart. They got divorced in 1964. His second wife was a model, Talitha Pol. This also ended in disaster. His third wife was Victoria Holdsworth. She helped him overcome his drug addiction, and they were still married when Jean Paul II died in 2003.
- 3 They were both bad fathers, and they were both married several times.
- 4 Jean Paul II's eldest son, Jean Paul III, was kidnapped in Rome in 1973.
- 5 He said he had 14 other grandchildren.
- 6 The kidnappers sent Jean Paul III's ear with a note saying they would cut off the other ear if the family didn't pay.
- 7 He inherited \$2.5 billion dollars and he donated \$2.25 million to the arts.
- 8 He was living in England. He's buried in Westminster Abbey.

- 5 Explain to students that the next text describes the life of Jean Paul III. Focus students' attention on his birth/death dates and on the photos. Elicit that he died quite young and that he was in a wheelchair.
Give students time to read the text, setting a time limit of 5–10 minutes. Monitor and help as necessary, giving students the option of using a dictionary. Then put students in pairs/groups of three to discuss the tragic events of Jean Paul III's life. With students who need more support, you can write the list and discuss this section as a class.
Elicit the tragic events during the discussion and ask students who was to blame and why. Elicit opinions from the class and encourage students to ask each other questions.

Answers

Jean Paul III saw very little of his father after his parents' divorce. He had been expelled from seven schools by the age of 15. He was already taking drugs by the same age.

He was kidnapped when he was 16 and imprisoned in a cave in the mountains for five months. His ear was cut off, and his grandfather eventually paid the ransom.

Jean Paul III never recovered from the kidnapping. He went back to a life of parties and taking drugs. He became an alcoholic and drug addict and took an overdose in 1981, at the age of 24.

He had a stroke and was in a coma for six weeks. Afterwards, he was paralyzed, nearly blind, and unable to speak.

His father refused to help him, and Jean Paul III divorced his wife in 1993. He died in 2011, at the age of 54.

- 6 Explain that the final text describes the life of Jean Paul III's son Balthazar. This section also provides part of the tense review of the unit with a focus on question formation using several tenses.

Give students time to read the text, setting a time limit of 5–10 minutes. Monitor and help as necessary, giving students the option of using a dictionary.

Elicit the question and answer to number 1 as an example.

Put students in pairs to continue the activity. With students who need more support, you can check the tenses they need to use before they do the pairwork. Monitor and check for correct question formation and tense use. Write down any common errors and correct these with the class after the pairwork.

Check the answers by having students ask and answer the questions as a class. Encourage them to give full answers to reinforce the tenses. Correct any mistakes.

Answers

- 1 Where was he born? He was born in California.
- 2 What does he do? He's an actor and musician.
- 3 How long has he been working in movies? He's been working in movies since he was 12.
- 4 Has he made a lot of movies? Yes, he has.
- 5 Which TV series has he appeared in? He's appeared in *Brothers and Sisters*.
- 6 How many children does he have? He has four children.
- 7 Why did his marriage almost end? He was photographed kissing the actress Sienna Miller.

What do you think?

Read the questions as a class. Put students into pairs or groups of three to discuss their ideas. Monitor and help as necessary.

During the discussion, ask one student to summarize what the pair/group said for the class. Try to establish which Getty most of the class thinks is the most tragic and why.

Project

Read the activity as a class and elicit a few examples of families students can write about e.g., a political family, a royal family, a family from the world of business/entertainment, etc. If you have access to computers, students can do their research and take notes during class time. If not, assign the research for homework. Ask students to use some of the following headings to help them do the research and organize their notes:

Name of family

Where they are from

How they became rich

Main family members from different generations

High and low points of their lives

Predictions for the future

If appropriate, encourage students to bring some visuals or recordings to support their presentation, e.g., a family tree and photos, or an MP3 recording. If you have access to computers, students can give their talk with the support of a presentation program.

When students give their presentation, ask them to come to the front of the room (or stand up in front of their group in larger classes) and make sure the rest of the class is quiet and pays attention. Allow students to refer to their notes but don't let them read the information from a script. Encourage the class/groups to ask questions to the presenter. Since public speaking can be so difficult for most students, be sure to give plenty of positive feedback after presentations.

VOCABULARY AND LISTENING (SB p. 88)

Birth, marriage, and death

This vocabulary section practices the words associated with the three key stages of a person's life. This language is, of course, easily personalized, though care is needed not to make students feel uncomfortable by asking them to talk directly about sensitive topics.

Birth

- 1 Introduce the topic by giving an example of your own birth date and time. With students who need more support, briefly review how we say times and dates. Put students in groups of three or four to discuss the questions. Monitor and help as necessary. Elicit examples from the students in a class discussion. Establish which two students are closest in age. Correct any mistakes with times and dates.
 - 2 Focus students' attention on the pictures. Ask *What has happened to Sophie in the second picture?* (She's had her baby.) Focus students' attention on the example. Then give students time to complete the information about Sophie. Have students check their answers in pairs before checking the answers with the class. Make sure students can pronounce the words correctly. If necessary, point out the silent *g* in *weighed* /weɪd/ and check the vowel sounds in *birth* /bɜrθ/, *born* /bɔrn/, and *due* /du/.
- If appropriate, have students talk about the birth of a baby in their own family or circle of friends. Or they can talk about the baby of someone famous.

Answers

- 1 pregnant
- 2 expecting
- 3 due
- 4 birth
- 5 born
- 6 weighed

Marriage

- 3 Give an example of a wedding that you have been to or read about. Elicit other examples from the class and write a list of relevant vocabulary on the board, e.g., *bride, groom, guests*, etc.

Focus students' attention on the pictures and elicit the correct word for number 1. Give students time to complete the activity individually.

Check the answers, helping with any pronunciation problems as you go. Students may need help with *widowed* /'wɪdəʊd/ and *engaged* /ɪn'geɪdʒd/.

Ask students to use the words to talk about people that they know or public figures.

Answers

- 1 single
- 2 engaged
- 3 married
- 4 divorced
- 5 widowed

- 4 Focus students' attention on the photo of Nina and Ted. Ask *What's just happened?* (*They've just gotten married.*) *When was the photo taken?* (*In 2002.*) Tell students they are going to find out more information about Nina and Ted and their relationship. Explain that *City Hall* is a place where you can get officially married, without a religious ceremony.

Ask two students to read the two examples aloud. Put students in pairs to continue the activity. Monitor and help as necessary.

Check the answers by having students read the sentences as a class. If they disagree on the order, encourage them to help each other figure out where they went wrong and to self-correct. Elicit an explanation of *honeymoon* (a vacation taken by a couple right after their wedding).

If appropriate, ask students to use the language to talk about themselves or about someone they know. If they prefer, then can talk about a famous person or public figure. If necessary, check that students understand the difference between *wedding* (the ceremony in which two people become husband and wife) and *marriage* (the relationship between the couple after their wedding). Also, highlight the use of *get* in *get engaged/married/divorced*.

Answers

- 1 Nina and Ted started going out when they were both 17.
- 2 They got engaged two years later.
- 3 They got married in 2002 at City Hall.
- 4 They went to Venice on their honeymoon.
- 5 In 2004, they had a son, Sam.
- 6 The marriage started to go wrong.
- 7 They separated and got divorced in 2008.
- 8 Nina remarried. She married Robert, a colleague from work.
- 9 It's their anniversary today! They've been married since 2010.

- 5 **CD3 36** Tell students they are going to hear Alison talking about her life. Check the pronunciation of the names of the people linked to her. Preteach/review *twins*. Play the recording as far as ... 2006 and elicit who Ben is (Alison's husband). Play the rest of the recording all the

way through without stopping. With students who need more support, you can write prompts on the board, e.g., *married early/late? City Hall/church?*, etc.

Have students compare their answers in pairs. Play the recording again to allow students to check/complete their answers.

Elicit the differences between Alison and Nina from several students.

If appropriate, ask students if they know anyone who has gone through similar situations like Nina or Alison. You can also ask students what they think is the ideal age to get married and if Nina may have gotten married too young.

Answers and audio script

Nina met Ted when she was 17 and got married young. Alison didn't marry until she was 33.

Nina and Ted got married at City Hall in 2002. Alison got married in a church in 2006.

Alison had been engaged before, but Nina hadn't.

Nina and Ted went to Venice on their honeymoon. Alison and Ben went to Mexico.

Nina and Ted had a son in 2004. Alison and Ben had a daughter in 2007, and then twins in 2009.

Nina and Ted got divorced in 2008, but Alison and Ben are still married. She wants them to be together forever.

Ben is Alison's husband.

Mark is Alison's old boyfriend and fiancé.

Ellen is Alison and Ben's daughter.

Tessa and Tom are Alison and Ben's twins.

CD3 36 Birth, marriage, and death

I didn't marry until later in my life. I met Ben when I was 30, and we didn't get married until I was 33, that was in 2006. We got married in a church close to where my mom lives. I had been engaged before that to another man, Mark. We'd been together over ten years, since high school in fact, and I think we just got bored with each other. Ben and I had a great honeymoon in Mexico. We were away for three weeks. And soon after that, I found I was pregnant. That was Ellen, our first baby. She was born the year after we got married, and two years after that, in 2009, we had the twins, Tessa and Tom. They've been keeping us busy ever since! I'm exhausted most of the time, but they're a lot of fun. I'm really glad I married Ben. He's a great dad. I want it to be forever. My mom and dad divorced when I was just thirteen, and I don't want us to do that.

Death

- 6 Focus students' attention on the missing words and elicit the answer to number 1 as an example. Then give students time to complete the sentences. Have students check their answers in pairs before checking the answers with the class. Make sure students can pronounce the words correctly. You may need to check the vowel sounds in *died* /daɪd/, *alive* /ə'laɪv/, and *funeral* /'fyʊnərəl/.

To assess if your students feel comfortable using this vocabulary, talk about people in your own family or public figures. Have students volunteer any personal information to be sure they are comfortable talking about the topic.

Answers

- 1 alive, died
- 2 death
- 3 died of, funeral
- 4 dead, miss

SUGGESTION

You can continue the topic and recycle some of the vocabulary by asking students what they think of famous people who allow photos of their wedding and/or children to be used in celebrity magazines.

EVERYDAY ENGLISH (SB p. 89)

Good news, bad news

This section links to the topics of birth, marriage, and death on SB p. 88 and recycles some of the vocabulary. If you have time, it would be ideal to cover both of these pages in the same class. If you present them in different class periods, you can briefly review some of the key words that are recycled here (*to weigh*, *to get engaged/married*, *wedding*, *to break up*).

- 1 Introduce the topic by asking students if they have heard any good or bad news recently. As with the *Vocabulary* section, have students volunteer any bad news or personal information to be sure they are comfortable talking about the topic.

Focus students' attention on the pictures and elicit the news associated with each one.

Answers

good news

1 the birth of a baby

2 getting engaged/an engagement

bad news

3 a couple breaking up

4 someone's death

- 2 **CD3 37** Elicit the answer to number 1 for photo 1 as an example. Put students in pairs to complete conversation 1. Then play the recording and have students check their answers.

Repeat the procedure for conversations 2, 3, and 4. Check students' comprehension and correct pronunciation of some of the new items:

How are they doing? – always used in the continuous form to ask about a person's health or general situation

bridesmaid – a woman/girl who helps the bride on her wedding day

a tough time – a difficult time

What a shame! – used to show that some news makes you feel sad or disappointed

We lost ... – used as a kinder way of saying that someone died. Ask students if they can use the equivalent of *lose* in the same way in their language.

to be fond /fand/ of someone – to like and care about someone very much

to cope /koup/ – to handle a difficult situation successfully

Answers and audio script

Good news, bad news

- 1 **A** My wife **had** a baby last night.
B **Congratulations!** Was it a boy or girl?
A A boy. William James.
B How much did he **weigh**?
A Nine pounds, six ounces.
B Oh! A big boy! How are mother and baby **doing**?
A They're fine.
B That's wonderful. **Give her my love** when you see her.
 - 2 **A** Travis and I got **engaged**.
B That's **great news!** Congratulations!
A Do you like my **ring**?
B Wow! Diamonds! It's **beautiful**. When's the **wedding**?
A We're thinking next spring.
B I hope I'm invited.
A Of course you are. I want you to be a **bridesmaid**.
B Really? I'd love that. I've never been one before.
 - 3 **A** Did you hear about Brian and Josie?
B No! **What's happened?**
A Well, they've been having a **tough time** recently.
B I know, they haven't been **getting along well** at all.
A Mm. Well, they've finally decided to **break up**.
B I'm so **sorry to hear** that. What a **shame!**
A Yes, I always thought they were so good together.
 - 4 **A** We lost Grandpa last week.
B I know. Your dad told me. I'm **so sorry**. He was a **good man**. Everyone was really **fond of him**.
A He and Grandma were **together** for almost 60 years.
B That's incredible. How old was he?
A 88.
B And how's your Grandma **coping**?
A She's OK. She has her family around her.
B Well, I'm sure you all have wonderful **memories** of him.
- 3 Put students in pairs and have them choose two of the four conversations. If a lot of students choose the same ones, you may have to adapt their choice to ensure they cover all the conversations. If you have time in class, have students rehearse the lines a few times. Monitor and check for correct pronunciation and appropriate intonation for the good and bad news. If students have problems or sound flat or too brusque, play selected sections of the recording again and drill key lines as a class and individually. You may need to exaggerate the voice range when sounding enthusiastic about the good news and sympathetic about the bad. Students then continue practicing in their pairs.

Ask students to perform their conversations for the class. If you have limited time, have students learn the lines at home and perform the conversations at the beginning of the next class.

Don't forget!

Workbook Unit 11

Ex. 10 Vocabulary – Phrasal verbs

Ex. 11 Reading – The greatest rock 'n' roll band in the world

Ex. 12 Listening – My kind of music

Ex. 13 Pronunciation – Words that sound the same

Ex. 14 Just for fun!

Grammar Reference (SB p. 141)

Word list Unit 11 (SB p. 146)

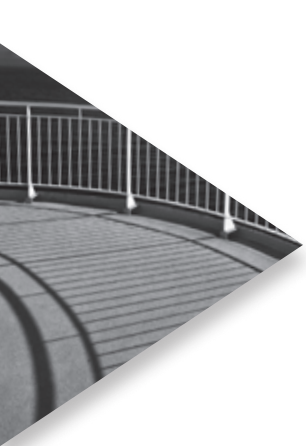
Remind your students of the Word list for this unit on SB p. 146. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 11 Test

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)



12

Just wondering ...

If + will/might/would conditionals • Prepositions
Thank you and goodbye!



Where next?

The theme of this unit is thinking about the future and what will or might happen. This provides the context for the two grammar presentations, starting with the first conditional and *might*, and moving on to the second conditional. In the *Listening and speaking* section, two people speculate about changes they face in their lives. The *Reading and speaking* section focuses on the wonders of the universe. The *Vocabulary* section focuses on prepositions, and *Everyday English* practices the language of saying thank you and goodbye. The *Writing* syllabus concludes with a focus on note-taking.

LANGUAGE INPUT

GRAMMAR

First conditional + *will* and *might* (SB p. 90)

Second conditional *if* + *would* (SB p. 92)

- Practicing first conditional forms to talk about future possibility.
- Practicing second conditional forms to talk about unreal conditions.

VOCABULARY

Prepositions (SB p. 96)

- Practicing high-frequency collocations with prepositions.

EVERYDAY ENGLISH

Thank you and goodbye! (SB p. 97)

- Understanding and practicing the language of saying thank you and goodbye.

SKILLS DEVELOPMENT

READING

Life, the universe, and everything (SB p. 94)

- An article about the wonders of the universe and how the Earth supports life.

LISTENING

When I leave school ... (SB p. 91)

What do they wish for? (SB p. 92)

He's not much good at anything! (SB p. 93)

At a crossroads (SB p. 93)

- Listening to two teenagers talking about their future. **CD3 41** (SB p. 130)
- Listening for key conditional forms. **CD3 44** (SB p. 130)
- Listening to a father talking about his teenage son. **CD3 45** (SB p. 130)
- Listening to people talking about dilemmas. **CD3 47** (SB p. 130)

SPEAKING

What do you think you'll do this weekend? (SB p. 90)

My wishes (SB p. 92)

What do you think? (SB p. 93)

Discussion (SB p. 93)

- Practicing the first conditional and *might* in a personalized way.
- Practicing the second conditional in a personalized way.
- Discussing what advice you would give to a person.
- Discussing a range of dilemmas and deciding what you would do.

WRITING

Listening and note-taking – My vision for the 21st century (SB p. 113)

- Listening to a talk and taking notes.

MORE MATERIALS

Photocopiables – Thank you and goodbye (TB p. 171) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 90)

The goal of this *Starter* is to introduce the first conditional in a context that students are familiar with.

With students who need more support, briefly review words for describing the weather, e.g., *sunny, rainy, to rain, to be hot/cold*, etc. Discuss the questions as a class or have students discuss them in small groups first. Check students' use of *will* or *going to* to give the weather forecast.

REAL POSSIBILITIES (SB p. 90)

First conditional + *will* and *might*

⚠ POSSIBLE PROBLEMS

First conditional The use of *will* to express a future fact or intention/decision made at the moment of speaking was presented in Unit 5. *Going to* for plans and Present Continuous for future were also practiced there. In this unit, the first conditional is covered along with *might* in the first grammar presentation, followed by the second conditional on SB pp. 92–93.

The concept of conditionals does not seem to cause students as much difficulty as the formation. The challenge is that there are two clauses to get right – *will* is used in the result clause, but is not used in the condition clause, even though it often refers to future time. In many languages, a future form is used in both clauses.

Common mistakes

*If it will rain, we'll stay at home.

*If it rains, we stay at home.

Speakers of Germanic languages confuse *when* and *if* because they are translated by the same word.

This section also contains examples of time clauses with *when*. This presents the same challenges as in the first conditional, i.e., a future verb form is not used in the time clause, even though it might refer to future time.

Common mistakes

*When I will arrive, I'll call you.

*When I arrive, I call you.

The use of *might* is very common in English but tends to be avoided by learners of English, who often prefer to use *maybe/perhaps* + *will* to express lack of certainty about the future, e.g.,

Maybe she will come.

Perhaps I will play tennis this afternoon.

These are not incorrect, but it sounds much more natural to say

She might come.

I might play tennis this afternoon.

- 1 **CD3 38** Focus students' attention on the photos and elicit possible activities for bad weather (e.g., *go to the movies, watch TV at home, order takeout*) and good weather (e.g., *go to the beach, have a picnic, go for a walk*).

Play the recording and have students follow in their books. Focus students' attention on the sentences with *will* and *might*, and check the difference. With students who need more support, ask *Which is more certain, "We'll go" or "We might go"*?

Put students in pairs to practice the conversation.

Monitor and check for correct pronunciation. If students have problems, drill key lines as a class and individually. Students then continue practicing in their pairs.

Answer and audio script

We'll go (will) is more certain than *We might go (might)*.

CD3 38 Real possibilities

A What are you doing this weekend?

B Mmm ... if the weather's nice, we'll go for a picnic.

A Sounds nice. Where to?

B Not sure. We might go to the park, or we might go to the river.

A Well, I'm sure you'll have fun!

- 2 **CD3 39** With students who need more support, elicit the wording for the first conversation as a class and write it on the board as a model.

Put students in pairs to practice the conversations.

Monitor and check for correct verb forms. If students have a lot of problems, write the key forms on the board and have students practice again.

Play the recording and have students compare their answers. If you think your students would benefit from further practice, refer them to **CD3 39** on SB p. 129 and put them in new pairs to read the conversations again.

Audio script

CD3 39

1 A What are you doing this weekend?

B Mmm ... if it's sunny, we'll go swimming.

A Sounds great! Where?

B Don't know. We might go to the pool, or we might go to the lake.

A Well, I'm sure you'll have a good time!

2 A What are you doing this weekend?

B Mmm, well ... if it rains, we'll go shopping.

A Sounds like a good idea! Where to?

B Not sure. We might go to Main Street, or we might go to a shopping mall.

A Well, I'm sure you'll enjoy it!

3 A What are you doing this weekend?

B Mmm ... if we have time, we'll see some friends.

A Sounds good! Where will you go?

B Don't know. We might go to a restaurant, or we might just go to a coffee shop.

A Well, I'm sure you'll have fun!

- 3 Focus students' attention on the examples. Elicit two further examples, one for good weather, and one for bad. If necessary, highlight the main stresses, e.g.,
If it's a nice day on Saturday, I'll go to the beach.
If it rains, I won't go to the beach. I might see some friends.
Put students in pairs to compare their ideas. Monitor and check for correct verb forms. Correct any common mistakes after the pairwork.

GRAMMAR SPOT (SB p. 91)

- 1 Read the first two questions as a class, then elicit the analysis of first conditional sentences and write the forms. Point out that *if* + verb can come at the beginning or the end of the sentence. Highlight the use of the comma to divide the sentence when *If* + verb comes first.

Answers

If + the Simple Present, *will/won't* + the base form

- 2 Read the notes as a class. If necessary, ask students to find more examples of first conditional sentences on SB p. 90.
- 3 Read the notes. If necessary, briefly review the form of modal verbs:
We do not add *-s* to *he/she/it* forms.
We do not use *do/does* in the question, or *don't/doesn't* in the negative.
►► Grammar Reference 12.1 and 12.2 on SB p. 142

PRACTICE (SB p. 91)

Discussing grammar

- 1 Elicit the correct verb form in number 1 as an example. Put students in pairs or small groups to complete the activity. Students may make mistakes at this point, so reinforce the rules as you check the answers.

Answers

- 1 I'll tell (refers to a real future situation)
- 2 I have (Simple Present after *if*)
- 3 I might see (refers to a future possibility = will perhaps see you)
- 4 I'll pick up (refers to a real future situation)
- 5 you get (Simple Present after *if*)
- 6 I won't say (negative form needed to fit context – the person promises not tell anyone else)

going to and might

- 2 **CD3 40** This section reviews *going to* from Unit 5 in contrast with *might*. Read the examples as a class. If necessary, highlight the main stresses in the answer, e.g., *I might go home*, or *I might go to the store*.
Put students in pairs to prepare and practice the conversations. Monitor and check for correct verb forms. Play the recording and have students check their answers.
If you think your students would benefit from further practice, put them in new pairs to ask the questions again and give their own answers. Students may need to modify the questions in places, e.g., *When are you going to see your best friend again?*

Answers and audio script

going to and might

- 1 **A** What are you going to do after school?
B I don't know. I might go home or I might go to the store.
- 2 **A** Where are you going on your next vacation?
B I'm not sure. I might go to Peru or I might go to Thailand.
- 3 **A** What are you going to study in college?
B I haven't decided. I might study languages or I might study business.
- 4 **A** What are you going to buy Jane for her birthday?
B I'm not sure. I might buy her a T-shirt or I might buy her makeup.
- 5 **A** When are you going to see your boyfriend again?
B I don't know. I might see him Friday night or I might see him Saturday afternoon.

EXTRA ACTIVITY

You can reinforce *going to* and *might* in a short and freer speaking activity. Write the following cues on the board:

- after class
- this evening
- on the weekend
- for your next vacation

Model the activity by asking questions, e.g., *What are you doing/going to do after class?*, and eliciting responses. Point out that if students are sure, the answer is *I'm going to ...* or *I'm ... -ing ...*. If students aren't sure, the answer is *I'm not sure/I don't know. I might ...*

Put students in pairs to ask and answer the questions.

When I leave school ...

- 3 **CD3 41** This section highlights the use of the Simple Present in time clauses with *when* (see *Possible problems* on TB p. 149). Focus students' attention on the photos and read the instructions as a class.

Play the recording once all the way through and elicit who knows what they want to do and who isn't sure. Say *Tara's going to ...* and elicit more information about Tara's plans. Then say *Ben might ...* and elicit more information about what Ben says. Play the recording again if students missed any of the details and elicit further answers.

Answers and audio script

Tara knows what she wants to do. Ben isn't sure.

Tara's going to take a few weeks of vacation. She's going to see her brother in Florida. Then she's going to college. She's going to study economics. She hopes to get a good job and earn lots of money.

Ben might go to work for his father in his store, but that's not very interesting. Or he might go traveling with his friend, but he doesn't have much money. So he might get a job in a coffee shop and save some money. He's pretty good with computers, so he might take a class in computer programming.

CD3 41 Tara and Ben

1 Tara

When I graduate from high school, first I'm going to take a few weeks of vacation. I'm going to see my brother in Florida. Then I'm going to college. I'm going to study economics. If I do well in college, I'll get a good job and if I get a good job, I'll earn lots of money! I hope so anyway!

2 Ben

I'm not very good at decisions. I don't really know what I want to do. I might work for my father. He has a store, but that's not very interesting. Or I might go traveling with my friend James. The problem is that I don't have much money. So I might get a job in a coffee shop and save some. I'm pretty good with computers, so I might take a class about computer programming. Who knows?

- 4 Ask *What do you think Ben has decided to do?* Read the instructions as a class to check the answer. Have a pair of students read the beginning of the conversation. Elicit the wording with the next prompt and a possible answer, e.g., *But what will you do if you don't like the food?*
I'll eat pizza and pasta! There's Italian food everywhere!
Drill the pronunciation as necessary. With students who need more support, you can have them practice the conversation as a class before practicing again in closed pairs.
Put students in pairs to practice the conversation. Monitor and check for accurate use of the first conditional and correct pronunciation. If students have problems, drill key lines as a class and individually. Students then continue practicing in their pairs.

Advice and warnings

- 5 **CD3 42** This section highlights the functional use of first conditional sentences. If possible, translate the heading or have students check the meaning of *advice* and *warning*.
Preteach/review *pills*, *junk food*, *to get fat*, and *electric shock*. Focus students' attention on the pictures and elicit who is speaking. Elicit the missing verbs for number 1. Then give students time to complete the activity, working individually.
Play the recording and have students check their answers. If appropriate, elicit what type of sentence each one is (1 advice, 2/3/4/5 a warning).

Answers and audio script

- 1 a doctor and patient
- 2 a father and son
- 3 parents and their daughter
- 4 a husband and wife
- 5 a mother and son

CD3 42 Advice and warnings

- 1 If **you take** these pills, **you'll feel** better.
- 2 If **you eat** junk food, **you'll get** fat.
- 3 You'll fail **your** exams if **you don't do** your homework.
- 4 Careful! If **you touch that**, **you'll get** an electric shock!
- 5 If you **don't go** to bed now, **you'll** never get up on time!

ADDITIONAL MATERIAL

Workbook Unit 12

Ex. 1–3 First conditional

Ex. 4–5 *Might*

DREAMS AND WISHES (SB p. 92)

Second conditional *if + would*

POSSIBLE PROBLEMS

This section builds on the presentation of the first conditional in the previous section. As stated earlier, the concept of conditionals seems to cause less difficulty than the form. There are two common problems with this area:

- 1 The tenses used in the main clause and *if* clause do not always seem logical. Past forms are used but do not refer to past time.
- 2 The structural patterns are difficult for students in speaking and writing.

The use of a past tense in the *if* clause to express an unreal present or improbable future often seems strange to students, especially because in many languages, unreality is expressed by separate subjunctive verb forms.

Common mistake

**If I would live in the country, I would have a dog.*

The subjunctive has largely disappeared from English, but it remains in the use of *were* in both singular and plural forms of the verb *be* in the second conditional, e.g.,

If I were rich, I'd buy a new car.

If I were you, I'd go to the doctor.

If he were here, he'd know what to do.

However, this seems to be disappearing these days, and it is common to hear people say *If I was rich, ...*, etc.

The contraction of *would* to *'d* can also be a problem, not only in terms of pronunciation, but also because *'d* can also be a contraction for the auxiliary *had*.

- 1 Focus students' attention on the picture of the genie and check pronunciation /'dʒɪni/. Ask *Where can you read about a genie?* (in fairy-tales or traditional Arabian folk tales) and *What can he do?* (he can grant (give) wishes and make them come true). Traditionally, the genie is shown as trapped in a bottle or oil lamp. He grants wishes to anyone who rubs the bottle/lamp and makes him appear.
- 2 **CD3 43** Focus students' attention on the photo and ask them to say how old they think Lily is. Play the recording and have students follow in their books. Ask students what Lily wishes for.

Answer and audio script

Lily would love to have a baby brother.

CD3 43

I'd love a baby brother. If I had a baby brother, I would play with him all the time. We'd have a lot of fun. I'd be so happy! I wouldn't ask my mom and dad for anything else!

- 3 **CD3 43** Ask the questions and check the answers as a class.

Play the recording and have students repeat, sentence by sentence. Drill the sentences with the second conditional as a class and individually. Check that students understand that *'d* is the contraction of *would*.

Answers

No, she doesn't.

If I had a baby brother, I would play with him all the time.

They'd have a lot of fun.

She'd be very happy.

Because she wouldn't ask them for anything else.

- 4 **CD3 44** Focus students' attention on the photos of Sam and Annie. Ask *What do you think they wish for?* and elicit possible examples, e.g., *Sam might want to be good at sports. Annie might want more free time.*

Preteach/review *captain, to wake someone up, and heaven.*

Focus students' attention on the example and play the recording as far as *soccer*. Elicit the second verb form. Then play the recording to the end and have students complete what Sam and Annie say. With students who need more support, you can pause the recording after each key sentence.

Check the answers with the class. If necessary, drill the sentences with the second conditional as a class and individually.

Answers and audio script

CD3 44 Sam's Dream

I'd like to be taller. If I **were** taller, I'd **be** on the travel team for soccer. And if I **played** really well, I'd **be** captain. And then if I **practiced** really hard, maybe one day I **could play** professional soccer! My dad **would be** so proud of me!

Annie's Dream

I have two kids. I love them, but I never have any time to myself. If I **had** a free weekend, I'd **stay** in bed all day. I'd **read** magazines and watch TV. Then I'd **sleep** all night and my children **wouldn't wake** me up. Heaven!

- 5 Focus students' attention on the example about Sam. Elicit the complete sentence. Put students in pairs to talk about Sam and Annie. Monitor and check for correct use of the second conditional. If students have problems, elicit more examples as a class and drill the sentences as necessary. With students who need more support, you can practice this section as a class and then have students write the sentences as reinforcement.

Answers

Sam isn't tall. If he were taller, he'd be on the travel team for soccer. If he played really well, he'd be captain. Then if he practiced really hard, maybe one day he could play professional soccer. His dad would be so proud of him.

Annie never has any time to herself. If she had a free weekend, she'd stay in bed all day. She'd read magazines and watch TV. Then she'd sleep all night, and her children wouldn't wake her up.

GRAMMAR SPOT (SB p. 92)

- 1–3 Go through the notes and questions with the whole class to establish the form and use of the second conditional. Make sure students understand that *were, trained, had*, etc. don't refer to past time. For point 3, explain to students that it is acceptable to use either *was* or *were* in the sentences, although *were* is considered preferable, especially in more formal writing or speaking.

Answers

- 1 If + the Simple Past, *would (d)* + the base form
- 2 The first sentence describes the real world. The second is imagined. The first sentence, which uses the first conditional form, is more probable.

►► Grammar Reference 12.3 on SB p. 142

My wishes

- 6 Give three examples of your own wishes, e.g., *I'm not very athletic. If I were athletic, I'd run a marathon.*

Give students time to write their examples. Monitor and help as necessary. Have students exchange examples and say what they would do. Monitor and check for correct use of the second conditional. Write down any common errors and correct these after the pairwork.

Have students report back about their partner. Establish what the most common wish is and what students would do.

PRACTICE (SB p. 93)

Discussing grammar

- 1 This controlled exercise highlights the difference between first and second conditional. Preteach/review *win the lottery, wallet, and to get stuck in traffic*. Elicit the correct forms for number 1 as an example. With students who need more support, go through the exercise and check which type of conditional students need to use. Ask students to ask *Is this possible and probable?* about each sentence to help them decide which sentences are first conditional.
- Give students time to complete the activity, working individually. Then have students compare their answers with a partner before checking the answers with the class. Encourage students to read the sentences in a connected way and not to divide the clauses with a long pause. Drill the sentences as necessary.

Answers

- 1 If I **won** the lottery, I'd **give** all the money to you.
- 2 If you **go** out, **will** you **get** me a newspaper?
- 3 If I **found** a wallet on the street, I **wouldn't keep** it.
- 4 If I **find** your book, I'll **give** it back to you.
- 5 "I'm going to drive to the city today."
"I **wouldn't do** that if I **were** you. You might get stuck in traffic. Take the train instead."

- 2 Focus students' attention on the chart and explain that they need to make the most natural-sounding sentences possible. Elicit one or two examples. Then put students in pairs to continue the activity. Monitor and check for correct use of the second conditional. If students have problems, elicit more examples as a class and drill the sentences as necessary. Check the answers with the class. Again, encourage students to read the sentences in a connected way and not to divide the clauses with a long pause.
- As an extension, you can have students write out the sentences. Point out that the sentence parts can be reversed, with the main clause before the *if* clause, e.g., *I'd accept the job if I were you*. Remind students that there is no comma when using this order.

Sample answers

If I were the president, I'd travel the world./I'd work for world peace./I'd tell the truth.
If I were you, I'd tell the truth./I'd accept the job./I wouldn't accept the job./I'd ask the teacher.
If I were a millionaire, I'd travel the world./I'd help you.
If I had the answer, I'd tell you./I wouldn't tell you./I'd help you.
If I had the time, I'd travel the world./I'd help you.
If I knew the answer, I'd tell you./I'd help you.
If I didn't know the answer, I'd ask the teacher.

He's not much good at anything!

- 3 **CD3 45** Elicit the typical things that annoy parents about their teenage children, e.g., money, housework, how they dress, etc. Focus students' attention on the photo of Tony and his dad and read the instructions. Preteach/review *to look well dressed*, *ambitious*, *noon*, and *to shave*. Play the recording as far as *clothes* and write the notes for the first part of the chart. Play the recording to the end and check the notes to complete the rest of the chart.

Answers and audio script

Money	doesn't have any money
Clothes	can't buy new clothes
Work	hasn't had job since he graduated from school
Lazy	doesn't get up until noon, doesn't shave, doesn't shower often
Girlfriend	doesn't have a girlfriend

CD3 45 He's not much good at anything!

Well, he's not much good at anything. He hasn't had a job since he graduated from school ... so he doesn't have any money ... so he can't buy any new clothes. He never looks well dressed. And he doesn't know what kind of job he wants. He's not ambitious at all so he doesn't apply for jobs at all. I think the problem is that he's lazy. He doesn't get up until noon. And he doesn't shave. He doesn't even shower often. He doesn't look good. Maybe that's why he doesn't have a girlfriend. He's useless!

- 4 **CD3 46** This section reinforces the form of the second conditional. Elicit the sentence from the first prompt as an example. Give students time to complete the activity, working individually. Then have students compare their answers with a partner before playing the recording as a final check.

Answers and audio script

CD3 46 If Tony had a job, ...

If Tony had a job, he'd have money.
If he had money, he could buy some new clothes.
If he had some nice clothes, he'd look more well dressed.
If he were a little more ambitious, he would apply for more jobs.
If he weren't so lazy, he'd get up before noon.
If he shaved and showered more, he'd look better.
If he looked better, he might get a girlfriend and that would help him a lot.

SUGGESTION

You can provide further practice of the second conditional by having students talk about a person with problems similar to Tony's. The person can be real or imaginary, or students can talk about themselves if they are comfortable doing so. Put students in pairs to talk about the person, e.g., *If she were more hard-working, she'd get better results*. Students can also offer advice to the person, e.g., *If I were (you/your friend), I'd ...*

ADDITIONAL MATERIAL

Workbook Unit 12

Ex. 6–7 Second conditional

Ex. 8 First or second conditional?

LISTENING AND SPEAKING (SB p. 93)

At a crossroads

ABOUT THE LISTENING

This skills section continues the theme of wondering about the future with a focus on two people who are at a crossroads in their life. This also provides the opportunity for further practice of the second conditional and *might*.

The section opens with a brief activity on what it means to be at a crossroads in life. Students then listen to two people, Jimmy and Fiona, talking about their lives and answer specific information questions. The second listening activity tests students' understanding of the main idea with two short monologues given by Jimmy and Fiona a year later. Fluency practice comes in the form of a discussion on a range of dilemmas.

Some of the vocabulary is new, so be prepared to preteach/review the following items: *to be in a band*, *to get a recording contract*, *to drop out of college*, *to go on tour*, *to have a career*, *to go crazy* (= to be very angry about something), *to regret something*, *to hit it big*; *to have boyfriend trouble*, *to break up with someone*, *heart-broken*, *to encourage someone*.

- 1 Introduce the topic by focusing students' attention on the crossroads sign and create interest by asking the question to the whole class. Elicit examples from the class that students are comfortable talking about.

Answers

A crossroads is literally where two roads cross each other. A crossroads in life is a time when you must choose which direction to take in life. Examples include choosing which college to go to after high school, getting a first job, choosing who to marry, moving to a new house, changing careers, having children, deciding what to do when you retire.

- 2 **CD3 47** Focus students' attention on the photos of Jimmy and Fiona. Ask *How old do you think they are? What sort of "crossroads" choices might they have to make?* Elicit a range of ideas from the class.

Read the questions as a class. Give students a few minutes to think about possible answers.

Explain that students are going to hear Jimmy talking to his friend Amy, and Fiona talking to her friend, Jenny. Play the recording of Jimmy and Amy as far as *And you can't do both. Is that it?* and elicit the answer to the first question about Jimmy. Play the rest of the recording without stopping and have students write their answers. With students who need more support, you can play just the first conversation and check the answers, and then repeat for the second.

Put students in pairs to compare their answers. Play the recording again if necessary to allow students to complete/check their answers.

Check the answers with the class.

Answers and audio script

Jimmy

- 1 Jimmy is at college, but he's also in a band. His band has just gotten a recording contract.
- 2 Jimmy and the two other people in the band.
- 3 Jimmy can either continue with his classes or drop out of college to try and be a success with the band.
- 4 Staying at college
pros: Jimmy's enjoying the classes, he would have a career.
cons: He would miss his big chance.
 Dropping out
pros: The band might go on tour to Europe or South America.
cons: The band might not be a success; he wouldn't have a career.
- 5 If Jimmy stayed at college, he would regret not giving the band a chance. If he dropped out, his parents would be angry.
- 6 Amy suggests Jimmy tries to make a success with the band.

Fiona

- 1 Fiona is having boyfriend trouble.
- 2 Fiona, her boyfriend, Sam, and a man at Fiona's work, Frank.
- 3 Fiona can either stay with Sam, or break up with him and go out with Frank.
- 4 Staying with Sam
pros: Fiona really likes Sam.
cons: Fiona would be unhappy.
 Going out with Frank
pros: He would make Fiona happy.
cons: Sam would be heart-broken.
- 5 If she didn't say anything to Frank, he might go out with someone else. If she doesn't tell Sam how she feels now, it might be worse later.
- 6 Jenny suggests Fiona waits and doesn't encourage Frank. She also thinks Fiona should talk to Sam first.

CD3 47 At a crossroads

1 Jimmy's problem

J = Jimmy A = Amy

- J** Amy, can I talk to you for a minute?
A Sure. What about?
J Well, you know I'm in my first year of college. I enjoy the classes. And I love what I'm studying — physics — but ...
A I was waiting for a but!
J Yes, you're right! But I'm also in a band. There are three of us, and we've been playing together for a couple of years, and we just got a recording contract, which is something we've been trying to get for a long time.
A And you can't do both. Is that it?
J Exactly! The other guys want me to drop out of college. If the record was a success, we'd go on tour. We might go to Europe

for three months, or we might even go to South America! That would be amazing!

- A** But if you dropped out of college and the band wasn't a success, then what would you do?
J Well, that's the problem! But if I don't give the band a chance, I'll regret it for the rest of my life! This is our one big chance!
A But if the band doesn't work, you won't have a career.
J And my parents would go crazy! Help me, Amy! What do I do?
A Well, I think you should give the band a try. If it doesn't work, it's not the end of the world. You could always go back to college. And you might hit it big in the music business!

2 Fiona's problem

F = Fiona J = Jenny

- F** Jenny! You have to help me!
J What is it? Are you all right?
F Yes, I'm fine, but I'm having boyfriend trouble.
J What, with Sam? I thought you two were fine?
F We are, sort of. I really like Sam. We've been going out for over a year, and we do things together, but ...
J But, but ...
F But ... I met this guy at work, and he asked me out, and I don't know what to do!
J Wow! This is so sudden!
F Well, not really. The thing is, everyone thinks that Sam and I are a couple and we're going to get married. But for me, Sam is more like a brother! I can't marry him! If I married Sam, I'd be so unhappy! But if I broke up with him, he would be heart-broken! I don't know what he'd do.
J Well, it sounds like you have to say something. If you don't tell him now, it might be worse later. Who's this man at work?
F Well, he's really nice. His name's Frank. He's my age, and he's very good-looking. We work together, and he makes me laugh. He isn't pushing me to go out with him, but ...
J But you'd really like to. I know.
F And if I don't say anything to him, he might think I don't like him. So what do I do?
J Well, if I were you, I wouldn't say anything to this guy at work yet. Be nice to him, but don't encourage him.
F But he might go out with another girl!
J If he started going out with another girl, then you'd know what kind of man he was. If he likes you, he'll wait. But you have to talk to Sam ...

What do you think?

Focus students' attention on the example and elicit possible endings. Also elicit an example for Fiona.

Put students in pairs to discuss what they advise in the different situations. Monitor and check for accurate use of the second conditional.

In a class discussion, elicit advice for Jimmy and Fiona from students. If appropriate, ask students to choose the best piece of advice for Jimmy and for Fiona.

- 4 **CD3 48** Tell students they are going to hear Jimmy and Fiona a year after their conversations with their friends. Ask *Did they make the right decision?* Play the recording once all the way through and check the answers with the class. Elicit any other information students learned about Jimmy and Fiona.

Answers and audio script

Jimmy made the right decision because his band has been successful. Fiona also made the right decision because Sam also thought they were like brother and sister, but it didn't work out with Frank because he was already engaged.

CD3 48 A year later

Jimmy

Well, we made a record, and we went on tour in Japan, and the band's doing OK! We're not rock stars yet, but we've had one or two hits, and we're well-known in some parts of the world. We haven't been to Australia yet, but we hope to soon.

And my parents have been OK. Well, my mother has. My father keeps saying, "When are you going to get a real job?" but he doesn't approve of anything I do, so that's nothing new.

Fiona

Well, I told Sam, and as a matter of fact, he was fine about it! He also said that he thought we were more like brother and sister! I was kind of upset that he wasn't more upset! Anyway, he was all right about it. And of course, all our friends said that they had seen this all along ...

So I broke up with Sam, and it didn't work out with Frank at all. It turned out that he was engaged, and he was just being friendly with me. So I got the situation completely wrong! Never mind. I'm single, but that's fine. I'll just see what happens.

Discussion

Preteach/review *dilemma*, *to fall in love*, *to give someone praise*, *the press*, *lie* (n = not the truth). Put students into groups of three or four and refer them to the situations on SB p. 153. You can structure the activity by giving each student in the group two or three of the dilemmas. One student in each group must lead the discussion about their dilemmas, making sure that everyone in their group has a chance to speak, and taking a few notes. Monitor and check for correct use of the second conditional. Write down any common errors for correction after the groupwork.

In a class discussion, students report what their group decided about each situation.

EXTRA IDEA

Ask each group to think of two or three dilemmas for the rest of the class to discuss.

READING AND SPEAKING (SB p. 94)

Life, the universe, and everything

SUGGESTION

The vocabulary in this section is relatively challenging, so it's a good idea to have students go over the vocabulary for homework before the class (see *About the text* below). In monolingual classes, especially if you speak the students' first language, you can have students translate the more science-based vocabulary.

ABOUT THE TEXT

There has been great interest in understanding more about the universe in recent years, and this text is representative of the popular science material that is available to the general reader. The text has been carefully structured to review and reinforce the second conditional and also passive forms.

Students start by thinking about their own concept of time and then take a short quiz on time and the universe. A discussion activity allows students to respond to the theme of the text in a more personal way.

See *Suggestion* above about vocabulary. The text contains the following science-based language that students may need help with:

Numbers: *million* (one thousand thousand), *billion* (one thousand million), *trillion* (one million million)

Astronomy: *universe*, *infinite*, *solar system*, *galaxy*, *gravity*, *to rotate*, *axis*, *angle*, *observable*, *to expand*, *to explode*, *to collapse*

Earth: *homo sapiens* (the scientific name for the type of humans that exist today), *to support life*, *(solar) radiation*, *ocean*, *to evaporate*, *atmosphere*, *hemisphere*, *precious*

Materials and gases: *rock*, *metal*, *hydrogen*, *helium*

Students need to talk about the planets so you may need to help with pronunciation: Mercury /'mɜːkɪjəri/, Venus /'vɪnəs/, Earth /ɜːθ/, Mars /mɑːz/, Jupiter /'dʒʊpətər/, Saturn /'sætərən/, Uranus /'jʊrənəs/, Neptune /'neptʊn/.

- 1 This first activity serves as an introduction to the theme of the text and helps students think about their own perception of time. Have the class close their eyes and time one minute. Ask students if that seemed like a long time to them, and what they consider to be a long time.
 - 2 Check that students understand the difference between *million* and *billion* (see *About the text*). Also check students' pronunciation of *universe* /'jʊnəvɜːs/ and *Earth* /ɜːθ/.
- Put students in pairs to discuss the statements and choose what they think are the correct dates. Elicit a range of answers from the class before having students check their answers at the bottom of SB p. 94. Ask students what they found surprising about the answers.
- 3 Give students time to read the introduction. With students who need more support, read it as a class and check the answers. If necessary, check the stress on *infinite* /'ɪnfənət/.

Answers

- 1 The universe is probably infinite, which means there is no end to it.
 - 2 The timescales are enormous. To humans, 2,000 years is ancient history, but the universe is 13.7 billion years old.
- 4 Check pronunciation of the key words in number 1 of *Part 1*: *rotation* /rou'teɪʃn/, *angle* /'æŋɡl/, *atmosphere* /'ætməs,fɪr/. With students who need more support, you may want to help with the text section by section and check the answers after each one. Otherwise, have students read the whole text and discuss their answers in pairs after they have read each section. Encourage them

to help each other with vocabulary or use a dictionary. Monitor and help as necessary. Also check for correct use of the second conditional as students discuss their answers.

Answers

Part 1

- 1 The Earth is the perfect distance from the sun.
Rotation means that the Earth's surface is warmed and cooled once a day, every day.
The angle to the sun gives the Earth its seasons.
70% of the Earth is covered in water.
The Earth's atmosphere blocks harmful radiation but it allows enough heat from the sun to warm the planet.
The Earth is the right size.
- 2 If the Earth were closer to the sun, the Earth would be too hot and the oceans would evaporate. If it were further from the sun, it would be too cold and the Earth would be covered in ice.
If the Earth didn't rotate, one side of the planet would be permanently hot, and the other cold.
Without seasons, the weather on Earth would be too extreme.
If there were no water, there would be no life.
If the Earth were bigger, gravity would be much stronger and we wouldn't be able to move. If the Earth were smaller and gravity were weaker, it wouldn't hold our oceans.
If the Earth's atmosphere were different, it might not block the harmful solar radiation or allow enough heat from the sun to warm us.

Part 2

- 3 Our solar system consists of the sun and eight planets and some moons. They are connected to the sun by gravity.
- 4 The four smaller planets (Mercury, Venus, Earth, and Mars) are made of rock and metal. The two largest planets (Jupiter and Saturn) consist of mainly hydrogen and helium gases. The two planets furthest from the sun (Uranus and Neptune) consist of ice.
- 5 Travel about half way out from the center of the galaxy.
- 6 There are between 100 and 400 billion stars in the Milky Way.
- 7 There are more than 170 billion galaxies in the observable universe.

Part 3

- 8 The sun will continue to burn until it uses all its supply of hydrogen. Then it will explode and become a red giant. Some scientists think that the universe will continue to expand. All the stars will burn out and it will become dark. The temperature will drop to zero and after that there will be nothing. This will happen when the universe is 100 trillion years old.
- 9 There is only a very short time in the early years of the universe when life is possible. That time is now and it is very precious.

What do you think?

Read the questions as a class and give students a few minutes to think about their answers. Have a class discussion and encourage students to give reasons for their answers.

SUGGESTION

If your students are interested in the topic, you can have them revisit the text and look at all the numbers used (in numbers and words). Students can do this in groups of three, taking a section of the text each, and then asking their classmates what the numbers refer to.

WRITING (SB p. 113)

Listening and note-taking – My vision for the 21st century

This final *Writing* section practises the important study skill of note-taking during a talk or lecture. Students are shown two ways of taking notes – one more text-based and the other in the form of a diagram.

ABOUT THE LISTENING

This section continues the overall unit theme of thinking about the future and links to the *Reading and speaking* section by taking a popular science approach. The recording is in the form of a two-part talk given by a scientist on his vision of the future. Students listen to the first part of the talk and see how much they can understand, and then reconstruct the talk from handwritten notes. They are introduced to the conventions of note-taking and shown two different styles, before practicing taking notes themselves in the second part of the activity.

Some of the vocabulary is new and of a light scientific nature so be prepared to preteach/review the following items: *optimistic* ≠ *pessimistic*, *life expectancy*, *DNA* (deoxyribonucleic acid: a chemical substance that contains genetic information found in all living cells), *microchips*, *environment*, *earthquake*, *volcano*, *disease*, *liver*, *kidney*, *heart*, *lung*, *spare parts*, *resources*, *global*, *cruel*, *to wage wars*, *wisdom*.

- 1 **CD3 49** Focus students' attention on the photo. Ask *Who is he and what is he doing?* (*Professor Igor Petrov and he's giving a talk/lecture*).

Read the instructions as a class and have students predict the type of things the professor may talk about, e.g., the environment, the economy, technology, etc.

Ask students to cover the sets of notes at the bottom of the page. Tell them not to worry if they don't understand every word, and just to focus on picking out three main points.

Play the recording once all the way through without stopping. Give students time to write down the three points. Elicit a range of answers from the class. Encourage students to help and add to each others' ideas during the discussion.

Audio script

CD3 49 My vision for the 21st century

Part 1

Generally, I am optimistic about the future. If you go back to the beginning of the 19th century, most Americans lived for only about 50 years. Nowadays life expectancy is nearly 80 years. This is because of great improvements in healthcare and technology. There's no reason why this won't continue far into the 21st century. The world has changed so much in the last 20 years – we have DNA, microchips, and the Internet. We must teach people to use this new technology. I believe that one day everybody will have computers and access to the Internet. For over 2,000 years we have tried to understand our environment. Now we are beginning to control it as well. We are learning how to control the weather and one day will learn to control earthquakes and volcanoes. Eventually illness and disease will not exist because we will build new body parts – new livers, kidneys, hearts, lungs – like spare parts for a car.

People say world population is an increasing problem, but if people become more educated and richer, they won't need or want to have so many children and the population of many countries will decrease.

I believe that one day there will be a world government because the resources of the world will have to be managed at a global level. We need to make global decisions. We already have a world language called English, and there is now a worldwide communication system called the Internet.

- 2 Focus students' attention on the sets of notes. Explain that they are for the first part of the professor's talk, in which he talks about feeling optimistic about the future. Give students time to read through the notes. Point out the use of symbols to link ideas, e.g., an arrow to show a range of numbers, equals sign (=) to show the result of something, and a plus sign (+) to replace *and*. Elicit an example from the notes on *life expectancy*. Then put students in pairs to continue the activity. Monitor and help as necessary. Don't expect students to reproduce the wording of the talk very accurately – it's enough for them to present and link the main ideas.

Ask students which set of notes they prefer and have them explain why.

- 3 **CD3 50** Tell students that the professor continues his talk with a focus on why he feels pessimistic about the future. Again, have students predict the type of things the professor may talk about, e.g., problems in the world, etc. Ask them to choose which set of notes they want to use and reassure them that the second part of the talk is shorter than the first, with just four main points. Remind them of the use of the symbols and also highlight the spacing and underlining in Student 1's notes.

Play the recording once all the way through and see how well students work with the note-taking. Play it a second time to have students check/complete their answers. With students who need more support, you may need to play selected sections again.

Audio script

Part 2

I do have some reasons to be pessimistic. I think people will remain fundamentally the same. There will always be stupid people as well as intelligent people. There will always be cruel people who want to fight and wage wars. There will be people who don't understand that we have to take care of our world, our forests, our oceans, our atmosphere. There will certainly always be people who think that money is everything. We have the technology, but we need the wisdom to go with it.

- 4 **CD3 50** Put students in pairs to compare their notes. You can have them reconstruct the second part of the talk from their notes.

Play the recording again and have students write a set of notes on the board as a final check. Remind students that they can continue to use these note-taking techniques for summarizing key points in a listening activity or reading text.

Sample answers

Pessimistic

people will remain the same:

- stupid people + intelligent people

- cruel people = fight wars
- always people who don't understand – have to take care of our world
- people who think that money = everything; have technology but need wisdom

VOCABULARY (SB p. 96)

Prepositions

This final *Vocabulary* section focuses on prepositions in a variety of contexts, including prepositions following nouns, adjectives, verbs, and in phrases with preposition + noun, e.g., *by accident*.

SUGGESTIONS

- This section provides an opportunity for dictionary work. If you think your students won't all have their own dictionaries, or if you want students to all use the same edition, you will need to provide a class set for students to work from. Students with access to computers can also work from an online dictionary.
- If appropriate, you can have students do all of the exercises in this section as a competition, working in pairs and referring to a dictionary to help them. The first students to complete all the activities correctly are the winners.
- Have students record the preposition use that they have problems with in their vocabulary notebook. Encourage them to write a personalized sentence with each of the prepositions to help them remember the correct use.

Read the notes on prepositions as a class. Elicit how each preposition is used:

connected to – adjective + preposition

by gravity / on a date / with Alice – preposition + noun

- 1 Explain that there are a lot of mistakes with the prepositions in this exercise. Many of the sentences have been taken from earlier units. Students need to increase the score from 0 to 10. Elicit the correct preposition for number 1. Then put students in pairs to complete the activity. With students who need more support, you can identify the preposition in each sentence first.

Check the answers with the class. You can have students write the sentences in full in order to reinforce the correct prepositions.

Answers

- 1 Are you interested **in** art?
- 2 I called **to** Peter, but he didn't answer.
- 3 I arrived **in** Toronto last week.
- 4 It depends **on** the weather.
- 5 She's married **to** James.
- 6 I'm looking **for** a pair of size 6 jeans.
- 7 Did you pay **for** the meal?
- 8 I'm reading a novel **by** John Steinbeck.
- 9 I worked **as** a waiter.
- 10 If you have a problem, ask **to** the teacher.

- 2 **CD3 51** Preteach/review *starving* and elicit the answer to number 1 as an example. Give students time to complete the sentences. Then play the recording and have students check their answers. Have students read the sentences aloud. If necessary, check pronunciation of *purpose* /'pərpəs/ and *business* /'biznəs/.

Answers and audio script

Prepositions

- 1 It wasn't an accident. She broke it **on purpose**.
 - 2 What's **for dinner**? I'm starving.
 - 3 He isn't in the office this week. He's away **on business**.
 - 4 When you go, keep **in touch** with me via email.
 - 5 Transportation workers are **on strike** for better pay.
 - 6 I don't need other people. I like being **by myself**.
- 3 The focus of this section is common collocations of noun + preposition. Preteach/review *recipe*, *central air-conditioning*, *damage* /'dæmɪdʒ/, *butterflies*, and *cure*. Elicit the answer to number 1 as an example. Give students time to complete the sentences, and then check the answers with the class.
- As an extension, you can have students use three or four of the collocations in a series of sentences or a short anecdote.

Answers

some information **on/about** Seoul
a recipe **for** paella
be in love **with** the girl next door
a book **about** butterflies
a problem **with** my central air-conditioning
a lot of damage **to** a building
a meeting **with** your boss
a check **for** \$100
a cure **for** cancer
the difference **between** two cultures

- 4 The focus of this section is common collocations of adjective + preposition. Preteach/review *spider*, *to be used to something*, and *skyscraper*. Elicit the answer to number 1 as an example. Give students time to complete the sentences, and then check the answers with the class.
- As an extension, you can have students change the information to make the sentences true for them.

Answers

1 I'm **afraid of** spiders. I can't even look at them.
2 Dave is very **good at** cooking. He makes amazing meals.
3 Why are you **angry with** me? What did I do to annoy you?
4 I found the city noisy at first, but I'm **used to** it now.
5 New York is **famous for** its skyscrapers.
6 They're late. Where are they? I'm **worried about** them.
7 I'm very **different from** my sister. She's very smart, and I'm not.

- 5 The focus of this final section is common collocations of verb + preposition(s). Focus students' attention on the examples. Then give students time to write their sentences or questions. Monitor and help as necessary.
- Elicit a range of sentences and questions from the class.

Sample sentences/questions

What podcasts do you listen to?
Who are you waiting for?

I've been looking for a new job./Why are you looking at me like that?
She's been talking to her friends on Skype./I didn't understand what they were talking about.
What did you think of the movie?/I'm thinking about moving to Brazil.
Don't laugh at him./What are they laughing about?
Who does this cell phone belong to?
I don't believe in ghosts.
Why don't you agree with me?/Everyone agreed on the date.
Please don't worry about your exam.
Why don't you ask for a raise?/I didn't ask about his new job.

ADDITIONAL MATERIAL

Workbook Unit 12

Ex. 11 Vocabulary – Prepositions

EVERYDAY ENGLISH (SB p. 97)

Thank you and goodbye!

This final section reinforces and extends some of the language students practiced in Unit 1.

- 1 Focus students' attention on the photos. Ask students where and who the people are in each one. Also ask what students think the people are saying *thank you* for in each situation.
- Put students in pairs to complete the conversations with the words and phrases. With students who need more support, you can go through the vocabulary for each conversation first. Monitor and help as necessary.
- 2 **CD3 52** Play the recording, pausing after each conversation for students to check their answers.
- Put students in pairs to practice the conversations. Monitor and check for correct pronunciation. If students have problems or sound flat, drill key lines as a class and individually. Students then continue practicing in their pairs.

Answers and audio script

- 1 two friends at home
- 2 two friends at home
- 3 two friends at the airport
- 4 a couple and their friend outside the couple's house
- 5 two friends at the train station
- 6 two students and a teacher in a classroom

CD3 52 Thank you and goodbye!

- 1 **A** Well, it's late. I have to **be going** now. Thank you **so much** for a wonderful evening.
B My **pleasure**!
A And the food was delicious!
B I'm **glad** you liked it. I hope you get home all right. Bye!
A Bye! And thanks again!
- 2 **A** Thank you so much! It was so **nice** of you.
B You're welcome.
A I'm so **grateful** for all your help.
B Don't **mention** it!
A Uh ... Would you **mind** helping me with just one more thing?
B No problem.
- 3 **A** I hope you have a good **flight**! Who's meeting you?
B My sister, Sarah.
A Remember to give her my **love**.
B I will. OK, it's **boarding**. I have to go now. Bye!
A Take care of yourself! Bye!

- 4 A Thanks for **having** me. I really enjoyed staying with you.
 B You're **welcome**. It was a **pleasure**. Come back and see us again sometime!
 A That's very **kind**. Maybe next year!
 C That would be great!
- 5 A Have a safe **trip**!
 B Thanks. I'll **text** you when I get there.
 A Say **hello** to your parents from me.
 B I will. Oh! The train's leaving!
 A OK! Bye! Take **care**!
 B See you soon! Bye!
- 6 A Goodbye! And thanks for **everything**! It was a lot of **fun**!
 B I really enjoyed being your teacher.
 C We learned so much with you!
 B Thank you! Good **luck** with your English. Keep practicing!
 A We **will**!

- 3 Put students in pairs and have them choose two of the three conversations. If a lot of students choose the same ones, you may need to ask them to change their selections to ensure they cover all six conversations. If you have time in class, have students rehearse the lines until they have memorized them. Monitor to help with pronunciation. Ask students to perform their conversations for the class. If this isn't your last class, you can have students learn the lines at home and perform the conversations at the beginning of the next class.

PHOTOCOPIABLE ACTIVITY

UNIT 12 Thank you and goodbye TB p. 171

Materials: One copy of the worksheet cut up for each group of three or four students. The exercise can also be done as an interview activity, with students having one or two of the 15 lines.

Procedure: Explain that students are going to do a correction and sentence ordering activity to practice the language in the *Everyday English* section of Unit 12. Introduce the activity by asking *In what situations do people say thank you and goodbye?*, e.g., at the end of a party, after staying in someone's house, at the end of a class, etc.

- Put students into groups of three or four. Hand out a set of scrambled conversations to each group. (If you want to do the exercise as an interview activity, give students one or two of the conversation lines, depending on how many students you have.) Explain that the set of lines form three conversations in which people say thank you and goodbye. On each line, there is an extra word that students have to find and cross out. They then put the lines in the correct order to form the three conversations. Write one of the lines on the board and elicit the extra word, e.g., *Have ~~you~~ a safe trip!*
- Students work through the lines, and find and cross out the extra words. Emphasize that they can do this in random order. If necessary, set a time limit of about three minutes to discourage students from focusing on the order of the lines at this point. Check the answers.
- Elicit the opening line of each conversation (see *Answers* below). Tell students that there are a different number of lines in each conversation. Give them time to do the ordering activity, either working in groups or moving around the class to interview their classmates.

- Ask students to read the conversations aloud to check they have the lines in the correct order. Students then practice the conversations in pairs.
- As an extension, students can write a longer conversation for one of these situations:
- saying *thank you* and *goodbye*
 - to a host family
 - when emigrating to another country
 - when leaving a job

Answers

- A Well, it's ~~too~~ late. I have to be going now. Thank you so much for a wonderful party.
 B ~~Was~~ my pleasure!
 A And the food was ~~very~~ amazing!
 B I'm glad you enjoyed it. I hope you ~~don't~~ get home all right. Bye!
 A Bye! And thanks ~~you~~ again!
- A Thanks for ~~your~~ having me. I really enjoyed spending the week with you.
 B You're welcome. It was a pleasure. Come back ~~another~~ and visit again sometime!
 A That's very kind. Maybe ~~the~~ next summer!
 B That would ~~to~~ be great!
- A Have ~~you~~ a safe trip!
 B Thanks. I'll call you when I will get there.
 A Say ~~the~~ hello to your family for me.
 B I will ~~to~~. Oh! The bus is leaving!
 A OK! Bye! Take care ~~of~~!
 B See you ~~too~~ soon! Bye!

Don't forget!

Workbook Unit 12

Ex. 9 Reading – Sleep – Where would we be without it?

Ex. 10 Listening – The meaning of dreams

Ex. 12 Pronunciation – Word stress

Ex. 13 Just for fun!

Grammar Reference (SB p. 142)

Word list Unit 12 (SB p. 146)

Remind your students of the Word list for this unit on SB p. 146. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 12 Test

Skills Test 4 (Units 9–12)

Skills Test 5 (Units 1–12)

Stop and Check 3 (Units 9–12)

Progress Test 2 (Units 7–12)

Exit Test (Units 1–12)

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)



What's Important to me?

Think about your past, present, or future and write a note for each category.

PERSON

PLACE

NUMBER

OBJECT

JOURNEY



What's Important to me?

Think about your past, present, or future and write a note for each category.

PERSON

PLACE

NUMBER

OBJECT

JOURNEY



What's Important to me?

Think about your past, present, or future and write a note for each category.

PERSON

PLACE

NUMBER

OBJECT

JOURNEY



What's Important to me?

Think about your past, present, or future and write a note for each category.

PERSON

PLACE

NUMBER

OBJECT

JOURNEY



A



B



1 Read the headlines. Match the categories at the top of the page to the headlines.

The economy | Technology | Environment | Crime | Science | Sports | Celebrity gossip | Education

HEADLINES

1 Sports
New pitcher for the Red Sox Read more... 115

2
Thief steals lottery millions NEW Read more... 15

3
Summers getting hotter and wetter NEW Read more... 12

4
Signs of growth in EU NEW Read more... 5

5
Model marries 80-year-old NEW Read more... 143

6
New cancer drug in development Read more... 76

7
Teens addicted to smart phones Read more... 102

8
College applications down by 15% NEW Read more... 38

- You are part of the editorial team of a newspaper. Choose the four stories that you think are the most important.
- In groups of four, discuss which are the four top stories for tomorrow's newspaper.
- Choose the top headline for the front page.
- Compare your front page headlines with other editorial teams. Give reasons for your choices.

31 Could you pass _____ salt, please?

32 She isn't very nice. _____ likes her.

33 **CORRECT IT!** I like vegetable, but I don't like fruits.

34 **FINISH**

30 I'm a vegetarian. I don't eat meat/ milk.

28 I have a yoga class once _____ week.

27 **CORRECT IT!** My daughter is actress.

26 a _____ of tissues

21 **CORRECT IT!** How _____ children do you have?

22 I don't have lot of free time.

23 Let's eat out. There's _____ in the refrigerator.

24 We had _____ best time ever on vacation.

20 **CORRECT IT!** I work at the home as a translator.

19 Can you give me the recipe/receipt for the cake?

18 Did you buy _____ nice at the mall?

17 a _____ of soda

16 How much is a pound/gallon of gas?

11 Would you like _____ fruit?

12 I bought a pair of jeans/a jeans.

13 I like _____ sugar in my coffee.

14 **CORRECT IT!** Could you borrow your phone, please?

10 **CORRECT IT!** I can't find my cell phone nowhere.

9 a _____ of cake

8 **CORRECT IT!** I saw the good movie last night.

7 **CORRECT IT!** I don't have _____ money, only a couple of dollars.

1 **START**

2 a _____ of bread

3 **CORRECT IT!** What time do you go to the bed?

4 Would you _____ opening the window?

5 Is there a/any cream in the dessert?

ANSWERS

2 loaf/slice
3 go to bed
4 mind
5 any
6 much

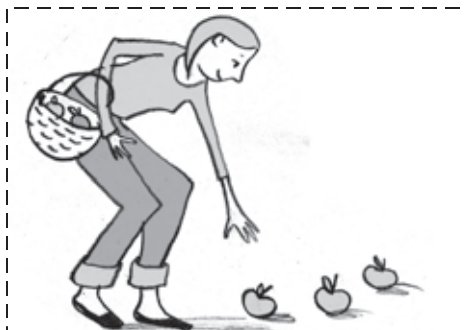
7 a good movie
8 slice/piece
9 cell phone anywhere
11 some
12 a pair of jeans

14 a little/a lot of
15 Could I borrow
16 gallon
17 can
18 anything

19 recipe
20 at home
21 many
22 a lot of
24 nothing

25 the
26 box/pack
27 an actress
28 a
29 meat

31 the/some
32 No one/Nobody
34 vegetables; don't like fruit



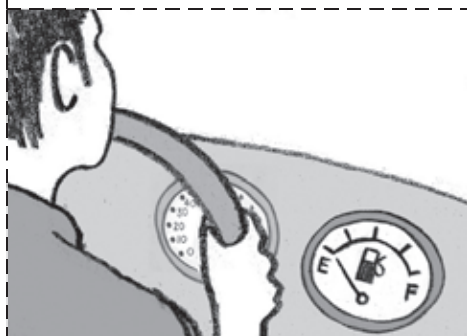
pick up



take off



try on



run out of



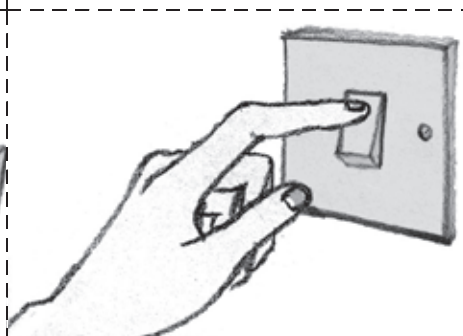
give up



throw away



look up



turn off



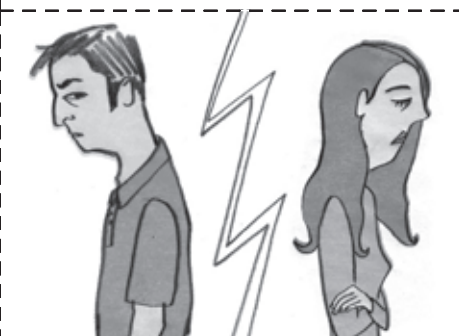
get along with



put on



take care of



break up with

START	What / your best friend / like?	What / your home / like?	GO BACK ONE SQUARE	What / weather like / today?	What / weekend activities / you / like ?	How / your parents?						
	<p align="center">BONUS WORDS</p> <p align="center">modern and cosmopolitan</p> <p align="center">hot and humid</p> <p align="center">just ordinary, really</p> <p align="center">OK, but a little stressed.</p> <p align="center">friendly and helpful</p> <p align="center">attractive</p> <p align="center">a little upset</p> <p align="center">homemade</p> <p align="center">hardworking and successful</p> <p align="center">rainy and windy</p> <p align="center">dark hair and green eyes</p> <p align="center">warm and sunny</p> <p align="center">short and good-looking</p> <p align="center">amazing, a really good place</p> <p align="center">hot and spicy</p>						What / your closest relative / look like ?					
MISS A TURN!												
What / your boss or teacher / like?												
How / things in general?												
What / your favorite actor / look like?												
TAKE ANOTHER TURN												
What / bands / you / like ?												
What / weather like / in December / in your country?												
FINISH							What / places in the US / you / like ?	GO BACK ONE SQUARE	What / your cell phone / look like?	What / your neighbors / like?	GO BACK ONE SQUARE	What / food / you / like ?
How / your best friend?							GO BACK ONE SQUARE	What / people / like / in your hometown?	What / weather like / in May / in your country?	GO FORWARD TWO SQUARES	What / your favorite food / like ?	What / your doctor / like ?



How long have you ...?

	NAME	FOR	SINCE
(be) a student here			
(work/live) where you are now			
(be) able to swim			
(be) able to drive			
(have) a cell phone			
(wear) glasses/makeup			
(be) on Facebook/Twitter			
(know) your closest friend			
(be) interested in your favorite hobby			
(have) your favorite childhood possession			
(be) awake today			



1 “Women and girls should wear skirts and dresses in the workplace and at school.”

AGREE ☐ DISAGREE ☐

2 “You don’t have to wear a shirt and tie or an expensive suit to look professional.”

AGREE ☐ DISAGREE ☐

3 “People who wear sunglasses indoors look silly.”

AGREE ☐ DISAGREE ☐

4 “People should be more creative with clothes. Everyone just wears jeans and T-shirts.”

AGREE ☐ DISAGREE ☐

5 “People should never wear socks with sandals.”

AGREE ☐ DISAGREE ☐

6 “Men shouldn’t wear rings, and especially not earrings.”

AGREE ☐ DISAGREE ☐

7 “It’s stupid for children to have to wear school uniform.”

AGREE ☐ DISAGREE ☐

8 “You shouldn’t wear leather. It’s cruel to animals.”

AGREE ☐ DISAGREE ☐

9 “People over 50 should stop wearing jeans and sneakers.”

AGREE ☐ DISAGREE ☐

10 “People spend too much money on clothes they don’t need!”

AGREE ☐ DISAGREE ☐



Student A

1 Work with Student B. Take turns dictating lines from the stories.

a

A Polish woman couldn't believe it when her dog came home after being stolen

b

c

in 1996 after her children had left. She left her home because she was feeling

d

e

"It can make many people happy instead of just one," she said.

f

g

her dog, Cherry. While they were walking down the road, a car suddenly stopped and

h

i

for Cherry. Then suddenly, she saw the dog coming up the driveway. "I couldn't

j

k

terrifying. I thought they were going to attack me," said Edyta. "I reported it to

l

m

laptop, and cell phone. "I can live without money. I can get everything I need by

n

o

up cash 15 years ago. Heidemarie Schwermer, a widow, gave up her home in Dortmund

p

2 Put the notes in order to make two short stories.

Student B

1 Work with Student A. Take turns dictating lines from the stories.

a

b

the police, but I don't think they took it seriously". Edyta spent five days looking

c

d

bartering and getting presents," she said. She has written a book about her lifestyle. After

e

f

A German grandmother has said she's healthier, wealthier, and happier since giving

g

h

three masked men jumped out. After they'd grabbed the dog, they drove off. "It was

i

j

believe it. She was a little thin, but she had come home. That's all that matters."

k

l

disillusioned with the consumer society. She now travels around with just a suitcase,

m

n

nearly 50 miles away. Edyta Kowalska had gone to Warsaw for the day with

o

p

her publishers had offered her a cash payment, she suggested the money should go to charity.

2 Put the notes in order to make two short stories.



Quiz

Student A

1 When / the first Harry Potter book / write?
a 1997 b 2001 c 2005

2 Where / baseball / often / play / outside the US?
a Germany b Japan c Egypt

3 When / antibiotics / introduce?
a 1920s b 1950s c 1930s

4 Where / the Olympics / hold / in 2014?
a Rio de Janeiro b London c Sochi

5 When / the credit card / invent?
a 1950 b 1960 c 1970

6 Where / Volvo cars / make?
a Switzerland b Slovenia c Sweden

7 When / the Soviet Union / break up?
a 2001 b 1991 c 1981

8 Where / ice cream / first / produce?
a China b Italy c the US

9 When / the Burj Khalifa / build?
a 1990 b 1999 c 2009

10 Where / the Internet / first / develop?
a the US b Russia c the UK

Quiz

Student B

1 Where / the first skyscraper / build?
a Miami b New York City c Chicago

2 When / eBay / launch?
a 1994 b 1995 c 1996

3 Where / Ducati motorcycles / make?
a Italy b Spain c Romania

4 When / the euro / introduce?
a 1999 b 2002 c 2003

5 Where / The Lord of the Rings / film?
a Iceland b New Zealand c Russia

6 When / the printing press / invent?
a 1430s b 1530s c 1830s

7 Where / coffee / grow?
a Canada b England c Mexico

8 When / Facebook / create?
a 2004 b 2005 c 2008

9 Where / World Cup / hold / in 2014?
a Australia b South Africa c Brazil

10 When / aspirin / first / use?
a 15th century b 17th century c 4th century BC





1 They've been washing the car.

2 They've washed the car.

3 He's been feeding the baby.

4 He's fed the baby.

5 They've been decorating their living room.

6 They've decorated their living room.

7 She's been packing to go on vacation.

8 She's packed to go on vacation.

9 She's been putting up some shelves.

10 She's put up some shelves.

11 They've been making a cake.

12 They've made a cake.



A Well, it's too late. I have to be going now. Thank you so much for a wonderful party.

B Was my pleasure!

A And the food was very amazing!

B I'm glad you enjoyed it. I hope you don't get home all right. Bye!

A Bye! And thanks you again!

A Thanks for your having me. I really enjoyed spending the week with you.

B You're welcome. It was a pleasure. Come back another and visit again sometime!

A That's very kind. Maybe the next summer!

B That would to be great!

A Have you a safe trip!

B Thanks. I'll call you when I will get there.

A Say the hello to your family for me.

B I will to. Oh! The bus is leaving!

A OK! Bye! Take care of!

B See you too soon! Bye!

Workbook answer key

UNIT 1

- 1 1 2 go 3 love 4 were born
5 moved 6 didn't like
7 'm taking 8 'm going to study
- 2 1 comes 2 's studying
3 'm enjoying 4 's going to work
5 has 6 likes 7 didn't start 8 gave
- 3 1 live 2 don't work 3 acts
4 prefer 5 went 6 made
7 didn't win 8 's doing
- 2 2 go 3 's surfing 4 works
5 'm going to work 6 's sitting
7 doesn't work 8 'm going to act
9 are walking
- 3 2 a 3 c 4 c 5 a 6 c 7 a
8 a 9 a
- 4 2 Where *are* you going?
3 What language *is* she speaking?
4 What *are* you doing tonight?
5 Where *did* you buy your jeans?
6 What *are* you going to cook for dinner?
7 How much money *does* he have?
8 *Did* you go to work yesterday?
- 5 2 is he going to make
3 do Jane and Peter live
4 Do they have/own
5 are you going
6 did you do/watch
7 was your grandmother born
8 did she get married
- 6 2 What 3 Where 4 Who
5 What 6 Why 7 What/Which
8 When 9 Why
- 7 2 d 3 i 4 g 5 j 6 b 7 a
8 c 9 f 10 h
- 8 1 Who's 2 Whose 3 Whose
4 Who's 5 Who's 6 whose
- 9 1 2 Do; make
3 tell; say
4 look; watch
5 borrow; lend
- 2 2 book, movie 3 story, news
4 man, coffee 5 man, face
- 3 2 at 3 for 4 at 5 of 6 in
7 with 8 for 9 to 10 of

- 4 2 rest, rest 3 light, light
4 kind, kind 5 left, left
- 10 1 2 Was it love at first sight?
3 Where did you go on your first date?
4 When and where did you get married?
5 How many children do you have?
6 What does Andy do?
7 What do you like doing together?
8 Where are you going on your next vacation?
- 2 1 No, she didn't.
2 She was immediately attracted to him.
3 They went to a gig.
4 Because it was very romantic.
5 They became real grown-ups.
6 Because bands like recording in sunny places.
7 Making music, playing with the kids, and going to the movies.
8 Upstate New York, near Lake Placid.
- 11 1 1 He's getting married next month.
2 Love
3 21
4 Janice was bored. Her friend was boring.
5 At midnight
6 Music
7 She couldn't travel abroad with Andy on work trips.
8 200
- 2 1 getting 2 fell 3 know, mean
4 had, have 5 don't do
6 couldn't travel 7 having
8 enjoyed
- 12 1 2 foot 3 fun 4 cat 5 mean
6 ten 7 win 8 walk
- 2 2 meat 3 four 4 son 5 board
6 peace
- 3 2 new 3 piece 4 bored 5 meat
- 13 **In any order**
good could
food rude
meal feel
caught fought
steak make
for more
busy fizzy

14 Across

- 5 empty
6 last
10 wrong
11 boring
12 expensive

Down

- 1 quiet
2 late
4 terrible
7 single
8 stupid
9 worst

UNIT 2

- 1 1 2 has 3 works 4 don't have
5 need 6 work 7 goes
8 don't feel 9 prefer 10 doesn't earn
11 doesn't matter 12 have
- 2 2 do Dave and his wife live
3 does he have 4 does he work
5 does he go 6 does he earn
- 3 2 don't go 3 doesn't like
4 don't earn, doesn't matter
- 4 2 No, he doesn't 3 Yes, he does
4 No, I don't 5 Yes, I do
- 2 2 do you think 3 don't understand
4 Do you need 5 does this coat belong
6 costs 7 doesn't matter 8 means
9 has 10 agree 11 Do you like
12 prefer
- 3 2 I usually have toast for breakfast.
3 I always watch TV in the morning.
4 How often do you take a vacation?
5 We sometimes go to a Japanese restaurant.
6 I am never late for school.
- 4 2 works 3 enjoys 4 plays 5 goes
6 does 7 has 8 watches
9 finishes 10 relaxes 11 studies
12 tries
- 5 2 going 3 coming 4 having
5 taking 6 leaving 7 swimming
8 running 9 stopping
10 beginning 11 putting 12 hitting
- 6 2 He works 3 Yes, he is.
4 She's an actress. 5 She works
6 No, she isn't. 7 She's playing tennis.
- 7 2 b 3 b 4 b 5 a 6 b 7 b 8 a
- 8 2 The sun *rises* in the east.
3 *I'm looking* for a white shirt in medium. Do you have any?

- 4 "Where's Paul?" "He's over there.
He's talking to Angela."
5 She's 21 years old! *I don't believe* her!
6 I'm *learning* English for my job.
7 Why *are* you going out without a
coat? It's freezing!
8 My father *works* in a bank.

- 9 1 happiness 2 before 3 worries
4 enough 5 aren't

- 2 1 Giving energy and time to close
relationships.
2 Because a healthy body means a
healthy mind.
3 A job you enjoy.
4 Go on vacation with people you love
or have life-changing experiences.
5 Because the memory of these
experiences stays with you forever.
6 Because he already has so many cars.
7 Friends and family.

- 10 1 **Ben**, 8 his dog; he loves taking him
for walks
Kirstie, 10 Amy; she always laughs
when she sees her, and Amy's first
word was Kirstie's name
Neil, 41 when they all go walking
in the countryside on the weekend; it
makes him happy when they go for
walks as a family, and he loves eating
outdoors

Fiona, 38 the first signs of spring,
sunsets; she loves to see the trees
turning green and the garden coming
to life after winter, there's nothing
more beautiful than a glorious red
sunset at the end of the day

- 2 2 nothing, shelter (Ben)
3 laughs, holds, pick (Kirstie)
4 dirty, noisy, crowds (Neil)
5 lots, don't cost (Fiona)
6 exciting (Fiona)
7 more, sunset (Fiona)
8 rude (Neil)

- 11 1 2 Does he have, he does
3 Do they have, they don't
4 Do Dan and Stella have, they do
5 Do they have, they do
6 Do you have, I don't

- 2 1 Do you have 2 have
3 do you have 4 have
5 don't 6 Do you have
7 has

- 12 1 2 going 3 Shopping 4 cooking
5 getting 6 Downloading
7 Making 8 Sending 9 chatting
10 doing 11 going 12 fixing

- 2 2 frying pan
3 washing machine

- 4 shopping list
5 sleeping bag
6 swimming pool
7 drinking water
8 camping trip
9 singing lessons
10 living room
11 packing tape
12 steering wheel

13 2

/s/	/z/	/ɪz/
Pete's	Peter's	watches
wants	loves	relaxes
hates	runs	languages
Rick's	Anna's	George's
tickets	teachers	pieces
starts	clothes	finishes
cats	rains	
	Henry's	
	goes	

14 In any order

shopping, running, cooking, walking,
sleeping, reading, swimming, drawing

15 Across

- 6 teeth
7 glasses
10 mice
11 women
12 potatoes

Down

- 2 sheep
3 boxes
4 knives
5 children
8 feet
9 toys

UNIT 3

- 1 2 became 3 set off 4 reached
5 traveled 6 took 7 landed
8 controlled 9 planned 10 had
11 flew

- 2 1 2 did he have
3 did he set off
4 did he travel
5 did the trip take
6 did he land
7 did he have
8 was the first balloon crossing
2 2 He didn't set off from his garden.
He set off from an airfield near
Ashford.
3 He didn't start his trip at 5:00 in
the afternoon. He started it at 5:00 in
the morning.
4 He didn't fly at 500 meters.
He flew at 2,280 meters.
5 The trip wasn't over 50 miles.
It was over 22 miles.

- 3 2 Yes, he did. 3 No, he didn't.
4 Yes, he did. 5 Yes, he did.

- 3 1 1 studied tried hurried
2 died lived arrived

- 3 planned stopped hopped
4 made felt sent knew

- 2 4 ✓ 6 ✓ 10 ✓

- 4 1 2 in 3 at 4 in 5 on 6 on 7 on
8 in 9 in 10 at 11 in 12 at

- 2 2 *last* night 3 a week *ago*
4 ten years *ago* 5 *last* year
6 two months *ago*

- 3 2 on 3 in 4 ago 5 on 6 on
7 When 8 at 9 last 10 at

- 5 1 2 Penny was eating a cupcake.
3 Martin was drinking coffee.
4 Sally was shopping online.
5 Rob and Matt were talking about
last night's game.

- 2 1 was Dave chatting
2 was Penny eating
3 were you buying
4 were you talking

- 3 2 weren't using 3 wasn't doing
4 weren't talking

- 6 a 1, 5 b 3, 6 c 2, 4

- 7 3 was raining 4 rained
5 were you talking 6 talked
7 was wearing 8 did you wear
9 lived 10 was living

- 8 1 1 b 2 a 3 c 4 b 5 b

- 2 1 They laughed and shouted at him.
2 He said he was stopping the burglars.
3 The police
4 She thought Paul and his girlfriend
were moving furniture.
5 Because it was his own fault.

- 3 2 upside down 3 smashed
4 stuck 5 trapped 6 screaming
7 banging

- 9 1 the town 2 left 3 cell phone
4 13, Road 5 brown, jeans
6 1:00 7 fairly, gray
8 \$50, house 9 didn't catch

- 10 1 1 father 2 thinks 3 wash 4 watch
5 Asian 6 just 7 English

- 2 /θ/ thirty, thing
/ð/ weather, brother
/ʃ/ shop, station, sure
/z/ measure, revision
/tʃ/ catch, teacher, chocolate
/dʒ/ danger, January
/ŋ/ drink, wrong

- 11 2 have a good time
3 have a word
4 had an argument
5 have a drink
6 have dinner
7 had a dream

12 In any order

work hard, exercise regularly,
explain clearly, shine brightly,
wait patiently, forget completely

13 Across

- 4 found
7 thought
10 fell
11 wore
12 gave
14 stood
15 forgot
16 began

Down

- 1 bought
2 caught
4 felt
5 drove
6 broke
8 heard
9 flew
13 wrote
14 spoke

UNIT 4

- 1 2 butcher 3 convenience store
4 travel agent 5 library
6 dry cleaner's 7 real estate agent
8 bookstore 9 hair salon

2

Count nouns	Uncount nouns
stamp	gas
car	meat
dollar	water
job	money
potato	rice
loaf	work
	fruit
	soup
	bread
	news
	information

- 3 1 3 coffee 4 a coffee 5 glass
6 a glass
- 2 3 a cake 4 some cake
5 a paper 6 some paper
- 4 1 1 any 2 any 3 some 4 any
5 some 6 some 7 any 8 any
9 some 10 some
- 2 2 I don't want *any* rice.
3 I'd like *some* information about
hotels in town, please.
4 He has done *some* very good work
recently.
5 I don't have *any* paper.
6 Can I have *some* milk in my coffee,
please?
- 5 1 How many 2 How much
3 How many 4 How many
5 How much 6 How many
- 6 3 many 4 much 5 a lot of, many
6 much 7 a lot of 8 a lot of
9 much 10 many 11 much
12 a lot of
- 7 1 Just a little. I'm going to the dentist
tomorrow.

- 2 Just a few. I didn't know anyone.
3 Just a little. I'm trying to lose weight.
4 Just a few. You can borrow them if
you like.

8

- 1 I help 2 I'd like some
3 How much are 4 I'd like
5 do you have 6 Do you have
7 Anything 8 all 9 How much
10 That's

9 1

- 3 everything 4 nothing
5 everywhere 6 somewhere
7 No one 8 anyone 9 Everyone
10 someone

- 2 2 Nothing 3 anyone 4 No one
5 somewhere 6 Everyone

10 1

- 2 T
3 T
4 T
5 F The earliest hamburger didn't
have ketchup on them.
6 F Louis' Lunch still serves their
hamburgers on toast today.
- 2 1 Fletcher Davis.
2 Ohio.
3 Because they ran out of sausages.
4 Meatballs.
5 Six (Louis' Lunch, Fletcher Davis,
Frank Menches, Charles Menches,
Charlie Nagreen, Oscar Bilby).
6 Everyone around the world.

- 3 2 Louis' Lunch
3 World's Fair
4 Frank and Charles Menches
5 Charlie Nagreen
6 Oscar Bilby

11

Dave his mom's roast dinner; on
Sundays; his mom's Sunday dinners
are the best in the world; roast beef,
potatoes, broccoli or peas, gravy
Sally egg salad sandwiches;
when she goes for picnics in the
summer; she loves eating food
outdoors; chopped eggs, mayonnaise,
salt and pepper, sliced bread
Freddie hamburgers and fries; two
or three times a week; because he
ate so many when he was a kid; a big
juicy burger, cheese, pickles, not a lot
of lettuce, fries with ketchup
Lizzie chicken curry; when she has
friends for supper; it doesn't taste like
the curries in restaurants;
spices, garlic, tomato paste, yogurt,
chicken, onions, potatoes, rice

12 1

- 2 the, a, the 3 a, a, the, a
4 the, the 5 the, the
6 a, the 7 the, the
8 the, a, the, The

- 2 1 Bees make honey.
2 Children play with toys.
3 Mechanics fix cars.
4 Detectives find criminals.
5 Butchers sell meat.
6 Cats eat fish.

- 3 2 She's *at home*.
3 I go *to school* by bus.
4 My sister's *a* doctor.
5 We have *the* best teacher in *the*
world.
6 I usually go *to bed* at midnight.

13

- 2 slice/piece 3 bottle 4 bunch
5 bag 6 bottle 7 piece
8 can/bottle 9 bag/bunch 10 bag
11 piece 12 bunch
13 piece/slice 14 bag

14

Vegetables	Fruit	Meat
zucchini	lemon	turkey
pea	melon	ham
carrot	peach	beef
onion	raspberry	lamb
cauliflower	plum	

- 15 1 2 loaf 3 pie 4 cow 5 toy
6 case 7 boil 8 brown

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

16

In any order
salt and pepper
milk and sugar
bread and butter
eggs and bacon
shirt and tie

17

- Across** 6 clothes 7 stairs 8 shorts 9 pants
Down 2 sunglasses 3 tights 4 scissors 5 pajamas

UNIT 5

- 1 2 to work 3 to do 4 learning
5 thinking 6 to work 7 to go
8 finding 9 to do/doing 10 to find
11 to go 12 to travel/traveling
13 driving 14 to cross
- 2 2 Sheila wants to be a teacher because
she enjoys working with children.
3 Mike would like to be a farmer
because he likes to work/working
outside.
4 James is going to work in finance
because he wants to earn a lot of
money.
5 Jerry wants to be an accountant
because he likes to work/working
with numbers.

- 6 We're thinking of buying a house on the beach because we love sailing.
- 3** 2 to earn 3 learning/to learn
4 to buy 5 learning 6 visiting
7 walking 8 doing 9 leaving
10 to save
- 4** 2 Do you like your teacher?
3 Do you like going to the movies?
4 Would you like to go for a swim?
5 Would you like to go out in the evening?
- 5** 2 Would you like to see
3 like to cook/cooking
4 Would you like to borrow
5 Do you like to watch/watching
- 6** 1 won't recognize 2 'll be
3 won't take 4 'll soon feel
5 won't be 6 'll see
- 7** 2 I'll pay 3 I'll pick it/that up
4 I'll answer/get
- 8** 2 It's going to rain.
3 He's going to study/learn Japanese.
4 They're going to play tennis.
5 She's going to water the plants.
6 She's going to miss the bus.
- 9** 2 'm having
3 are we having, 're eating
4 're going
5 are you seeing, 'm having
- 10** 2 b 3 b 4 a 5 b 6 a
- 11** 2 2 want 3 chip 4 pan 5 won't
6 cheap 7 cop 8 fill 9 pen
10 leave 11 live 12 fell 13 hit
14 heat 15 full 16 cap
- 12** 1 2 family 3 foster 4 classmates
5 writing 6 awards 7 return
8 hopeful
2 1 b 2 b 3 b 4 b 5 b 6 a
7 b 8 a
- 13** 2 receive 3 arrive 4 become
5 earn 6 leave 7 come home
- 14** 1 **Frankie Meazza, 17**
Life in the past: he lived with his mom until she married again, he didn't get along with his stepdad so he left
Life now: he lives in a hostel, he's studying to finish high school, he's learning to drive
Hopes for the future: he'd like to be a mechanic, he's thinking of joining the army
Isabel Blair, 18
Life in the past: she was lazy, she just wanted to be with her friends and didn't do her schoolwork
Life now: she's gotten good grades, she's doesn't know what she wants to

study so she's going to give herself a year to think about it
Hopes for the future: she'd like to work at her uncle's nursing homes in London
James Owen, 17
Life in the past: his dad was sick
Life now: he's studying for his final school exams
Hopes for the future: he's going to Johns Hopkins University to study medicine, he'd like to be a surgeon

- 2 2 James; 13
3 Frankie; Because he fought with his stepdad all the time.
4 Isabel; With her cousins.
5 James; Because the doctors and nurses who looked after his dad were so wonderful.
6 Frankie; Because he'll get good training in the army.
- 15** 1 2 try 3 fill 4 get 5 put 6 Pick
7 look 8 run 9 give 10 look
2 2 down 3 up 4 down 5 back
6 around 7 out 8 up 9 out
10 away
- 16 Across Down**
3 Israel 1 Peru
7 Thailand 2 Belgium
10 Korea 3 Ireland
11 Iran 4 Australia
13 Argentina 5 Turkey
14 Greece 6 Canada
16 Japan 8 Netherlands
17 Poland 9 China
12 Lebanon
15 Chile
- 17** 1 Turkey 2 Argentina
3 the Netherlands 4 South Korea

UNIT 6

- 1** 1 1 b, c 2 a, c 3 a, b 4 a, b 5 b, c
2 2 What's Pete like?
3 What does Pete like?
4 How's Pete? 5 Do you like Pete?
3 4, 6, 8
- 2** 1 2 What's the food like?
3 What are the people like?
4 What's Sydney like?
5 What are the towns like?
6 What are the beaches like?
2 b 1 c 2 d 4 e 6 f 5
- 3** 2 cheaper; the cheapest
3 bigger; the biggest
4 fatter; the fattest
5 hotter; the hottest
6 nicer; the nicest
7 safer; the safest

- 8 easier; the easiest
9 noisier; the noisiest
10 happier; the happiest
11 more expensive; the most expensive
12 more difficult; the most difficult
13 more intelligent; the most intelligent
14 more modern; the most modern
15 more handsome; the most handsome
16 better; the best
17 worse; the worst
18 further/farther;
the furthest/the farthest
- 4** 2 Matt, Nellie
3 happier
4 Nellie, than Matt
5 Nellie, than Matt
6 more interesting job than Matt
7 Nellie's house, than Matt's
8 more expensive than Matt's
9 more, than Nellie's
- 5** 2 No, she didn't. She bought the most expensive!
3 No, it isn't. It's the hardest/most difficult!
4 No, you aren't. You're the laziest!
5 No, he isn't. He's the nicest!
6 No, it isn't. It's the worst!
- 6** 2 not as hot as 3 as good as
4 not as tall as 5 not as intelligent as
6 not as good as
- 7** 1 It's the biggest in the world.
2 Yours is the same as mine.
3 She's older than her brothers.
4 I look like my mother.
5 They're different from the others.
- 8** 1 1 most well-known
2 most visited 3 richest
4 most impressive 5 most popular
6 most spectacular
7 most knowledgeable
- 2 1 25 2 \$30,000 3 1.5
4 \$1.2 5 3,015
- 3 1 the Getty Museum
2 the Griffith Observatory
3 the Hollywood Walk of Fame
4 the Getty Museum
5 the Griffith Observatory
6 the Hollywood Walk of Fame
- 9** 1 Universal Studios, Sunset Strip, The Chinese Theatre, Pink's Hot Dogs, Griffith Park, Hollywood Bowl, Hollywood Walk of Fame, Venice Boulevard
- 2 1 upstairs 2 the Chinese Theatre
3 long 4 as good as 5 didn't see
6 are 7 year 8 Griffith
- 10** 1 2 e 3 a 4 b 5 d 6 g 7 i
8 f 9 h 10 j

- 2 2 good-looking 3 terrible
4 smart 5 huge 6 annoyed
- 3 2 impolite 3 inexpensive
4 unhappy 5 uninteresting
6 incorrect 7 unintelligent
8 impossible
- 4 2 messy 3 cheap 4 miserable
5 boring 6 wrong 7 stupid
8 kind
- 5 1 cheap 2 neat 3 boring
4 correct 5 kind 6 miserable
7 stupid 8 polite

11

● ● ●	● ● ●	● ● ●
interesting difficult sociable wonderful customer yesterday Mexican	ambitious expensive successful apartment surprising religious important delicious	magazine afternoon understand

12 2 e 3 f 4 c 5 d 6 b

13

People	Places
cheerful kind lazy selfish shy	historic cozy exciting modern touristy crowded
Colors	The weather
white gray purple brown black orange	rainy foggy warm sunny windy wet

UNIT 7

- 1 1 2 's traveled. 3 's met 4 've played
5 's climbed 6 's crossed 7 's seen
8 's written 9 's won 10 's been
11 've lived 12 've had
- 2 2 've traveled 3 've never lost
4 've been 5 've lived
- 2 1 1 have you worked
2 have you met
3 Have you ever played
4 have you written
5 have you been
- 2 2 The US president hasn't beat
him at golf.
3 He and his wife haven't moved
for a long time.

- 4 He hasn't lived in a better place
than Long Island.
- 3 2 Yes, he has. 3 Yes, they have.
4 No, they haven't. 5 Yes, he has.
- 3 2 saw; seen 3 wrote; written
4 won; won 5 came; come
6 went; gone 7 was/were; been
8 had; had 9 read; read
10 did; done 11 began; begun
12 found; found 13 ate; eaten

4 1 1 for 2 since 3 for 4 for 5 since
2 1 b 2 a 3 b 4 b 5 a 6 a

- 5 1 2 arrived here at six o'clock
3 bought it last week
4 wrote it two years ago
5 was there in 2008
6 started it on July 17
7 lost it last night
8 worked as a waiter for two months
9 lived there when I was a student
10 had a sandwich before we left
- 2 at six o'clock, last week, two years ago,
in 2008, on July 17, last night, for two
months, when I was a student, before
we left

- 6 1 1 have you ever lived 2 had
3 've never lived 4 haven't even cooked
5 Did you like
- 2 1 have you had 2 haven't seen
3 've had 4 did you get
5 did you pay
- 3 1 've known 2 did you meet
3 met 4 went 5 's worked
- 7 2 No, thanks. I've seen it *already*.
No, thanks. I've *already* seen it.
3 I haven't washed it *yet*. Sorry.
4 I don't know. I've *never* been there.
5 The mail carrier hasn't arrived *yet*.
He doesn't come until later.
6 I've spoken to him *already*.
He knows all about it./I've *already*
spoken to him. He knows all about it.

- 8 2 haven't eaten 3 haven't read
4 've never tried 5 've already had
6 haven't decorated

9 2 c 3 a 4 b 5 a 6 a

- 10 1 2 Yes, he is.
3 A Honda 125cc
4 It started in Veracruz, on the Gulf of
Mexico, and ended in the US.
5 Over six months
6 Goa, India
- 2 2 He hasn't ridden a motorcycle for
40 years.
3 The journey was 16,000 miles long.

- 4 He was kidnapped for a *short time*
in *Venezuela*.
5 He broke his *leg* in Chile.
6 He paid \$9 for a hotel room in
Bolivia.
7 He hopes to be in *India* for his
77th birthday.
8 He's *been* to India *before*.

11 1 2 S 3 S 4 E & N 5 E & N
6 S 7 S 8 E & N

- 2 1 goes by so fast
2 We've always been
3 argue about anything
4 did you two meet
5 always lived around
- 3 1 died two years, 've been on my
2 met at school, both 16
3 trying, its ups and downs
4 Did, ever have
5 've moved to an

- 13 1 2 politician; political
3 artist; artistic
4 musician; musical
5 chemist; chemical
6 scientist; scientific
7 economist; economic
8 photographer; photographic

- 2 2 chemical 3 scientist 4 musical
5 politician 6 history
7 economic 8 photographic
- 3 2 ambitious 3 success
4 health 5 fashionable
6 noise 7 comfortable
8 popularity

- 14 Across Down
5 cousins 1 refugee
7 lawyer 3 thief
8 minister 4 politician
10 widow 6 soldier
11 farmer 9 immigrant
13 foreigner 12 terrorist
15 ancestors 14 guide
17 passenger 16 fan

UNIT 8

- 1 1 2 have to play 3 do you have to do
4 do you have to run 5 has to run
6 has to be 7 don't have to go
8 have to watch 9 doesn't have to watch
- 2 2 do the players have to
3 does Tony have to
4 do soccer players have to
5 Does Tony's wife have to
- 2 3 O 4 P 5 P 6 O 7 O 8 P
- 3 1 Did you have to
2 had to
3 did your brother have to
4 had to

- 5 Did children have to
6 did you have to
7 didn't have to
- 4 Answers will vary.
- 5 2 *Do you have to* wear a uniform for work?
3 I *have to* study very hard because I want to get a good job.
4 We *don't have to* get up early tomorrow. It's Saturday!
5 When I was a child I *had to* help my mother with the housework.
6 *Do you have* an English lesson today?
- 6 1 2 I think he should go by bus instead.
3 I think you should go to the dentist.
4 I don't think they should get married.
5 I think you should feed her.
6 I don't think you should drink so much soda.
7 I think you should take them back to the store.
- 2 2 do you think we should go
3 do you think I should do
4 do you think we should invite
5 do you think I/we should cook
- 7 2 have to 3 have to 4 should
5 should 6 has to 7 should
8 Do we have to 9 should
10 have to
- 8 2 must clean 3 must meet
4 must call 5 must be
6 must go 7 must write
- 9 1 must not 2 don't have to
3 don't have to 4 must not
5 must not 6 don't have to
7 doesn't have to 8 must not
- 10 1 2 license, 2 3 150, commercial
4 6, logs 5 12, day 6 3, off
- 2 2 F Military pilots don't have to pay for their lessons.
3 T
4 F She had to carry huge logs from the forest to trucks in Wisconsin.
5 F She now works as a rescue pilot.
6 T
7 F The students at her school come from all over the world.
8 T
9 F She thinks there should be more scholarships for women pilots.
- 11 1 For over four years.
2 About \$53,000 a year without overtime. If she works overtime, she gets paid more.
3 She loves trains. The best part is the kids who wave from bridges or fields as she goes past.

- 4 The hours. She sometimes has to work more than 40 hours a week and at different times. Sometimes she starts at two in the morning, but on other days she starts at eleven at night.
- 5 She was a store manager at a clothing store, but she hated it. A friend's wife who worked for the railway said she should try it, and she took a job as a train conductor. After six months she took the exam to be an engineer.
- 6 TV stars and lots of politicians.
- 7 Yes – it's awful.
- 8 It's OK. Most engineers are men, but they're good friends. They sometimes make fun of her.
- 9 Go for it, if you are interested. It's exciting but not glamorous – you'll probably hate the uniform. It's a great job, and the money isn't bad.

12 1

make	do
a cake	the housework
a phone call	my homework
up my mind	the shopping
noise	an experiment
	your best
	the dishes
	me a favor

- 2 2 make a cake
3 make up my mind
4 do your best
5 do me a favor
6 make friends
7 do the shopping
8 make a phone call

3

take	put
a picture	some music on
my advice	your glasses on
a long time	the date in my calendar
the children to the zoo	your coat off
your coat off	sunscreens on

- 4 1 taking/going to take the children to the zoo
2 take a picture
3 Put your glasses on
4 put the date in my calendar
5 takes a long time
6 put some music on
7 take my advice
8 put sunscreen on

- 13 1 2 a 3 c 4 a 5 a 6 c
7 b 8 c 9 b
- 2 2 d 3 f 4 e 5 a 6 i
7 h 8 b 9 g

- 3 1 saw taught
2 father bother
3 fruit through
4 mine height
5 slow joke

- 14 Across Down
- 3 skirt 2 shorts
6 belt 4 tie
9 shoes 5 socks
11 jacket 6 boot
12 cap 7 gloves
13 scarf 8 pajamas
14 sweater 10 sneakers
15 sandals

UNIT 9

- 1 1 3 ran 4 had eaten 5 appeared
6 had brought 7 had heard
8 led 9 drowned 10 had been
11 left 12 had done
- 2 1 had never been 2 had seen
3 had promised 4 had disappeared
5 hadn't paid
- 2 1 1 I was hungry because I hadn't eaten anything all day.
2 I was tired because I hadn't slept well the night before.
3 I didn't have any money because I'd spent it all on clothes.
4 I was late for work because I hadn't set my alarm clock.
5 My mother was worried because I hadn't been in touch for a week.
6 My father was angry because I'd crashed his car.
- 2 3 went 4 'd gone 5 gave 6 'd given
- 3 He'd flown to the Mexican desert. He'd fought and defeated the evil villain, Professor Zaros. He'd saved the world from destruction.
- 4 1 2 d 3 e 4 c 5 f 6 a
- 2 2 After the guests had gone home, I cleaned up./I cleaned up after the guests had gone home.
3 Although he'd earned a lot of money in his life, he died a poor man.
4 Before I'd left the house, she woke up./She woke up before I'd left the house.
5 We didn't stop cleaning until we'd done every room in the house.
6 As soon as I'd written my essay, I went to bed./I went to bed as soon as I'd written my essay.
7 I'd been very rude to him, so I called and apologized.
8 I ran to the station, but the train had already left.

- 5 2 or 3 When 4 but
5 because 6 While 7 until
- 6 2 1 ring, ring 2 fan, fan
3 waves, Wave 4 type, types
5 trunks, trunk
- 3 2 Fine, fine 3 lie, lie
4 mean, mean
5 play, play 6 match, match
7 fair, fair 8 bear, bear

- 7 1 No.
2 In London
3 For his dad's 70th birthday
4 For her sister's wedding
5 He studied law instead.
6 He's a lawyer.
7 Paint
8 Amanda left Peter.
9 They were too young.
- 8 1 15 years.
2 18.
3 They sat together by the river on a perfect sunny afternoon.
4 Because he'd treated his mother badly.
5 Younger.
6 Café Bella.
7 No, he doesn't.
8 Because he seemed to have no regrets.
- 9 2 was looking, spoke
3 'd spent, had told, loved
4 had left, wanted
5 came
6 felt, had treated
7 wore, had worn
8 missed, didn't say
9 didn't arrange

10 1

/i/	/ɛ/
team	bread
mean	read (past)
fear	head
bean	
read (present)	
/eɪ/	
great	
steak	
bear	
pear	

2 3 ✓ 4 ✗ 5 ✗ 6 ✗ 7 ✓ 8 ✗

- 11 1 2 Alice 3 Henry
4 Jane and John
5 me 6 Sally
7 Pat and Paul

- 12 Across Down
4 send 3 import
6 push 5 drop
8 borrow 7 save
10 lose 9 whisper
11 finish 10 leave
12 catch 11 fail
14 remember 13 cry

UNIT 10

- 1 1 1 has been developed 2 are used
3 were developed
4 be produced 5 will be used
- 1 2 1 were injured 2 were taken
3 was killed 4 was hit
5 will be closed

2 1 b 2 a 3 b 4 b

- 2 Simple Present
2 is insured 3 are watched
4 is the mail delivered 5 're covered
6 is kept 7 are killed

Simple Past

- 2 Was your car damaged 3 was sold
4 was introduced 5 was locked
6 were taken

Present Perfect

- 2 Have you ever been questioned
3 've been fired 4 's been delayed
5 has just been promoted

Will

- 2 will be sent
3 will the next Olympic Games be held

- 3 2 Where is Hindi spoken?
In India.
3 How many people were killed in the Second World War?
Between 60 and 80 million people.
4 Where were the 2008 Olympic Games held?
In China.
5 How many iPhones have been made?
More than 500 million!

- 4 2 No, they weren't! They were held in Russia.
3 No, they aren't! They're made by Apple.
4 No, it wasn't! It was painted by Leonardo da Vinci.
5 No, they weren't! They were built in Egypt.

- 5 2 be spent 3 be served
4 be banned
5 be taken
6 be canceled 7 be contacted

- 6 1 2 a 3 a 4 b 5 a 6 b
2 1 grew up 2 was educated
3 studied 4 be used
5 was shown 6 invested

- 7 were manufactured
8 have been sold 9 has been given
10 started 11 is based

- 7 1 2 Charlotte's husband and Zoe and Will's father
3 Charlotte's husband, Rose's father, and Zoe and Will's stepfather
4 daughter 5 son 6 daughter

- 2 1 Charlotte 2 Guy 3 Will
4 Fred

- 3 1 In an airplane accident.
2 A photography business.
3 For a new dad because he missed having a father.
4 Someone who looked nice with a kind face.
5 No, she didn't.
6 Because she knew her dad didn't like being lonely.
7 The wedding ring.
8 She feels lucky to have met Guy and to have such a wonderful family.

- 8 1 1 He was better looking than his photograph.
2 They didn't talk about anything.
3 He told her that he loved Vivaldi and classical music.
4 Her sister.
5 A pair of shorts, tennis shoes and a football shirt, and a baseball cap turned backward.
6 Pictures of his wife and family.
7 His cousin.
8 Because she's a Scorpio and he's a Gemini.
9 His cousin.
10 Information about her date, Michael.
11 About 60.
12 All the beautiful young models who wanted him, and all the famous people he knew in the art and music industry.

- 2 1 S 2 A 3 C 4 M 5 C
6 M 7 S

- 3 1 Because her date wasn't as good as she expected.
2 Because everything about the meeting was bad. He didn't look like the person in the photo, and he had a wife and children.
3 Because their star signs don't go well with each other.
4 Because he talked and talked about himself.

- 9 2 determined 3 shocked
4 disappointed 5 surprised
6 horrified 7 annoyed 8 amused
9 talented 10 delighted

- 10** 1 2 head 3 star 4 coffee 5 ticket
6 hair 7 station 8 sun 9 book
10 traffic
- 2 2 hair salon/haircut 3 sunset
4 traffic jam 5 traffic light
6 fireman 7 sunglasses
8 headphones
- 3 2 in a cookbook 3 the mailman
4 a parking ticket 5 sunscreen
6 the sunset 7 headlights
8 at a gas station
- 11** 2 2 listen 3 climb 4 island
5 foreign 6 knife 7 walk
8 wrong 9 autumn 10 could
11 comb 12 daughter
- 3 2 knife 3 island 4 could
5 climb 6 autumn 7 foreign
8 listen 9 comb

- 12 Across** **Down**
1 toy store 2 travel agent
3 butcher 4 hair salon
5 bakery
6 bookstore
7 pharmacy
8 library
9 jeweler
10 convenience store

UNIT 11

- 1** 1 1 haven't heard 2 Have you started
3 spoke 4 didn't know
5 gave 6 have gone
7 bought/'ve bought 8 found
9 Have you seen 10 haven't seen
- 2 1 've been 2 Have you ever been
3 arrived 4 remembered 5 started
6 've made 7 've gone/went
8 haven't seen 9 've known
- 2** 1 did Paul last speak
2 has he just bought/did he just buy
3 did he find
4 did he last see
5 has Sally been
6 Has she started
7 Has she seen
8 have Helen and Rafael known
- 3** 1 gone 2 been, gone 3 gone
4 gone 5 been/gone 6 been
- 4** 2 have been playing
3 has been studying
4 've been learning
5 've been looking
6 've been trying
7 've been watching
8 's been reviewing
- 5** 1 Have you been waiting
2 have you been playing
3 Has it been raining
4 have the children been doing
5 has he been going out
6 Have you been watching
- 6** 2 f 3 a 4 b 5 h 6 d 7 e 8 g
- 7** 2 a 3 b 4 a 5 a 6 b 7 b 8 a
- 8** 1 1 've been learning 2 like
3 've been 4 went 5 stayed
6 have never seen 7 spent
- 2 1 's been trying 2 left
3 's had 4 's been working
5 wants 6 's written 7 's had
- 9** 2 trained 3 have you made
4 Have you ever won
5 did your parents do
6 got 7 was running
8 do you do 9 'm shooting
10 've ever read 11 's ever said
12 Do you prefer 13 did you last cry
14 was rehearsing 15 've ever made
- 10** 1 2 clean 3 set 4 take 5 pick
6 give 7 Slow
- 2 2 back 3 up 4 away 5 off
6 up 7 up 8 out
- 11** 1 3, 4, 6, 7
2 2 ✓
3 ✗ They wanted a "bad-boy" image
in contrast to The Beatles.
4 ✓
5 ✗ Ronnie Wood joined the band
after Brian Jones died.
6 ✓
7 ✗ Only Mick Jagger has been
knighted.
8 ✗ They played in St. Petersburg,
Russia in 2007.
- 3 2 Charlie Watts
3 The Beatles
4 Brian Jones
5 Mick Jagger
6 Keith Richards
7 Queen Elizabeth II, Mick Jagger
8 50,000 fans
- 12** 1 1 The Rolling Stones.
2 Blues and jazz.
3 All kinds of music except the blues.
4 Monday.
- 2 1 27 2 lot 3 can't 4 15
5 wasn't 6 makes fun of
7 screamed
- 13** 1 2 bin 3 no 4 wear 5 here
6 weight 7 eight 8 peace
- 2 1 wood 2 blue 3 week
4 threw 5 road 6 nose
7 buy/bye 8 soar

- 3 1 sore, been, week
2 weight, piece
3 blue, Where, buy
4 rode, road
5 through, woods
6 threw, ate

- 14 Across** **Down**
3 singer 2 musicians
6 dancer 4 guitarist
8 actress 5 painter
9 actor 7 composer
11 drummer 10 poet
12 novelist
13 playwright

UNIT 12

- 1** 2 enjoy 3 'll enjoy
4 'll want to go 5 book
6 'll put 7 'll give
- 2** 1 2 What will you do if your plane is
delayed?
3 What will you do if the hotels are
full?
4 What will you do if you don't like
the food?
5 What will you do if you get
sunburned?
6 Where will you go if the beaches
are crowded?
- 2 2 e 3 d 4 a 5 b 6 f
- 3** 1 1 If 2 when 3 when 4 If
5 If 6 when 7 If
- 2 **A** Bye, darling! Have a good trip!
B Thanks. I'll call you when I arrive at
the hotel.
A But I'm going out tonight.
Remember?
B Well, if your phone's off when I call,
I'll leave a message on the voice mail.
A Great. What time do you think
you'll be there?
B If the plane arrives on time, I'll be at
the hotel at about 10:00 in the
evening your time.
A OK. I hope everything goes well. Let
me know when you know the time of
your flight home, and I'll pick you up
at the airport.
B Right! Have a nice time while I'm
away! Don't miss me too much!
- 4** 2 We might go to Florida on vacation.
3 I might go out tonight.
4 Jane might invite me to her party.
5 I might get some money for my
birthday.
- 5** 1 might
2 might go out, might stay in
3 'll see

- 4 might make
5 'm taking
6 are going to get married
- 6 1 2 'd get up 3 'd drive
4 wouldn't work 5 'd go 6 'd wear
- 2 2 When/What time would he get up?
3 What kind of car would he drive?
4 How many hours a day would he work?
5 Where would he go on vacation?
6 What would he wear?

- 7 2 had, 'd go
3 had, 'd grow
4 had, 'd take up

- 8 1 1 were, 'd travel
2 see, 'll tell
3 'll come, like
4 came, 'd understand
5 were, 'd be

- 2 1 would you do, won
2 were, 'd join
3 'll go, is
4 'd buy, were
5 is, 'll go
6 spoke, wouldn't have to

- 9 1 1 Scientists don't know why we need sleep. They know that if we didn't sleep, we'd die.
2 About a third.
3 You'd never sleep.
4 They didn't sleep much.
5 Because she woke him up.

- 2 1 three
2 body, brain
3 from lack of sleep
4 four
5 disc jockey, eight
6 Sancho Panza

- 3 1 Wise Men of Greece.
2 Percentage of deeper sleep
3 The year Michael Corke died.
4 The year King Perseus was killed by staying awake.
5 The number of hours Peter Tripp stayed awake.
6 The number of years Epimenides the Wise slept.

- 10 1 1 a horse 2 a house
3 school 4 flying
- 2 1 police, highway 2 horse, sleep
3 door 4 sunlight
5 studying 6 heart
7 legs, air 8 feeling, world

- 11 **Verb + preposition**
2 for 3 to/with 4 with
5 for 6 of

- Preposition + noun**
2 on 3 by 4 at 5 In 6 on
- Adjective + preposition**
1 in 2 with/at 3 about 4 of
5 of 6 about
- Noun + preposition**
1 for 2 with 3 of 4 to
5 of 6 on

12 1

● ● ●	● ● ●	● ● ●
envelope president universe accident passionate happiness	advantage decision ambitious direction forever remember musician	understand entertain
● ●	● ●	
wallet system ocean business practice program different	agree award reply divorced become	

- 13 **Across**
- 2 stayed
4 friendly
6 forward
8 while
9 looked
12 carefully
16 international
17 important
18 been
- Down**
- 1 learning
3 sunbathe
5 learned
7 slice
10 online
11 getting
13 going
14 make
15 ago