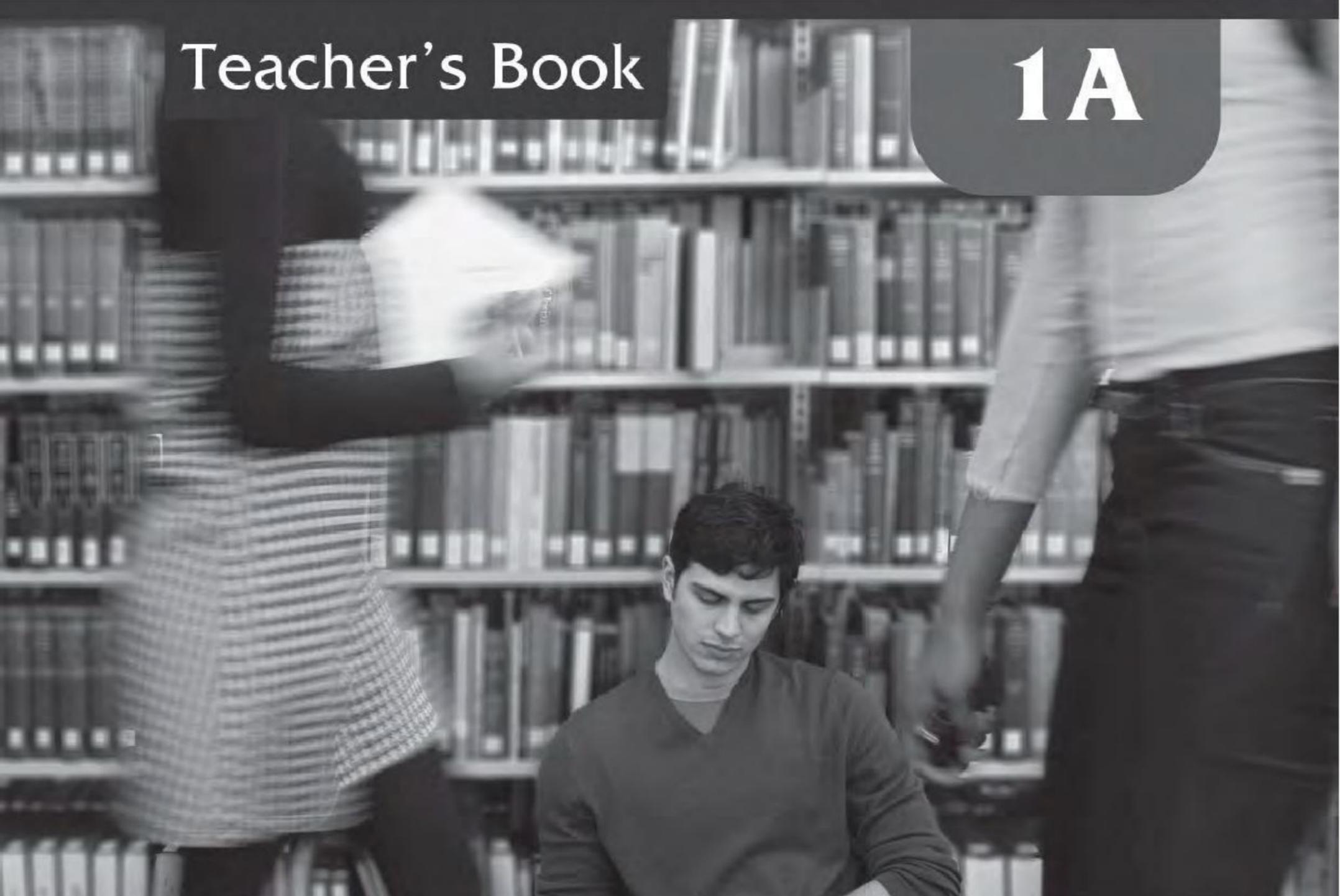


A black and white photograph of a modern university hallway with large windows and people walking in the distance.

# ENGLISH SKILLS FOR UNIVERSITY

A black and white photograph of a library with bookshelves. A woman in a patterned dress is blurred in the foreground, and a man is sitting on the floor reading a book.

Teacher's Book

**1A**

Terry Phillips  
and Anna Phillips

*Garnet*  
EDUCATION



# ENGLISH SKILLS FOR UNIVERSITY

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**Published by**

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Illustration: Doug Nash, Beehive Illustration:  
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# Book map

## Book map

Unit	Topic areas	Listening	Speaking	Reading	Writing
<b>1 Education</b>	The classroom Personal information	predicting next word hearing /e/ instructions for classwork	introducing self (1): name, nationality giving a talk (1): <ul style="list-style-type: none"> <li>• <i>stressing important words</i></li> <li>• <i>using good intonation</i></li> <li>• <i>looking up and smiling</i></li> </ul>	text type: identity cards, personal statements scanning for proper nouns identifying parts of speech	text type: identity cards spelling vowels spelling consonants using capitals and full stops using pronouns
<b>2 Daily Life</b>	Calendars Timetables Invitations Places of entertainment	listening for days, times, dates hearing /ɪ/ and /aɪ/	introducing self (2): age, birthday giving a talk (2): <ul style="list-style-type: none"> <li>• <i>pausing after a comma / full stop</i></li> </ul> greetings telling digital time	text type: invitations, notices scanning for numbers	text type: e-mails spelling vowels: /ɪ/ and /aɪ/ replacing nouns with pronouns
<b>3 Work and Business</b>	Jobs Places of work Careers Job advertisements Biography	using information to complete a form hearing the present simple	introducing self (3): job plans giving a talk (3): <ul style="list-style-type: none"> <li>• <i>starting a talk</i></li> <li>• <i>ending a talk</i></li> </ul>	text type: job advertisements scanning for names reading for established need	text type: personal descriptions job suffixes <i>-er, -or, -ist, -ant</i> <i>s = plural or 3<sup>rd</sup> person sing.</i>
<b>4 Science and Nature</b>	Colours Shapes Temperature Living creatures Living spaces	understanding descriptions hearing /i:/	describing a drawing	text type: scientific articles understanding captions interpreting figures finding examples	text type: animal descriptions spelling /i:/ using <i>there</i> <i>there is/are vs it is/they are</i> <i>a/an vs some</i>
<b>5 The Physical World</b>	Maps Locations Size Countries Position	understanding features hearing /aʊ/	describing places giving a talk (4): <ul style="list-style-type: none"> <li>• <i>showing enthusiasm</i></li> <li>• <i>using stress and intonation</i></li> </ul>	text type: geographical article preparing to read: <i>What do I know?</i> identifying referents	text type: geographical descriptions spelling /aʊ/ subject and verb agreement

Unit	Vocabulary	Pronunciation	Grammar patterns
1	introducing nouns, pronouns, verbs numbers 1–10 regular plurals, including pronunciation country names	saying /e/ stress in two syllable words final s for plural	<i>Write your name.</i> <i>He is Chinese.</i> <i>She is a teacher.</i> <i>I'm, you're, she's, etc.</i>
2	numbers 11–20 numbers 20, 30, etc. ordinals 1 <sup>st</sup> –9 <sup>th</sup> letter names	saying /ɪ/ and /aɪ/ saying /θ/ and /ð/	<i>I am not a student.</i> <i>Are you a student?</i> <i>Yes, I am. No, I'm not.</i> <i>How old are you?</i>
3	using a/an time words and phrases numbers 21–100 plural rules	saying r	<i>Teachers have three lessons each day.</i> <i>Ellen works in a bank.</i> <i>Work starts at 9.00 a.m.</i> <i>What do you do?</i> <i>Do you want a job?</i> <i>Yes, I do. No, I don't.</i> <i>at 3.00 p.m.</i> <i>in September</i>
4	adjectives: attributive and predicative	saying /i:/ saying negatives <i>can</i> and <i>can't</i>	<i>There is a bird on the tree.</i> <i>She can't spell the word.</i> <i>Why does the colour change?</i> <i>The grass is green.</i> <i>... green grass</i>
5	numbers: hundreds, thousands, millions <i>any</i> in questions and negatives noun phrases, e.g., <i>Tourist office</i> giving directions	saying /aʊ/ linking consonants and vowels polite intonation	<i>Are there any toilets in the mall?</i> <i>Yes, there is. No, there aren't.</i> <i>There isn't a river in the south.</i> <i>There is a very large lake.</i> <i>The lake is very large.</i>

### Introduction

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*English Skills for University* is unique for two reasons. Firstly, it is designed exclusively for teenage and young adult false beginners. Secondly, it is aimed at students who will go on to study wholly or partly in English. These two points make *English Skills for University* a very different course from other EFL or ESL products.

### Meeting the needs of false beginners

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Many courses claim to be suitable for this target group, but do not consider the real profile of their target students.

- False beginners are *not* true beginners. They are people with a great deal of passive knowledge, especially of vocabulary, for whom later learning has driven out earlier basic points. *English Skills for University* systematizes this previous learning so it can become genuinely useful.
- False beginners are not effective language learners who have simply forgotten previous learning. In most cases, they have failed to learn correctly the information which they have been given, for whatever reason – poor prior teaching, poor materials, etc. Therefore, they will not benefit, in the main, from a revision course with a very fast syllabus progression. They need a course which lock-steps them through each point, to ensure that they understand it before moving on. *English Skills for University* takes students step-by-step through the basic points they should have learnt before and demonstrates the communicative value of lexical, grammatical, orthographic and phonological points.
- False beginners, in many cases, are *not* read-write learners. They have struggled with the text-heavy materials in many school course books. They may be visual learners, who need colour and pictures, or aural learners, who need sounds and repetition. They may even be kinaesthetic learners who need to touch things and move them around to make sense of them. *English Skills for University* recognizes different learning styles and gives students different ways of learning the same information.
- False beginners, in many cases, are *not* inductive learners. They have struggled to learn with the methodology of example to rule. They need to be given the opportunity to learn deductively as well, from rule – or perhaps we should say, pattern – to example. *English Skills for University* often gives students two routes – an inductive and a deductive way – with the use of overt *Skills Check* and *Pronunciation Check* boxes for the deductive learner, and activities for the inductive.
- False beginners, in the main, have no desire to go ‘right back to the beginning’. They may have low motivation to study English anyway, given their history of failure, but they will certainly not be motivated by things that even they find too easy or, at least, too familiar. *English Skills for University* aims to teach old points in a new way.
- As mentioned above, false beginners have, to some extent, failed previous learning. They have sat in classes for, perhaps, nine years, but they are still not able to pass a formal test of English at more than beginners level. This means they need to be convinced that they can succeed this time. *English Skills for University* aims to give success right from the start, on materials which are interesting and challenging for students, but within their grasp.
- False beginners in a class are *not* a homogenous group. For any given item of beginner/elementary level vocabulary or grammar, there will be someone in the group who knows the item and many others who do not. But the ‘knower’ will change from item to item. *English Skills for University* acknowledges previous successful learning and, at the same time, enables the teacher to see which students are struggling on a particular point so he/she can direct those students to the additional remedial work provided.
- False beginners can do very little with the language, even in areas where they have some knowledge. In other words, they have some competence, but few or no specific performance skills in listening, speaking, reading or writing which they will need for further study in English. *English Skills for University* introduces students to key points in the four skills.

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## Meeting the needs of English for Academic Purposes (EAP) students

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*English Skills for University* is not designed for students living in an English-speaking environment. It does not, therefore, deal with survival English, or attempt to meet the needs of the ESL learner. *English Skills for University* does not assume that graduates from the course are going to become world travellers, using English as a lingua franca. Instead, it assumes they are going on to further study in English, perhaps in their own country. Therefore, the units covered build knowledge and skills which will assist in further English-medium study.

Each level contains five units, followed by a review unit, based on the Encyclopaedia Britannica organization of human knowledge. This means that students learn useful, transferable content as well as useful transferable vocabulary and skills as they work through the course.

Both levels are organized by unit, as follows:

### Level 1a/2a:

- 1 Education
- 2 Daily Life
- 3 Work and Business
- 4 Science and Nature
- 5 The Physical World

### Level 1b/2b

- 1 Culture and Civilization
- 2 Technology and Inventions
- 3 Art and Literature
- 4 Sports and Leisure
- 5 Nutrition and Health

Work within each unit is therefore constrained by a lexical set, which is based on the Waystage vocabulary list from the Council of Europe Framework. The course aims to ensure that students gain confidence in using a limited set of lexical items as they work through the unit, rather than constantly having to cope with new words which happen to appear in presentation texts.

*English Skills for University* recognizes that there is more to knowing a word than knowing its base meaning and so, by the end of each unit, students should be confident in using words in written or spoken form and proficient at recognizing the word in both forms. They will often also know some common collocations of words and important grammatical points about words, such as plural formation.

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## The structure of the course

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*English Skills for University* is divided into two levels: 1 and 2. Students can enter the course at Level 1 or 2. Each part provides at least 100 hours tuition. The whole course therefore provides at least 200 hours tuition.

In each level, there are ten units and two review units. Each unit provides six hours of tuition as follows:

- Lesson 1: Listening
- Lesson 2: Speaking
- Lesson 3: Vocabulary and Pronunciation
- Lesson 4: Reading
- Lesson 5: Writing and Grammar
- Lesson 6: Writing and Grammar

Each review unit also contains six hours of tuition, but the second Writing and Grammar lesson is replaced with a Portfolio lesson, which integrates skills points from the preceding units.

In the Workbook, there are two lessons for each unit, which provide further practice of the four skills.

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## The approach of the course

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*English Skills for University* adopts a recurrent structure within each unit. This is broadly a TEST – TEACH – TEST approach, which appears to be the best to accommodate all the needs of false beginners as detailed above. Most lessons begin by giving the students an opportunity to show what they know, before they are presented with a specific skill or set of vocabulary to learn.

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As the name implies, the course is skills-based. The main aim of each lesson is to improve the named skills, e.g., Listening or Speaking. The majority of exercises will be aimed at that skill. So you will find that listening activities often do not require any speaking, reading activities do not require much or any writing, etc. This does not mean, however, that there are no multi-skill activities, just that the focus should remain on the named skill, in order to ensure that students understand more easily the learning objectives.

## Vocabulary learning

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The authors of *English Skills for University* believe that the key to good language learning is the acquisition of a broad, useful, transferable vocabulary. As mentioned above, vocabulary learning is not just about meaning. It is also about form in speech and writing, and about collocation and usage.

*English Skills for University* looks at a lexical set in each unit in each of the four skills in turn. Firstly, students are taught to hear the set of words, in isolation and in context. They are then given the opportunity to produce the same set of words in speech, in isolation and context. Then the same set of words is used in a variety of texts for recognition in context. Finally, students are given the opportunity to prove their ability to produce the same set of words in writing, with the correct spelling and usage.

## Key activities

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A number of activities are so basic to learning that they appear in most or all lessons for a particular skill.

### Listening

#### *Listen and point*

This may look like a primary school activity, but it is the best way to prove ability to relate objects and action verbs to the sound of the words, in isolation and the stream of speech, without having to engage in any other linguistic activity, e.g., speaking or writing. It greatly aids the aural learner and, because there is a

physical element, may assist the kinaesthetic learner. Explain this to students if you speak the same language. Clearly, in a large class, you cannot check that all the students are pointing to the correct place, but you can deal with this by doing these exercises in pairs or small groups. As mentioned above, in a false beginners class, the chances are that at least one person in a small group will know each word – at least at the beginning, when this is an unexpected activity.

#### *Listen and do*

This TPR (Total Physical Response) activity may also look like a primary school activity, but it is the best way to prove ability to relate spoken language to its communicative purpose without a linguistic output. It greatly aids the kinaesthetic learner.

#### *Listen and tick the next word*

A key listening skill is the ability to predict the next word. It is part of the hypothesis checking of active listening. We can only cope with the speed of incoming data in the stream of speech if we have, to some extent, predicted the content.

#### *Listen and draw*

Another way of checking understanding without a linguistic output.

#### *Listen and number*

A key listening skill is the ability to hear a specific word or phrase in the stream of speech.

#### *Skills Checks – hearing specific phonemes*

How can a student recognize a word in the stream of speech if he/she cannot recognize the phonemes it contains? *English Skills for University* presents discrete phonemes, then phonemes in contrast, and checks students' ability to hear and then discriminate.

#### *Skills Checks – listening skills*

These highlight the specific learning objective and assist the inductive learner.

### Speaking

#### *Look and name*

This is the converse of *Listen and point*. At this point, the teacher can focus on ensuring that students can

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correctly name depicted items and make a reasonable approximation of the pronunciation.

### *Listen and look*

Although this may appear to be a listening activity, it is actually an essential precursor to speaking. Students are usually given the opportunity to hear a conversation before reading it. This greatly helps aural learners, and ensures for all learners that there is an aural trace of sounds in their brain, which they can recover to help with their own pronunciation.

### *Work in pairs – information gap*

Activities often involve an information gap – one student has information and the other has to fill the gap.

### *Work in pairs – role play*

Students are given the opportunity to practise transactional conversations which they have previously heard. This assists aural learners.

### *Work in pairs – talk about yourself*

Students are given the opportunity to talk about themselves, using the patterns they have practised in a preceding role play.

### *Talk about yourself*

This is often a development from *Work in pairs – talk about yourself*. Students are taught to take the individual sentences from the pairwork and turn them into a connected text for an oral presentation.

### *Give a presentation*

This is one of the key speaking skills in EAP. Students are taught a range of sub-skills to improve their ability to present.

### *Take part in a discussion*

Another key speaking skill for EAP. Once again, the necessary sub-skills are built up step by step.

### *Ask and answer*

This activity often contains desiccated sentences – i.e., sentences which only retain the content words. This kind of exercise probably mimics the production of

sentences in the human brain. It is likely that we retrieve the content words first, then the function words which carry them in a given sentence.

### *Rebus conversations*

A rebus is a picture which prompts a word or a sentence. It is a child's puzzle, but it is used in *English Skills for University* because it mimics real-world language production. We store meanings above linguistic level, then translate them into words. Thus a picture of a map of England + a question mark can prompt the question 'Are you from England?' This probably assists all learners, but especially visual learners.

### *Skills Checks – saying specific phonemes*

*English Skills for University* presents discrete phonemes for accurate production then phonemes in contrast, and checks students' ability to say and/or discriminate. These Skills Checks often point out common sound/sight relationships, e.g., *ow* may be /aʊ/ or /ə/.

## **Vocabulary and Pronunciation**

### *Matching words and photographs*

This activity helps to extend the target lexical set in the most basic way – giving students a picture of a key item to associate with the written and spoken word.

### *Working with numbers*

EAP contains more numbers than social English and they are, arguably, much more important. *English Skills for University* takes students through a complete syllabus of numbers in all forms – cardinal, ordinal, percentages, fractions and units of measurement.

### *Collocation*

We know a word by the company it keeps, said the grammarian, Firth. Students learn how to collocate, in particular, verbs and nouns and adjectives and nouns.

### *Synonymy, Antonym, Hyponymy, Hypernymy*

Key points about words, vital for lexical cohesion work later in their learning.

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### *Conversations*

In the conversations in this lesson, students are introduced to a small number of everyday English situations, e.g., finding your way around a town. This is the closest that *English Skills for University* comes to traditional EFL/ESL content.

### **Reading**

#### *The texts*

The majority of texts in *English Skills for University* are simulated authentic – in other words, they are pieces of written English that a student might actually encounter in their daily life, or might have to read for their studies. The principle activities based on those texts are real-world, in other words, things that a person might really have to do while reading or after reading such a text. In addition, there are often analytical tasks which help students to recognize key points about the form or organization of information in the text which will help them to read similar texts in the future.

#### *Look and read*

The teacher flashes words from the lexical set for students to recognize in written form. Response is in speech and one could argue that this is wrong as it requires a linguistic response. However, by this point, students have had the opportunity to produce the target words in speech on many occasions so spoken response should, on the one hand, not be a challenge, and on the other, should provide a good revision of oral production.

#### *Skills checks – reading skills*

Students are taken step by step through key reading skills, including basic points related to the decoding of written text.

#### *Find and circle/underline/box*

Students are required to annotate written text to show they can correctly identify key features of punctuation and recognize key parts of speech: noun, verb and adjective. This understanding of parts of speech is fundamental to being able to guess the meaning of a new word in context. If you don't know what part of speech it is, it will be very hard to guess the meaning.

### *Right or wrong?*

Reading is made communicative from the very beginning. For example, students are asked to look at visual prompts and recognize whether sentences correctly describe what they see.

#### *Read and predict then check your hypothesis*

As with listening, this is a key reading skill. Reading in real-life is a real-time activity, with readers interacting with the text, rather than working their way through without much understanding and then trying to complete multiple-choice questions.

### **Writing**

#### *The tasks*

The majority of writing tasks involve the production of real-world texts, in other words, pieces of connected prose that students might have to do as part of their English studies at a later date, rather than simply sentence level manipulation of grammatical points.

#### *Tick the correct sentences*

Writing is made communicative from the very beginning. Students are asked to look at visual prompts and choose the correct sentence to describe what they see. They are then asked to correct the false sentences, based on the visual prompt.

#### *Read and complete*

This usually involves the identification of the missing vowel, because, in English, consonants are largely phonemic (sound = sight), whereas vowels are not. If students write the correct vowels in a word, the chances are the word will be correctly spelt.

#### *Number the boxes in order*

English is a syntactic language, in other words, meaning is largely carried by the order of words, rather than by paradigms which indicate case or gender. Therefore, students need constant practice in putting words in an acceptable 'English' order. In *English Skills for University*, most sentences are based on the SV(O/C)(A) pattern.

#### *Skills Check – spelling*

These checks teach common patterns of sound-sight.

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### *Skills Check – writing skills*

This is sometimes the converse of the Reading Skills Checks. For instance, students are asked to identify the capitalized words in the Reading lesson then to add the capitals in the related Writing lesson. At other times, the Writing Skills Checks cover points which are not important to the reader, but vital to the writer. In particular, many of these checks cover points of grammaticized lexis, such as the use of determiners with different kinds of nouns.

### **Grammar**

#### *Tests*

These are diagnostic tests. Each item relates to one of the sentence or phrase pattern points in the unit. Students and teacher alike can see points of difficulty at a glance.

#### *Parallel production*

Many units contain this kind of task, where students are asked to use a model text to create a text of a similar nature about a different subject, or where information is transferred from table to text and back again, for example.

#### *Tables*

It is not necessary that all students do all the work on the tables page. In theory, students should only work through the patterns which have caused them problems during the unit. In practice, this might be difficult to ascertain, particularly with large classes. But bear in mind that students don't need to do anything on this page which they can do easily and accurately by the time they get here.

English is an SV(O/C)(A) language. Students need to gain a firm grasp of this concept and to understand what can fit into each of the categories. The sentence/phrase patterns in this lesson build into an invaluable compendium of this basic structure, which should ensure that students are confident to build from this to compound and complex sentences in later courses.

Colour coding is used in the tables. This greatly assists all students to match function and form in the pattern, but is, of course, of especial value to the visual learner. The colours used for the parts of speech are:

Noun = purple  
Verb = red  
Adjective = yellow  
Pronoun = dark blue  
Preposition = green  
Adverb = light blue  
Punctuation / 'other' = grey  
Question word = pink

Metalanguage is also used, so students learn to correctly identify the parts of speech and the parts of a phrase or sentence. The key parts are:

Subject = S  
Verb = V  
Object = O  
Complement = C  
Adverbial = A

Note that *adverbial* does not mean *adverb*, necessarily. A prepositional phrase such as *on the coast* can be an adverbial.

#### *Workbook activities*

The Workbook contains activities which can largely be done by students working on their own, although there are a few pairwork and group work activities. In general, the activities both practise and extend the work in the Course Book. New vocabulary is rarely introduced in these activities, but students are often required to synthesize information from the unit.

## Key vocabulary

address (n)	end (v)	right (adj)
answer (n/v)	full name (n)	singular (n)
ask (v)	girl (n)	sit (v)
begin (v)	intonation (n)	stand (v)
boy (n)	listen (v)	stress (n)
capital (n)	man (n)	student (n)
card (n)	map (n)	table (= information) (n)
cellphone (n)	nationality (n)	test (n/v)
city (n)	number (n)	vowel (n)
computer (n)	plural (n)	woman (n)
consonant (n)	point (v)	write (v)
country (n)	pronunciation (n)	wrong (adj)
do (v)	question (n)	
e-mail (n)	read (v)	

## Lesson 1: Listening

### Objectives

In this lesson, students will:

- listen to identify words connected with education;
- identify the /e/ sound.

### Introduction

Introduce yourself, and say hello to the students.

Use the target questions from later in this unit, i.e.,

*Hello. How are you?*

*What's your name?*

*Are you English?*

*Are you a student?*

*Where are you from?* (eliciting nationality or hometown)

Do not push things with students who are unable or unwilling to answer, just move on to another student. Hopefully you will be able to elicit correct answers from a number of students, which will serve as exemplars to the less able students.

### Exercise A

- 1 Begin with Course Books closed. Hold up a book and say *book*. Do not ask students to repeat, but do not stop them if they wish to. Point to a desk and say *desk*. Say *book* again, and indicate that you want students to point to their book. Repeat the procedure with *desk*.

When you think students understand the activity, play  1:1. Watch the students and try to identify any student who is not correctly associating the spoken word with the object. You can go through this activity as many times as you wish, with the recording or saying the words yourself; you might wish to speed up and say the words in a different order.

- 2 Work through the example. Note that students should still point to the item, not do the action. Play  1:2.

## Transcript 1:1

**Presenter:** Unit 1: Education  
Lesson 1: Listening  
Exercise A1. Listen to some words.  
Point to the item.

**Voice:** board  
book  
chair  
classroom  
clock  
computer  
desk  
door  
map  
pen  
pencil  
student  
teacher

## Transcript 1:2

**Presenter:** Exercise A2. Listen to some sentences. Point to the items.

**Voice:** Open your book.  
Which is your desk?  
Can you give me a chair?  
There's someone at the door.  
Is this your classroom?  
What's the name of your teacher?  
Are you a student?  
Could you lend me a pen?  
I've only got a pencil.  
OK. Can you look at the board?  
Look at the map.  
Start your computer.

## Methodology notes

- Remember! Lesson 1 of each unit focuses mainly on listening, so do not spend much time on speaking. We know that listening helps speaking. It is less certain that speaking helps listening, so save the speaking practice for Lesson 2.

- Some of your students will be kinaesthetic learners. Encourage students to get up and go and touch things if they wish (while you are saying the words in isolation), rather than pointing at them.
- Hearing words in isolation is much easier than hearing them in context. It is also not a very valuable real-world listening sub-skill. Whenever you have checked that students can hear a word in isolation, put it into a context. This encourages students to develop the vital listening skill of picking key words out from the stream of speech.

## Language and culture note

Pointing with the index finger is considered rude in many cultures, including English-speaking countries. Avoid possible student reticence by modelling an open-handed gesture.

## Exercise B

Make it clear that you are moving on to another activity. Get the attention of all the students. Say the instruction from the example. Wait until a student does it. Repeat until all the students have opened their books. Continue with the next two or three actions from the transcript: say each action once, wait, and then repeat it until everybody is doing it. When students understand the activity, play 1:3.

## Transcript 1:3

**Presenter:** Exercise B. Listen and do.

**Voice:** Open your book.  
Look at page 20.  
Read the first sentence.  
Close your book.  
Look at the board.  
Open your notebook.  
Write your name.  
Write your phone number.  
Stand up.  
Sit down.

## Methodology notes

This activity is a form of Total Physical Response (TPR). TPR is valuable because:

- a. In a listening lesson, it does not require another linguistic skill in the response as, e.g., *listen and repeat* or *listen and answer* does.
- b. It helps kinaesthetic learners to remember words and phrases.
- c. It clearly indicates to the teacher who understands, and who does not. (That said, students who fail to understand something will often only be a heartbeat behind students who do understand, so you must be very alert to the split-second delay in response that indicates lack of initial understanding.)

## Exercise C

Once again, make it clear that you have moved on to another activity. Ask the question in the example. Wait for an answer from someone. Confirm or wait for a correct answer. Continue with the next question in the transcript. When students understand the activity, play  1:4. Play the recording again and ask individual students to answer.

### Transcript 1:4

- Presenter: Exercise C. Listen and answer.  
Voice: What's your name?  
Are you English?  
Are you at school?  
Are you a student?  
What class are you in?  
Is your teacher American?  
What's the name of your book?  
What's the number of this classroom?

## Methodology note

Even in real life, we would not necessarily expect a full answer. In a listening lesson, it is sufficient that a student has understood the questions. Do not worry about the form of the answer or the pronunciation. You can focus on that in Lesson 2.

## Exercise D

- 1 Point to your ear and say *listen*. Point to your mouth and, after a pause to see if anyone is going to say anything, say *speak*. Point to your eyes and mime reading something and, after a pause, say *read*. Mime writing and, after a pause, say *write*. Go through the activity once more.
- 2 Reverse the activity, i.e., you say one of the words and students have to mime it. Repeat a few times, saying the words in isolation at random, then in context, e.g.,  
*Write your name.*  
*Read the sentence.*  
*Listen to the CD.*  
*Could you speak more slowly?*  
Make sure students realize they only have to mime the action, not do it.
- 3 Say *Open your book* and indicate that students really have to do this. Refer them to the four pictures. Say *Listen*, then say *Read number 1*. When a student has correctly responded, repeat the command several times and elicit the word *Listen* from several other students. Continue with the other numbers in order, then again at random.

## Methodology note

The last part of this activity looks like, and is, a reading activity. However, this is a listening lesson! The apparent anomaly is because an important sub-skill of listening is relating the sound and the sight of a word. This is especially problematic in English, which is not a phonemic language, i.e.,

you cannot always work out the sound of a word from the way that it is spelt. Students sometimes fail to identify in speech a word which they can read, so this type of activity ensures that the brain makes the correct sound-sight relationship and enables speedy identification of the word.

## Exercise E

- 1 Refer students to the list of words. Give them a few moments to look at the words. Do not let students speak. Say the first word from the transcript. Show that students must write the number after the word. Continue with the second word. Set for individual work and pairwork checking. Play  1:5. Do not feed back at this point.
- 2 This activity ensures that students understand and can use the words *right* and *wrong*. Refer students to the speech bubbles. Work through the mini-conversations, teacher and students, then with the class divided in two, then open pairs. Set for pairwork. Feed back, saying the words in order and eliciting the numbers.

### Transcript 1:5

Presenter: Exercise E1. Listen and number.

- Voice:
- 1 answer
  - 2 ask
  - 3 begin
  - 4 end
  - 5 question
  - 6 student
  - 7 test
  - 8 map

### Answers

student	6
begin	3
answer	1
end	4
ask	2
question	5
test	7
map	8

## Methodology notes

- Demonstratives are revised later in the course, but it is perfectly acceptable to teach their use (as in *That's right*) in a fixed phrase. Native speakers are not really using the word *that* with deictic reference any more. They are just producing a learnt phrase, and you can teach your students to do the same.
- If you are working in a situation where students might actually need to use English immediately outside the classroom, end this activity by pointing out that *That's wrong* is not polite. You can demonstrate this by saying it loudly and 'rudely'. Teach students the alternative (as a fixed phrase) *I don't think that's right*.

## Exercise F

Refer students to the pictures. Say the words. Ask students to guess the next word. Show them how to do the exercise, writing the correct number next to the words. Say the next sentence from the transcript and elicit the correct next word. Play  1:6. Do not let students speak, only write the numbers. Play  1:6 again for students to compare answers.

### Transcript 1:6

Presenter: Exercise F. Listen and number the next word.

- Voice:
- 1 Open your [PAUSE] book.
  - 2 Look at page [PAUSE] ten.
  - 3 Read the first [PAUSE] sentence.
  - 4 Look at the [PAUSE] board.
  - 5 Write your [PAUSE] name.

### Answers

ten	2
board	4
book	1
name	5
sentence	3

## Methodology note

When we listen, we make hypotheses all the time about what the person is going to say next. This even extends to the exact next word or phrase. Without these hypotheses, we probably could not listen efficiently because we would have to wait for each incoming word or phrase before we tried to understand, and then we would miss the next bit of incoming data. We must teach students this vital sub-skill in L2, or they will never be efficient listeners. However, students may find it very daunting at first. Be prepared to play the sentences in this type of exercise several times to give practice. Also, allow students to follow in the transcript as they are listening.

## Exercise G

Set for individual work and pairwork checking. Say or play the first question. Play 1:7. Do not ask students to listen and repeat the questions at this stage. The focus is still on listening and understanding, not on listening so that you can say the words.

### Transcript 1:7

Presenter: Exercise G. Listen and number the questions.

- Female tutor:
- 1 What's your name?
  - 2 Are you English?
  - 3 Are you at school?
  - 4 Are you a student?
  - 5 What class are you in?
  - 6 What's the name of your book?

## Methodology note

This is another version of Exercise C. We must identify a question very quickly in interactive listening so that we can answer appropriately.

## Answers

Are you a student?	4
Are you English?	2
Are you at school?	3
What class are you in?	5
What's the name of your book?	6
What's your name?	1

## Skills Check

A number of words in this unit have the /e/ sound rendered by the letter *e*. This is, of course, not the only way to render /e/, e.g., *said*, *many*, but it is the most common.

Do not ask students to listen and repeat – just say the sound in isolation, then in *desk* and *pen*, so that students begin to train their ear to hear it. Write the symbol /e/ on the board and demonstrate that you can find this kind of symbol in a dictionary.

Set for individual work and pairwork checking. Play 1:8. Feed back, building up the table on the board. Do not worry about the sounds in the other words except as indicated in the Answers; it is sufficient that students can hear that they are not /e/.

### Transcript 1:8

Presenter: Skills Check. Listen. Tick the words with /e/.

- Voice:
- desk
  - pen
  - end
  - begin
  - test
  - question
  - sentence
  - student
  - English
  - write
  - listen
  - answer

---

## Answers

Word	/e/	Notes
desk	✓	
pen	✓	
end	✓	
begin		
test	✓	
question	✓	
sentence	✓	the first <i>e</i>
student		
English		
write		Point out that the <i>e</i> has no sound in this position. Elicit other words from this lesson with <i>e</i> in this position, e.g., <i>name</i> , <i>where</i> , <i>are</i> .
listen		Point out that <i>t</i> has no sound in this word.
answer		Point out that <i>er</i> makes the schwa sound /ə/, but do not use the word. Elicit other words from this lesson with <i>er</i> in this position, e.g., <i>teacher</i> , <i>number</i> .

## Closure

---

Say goodbye to the students, pausing before predictable words to see if anyone can guess what you are going to say next, e.g.,

*OK. That's the end of the [PAUSE] lesson.*

*I will see you [PAUSE] (whenever is correct) at (whatever time is correct).*

*Your next lesson is [PAUSE] (whatever subject is correct).*

---

## Lesson 2: Speaking

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### Objectives

---

In this lesson, students will:

- give a talk to introduce self;
- use the /e/ sound in connected speech.

**General note:** The focus now shifts to speaking.

### Introduction

---

Point to things in the classroom and get students to name them. Point to yourself and then to one student at the end.

### Exercise A

---

Refer students to the illustrations. Put them in pairs to identify and name the items. Monitor, and make a note of any students who are struggling. Give extra help now or later. Feed back, getting students to give themselves ticks if they can identify the words and say them reasonably correctly. On this occasion, focus on the /e/ sound, and on words with the letter *e* which do not have the /e/ sound.

#### Methodology note

---

The course focuses on general problems of phoneme production. If you are aware of problems with specific phonemes from your students, or a particular speech group among your students, take any opportunity to do some extra work on one or more of those points. Here, for example, you can contrast:

/p/ and /b/

/l/ and /r/ in *classroom*

the clusters *cl* and *st* (getting Spanish speakers, for example, not to put a preceding vowel)

### Exercise B

---

Repeat the same procedure as Exercise A. Target student output is the imperative, rather than the gerund form, i.e., *listen* not *listening*. Monitor and assist. As before, make a note of anyone struggling, and give extra help. Put students into pairs to give each other instructions.

#### Answers

- 1 listen
- 2 speak
- 3 read (the book)
- 4 write
- 5 open (the book)
- 6 close (the book)
- 7 look at (the board)
- 8 look at (the page)
- 9 stand up
- 10 sit down

### Exercise C

---

Write the question *What's your name?* on the board. Underline the word *name* to show that this is the key word. Elicit the other questions from the key words in the list. Drill the questions, i.e.,

You say: *name?*

Students say: *What's your name?*

You say: *English?*  
etc.

Remember to give the key word the correct intonation pattern, i.e., fall or fall-rise. Back-chain, if necessary. Set for pairwork. Monitor and assist, noting problems.

#### Methodology note

---

It is likely that we begin the process of creating a question with a key word, e.g., we want to ask for someone's name and we get the word *name* first, then remember how to form the question. This exercise therefore mimics a real-life speaking skill.

---

## Skills Check

---

Remind students about the /e/ sound. Focus this time on the pronunciation of the sound rather than on hearing it. Point out that the letter *e* does not always make the /e/ sound. Play  1:9.

### Transcript 1:9

Presenter: Skills Check. Listen and check.

Voice: hello  
test  
check  
question  
sentence  
pen  
desk  
end  
yes

---

## Exercise D

---

Refer students to the pictures. Elicit words, especially any from the unit so far which are visible. Ask students for some ideas on what the people are saying, but do not confirm or correct.

- 1 Set for individual work and pairwork checking. Play  1:10. Pause after each exchange, i.e., question and answer, so students have time to associate the words with the prompts, but do not allow them to speak until they have heard the whole conversation.
- 2 Write the name of the student on the board: *Esteban Cortes*. Explain that students must answer as Esteban. Play  1:11, pausing after each question for them to answer as Esteban, helped by the prompt. Deal with pronunciation problems as you go, focusing on students with the biggest problems.
- 3 Set up the pairwork role play. Appoint one student as teacher and one as student in each pair. Then get students to swap roles. Check individual students and correct or improve pronunciation.

## Methodology note

---

Many conversations in EFL course books are complex reading exercises first, before there is any practice in speaking. In this course, we try to avoid too much written language as prompts for speaking by using rebus conversations. A rebus is a picture which prompts a word or a sentence. It is a child's puzzle, but it is used in this course because it mimics real-world language production. We form meanings above linguistic level and then translate them into words and sentences in order to communicate our meaning. Thus a picture of a map of England plus a question mark can prompt the question *Are you English / from England?* This type of activity probably assists all learners, but especially visual learners.

### Transcript 1:10

Presenter: Exercise D1. Listen to a conversation.  
Tutor: Hello. How are you?  
Esteban: I'm fine, thanks.  
Tutor: Are you a student?  
Esteban: Yes, I am.  
Tutor: Are you English?  
Esteban: No, I'm not. I'm Spanish.  
Tutor: Where are you from?  
Esteban: I'm from Madrid.  
Tutor: What's your name?  
Esteban: My name's Esteban. Esteban Cortes.

### Transcript 1:11

Presenter: Exercise D2. Listen and speak.  
Tutor: Hello. How are you?  
[PAUSE]  
Esteban: I'm fine, thanks.  
Tutor: Are you a student?  
[PAUSE]  
Esteban: Yes, I am.  
Tutor: Are you English?  
[PAUSE]

Esteban: No, I'm not. I'm Spanish.  
Tutor: Where are you from?  
[PAUSE]  
Esteban: I'm from Madrid.  
Tutor: What's your name?  
[PAUSE]  
Esteban: My name's Esteban. Esteban Cortes.

## Exercise E

Cross out *Esteban* (on the board) and say *Now answer for yourself*. Check that students understand by going through the conversation with a good student. Set for pairwork. Help students, if necessary, with the English name and/or pronunciation of their nationality word and hometown. Get some students to ask you the questions. Give true information.

## Pronunciation Check 1

Write the example questions on the board and show the intonation movement. Show also that the movement happens on the stressed word (the one in bold in the Pronunciation Check box). Play 1:12. Drill the questions, getting students to exaggerate the pitch movement. Conduct the movement with your hand.

### Transcript 1:12

Presenter: Pronunciation Check 1. Listen to the questions and answers.  
Tutor: Are you a student?  
Esteban: Yes, I am.  
[PAUSE]  
Tutor: Are you English?  
Esteban: No, I'm not.

## Exercise F

- 1 Refer students to the illustration of Xiu Xiu Li. Set the task for pairwork. Feed back.
- 2 Play 1:13. Ask questions to check the information.  
*What's her name?*  
*What nationality is she?*  
*Where is she from?*

### Transcript 1:13

Presenter: Exercise F2. Listen to Xiu Xiu Li's talk.  
Xiu Xiu: My name's Xiu Xiu Li.  
I'm a student.  
I'm Chinese.  
I'm from Beijing.  
It's the capital.

## Pronunciation Check 2

Write the first sentence on the board. Show the intonation pattern as before.

Play 1:14 for students to listen and repeat. Drill the sentences.

### Transcript 1:14

Presenter: Pronunciation Check 2. Listen again to the stress and intonation in the sentences from the talk.  
Xiu Xiu: My name's Xiu Xiu Li.  
[PAUSE]  
I'm a student.  
[PAUSE]  
I'm Chinese.  
[PAUSE]  
I'm from Beijing.  
[PAUSE]  
It's the capital.  
[PAUSE]

---

## Methodology note

When you are drilling sentences or questions, it is best to use back-chaining; in other words, start at the end and build up. You are less likely to give a false intonation pattern this way, because significant pitch movement is usually at the end of a sentence in English.

### Examples:

Teacher: student

Students: student

Teacher: a student

Students: a student

Teacher: I'm a student.

Students: I'm a student.

Teacher: student?

Students: student?

Teacher: a student?

Students: a student?

Teacher: Are you a student?

Students: Are you a student?

## Exercise G

Explain that students must now talk about themselves in the same way. Give them time to practise in pairs, then get as many students as possible to introduce themselves with the three sentences. Correct pronunciation as you go.

## Closure

Ask students to tell you some more English words (i.e., not from this lesson) with the sound /e/. Confirm or correct.

---

## Lesson 3: Vocabulary and Pronunciation

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### Objectives

---

In this lesson, students will:

- develop vocabulary related to towns and countries;
- provide personal information;
- use singular and plural nouns;
- listen to the intonation in *Wh~* questions.

General note: Make flashcards of the numbers one to ten, as symbols, and another set as words. Do not do these back-to-back, as you will want students to match them.

### Introduction

---

Explain that this lesson checks the students' knowledge of numbers, and words connected with education. Write the words *Numbers* and *Education* on the board and elicit some items for each. Confirm any correct ones.

### Exercise A

---

- 1 Refer students to the boxes containing the numbers one to ten in words. Play  1:15. Students listen and tick the correct number words. If possible, get some idea of how good the class is in general, and individual students are in particular, by watching closely where they tick, and how confident they are.
- 2 Get students to close their books. Hold up a flashcard of one of the symbols for numbers one to ten, out of order. Students say the number, chorally then individually. Deal with pronunciation problems. Start slowly, but by the end, you should literally be flashing the symbols, i.e., displaying for half a second at most.

Hold up a flashcard of one of the numbers one to ten in words. Follow the same procedure.

Hand out the flashcards to individual students and say a number at random. Two students should hold up their flashcards – one with the symbol and one with the word.

Get students to stand up and find their partner symbol/word.

Refer students to the exercise. Set for individual work and pairwork checking. Monitor.

### Transcript 1:15

Presenter: Lesson 3: Vocabulary and Pronunciation  
Exercise A1. Listen and tick.

Voice: five  
four  
nine  
one  
seven  
six  
ten  
three  
two  
eight

### Methodology note

---

Students must be able to sight-read the numbers one to ten as symbols and words, since numbers up to ten are often written as words rather than symbols.

### Exercise B

---

- 1 Refer students to the picture. Show students how to do the task. Monitor, but do not confirm or correct at this stage.
- 2 Play  1:16. Feed back.
- 3 Set for pairwork. Feed back. Drill the questions, using back-chaining.
- 4 Set for pairwork. Monitor and assist.

## Answers

name?	3	B3.
full name?	4	I'm a student.
class?	5	I'm Mexican, of course!
job?	6	It's 55 2378 5913.
nationality?	7	It's Avenida Hidalgo, Number 337.
cell number?	2	It's Claudia Gomez.
address?	8	It's claudia4@hotmail.com.
e-mail?	1	My name's Claudia.

## Transcript 1:16

Presenter: Exercise B2. Listen and check.  
Tutor: What's your name?  
Claudia: My name's Claudia.  
Tutor: What's your full name?  
Claudia: It's Claudia Gomez.  
Tutor: What's your class?  
Claudia: B3.  
Tutor: What's your job?  
Claudia: I'm a student.  
Tutor: What's your nationality?  
Claudia: I'm Mexican, of course!  
Tutor: What's your cell number?  
Claudia: It's 55 2378 5913.  
Tutor: What's your address?  
Claudia: It's Avenida Hidalgo, Number 337.  
Tutor: What's your e-mail?  
Claudia: It's claudia4@hotmail.com.

## Pronunciation Check 1

Refer students to the Pronunciation Check box. Write the first question on the board. Model the intonation pattern, as before. Play 1:17. Drill with back-chaining.

## Transcript 1:17

Presenter: Pronunciation Check 1. Listen to the stress and intonation of the questions.  
Tutor: What's your name?  
[PAUSE]  
What's your cell number?

## Exercise C

- 1 This exercise directs attention now to pronouns. Give students time to work out the situation, but do not ask checking questions. Set for individual work and pairwork checking. Monitor, but do not confirm or correct.
- 2 Play 1:18. Feed back.

## Transcript 1:18

Presenter: Exercise C2. Listen and check.  
Tutor: Hello.  
Alonso: Hi.  
Tutor: Are you a student?  
Alonso: Yes, I am.  
Tutor: What's your name?  
Alonso: My name's Alonso.  
Tutor: And what's your full name?  
Alonso: Oh, it's Alonso Garcia Ramirez.  
Tutor: Thanks.

## Methodology note

Refer students to Pronunciation Checks 2 and 3 and the Skills Check, if you wish, at any suitable time. Alternatively, you do not need directly to refer to these at all.

## Exercise D

- 1 Refer students to the maps. See how much world knowledge the students have as a whole. Set for group work if you prefer.

- 2 Play 1:19. Drill the names. Exaggerate the stressed syllable.
- 3 Set for individual work and pairwork checking.

### Answers

Oo	oO	Ooo
Britain	Japan	Mexico
Chile	Brazil	Italy
Egypt		Portugal
		Germany
		Canada

### Transcript 1:19

**Presenter:** Exercise D2. Listen and say the countries.

- Voice:**
- 1 Mexico
  - 2 Japan
  - 3 Britain
  - 4 Italy
  - 5 Chile
  - 6 Brazil
  - 7 Germany
  - 8 Canada
  - 9 Portugal
  - 10 Egypt

### Exercise E

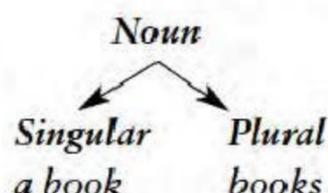
Model the example conversations with a good student. Then set for pairwork. Monitor and assist. Feed back on any points you notice.

### Answers

Answers depend on students.

### Exercise F

Draw the following diagram on the board:



Make sure that students understand the principle of singular and plural. Say *one desk*, and get students to say *singular*, then *two desks* to elicit *plural*. Continue with *three desks*, *four desks*, etc. Repeat the procedure with other items.

- 1 Demonstrate how the activity works. Elicit answers for the first two or three words. Set for individual work and pairwork checking. Feed back, building up the table on the board. Get students to suggest more nouns and add them to the appropriate part of the table.
- 2 Play 1:20. Drill the words.

### Answers

Singular	Plural
a book	<i>books</i>
<i>a teacher</i>	teachers
a board	<i>boards</i>
<i>a question</i>	questions
a test	<i>tests</i>
<i>a city</i>	cities
<i>a country</i>	countries
a map	<i>maps</i>
<i>a card</i>	cards

---

## Transcript 1:20

Presenter: Exercise F2. Listen and repeat the plural nouns.

Voice: a book [PAUSE] books  
a teacher [PAUSE] teachers  
a board [PAUSE] boards  
a question [PAUSE] questions  
a test [PAUSE] tests  
a city [PAUSE] cities  
a country [PAUSE] countries  
a map [PAUSE] maps  
a card [PAUSE] cards

## Closure

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Go through the Skills Check if you feel it is necessary. Students with a deductive learning style may need to look at the Skills Check to see the explanation in writing.

---

## Lesson 4: Reading

---

### Objectives

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In this lesson, students will:

- extract specific information from short texts;
- develop their understanding of collocation;
- identify parts of speech: nouns, pronouns, adjectives and verbs;
- use punctuation to help their reading.

**General note:** Make flashcards of the key words in this unit, as follows:

address	end	right
answer	full name	sit
ask	girl	speak
begin	listen	stand
capital	man	stress
card	map	student
cell	nationality	table
city	plural	teacher
compact	number	test
consonant	point	vowel
country	pronunciation	woman
do	question	write
e-mail	read	wrong

### Introduction

---

Write the word *education* on the board. Point to some things in the room connected with education. Elicit the words. Say *Here are some more words connected with education*. Show the flashcards, slowly at first, then faster and faster. Students read the words and say them. By the end, you should literally be flashing the word, i.e., displaying for one second at most.

Hand out the flashcards to individual students after a while, say a word at random and get the student with the word to hold it up. Other students check and confirm by saying *That's right* or *That's wrong*.

### Methodology note

---

Ideally, students should not have to speak to prove they can read, but it is hard to avoid this proof of comprehension, or at least identification. Do not worry about pronunciation of the word at this point, as long as it is clear that students have correctly identified it.

### Exercise A

---

Say *answer* and get the student with that flashcard to hold it up. Ask students for any word that goes with *answer*. Mime two things going together. Students could hold up *question* or *ask* or even *test*. Repeat with a few more words until students get the idea. Then set the activity for individual work and pairwork checking. Feed back, building up the table on the board.

#### Answers

- 1 answer, ask
- 2 begin, end
- 3 listen, speak
- 4 student, teacher
- 5 read, write
- 6 right, wrong

### Exercise B

---

- 1 Draw a picture of a desk. Write under the picture *It's a desk*. Ask students to look at the first picture, then the sentence. Ask students *Is that right or wrong?* Elicit that it is right, and tick the sentence. Repeat with a drawing of a pen. Write *It's a pencil*. Ask and elicit that it is wrong. Mark with a cross. Refer students to the illustrations. Set for individual work and pairwork checking. Feed back orally.
- 2 Underline the word *desk* in the first sentence, and *pencil* in the second. Label the words *noun*. Circle the pronoun *it*. Show the students that you are only circling the pronoun, not the pronoun and the verb. Box a verb as an example. Set for individual work and pairwork checking. Feed back orally.

## Answers

- 1 1 ✓  
2 ✓  
3 ✗ It's a map.  
4 ✓  
5 ✗ He's a teacher.  
6 ✗ They're students.  
7 ✓
- 2 1 (It)'s a desk.  
2 (It)'s a pencil.  
3 (It)'s a book.  
4 (She)'s a teacher.  
5 (He)'s a student.  
6 (They)'re teachers.  
7 (They)'re questions.

Refer students to Skills Check 1 to reinforce the point. Show that you can extend the noun group easily. Elicit as many nouns as possible from this unit. If they struggle with the idea of a noun, say it is the name of a thing or a person. (It is, of course, lots of other things as well, but it is important to get the central concept across before you extend it.) Ask if they know any other pronouns. Accept non-subject pronouns but do not write them on the board, to avoid confusion later.

### Methodology note

Students do need to learn metalinguage – *noun*, *pronoun*, etc. The brain needs to categorize things and look for patterns, and if you do not help students to recognize word classes, they will have constant problems in understanding common sentence patterns.

## Exercise C

Demonstrate how to do the activity. Set for individual work and pairwork checking. Feed back, building up the conversation on the board. Point out that all the words in the box begin with a capital letter. *How*, *What* and *Where* must be at the beginning of a sentence, but since they are question words, they must be at the beginning of a question. The word *I* could be

anywhere, because it is always capital, but it goes with *am*, so the position is clear. *English*, *Pierre* and *Paris* are not at the beginning of a sentence. They have capitals because of the kind of word they are. Go through Skills Check 2 to confirm the points.

## Answers

Hello. *How* are you?  
I'm fine, thanks.  
*Are* you a student?  
Yes, I *am*.  
*Are* you *English*?  
No, I'm not. I'm French.  
*Where* are you from?  
I'm from *Paris*.  
*What's* your name?  
My name's *Pierre*.

### Methodology note

The point of this activity is to begin to get students to recognize capital letters and their meaningful value in a text. A very familiar type of text has been chosen so students can focus on this aspect rather than general comprehension.

### Language and culture note

Note that the use of capital letters to start a sentence is common in many languages. The use of capital letters to mark proper nouns is also common, but the rules for the precise usage vary from language to language. On the following page is a table of usage for some common European languages.

## Skills Check 2

Go through Skills Check 2 to confirm the key punctuation points. This is a reading lesson, so it is important that students learn how these points help them with their reading, rather than how to form the capitals or write good sentences. That will come later in the unit.

	Capitalization					
	English	Spanish	French	German	Italian	Portuguese
All nouns	✗	✗	✗	✓	✗	✗
Names of people	✓	✓	✓	✓	✓	✓
Countries	✓	✓	✓	✓	✓	✓
Nationalities	✓	✗	✗	✗	✗	✗
Months	✓	✗	✗	✓	✗	✗
Days	✓	✗	✗	✓	✗	✗
Languages	✓	✗	✗	✓	✗	✗
Religions	✓	✗	✗	✓	✗	✗

## Exercise D

Refer students to extract 1. Show how you have to look through the identity cards to find the correct one. Set for individual work and pairwork checking. Feed back orally.

### Answers

- 1 E
- 2 A
- 3 G
- 4 B
- 5 C
- 6 F
- 7 D

## Exercise E

Set for individual work and pairwork checking. Feed back, ideally onto an electronic projection of an ID card.

If you wish, draw students' attention to the capital letters on the cards. Point out that this is normal practice with forms in English.

### Answers

8

First name	Khalifa
Family name	Al-Shaabi
Nationality	Emirati
Hometown	Dubai

9

First name	Pierre
Family name	Florian
Nationality	French
Hometown	Paris

### Language and culture note

Note that the concept of a sentence is language-specific, not universal. It is very difficult to define a sentence. People say it is a complete thought, but when is a thought complete? The dictionary entry for the word is often impossible to understand. It is better that you do not try to explain, just show. We know that, in English, a sentence will normally have a subject and a verb, but it will usually have other parts, e.g., object/complement, adverbial. Hopefully, if students have their attention drawn sufficiently to well-formed sentences, they will begin to get a natural feel for them.

---

## Exercise F

---

Remind students of the meaning of *pronoun*. Elicit some subject pronouns, e.g., *I*, *you*. Refer to extract 1. Ask for the pronouns in this extract. Elicit *I*, not *I'm*. Set for individual work and pairwork checking. Feed back orally, getting students to call out the words in the order they appear. Do the same exercise at high speed on some of the other texts.

### Answers

- 1 I, I, I
- 2 I, I, I, I, you
- 3 She, She
- 4 My, I, I, It
- 5 My, I, I
- 6 I, I, I, I, you
- 7 I, I, I, I, you, it
- 8 My, I, I, I, you
- 9 He, He

### Language note

---

Strictly speaking, *my* is a possessive adjective, but students can call it a pronoun at this stage.

---

## Exercise G

---

Remind students of the meaning of *verb*. Make sure they know what instructions are. Follow the same procedure as before.

### Answers

- D Read / Match
- E Read / Complete
- F Look / Find / tick
- G Look / Find / box

---

## Closure

---

Remind students that we use capital letters for nationality words. Ask students quickly to find the nationality of each person in extracts 1–9, e.g., you say *1* and the students say *Spanish*. Then reverse the process, e.g., you say *Emirati* and the students say *8*.

To make this slightly more realistic, you could say each name and students have to find it quickly and then find the nationality, from the texts not from the ID cards.

---

## Lesson 5: Writing and Grammar

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### Objectives

---

In this lesson, students will:

- develop sound/spelling relationships: vowels;
- recognize descriptions of plural and singular objects;
- write simple sentences with nouns, pronouns, verbs and adjectives;
- study sentence patterns: instructions; with verb *to be*.

**General note:** The Skills Checks can be dealt with at the beginning or at the end of the lesson – or indeed ignored completely if you think this is too complex for your students at this stage.

### Introduction

---

Use flashcards again. This time, cover the ending of each word so students have to try to identify it from the first two or three letters only.

### Methodology note

---

Research has shown that native speakers of English look at most words in a text, but do not read every letter. In many cases, a word is identified from the first two or three letters. We need to train our students in this skill before we can really say we have ‘taught’ them a word.

The ability to see a word in your mind’s eye is probably closely related to being a good speller in your own language or an L2. People often find they have to write a word down and look at it before they can be sure of the spelling, so the visual sense seems to be important here. If this is true, flashcards should assist not only with sight-reading – a vital reading sub-skill – but also with spelling, a vital writing sub-skill.

### Exercise A

---

Students should find this very easy. Set for individual work and pairwork checking. Feed back, getting the words on the board. Encourage students to tick the words they got right – hopefully, all of them!

Point out that, in English, you cannot always guess the spelling of vowels from the sound. Give the example of *student*, which is not spelt *stew dent*. However, stress that there are some common patterns. /e/ is normally spelt with *e*. ‘Prove’ this by asking students to guess the spelling of unknown words, e.g.,

*den*  
*pest*  
*bet*  
*hem*  
*tend*

### Answers

- 1 desk
- 2 pencils
- 3 teacher
- 4 students

### Methodology note

---

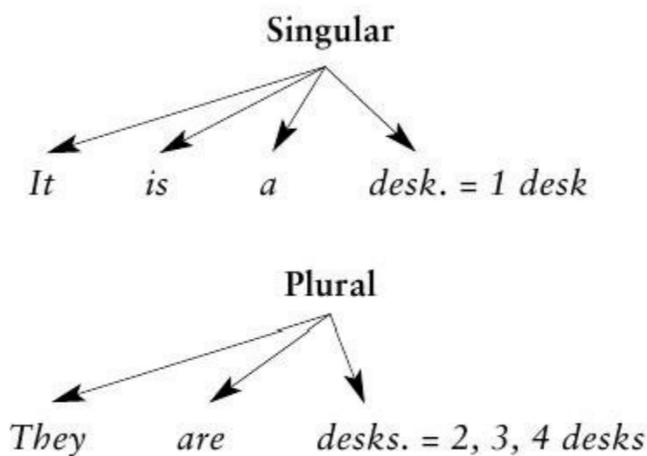
We do our students a disservice if we just say *English is a stupid language* when faced with spelling anomalies. There are a lot of patterns, many of which will be taught in this course. It is the most common words that tend to have the strangest sound-sight relationship, so a two-pronged attack should work:

- a Teach common words as sight words and sight spellings, i.e., students just know the spelling, without thinking about sound.
- b Teach patterns to help students guess the spelling of new items.

## Exercise B

Make sure students realize that the sentences relate to the pictures. There is nothing wrong with any of the sentences grammatically – the task is to decide which one is correct in terms of information. Clearly, the teaching point here is singular and plural, including pronoun-verb agreement.

Do the first one as an example. Set for individual work and pairwork checking. Feed back, writing the correct sentences on the board. Highlight the agreement points as follows:



### Answers

- 1 It is a desk.
- 2 They are pencils.
- 3 He is a teacher.
- 4 They are students.

## Exercise C

Elicit possible answers from students for the first row, with pens down. Confirm the correct order and rewrite the sentence on the board. Then erase it. Set for individual work and pairwork checking. Feed back, getting the correct sentences on the board.

### Answers

I am Chinese.  
He is a teacher.  
They are students.

## Exercise D

Students should find this very easy, having done a very similar task in earlier lessons. Set for individual work and pairwork checking. Monitor and assist. Feed back by telling students about you, and getting them to help you fill in an identity card on the board.

### Answers

three pronouns: I, He, They  
three verbs: am, is, are  
two nouns: a teacher, students  
one adjective: Chinese

## Methodology note

Throughout this course, the following colour code is used for tables in this part of Lesson 5:

Verb = red  
Noun = purple  
Pronoun = dark blue  
Adjective = yellow  
Preposition = green  
Adverb = light blue  
Punctuation / 'other' = grey  
Question word = pink

Note that at this stage, determiners are considered part of the noun, which of course they are, if we extend the definition of 'noun' to mean 'noun phrase'.

If you feel it is useful for your students, you can talk about well-formed sentences by referring to their colours, or point out why a sentence is ill-formed, e.g.,

*So you need a blue, red, yellow sentence here. No, that's wrong. You have blue, red, purple, yellow. It should be yellow, purple.*

**General note:** Here is an alternative presentation for Exercises E to H. Divide the class into four groups, one group to research and report back on each table. After the report, the students who are not in that group try to do the accompanying exercise.

## Exercise E

- 1 This is a high-speed, teacher-paced activity. Refer students to Table 1. You say one of the words from the box, and the students immediately write it in the table.
- 2 Set for individual work and pairwork checking. Make sure students realize they should use different verbs or different nouns, or both. Monitor and assist. Feed back, eliciting some of the best sentences.

### Answers

1	Verb	Noun
	<i>Open</i>	your book.
	Write	your <i>name</i> .
	<i>Read</i>	the sentence.
	Begin	the <i>test</i> .
	<i>Listen to</i>	the CD.
	Underline	the <i>nouns</i> .

- 2 Answers depend on students.

## Exercise F

- 1 This is a whole-class activity, pens down. Refer students to Table 2. Then ask students to write the words in the correct places.
- 2 Set for individual work and pairwork checking. Make sure students realize they should use different verbs or different nouns, or both. Monitor and assist. Feed back, eliciting some of the best sentences.

### Answers

1	Pronoun	Verb	Adjective
	I	am	Chinese.
	You	<i>are</i>	Spanish.
	He	<i>is</i>	French.
	She	<i>is</i>	Turkish.
	They	<i>are</i>	Italian.

- 2 Answers depend on students.

## Exercise G

Do the whole exercise as a pairwork activity, including the writing of the two sentences. Refer students to Table 3. Monitor and assist pairs.

### Answers

1	Pronoun	Verb	Noun
	I	am	a student.
	<i>You</i>	are	a teacher.
	<i>It</i>	is	a desk.
	<i>They</i>	are	students.
	<i>They</i>	are	chairs.

- 2 Answers depend on students.

## Exercise H

Demonstrate how the contraction is made by writing the full form on the board, crossing out the first letter, putting in the apostrophe, then indicating that the words must join up.

Refer students to Table 4. Set for individual work and pairwork checking. Feed back, building up the table on the board.

---

## Answers

1

Pronoun	Verb	
I	am	<i>I'm</i>
You	are	<i>You're</i>
He	is	<i>He's</i>
She	is	<i>She's</i>
It	is	<i>It's</i>
They	are	<i>They're</i>

2 Answers depend on students.

## Closure

---

Do remedial work with individual students or groups on problem areas.

---

## Lesson 6: Writing and Grammar

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### Objectives

---

In this lesson, students will:

- write a short text about self;
- learn about subject/verb agreement, word order, pronouns and nationalities;
- learn about capitalization and full stops.

### Introduction

---

- 1 Dictate some words with the /e/ sound and predictable spelling.
- 2 Point at objects and people in the room and start using pronouns, e.g., *he, it, they, she*. Continue until students can join in.
- 3 Play a guessing game. You look in a general direction and say *it, he, she* or *they*. Students have to guess what you are looking at. If they get the wrong kind of word, remind them of the pronoun you used, e.g.,  
You say: *It*.  
Student 1 says: *Carlos*.  
You say: *No. It*.  
Student 2 says: *Xiu Xiu*.  
You say: (about to explode) *It, it, it, it, it!*  
Student 3 says: *Desk*.  
You say: *No*.  
Student 4 says: *Chair*.  
You say: *That's right*.

### Exercise A

---

This should be easy after the introduction. Set for individual work and pairwork checking. Feed back orally. Refer students to Skills Check 1 to give them a visual reinforcement.

#### Answers

- 1 *It* is a map.
- 2 *They* are questions.
- 3 *He* is a teacher.
- 4 *She* is a teacher.
- 5 *They* are students.

### Exercise B

---

Set for individual work and pairwork checking. Feed back, building up the table on the board. Point out some of the patterns. It doesn't matter if students aren't familiar with countries such as Oman and Qatar. These countries are used to test students on the ending *i*, as shown in Skills Check 3.

#### Answers

Countries	Nationalities
Brazil	<i>Brazilian</i>
<i>Britain</i>	British
Canada	<i>Canadian</i>
<i>China</i>	Chinese
<i>Mexico</i>	Mexican
Oman	<i>Omani</i>
<i>Portugal</i>	Portuguese
Qatar	<i>Qatari</i>
Sweden	<i>Swedish</i>

### Exercise C

---

Set for individual work and pairwork checking. Feed back, getting a model version on the board.

#### Answers

I am Xiu Xui Li. I am from Beijing. It is in China. I am Chinese.

### Exercises D, E, F

---

**General note:** The material on page 19 can be done as a test, in class or for homework. In this case, take in the students' books at the end and mark them. Make a note of problem areas, using the grid opposite.

If you are doing the work as a lesson, give students time to discuss the answers for each section, D, E and F, pens down. Then set for individual work. Walk around and mark the questions as they complete them, and make a note of problems for individual students.

## Answers

D

1	<i>It</i>	is a chair.		subject pronouns
2	They	<i>are</i>	students.	agreement
3	<i>He</i>	is a teacher.		subject pronouns
4	She is	<i>a student.</i>		agreement
5	I	<i>am</i>	English.	agreement
6	They are	<i>books.</i>		plurals
7	No,	<i>I'm not.</i>		short answers
8	Yes,	<i>I am.</i>		short answers
9	He	's	Spanish.	contractions
10	Open	<i>your</i>	book.	phrases
11	Underline	<i>the</i>	nouns.	phrases
12	<i>What</i>	is your name?		questions

E Answers depend on students.

F In order to write good sentences, students must recognize the kind of information that should go in each sentence, e.g., name, occupation, nationality and hometown.

Write three sentences about yourself on the board as an example. Make mistakes in your grammar and spelling, and get students to correct you. Set for individual work and pairwork checking. Monitor and assist.

## Closure

If you think your students will react well to this, get two or three students to write their three sentences on the board.

## Key vocabulary

afternoon (*n*)

beach (*n*)

birthday (*n*)

break (*n*)

café (*n*)

calendar (*n*)

cinema (*n*)

clock (*n*)

date (*n*)

day (*n*)

evening (*n*)

every (*adj*)

first (*adj*)

hour (*n*)

information (*n*)

invitation (*n*)

invite (*v*)

last (*adj*)

later (*adv*)

lunch (*n*)

mall (*n*)

month (*n*)

morning (*n*)

nice (*n*)

night (*n*)

now (*adv*)

park (*n*)

swimming pool (*n*)

that (*det*)

that's fine

that's great

this (*det*)

time (*n*)

timetable (*n*)

today (*n*)

watch (*n*)

week (*n*)

year (*n*)

## Lesson 1: Listening

### Objectives

In this lesson, students will:

- listen to identify dates and times;
- listen to identify /ɪ/ and /aɪ/ sounds.

**General note:** Students should also be able to hear and say the months of the year, the days of the week and numbers from 1 to 20. In fact, it is assumed that these false beginner students will be reasonably confident with these items, although they may still have problems with pronunciation and spelling and may not understand how certain numbers, especially ordinals, are constructed and abbreviated.

### Introduction

Use some of the language from Unit 1 to greet the students. Then say some of the classroom words and encourage students to pick up or point to each one.

Do some TPR with instructions from Unit 1.

Write today's day, date and month on the board. See if students can tell you what the information means. Elicit ideas and then explain that this is the information they will practise in this unit.

### Methodology note

Avoid the temptation to turn all listening activities into speaking activities too. Although it has become tradition to follow *Listen* with *Listen and repeat*, this almost immediate transfer of focus from the receptive skill to the productive skill may not help students to become better listeners. Speaking is much more nerve-racking in the early stage of learning than listening, and it should be possible for students to relax into the role of listeners without worrying about the production of language. Is it significant that L1 children have a long silent period, when they hear an enormous amount of language but are not expected to produce any?

## Exercise A

Refer students to the first illustration, the year and months. Say *Listen and point*. Say *a year*. If possible, walk around and check that students are pointing to the correct place. If there seem to be any problems, say *a year* again. As students may not have come across the word *lecture* yet, explain that a lecture is a talk at college or university.

Play the first part of 1:21. Then refer students to the second illustration. Play the second part of 1:21. Finally, refer students to the last illustration and play the third part of 1:21. Indicate that the students must now find information anywhere on the page and point to it. Go through at random all the points you have covered already, as follows:

*a time*  
*a date*  
*a day*  
*afternoon*  
*a month*  
*evening*  
*a week*  
*a year*  
*morning*  
*the first day of the month*  
*the first day of the second week*  
*the first day of the week*  
*the first lecture of the day*  
*the first month of the year*  
*the last day of the month*  
*the last day of the third week*  
*the last day of the week*  
*the last lecture of the day*  
*the last month of the year*

### Transcript 1:21

Presenter: Unit 2: Daily Life  
Lesson 1: Listening  
Exercise A. Listen and point.

Voice 1: a year  
a month  
the first month  
the last month

the month after January  
the month before November

Voice 2: a year  
a month  
a day  
a date  
the first day of the week  
the last day of the week  
the first day of the month  
the last day of the month

Voice 1: a month  
a date  
a day  
morning  
afternoon  
evening  
the first lecture of the day  
the last lecture of the day

## Language and culture note

Some people in Britain and the USA say that Sunday is the first day of the week, but many calendars, especially electronic ones, give Monday as the first day. It is certainly the first day of the working week in many parts of the world.

## Exercise B

Make a copy of the first part of the third illustration on the board, or, ideally, use an electronic projection. Say *Lecture 2 is at 10*. Show how this information can be added to the diary page. Do not let students write at this time. Get students to tell you where to put the information by offering to put it in the wrong place until they direct you to the correct one. Play 1:22.

Feed back, perhaps by playing Stupid Teacher. Say the wrong information and get students to correct you. Even when they have corrected you, write it in the wrong place or spell it incorrectly.

## Answers

8.00 a.m.	Go to college
9.00 a.m.	Lecture 1
10.00 a.m.	Lecture 2: English
11.00 a.m.	Lecture 3: English
12.00 a.m.	Lunch
1.00 p.m.	Lecture 4
2.00 p.m.	Lecture 5
3.00 p.m.	Lecture 6
4.00 p.m.	Lecture 7
5.00 p.m.	Go home
6.00 p.m.	

## Transcript 1:22

Presenter: Exercise B. Listen and write.

Voice: Lecture 2 is at ten.  
Lecture 4 is at one.  
Lecture 6 is at three.  
Lectures 2 and 3 are English.

## Exercise C

Say *Listen and answer*. Make it clear that, this time, students must speak. Point out also that you are not talking about the information in the book – get students to close their books to make this clear. Ask the following questions, or play 1:23, and elicit true answers. If you use the CD, pause after each question. When you have got true answers to all the questions, go back and ask the questions again, at random, asking individual students to answer. Do not demand full answers.

## Transcript 1:23

Presenter: Exercise C. Listen and answer.

Voice: Is it 2010?  
Is it September?  
Is it Tuesday?  
Is it ten o'clock?  
Which year is it?  
Which month is it?  
Which day is it?  
What's the date today?  
What's the time?  
When's your birthday?  
How old are you?

## Exercise D

Refer students to the illustrations. Give them time to work out what they show. Say *Listen*, say each word, and do a mime to accompany it, e.g., the sun rising, the sun high in the sky, the sun setting, and someone sleeping. Make sure students notice *a.m.* and *p.m.* and the points where they change. Say *morning*, students say *a.m.* Say *evening*, etc.

Reverse the activity. You say a word and the students mime it. Go faster and faster! Say *morning*, students say *a.m.* Say a particular time, with *a.m.* or *p.m.*, and the students say *morning*, etc.

## Language and culture note

The way the day is divided up into sections varies from culture to culture. At the cusp of, e.g., afternoon and evening, you may not even get people from the same culture to agree on the correct term. Is 5.00 p.m. part of the afternoon or the evening? Is 4.00 a.m. part of the night or the morning? This, then, is just a schematic way of remembering the division.

Ask students to compare these divisions to the divisions in their own language or culture. Encourage them to argue about this if there is disagreement, but try to have the discussion in English, e.g.,

*Morning ends at twelve o'clock.*

*No, it ends at one.*

You might like to point out that we do not use *night* with greetings, i.e., *Good night*, only with partings, which have not been revised in this course so far.

### Methodology note

There is strong evidence that people learn when they are actively engaged, rather than merely passively comprehending. Words that are linked with mimes may well stick better than words that are simply processed by the brain. Similarly, if there is an argument about the division of the day in the students' own culture, that may help to fix the words *morning*, *afternoon*, *evening* and *night* in English.

### Exercise E

- 1 Refer students to the list of words. Give them a few moments to look at the words. Do not let students speak. Say the first word, or play 1:24 of the first word. Show that students must write the number after the word. Set for individual work and pairwork checking. Say or play the rest of the words. Do not feed back at this point.
- 2 This activity ensures that the students understand and can use the expressions in the speech bubbles. Refer students to the speech bubbles. Work through the mini-conversations, teacher–students, then half-class, then open pairs. Set for pairwork. Monitor and assist. Feed back, saying the words in order and eliciting the numbers.

### Answers

day	5
first	2
last	6
month	1
time	3
week	9
year	4
today	7
now	8

### Transcript 1:24

Presenter: Exercise E. Listen and number.

- Voice: 1 month  
 2 first  
 3 time  
 4 year  
 5 day  
 6 last  
 7 today  
 8 now  
 9 week

### Exercise F

Refer students to the first sentence. Get them to read the two alternatives: *What time is it? What day is it?* Point out that they are both correct, but which one is on the CD? Set for individual work and pairwork checking. Play 1:25, pausing after each one. Try to ensure there is complete silence so that students can process the aural trace without interference.

Feed back, just asking students for the correct word, not the whole sentence (because that puts pressure on spoken production in the middle of a listening lesson). Note that it is almost impossible to hear the difference between *day today* and *date today* because of the suppressed plosive /t/ at the end of *date*. Point out that in this case, the listener has to ask. Teach *day or date?*

## Transcript & answers

### Transcript 1:25

Presenter: Exercise F. Which word?  
Listen and circle.

- Voices: 1 What time is it?  
2 When is the first lecture?  
3 Which month is it?  
4 What's the date today?  
5 I have three lectures this evening.  
6 This is my first year.

### Methodology note

Knowing that you did not hear correctly is a key listening skill. Simply saying *Could you repeat that?*, even in perfect English, will not get to the heart of the listening problem in such a case. Students need training in picking unusual or confusing sounds out from the stream of speech, and questioning them, either to the speaker or, in a lecture situation, to a fellow student.

### Skills Check

A number of words in this unit and Unit 1 have the letter *i*, pronounced either /ɪ/ or /aɪ/. Write the example words on the board and the sound in phonemic script. Point out that you can see these symbols in a dictionary. Model the sounds several times, but do not insist on the students repeating them.

Set for individual work and pairwork checking. Play  1:26. Feed back, building up the table on the board.

### Answers

	/ɪ/ (it)	/aɪ/ (I)
is	✓	
I'm		✓
begin	✓	
English	✓	
fifteen	✓	
find		✓
fine		✓
five		✓
listen	✓	
my		✓
night		✓
tick	✓	
nine		✓
right		✓
six	✓	
time		✓
write		✓

### Transcript 1:26

Presenter: Skills Check. Listen. Tick the correct column.

- Voice: is  
I'm  
begin  
English  
fifteen  
find  
fine  
five  
listen  
my  
night  
tick  
nine  
right

---

six  
time  
write

### Methodology note

It is not an aim of this course that students should become proficient in transcription into phonemic script, or even reading whole words from transcription. However, with a non-phonemic language like English, i.e., one in which the sound does not always match the sight, it is extremely useful to be able to identify at least the vowel symbols and the consonant symbols where there can be confusion, e.g., /ɪ/ and /aɪ/.

### Closure

Play the Guess the Next Word game again. Say the following:

*OK. Close your [PAUSE] books.*

*That's the end of the [PAUSE] lesson.*

*I'll see you [PAUSE] (whenever is correct) at [PAUSE] (whatever time is correct).*

*Have a nice [PAUSE] (day/afternoon/evening).*

---

## Lesson 2: Speaking

---

### Objectives

---

In this lesson, students will:

- talk about dates, times and birthdays;
- use /ɪ/ and /aɪ/ in connected speech;
- give a talk about own country.

### Introduction

---

Write the current year on the board, elicit the word *year*. Add the next few years, elicit the plural. Highlight the /z/ sound of the plural *s*. Write the current month on the board, elicit *month*, add the next few and elicit *plural*. Continue with *day* and *hour*.

### Exercise A

---

Refer students to the illustrations. Put them in pairs to identify and say the items. Monitor and make a note of any students struggling. Give extra help now or later. Feed back, getting students to give themselves ticks if they can identify the words and say them reasonably correctly.

#### Answers

- 1 a year, the months of the year
- 2 the days of the week
- 3 a month, the dates in a month
- 4 a day / a date, times of the day
- 5 dates
- 6 morning
- 7 afternoon
- 8 evening
- 9 night

### Methodology note

---

As mentioned in Unit 1, this course focuses on general problems of phoneme production. The following are problems with this group of words which might affect some or all of your students:

#### Vowels

/iː/ in *week, evening*

/ʌ/ in *month*

/eɪ/ in *day, date*

#### Consonants

clusters: *nth* and *ft*

/d/ vs /t/

/ŋ/

not exploding any of the final plosives, i.e., in *week, month, date, night*

### Exercise B

---

Remind students of the two words, *singular* and *plural*. Work through the words in Exercise A in order, and elicit which is which. Then say the words at random, sometimes saying the singular, and sometimes the plural form. Demonstrate that there are two sounds: /s/ and /z/. Do not go into why at this time. You may find that your students cannot produce the final cluster C + s without putting a vowel in between the two sounds, e.g., /wi:kɪz/. Work on this, but do not spend too long. The ability to produce clusters will not be taught in one lesson.

### Language and culture note

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Plural *s* has a soft /s/ sound after an unvoiced consonant, e.g., /k/.

It has a hard /z/ sound after a vowel or a voiced consonant, e.g., /eɪ/ or /n/.

---

## Exercise C

---

Draw a digital watch face on the board and mark the time – the hour closest to the current time. Point to the time, then say, as appropriate, *Good morning*, *Good afternoon* or *Good evening*.

- 1 Refer students to the watch faces and show how the time should prompt the greeting. Say *One*. Elicit *Good morning*. Continue with the other prompts.
- 2 Say times at random and elicit the appropriate greeting. Improve pronunciation, chorally and individually.

## Exercise D

---

Write the word *time* on the board, followed by a question mark. Elicit the question. Continue with the other prompts. Confirm or correct, then drill with back-chaining, e.g.,

*date?*

*date today?*

*the date today?*

*What's*

*What's the date today?*

Play 1:27. At the end, get students to ask the questions, you give truthful answers. Put students into pairs to ask and answer.

### Transcript & answers

#### Transcript 1:27

Presenter: Lesson 2: Speaking  
Exercise D2. Listen and check.

- Voice: a What's the time?  
b What time is it?  
c What's the date today?  
d When is the first lecture?  
e Which month is it?

## Exercise E

---

Refer students to the pictures from the rebus conversation. Elicit words, especially any from the lessons so far. Ask students for some ideas on what the people are saying, but do not confirm or correct.

- 1 Set for individual work and pairwork checking. Play 1:28. Pause after each exchange, i.e., question and answer, so students have time to associate the word with the prompts, but do not allow them to speak until they have heard the whole conversation.
- 2 Write *student* on the board and explain that students must answer as the student. Play 1:29, pausing after each question for them to answer, helped by the prompt. Deal with pronunciation problems as you go, focusing on students with the biggest problems.
- 3 Set up the role play. Monitor and assist.

### Transcript & answers

#### Transcript 1:28

Presenter: Exercise E1. Listen to a conversation.

Tutor: Good morning. How are you?

Student: I'm fine, thanks.

Tutor: Excuse me. What's the time?

Student: It's eight.

Tutor: Thank you ... That's nice. Is it new?

Student: Yes, it is. It's a birthday present.

Tutor: Oh, is it your birthday today?

Student: Yes, it is.

Tutor: Really? Happy birthday!

Student: Thank you.

Tutor: How old are you?

Student: I'm eighteen.

---

### Transcript 1:29

Presenter: Exercise E2. Listen and speak.

Tutor: Good morning. How are you?  
[PAUSE]

Tutor: Excuse me. What's the time?  
[PAUSE]

Tutor: Thank you ... That's nice. Is it new?  
[PAUSE]

Tutor: Oh, is it your birthday today?  
[PAUSE]

Tutor: Really? Happy birthday!  
[PAUSE]

Tutor: How old are you?  
[PAUSE]

Tutor: What about a cake ... a birthday cake?

Student: Yes, we do. We have a birthday cake.

### Exercise F

---

Refer students to the illustrations in the table. Ask students to name the items in the first column. Demonstrate that they must listen and tick or cross the points (presents, etc.). Set for individual work and pairwork checking. Play  1:30. Feed back, building up the table on the board.

#### Answers

	Student	You
presents	✓	
cards	✓	
a party	✗	
a cake	✓	

### Transcript 1:30

Presenter: Exercise F. Listen to a talk.

Tutor: Do you have birthday presents in your family?

Student: Yes, we do.

Tutor: Do you have birthday cards?

Student: Yes, we do.

Tutor: What about a birthday party?

Student: No, we don't have a party.

### Exercise G

---

- 1 Set for individual work.
- 2 Help students to make the four sentences, with *have* and/or *don't have*. Work through the Skills Check. Go round and listen to as many students as possible individually. Or get a few students to stand up and talk about their family.

### Pronunciation Check

---

Remind students about the /ɪ/ and /aɪ/ sounds. Focus this time on the pronunciation. Show how the /ɪ/ sound requires spread lips, while the /aɪ/ sound starts with a more open mouth and moves to /ɪ/. Drill the words in each set, building up the table on the board. Then elicit specific words from different students by pointing to them on the board.

### Closure

---

Elicit more English words with the /ɪ/ sound. Confirm or correct. Possible words: *sit, him, his, thin, sing, this*.

Repeat with /aɪ/. Possible words at this level: *light, mine, white, high*, plus *my, try, buy*, which do not fit either pattern here.

---

## Lesson 3: Vocabulary and Pronunciation

---

### Objectives

---

In this lesson, students will:

- develop vocabulary related to public places;
- learn about pronunciation: the alphabet; /θ/ and /ð/;
- practise using cardinal numbers 1–100 and ordinal numbers;
- use a and an.

**General note:** Make flashcards of these words before the lesson:

afternoon	first	night
birthday	hour	time
break	information	timetable
calendar	invite	today
clock	last	watch
date	later	week
day	lunch	year
evening	month	
every	morning	

Make flashcards also of:

- the numbers 11–19 as well as symbols, with the word for each number on the back.
- the months of the year, with the number of the month on the back.
- the days of the week.
- different sorts of numbers, e.g., dates, telephone numbers, addresses, times.

### Introduction

---

Explain that this lesson checks students' knowledge of numbers, and words connected with education. Write the words *Numbers* and *Daily life* on the board and elicit some items for each. Confirm any correct ones.

### Exercise A

---

- 1 Refer students to the pictures. Set for pairwork. Feed back.
- 2 Play  1:31. Drill the words.

### Answers

beach	3
mall	6
park	4
'cinema	1
'swimming pool	5
'café	2

### Transcript 1:31

**Presenter:** Lesson 3: Vocabulary and Pronunciation  
Exercise A2. Listen and repeat.  
**Voice:** beach [PAUSE]  
mall [PAUSE]  
park [PAUSE]  
cinema [PAUSE]  
swimming pool [PAUSE]  
café [PAUSE]

### Exercise B

---

- 1 Set for individual work and pairwork checking. Play  1:32. Feed back. Elicit the kind of words that can fit in each space – see Answers.
- 2 Model with a good student. Set for pairwork.

### Answers

- 2 Nick: Let's go to the *cinema / park / mall*, etc.  
Eduardo: OK. This *evening / morning / afternoon*?  
Nick: Yes. Is 8.00 (or any suitable time) OK?  
Eduardo: That's *fine / great / good*. See you later.

### Transcript 1:32

**Presenter:** Exercise B. Listen to a conversation.  
**Nick:** Let's go to the cinema.  
**Eduardo:** OK. This evening?  
**Nick:** Yes. Is 8.00 OK?  
**Eduardo:** That's fine. See you later.

## Exercise C

- 1 Do not model the words. Let students try to pronounce them correctly without help. Then refer them to the Pronunciation Check.
- 2 Play 1:33. Then drill the items.

### Transcript 1:33

Presenter: Exercise C2. Listen and repeat.

Voice: this [PAUSE]  
that [PAUSE]  
the [PAUSE]  
this morning [PAUSE]  
this evening [PAUSE]  
this Tuesday [PAUSE]  
That's great! [PAUSE]  
That's fine! [PAUSE]  
That's nice! [PAUSE]  
the date [PAUSE]  
the teacher [PAUSE]  
the students [PAUSE]

### Language note

The sound /θ/ as in *three* tends to be used in content words.

The sound /ð/ as in *this* tends to be used in function words.

## Exercise D

- 1 Set for individual work and pairwork checking. Point out that students can use the same phrase more than once. Then play 1:34.
- 2 Set for pairwork role play. Monitor and assist.

## Transcript & answers

### Transcript 1:34

Presenter: Exercise D1. Listen and check your answers.

Jane: Hi Adriana. This is for you.

Adriana: Hi! What is it?

Jane: It's an invitation to my birthday party.

Adriana: That's great! When is it?

Jane: Saturday. 7.00. It's at my place.

## Exercise E

- 1 Refer students to the first set of letters. Ask them what is missing. They probably will not be able to tell you. Start saying the names of the letters with over-emphasized vowels. Try to elicit the answer. If not, move on to the next set, then the final one. Do not confirm or correct.
- 2 Refer students to Skills Check 1. Set for pairwork. Feed back, building up the sets of words on the board.

Get students to close their books. Say a letter and get them to tell you another letter with the same vowel sound. Focus in on the letter names that cause the most problems:

- *a* and *r* – because /ɑ:/ is one possible sound of *a*
- *e* and *i* – because students think that /i:/ is one possible sound of *i*
- *g* and *j* – because students expect *g* to be /g/, or contain it
- double *u* – because it looks like double *v*
- *b* – because the sound does not appear in the name
- *y* – because the sound does not appear in the name

### Answers

b	c	d	e	g	p	t	v	z
f	l	m	n	s	x	z		
a	h	j	k					

---

## Methodology note

All the sets of letters in this exercise are in alphabetical order. This should, of course, help them to work out the missing letter in each case.

---

## Exercise F

Set for individual work. Play  1:35.

Write the word *dictate* on the board. Dictate the first two or three words from  1:35 (*is, it, in*) one letter at a time to make sure that students get the idea.

In pairs, students check their answers by dictating them to each other. This practises identifying letters from their names.

### Transcript 1:35

Presenter: Exercise F. Listen and write the words.

- Voice: 1 is  
2 it  
3 in  
4 that  
5 this  
6 date  
7 three  
8 you  
9 what  
10 when

---

## Exercises G and H

Make sure students understand the tasks. Set for pairwork. Monitor and assist.

---

## Exercise I

Write *I have a pen* on the board. Circle *a*. Say the key words: *a pen*.

Write *She is a teacher*. Circle *a*. Say *a teacher*.

Write *Do an exercise on this page*. Circle *an*. Say *an exercise*.

Point to the circled letters and to the nouns that follow them.

Write *day*. Elicit *a*. Write it in front of *day*. Say *a day*.

Write *answer*. Elicit *an*. Write it in front of *answer*. Say *an answer*.

Continue to write nouns on the board, including nouns that begin with vowels. Do not worry if students do not know the words. They are looking for a pattern of sound, not meaning. Always say the article plus noun after they have got it right.

When students are consistently getting *an* plus vowel letter, write *hour* on the board and elicit ideas. Eventually, write *an* in front and say *an hour*.

Write *house* on the board and elicit ideas. Eventually, write *a* and say *a house*. Say the two phrases, *an hour* and *a house*, several times, emphasizing the /h/ on *house*.

Repeat the procedure with *university* and *uncle*.

Finally, ask students:

*When do we use 'a'?*

*When do we use 'an'?*

Elicit that the first sound of the noun must be a vowel. (Actually, this is not the full rule. We will return to this after studying adjectives to see that it is the sound at the front of the next word that decides the article, so we have *an egg*, but *a brown egg*.)

---

Erase the words. Set for individual work and pairwork checking. Feed back, writing the phrases on the board.

### Answers

- 1 a day
- 2 an answer
- 3 a question
- 4 an exercise
- 5 a lesson
- 6 an evening
- 7 a month
- 8 an afternoon
- 9 a week
- 10 an hour

### Exercises J, K and L

---

Refer students to the first three tables of numbers. Check or teach + = *plus*, x = *times*, → = *becomes*, = can be *is* or *equals*.

- 1, 2, 3 Put students into three groups, A, B and C. Explain that each group must do the exercise with the same letter, e.g., group A does Exercise J. Monitor and assist. Put students into groups of three, with one student each from groups A, B and C. Tell them to explain the pattern and exceptions in their list of numbers. Monitor and assist.

Feed back, ideally using an electronic projection of the tables. Elicit the patterns and the exceptions. Ask students if they can see patterns in the exceptions!

There are some:

*three* changes to *thir*

*five* changes to *fif*

*eight* loses the final *t*

But there are some that are designed, it seems, to catch you out. Is it *four* or *for*, *nine* or *nin*?

Point out the use of ordinals (Exercise L), i.e., to put things in order, and for dates, although your students should know this. Point out also that the last two

letters of the ordinal word are used in the symbol form, e.g., *1st*. Some people write these two words as superscripts (do not use the word), e.g., *1<sup>st</sup>*.

Point out also that the *~teens* and the *~tys* sound very similar. How can you tell the difference between *seventeen* and *seventy*? Demonstrate that the stress is on *teen* in the first case, and on *seven* in the second.

### Answers

#### Exercise J

one	+	ten	=	eleven
two	+	ten	=	twelve
three	+	ten	=	thirteen
four	+	ten	=	fourteen
five	+	ten	=	fifteen
<i>six</i>	+	ten	=	<i>sixteen</i>
<i>seven</i>	+	ten	=	<i>seventeen</i>
<i>eight</i>	+	ten	=	<i>eighteen</i>
<i>nine</i>	+	ten	=	<i>nineteen</i>

Pattern: 'word' + *ten* becomes 'word'*teen*

Exceptions: *one*, *two* = different word, although *twelve* begins with *tw*  
*three* changes to *thir*  
*five* changes to *fif*  
*eight* loses the final *t*

#### Exercise K

two	x	ten	=	twenty
three	x	ten	=	thirty
four	x	ten	=	forty
five	x	ten	=	fifty
<i>six</i>	x	ten	=	<i>sixty</i>
<i>seven</i>	x	ten	=	<i>seventy</i>
<i>eight</i>	x	ten	=	<i>eighty</i>
<i>nine</i>	x	ten	=	<i>ninety</i>

Pattern: 'word' + *ten* becomes 'word'*ty*

Exceptions: *two* changes to *twen*  
*three* changes to *thir*  
*four* changes to *for*  
*fiv* changes to *fif*  
*eight* loses the final *t*

---

### Exercise L

one	→	the first	(1 <sup>st</sup> )
two	→	the second	(2 <sup>nd</sup> )
three	→	the third	(3 <sup>rd</sup> )
four	→	the fourth	(4 <sup>th</sup> )
five	→	the fifth	(5 <sup>th</sup> )
six	→	<i>the sixth</i>	(6 <sup>th</sup> )
seven	→	<i>the seventh</i>	(7 <sup>th</sup> )
eight	→	the eighth	(8 <sup>th</sup> )
nine	→	the ninth	(9 <sup>th</sup> )

Pattern: 'word' becomes *the* 'word'*th*

Exceptions: *one, two, three* = different words,  
although *three* changes to *thir*, as with  
other patterns  
*fiv* changes to *fif*  
*eight* loses the final *t*  
*nine* loses the final *e*

### Methodology note

Your students will have known these numbers for years, but will still make mistakes with them. Why? Perhaps it is because they have never been encouraged to look for patterns.

### Extra activity

---

Play with the numbers, e.g.,

- 1 Give simple mental arithmetic tests with *plus* and *times*. Make the answers numbers below 20 or whole tens above 20 (*What's five times ten?*).
- 2 Dictate numbers.
- 3 Get students to write down some numbers from Exercises J, K and L, and dictate them to each other.

### Closure

---

Dictate the following to students, word by word: *Goodbye. See you on* (day of your next lesson).

---

## Lesson 4: Reading

---

### Objectives

---

In this lesson, students will:

- read a text to identify numbers and their meaning;
- make definitions.

### Introduction

---

Show the flashcards of the target words from this unit, slowly at first, then faster and faster. Students read the words and say them. By the end, you should literally be flashing the word, i.e., displaying for one second at most.

Hand out the flashcards to individual students after a while, say the words at random and get the student with the word to hold it up. Other students check and confirm by saying *That's right* or *That's wrong*.

Work through the flashcards of the months. After some time, hand them out to students as before. Encourage students to hold up the flashcards in order.

Work through the flashcards of the days in the same way.

Finally, cover all but the first two or three letters of each word so that students can practise recognizing words quickly without having to read every letter.

### Exercise A

---

Draw a picture of a clock showing 3.00 p.m. Write under the picture *It's three in the afternoon*. Ask if this is right or wrong. Change the time and change the sentence so it does not match the time.

- 1 Refer students to the illustrations. Set for individual work and pairwork checking. Feed back orally.
- 2 Underline the words *six* and *morning* in the first sentence. Label the words *noun*. Set for individual work and pairwork checking. Feed back orally.
- 3 Repeat the procedure with pronouns. Make sure that students have circled the pronoun not pronoun and verb.
- 4 Repeat the procedure with numbers.

### Answers

- 1 1 ✓
  - 2 ✗
  - 3 ✗
- 2–4 1 (It) is six in the morning.
- 2 (It) is two in the afternoon.
- 3 (It) is ten in the morning.

### Exercise B

---

Set the activity for individual work and pairwork checking. Feed back, building up the table on the board.

### Answers

Twenty-four hours are	a day.
Seven days are	a week.
Four weeks are	a month.
Twelve months are	a year.
The opposite of <i>day</i> is	<i>night</i> .
Ten a.m. and five p.m. are	times.

### Methodology note

This is the first time the idea of *opposite* has been used to cue a word, but it is unlikely to be a new idea for students. Just check that they understand with a few more opposites, or at least converses, e.g., *right* and *wrong*, *student* and *teacher*, *first* and *last*.

### Exercise C

---

- 1 Refer students to the text. Ask *What is it?* See if students can explain their ideas with available language. If they are struggling, invite a good student to suggest something, then highlight the word *invite*. Show that it means 'ask someone to come somewhere'. Ask *What is the invitation for?*

- Set for individual work and pairwork checking. Feed back, simply eliciting the numbers in the order they appear.
- Set for pairwork. Feed back, building up the table on the board. Then give students alternative numbers and ask them where they go, as follows:

126                      *address*  
 16                        *age*  
 Sunday 3<sup>rd</sup> May      *date*  
 0778 413254        *telephone*  
 2–4                      *time*

Ask students to vary the information in the invitation.

### Answers

- It is for a birthday party.
- You are invited to a party for my 18<sup>th</sup> birthday on Saturday, 1<sup>st</sup> July at 75 Brown Street, Hightown from 7.00 p.m. to 10.00 p.m. Please reply on 348921.

3	Date	Saturday 1 <sup>st</sup> July
	Time	7–10
	Telephone	348921
	Address	75
	Age	18

### Methodology note

Some words in the text may be new to students, but they should be able to work out the meaning from the text type and form of the numbers. This begins to make the vital point about reading – you do not have to understand everything to extract the communicative value.

### Exercise D

Set for pairwork. Do not confirm or correct. Then refer students to the Skills Check. Feed back, building up a table on the board.

### Answers

See table below.

### Skills Check

Point out that months and days of the week start with a capital letter in English. Remind students why this information is important for a reader – you can find months and days quickly by scanning a text in English for capital letters.

1	19/01	<i>date</i>	
2	3 p.m.	<i>time</i>	
3	0207 845312	<i>telephone number</i>	There are many different structures to telephone numbers. Point out that in English, all numbers are said singly, e.g., <b>not zero twenty-seven.</b>
4	102 North Street	<i>address</i>	
5	5 a.m.	<i>time</i>	
6	12/10/09	<i>date</i>	
7	15.5	<i>date</i>	
8	6 o'clock	<i>time</i>	In this unit, we only look at whole hours; other times are taught later.
9	PO Box 439	<i>address</i>	Many countries do not have postal delivery, therefore this is more widely quoted than a physical address.
10	1 <sup>st</sup> May	<i>date</i>	Point out that the two letters are often written as small letters above the line (1 <sup>st</sup> ).

---

## Language and culture note

Do not assume that all languages write different sorts of numbers in the same way. If you become aware that students are struggling with a particular form or number, elicit how the number is written in their language.

In British English, the date is often written DD/MM/YY, e.g., 10/01/88 = 10th January 1988.  
In American English, the date is often written MM/DD/YY, so 10/01/88 = October 1st 1988.

## Exercise E

- 1 Set for individual work and pairwork checking.
- 2 Work through as a whole class.
- 3 Make sure students understand their task. Set for individual work and pairwork checking.
- 4 Feed back, building up the table on the board.

## Answers

Students begin	<i>Monday 22nd August</i>
Number of lectures each day	<i>six</i>
Number of days each week	<i>five</i>
Morning lectures begin	<i>9.00</i>
Morning lectures end	<i>12.00</i>
Afternoon lectures begin	<i>1.00</i>
Afternoon lectures end	<i>4.00</i>
Telephone number	<i>01306 401389</i>
Address 1 (postal)	<i>PO Box 3218, White Road, Greenhill</i>
Address 2 (physical)	<i>15 High Street, Greenhill.</i>

**Note:** Do not use the words *postal* and *physical*. Indicate that the postal address is for letters and the other is the actual address.

## Methodology note

Students should always attack a text with a purpose. In this case, they start with a technical purpose – looking for numbers. This ensures that they are not defeated by the sheer volume of text. When they have come to terms with the density of the text, they are given a more real-world task – finding information for one particular class of reader.

## Exercise F

Get students to cover the text. Set for pairwork discussion based on what they remember of the text. Feed back, building up a list of answers on the board.

- 1 date
- 2 number of lectures
- 3 time
- 4 time
- 5 phone number
- 6 address

## Closure

Get students to close their books. Read parts of the text below. Stop when you get to a number. See if students can remember the kind of number, then, if possible, the actual number in this case.

## Teacher's script

### Information for new students

Students in Year 1 begin on (date) Monday 22<sup>nd</sup> August. Students in Year 2 begin on (date) Tuesday 23<sup>rd</sup>.

Students in Year 1 have (number) six lessons each day. Students in Year 2 have (number) five lessons each day.

---

In the morning, lessons begin at (time) 9.00. They end at (time) 12.00.

For more information:

- Telephone the college office on (telephone number) 40389.
- Write to (postal address) PO Box 3218, White Road, Greenhill.
- Visit the college at (physical address) 15 High Street, Greenhill.

---

## Lesson 5: Writing and Grammar

---

### Objectives

---

In this lesson, students will:

- spell words with the sounds /ɪ/ and /aɪ/;
- write time expressions in sentences;
- study sentence patterns: simple present; *to be* in negatives and questions.

### Introduction

---

Use the flashcards again.

### Exercise A

---

Students should find this very easy. Set for individual work and pairwork checking. Feed back, getting the words on the board. Encourage students to tick the words they got right – hopefully, all of them!

Highlight the patterns:

- /ɪ/ is normally spelt with *i*. ‘Prove’ this by asking students to guess the spelling of unknown words, e.g.,  
*din*  
*wit*  
*rib*  
*fig*
- /aɪ/ is often spelt with *i C e*. Prove this with the following words:  
*dine*  
*bite*  
*pine*  
*file*

However, point out that *igh* is also quite common. Elicit known words – *night, right, high* – then ask students to guess the spelling of:

*light*  
*fight*  
*tight*  
*bright*

If you think your students are up to it, point out that sometimes there are two words, one with each spelling pattern and different meanings:

*might / mite*

*sight / site*

*right / rite* (and, of course, *write*)

### Answers

- 1 five
- 2 nine
- 3 write
- 4 fifteen
- 5 night
- 6 right
- 7 six
- 8 time
- 9 listen

### Exercise B

---

Refer students to the figure and teach *timetable*. Ask students to find days and times. Ask a few specific questions about the timetable, e.g.,

*What lesson is on Tuesday at 8.00?*

*When are the English lessons on Wednesday?*

*When do lessons end?*

Accept short answers. This is just to ensure that students can find their way around the timetable.

Set for individual work and pairwork checking.

Monitor. Make sure students are writing numbers in the correct form. Feed back orally.

### Methodology note

---

Try to avoid using the third person singular, e.g., *When does the first lesson end?* Students do not revise this in this unit, only the *I, You, We* and *They* forms.

---

### Answers

- 1 three
- 2 one
- 3 five
- 4 8.00 a.m.
- 5 4.00 p.m.
- 6 two
- 7 five
- 8 19<sup>th</sup> September

### Exercise C

---

- 1 Set for individual work and pairwork checking.  
Feed back, confirming or correcting.
- 2 Set for individual work and pairwork checking.  
Feed back, building up the sentences on the board.

### Answers

Lectures begin at 8.00.  
They end at 4.00.  
I have six lectures each day.

### Exercise D

---

Ask students what colour we use in this book for pronouns, verbs and nouns. Note that *not* is an adverb so has the appropriate colour, although it is probably not helpful to call the word an adverb in this case.

- 1 Set for individual work and pairwork checking.  
Monitor and assist.
- 2 Set for individual work and pairwork checking.  
Feed back, eliciting some of the best sentences.

### Answers

I	<i>am</i>	not	a teacher.
You	<i>are</i>		
He	is		
<i>She</i>			
We	are	teachers.	
<i>They</i>			

**Note:** *It* is not an acceptable pronoun in this case, because the noun is a person.

### Exercise E

---

- 1 Whole class, pens down. Then allow students to write the words in the correct places.
- 2 Set for individual work and pairwork checking.  
Monitor and assist. Feed back, eliciting some of the best questions. Make sure students are approximating to the fall-rise intonation pattern for *yes/no* questions.

### Answers

<i>Are</i>	you	a student?
Is	<i>he</i>	
	she	
Are	<i>we</i>	students?
	they	

### Exercise F

---

Point out that the first word can be a noun or a pronoun in this pattern. This is, of course, the normal rule, but it is the first time students have been directly exposed to it in this course. Point out the colour coding. Set tasks 1–3 for individual work and pairwork checking. Feed back, building up the sentences on the board.

---

### Answers

Students have six lectures each day.

We have 30 lectures each week.

### Exercise G

Lectures

- 1 Do as a whole-class, teacher-paced activity up the table on the board, as in the answer out that *night* is an exception, i.e., we say *at night* even though it is part of a day.
- 2 Set for individual work and pairwork checking. Monitor and assist. Feed back, getting some of the best sentences on the board.

### Answers

Lectures	begin	at	11.00 a.m.	times
		on	the 9 <sup>th</sup> .	dates
	Monday.		days	
	end	in	September.	months
			2005.	years
			the morning.	parts of a day

### Closure

Do remedial work with individual students or groups on problem areas.

---

## Lesson 6: Writing and Grammar

---

### Objectives

---

In this lesson, students will:

- write an invitation by e-mail;
- study subject/verb agreement; word order; parts of speech; expressing time.

### Introduction

---

- 1 Dictate some words with the /ɪ/ and /aɪ/ sounds and predictable spelling.
- 2 Flash some words for students to write down.

### Exercise A

---

This activity ensures that students can correctly use *we*. It also reminds students of key questions about personal information. Students are asked to produce the questions in spoken form, but in the feedback of the questions, you can show the written form as a preview of further work in Vocabulary and Grammar for this unit.

- 1 Elicit the form of the questions. Set for individual work. Monitor and assist.
- 2 Set for pairwork.
- 3 Set for individual work and pairwork checking.
- 4 Check the point with a good pair. Elicit a model sentence and write in on the board. Set for pairwork discussion, then individual writing.

### Methodology note

---

At this stage, determiners are considered part of the noun, which of course they are, if we extend the definition of *noun* to mean 'noun phrase'.

Sometimes, where words have a specific function (e.g., numbers) this is indicated in the header row, but the column has the colour of the appropriate word class.

### Exercise B

---

- 1/2 Set for individual work and pairwork checking. Monitor and assist.
- 3 Set for individual work and pairwork checking. Go round and mark sentences.

If you think your students will react well to this, get two or three students to write their sentences on the board.

### Exercise C

---

Repeat the procedure for Exercise B.

**General note:** The material on page 33 can be done as a test, in class or for homework. In this case, take in the students' books at the end and mark them. Make a note of problem areas, using the grid on the next page.

If you are doing the work as a lesson, give students time to discuss the answers for each section D, E, and F, pens down. Then set for individual work. Walk around and mark the questions as they complete them, and make a note of problems for individual students.

### Exercise D

---

#### Answers

See table on next page.

### Exercise E

---

#### Answers

- a. Alonso
- b. Alonso6@yahoo.com
- c. Manuel
- d. a party
- e. Friday
- f. 2<sup>nd</sup> August
- g. Av. Lazaro Cardenas 46, Col. Centro
- h. 7.00

1	<i>Are you</i>	a student?		questions with <i>be</i> inversion with <i>yes/no</i> questions
2	What time	<i>is it?</i>		questions with <i>be</i> inversion with <i>Wh-</i> questions
3	It	<i>isn't</i>	Tuesday today.	negatives with <i>be</i>
4	They	<i>aren't</i>	students.	negatives with <i>be</i>
5	I	<i>have</i>	six lectures.	SVO = noun
6	<i>Do you have</i>	lectures	on Thursday?	SV agreement
7	Classes begin	<i>on</i>	19 <sup>th</sup> September.	SVO = preposition + noun
8	... three lectures	<i>in</i>	the morning.	SVO = preposition + noun
9	<i>They</i>	end at 4.00 p.m.		pronoun agreement
10	<i>It</i>	is in Room 17.		pronoun agreement
11	How	<i>old</i>	are you?	fixed phrase
12	What's the date	<i>today?</i>		fixed phrase

## Exercise F

---

Answers depend on students.

## Key vocabulary

accountant ( <i>n</i> )	hate ( <i>v</i> )	programmer ( <i>n</i> )
actor ( <i>n</i> )	hospital ( <i>n</i> )	receptionist ( <i>n</i> )
bank ( <i>n</i> )	hotel ( <i>n</i> )	repeat ( <i>v</i> )
builder ( <i>n</i> )	job ( <i>n</i> )	sailor ( <i>n</i> )
come ( <i>v</i> )	lawyer ( <i>n</i> )	say ( <i>v</i> )
court ( <i>n</i> )	like ( <i>v</i> )	secretary ( <i>n</i> )
doctor ( <i>n</i> )	mean ( <i>v</i> )	shop ( <i>n</i> )
driver ( <i>n</i> )	office ( <i>n</i> )	spell ( <i>v</i> )
engineer ( <i>n</i> )	owner ( <i>n</i> )	start ( <i>v</i> )
factory ( <i>n</i> )	painter ( <i>n</i> )	waiter ( <i>n</i> )
family name ( <i>n</i> )	personal assistant (PA) ( <i>n</i> )	want ( <i>v</i> )
farmer ( <i>n</i> )	play ( <i>v</i> )	work ( <i>n/v</i> )
go ( <i>v</i> )	player ( <i>n</i> )	writer ( <i>n</i> )

## Lesson 1: Listening

### Objectives

In this lesson, students will:

- listen to identify jobs and workplaces;
- listen to identify /s/ and /z/ sounds.

General note: Students should also be able to hear and say numbers with a **tens** item and a **unit**, e.g., 24. In fact, it is assumed that these false-beginner students will be reasonably confident with these items, although they may still have problems with pronunciation and spelling.

### Introduction

Use some of the language from Unit 1 to greet the students.

Check classroom language. Say some of the classroom words, and encourage students to pick up or point to each one. Check plural *s* as you go, by sometimes saying, e.g., *desks*. Check that students point to more than one object.

Do some TPR with instructions from Unit 1. Elicit the day, the date and the month. Ask about birthdays.

### Exercise A

- 1 Refer students to the pictures. Follow the procedure as before. Play  1:36, with the words in isolation. Students point to the correct person.
- 2 Play  1:37, with the words in context. Students point to the correct person. Monitor and note students who are having difficulties.

### Transcript 1:36

Presenter: Unit 3: Work and Business.  
Lesson 1: Listening.

Exercise A1. Listen to job names.  
Point to the person.

- Voice:
- a accountant
  - b doctor
  - c engineer
  - d lawyer
  - e personal assistant
  - f receptionist
  - g teacher
  - h waiter

---

### Transcript 1:37

- Presenter: Exercise A2. Listen to sentences.  
Point to the person.
- Voice 1: Are you a teacher?  
Voice 2: Where's the doctor?  
Voice 3: I want to see a lawyer.  
Voice 4: I work in a restaurant. I'm a waiter.  
Voice 5: I want to be a computer engineer.  
Voice 6: Do you have an accountant?  
Voice 7: I'm Alex. I'm Miss Brown's  
personal assistant.  
Voice 8: I work in a hotel. I'm a receptionist.

### Exercise B

---

Say one of the job names and do a mime. Make it funny, but most importantly, make it memorable. Remember your visual learners! When you have done all the jobs and mimes, play 1:38, pausing after each job, and encourage the students to do the related mime.

### Transcript 1:38

- Presenter: Exercise B. Listen to a job name.  
Do a mime!
- Voice: accountant  
doctor  
engineer  
lawyer  
personal assistant  
receptionist  
teacher  
waiter

### Exercise C

---

Ask students to look again at picture 1. Ask a student *Is she a teacher?* Elicit *Yes, (she is)*. If students only say *Yes*, show that it is more polite to say *Yes, she is*. You can do this by saying *Yes* in a very brusque way. Do the second example in the same way. Play 1:39.

Ask a more able student *Which job is good for you?*  
Repeat with other students. Set for pairwork. Feed back.

### Transcript 1:39

- Presenter: Exercise C. Listen and answer.
- Voice: 1 Is she a teacher?  
2 Is he an accountant?  
3 Are they engineers?  
4 Is he a receptionist?  
5 Is she a doctor?  
6 Is he an accountant?  
7 Is he a waiter?  
8 Is he a shop assistant?

### Methodology note

---

If you share the L1 of your students, you could conduct this part as a Community Language Lesson activity, i.e., get students to think about the job they really want after college. If they do not know the word in English, tell them, drill the stress and pronunciation with that student, then get the student to tell the other students the name in English. You could even get them to put it in a full sentence: *I want to be a(n) ...*

### Exercise D

---

- 1 Refer students to the eight pictures. Play 1:40, with the words in isolation. Students number the words under the pictures. Feed back by saying the words and getting students to shout out the number.
- 2 Explain or mime that this time they are going to hear each word in a sentence. They must say the place. Play 1:41.

### Transcript 1:40

- Presenter: Exercise D1. Listen and number the words.
- Voice: 1 school  
2 office  
3 court  
4 hospital

- 5 bank
- 6 factory
- 7 hotel
- 8 restaurant

**Transcript**  **1:41**

**Presenter:** Exercise D2. Listen to some sentences. Say the place.  
**Voice:** Where do you go to school?  
 [PAUSE]  
 Is there a hospital near here?  
 [PAUSE]  
 Do you work in an office?  
 [PAUSE]  
 What time does the court start?  
 [PAUSE]  
 When does the bank open?  
 [PAUSE]  
 Where is the nearest restaurant?  
 [PAUSE]  
 Is this a good hotel?  
 [PAUSE]  
 What does the factory make?  
 [PAUSE]

**Answers**

court	3
hospital	4
hotel	7
factory	6
office	2
school	1
restaurant	8
bank	5

**Exercise E**

Remind students of the importance of predicting the next word. Give some examples of how you can do this, e.g., say *My name is ... You are in class ... This lesson ends at ...*, or other suitable sentence openers.

Refer students to the first set of words. Play the first part of  1:42. Show how you can predict the next word. Get students to say the word on this occasion, to demonstrate comprehension of the activity as well as the sentence. Set for individual work.

Play the rest of  1:42. Then play  1:42 again, getting students to say the next item at each pause.

**Transcript**  **1:42**

**Presenter:** Exercise E. Listen and number the word to finish each sentence.  
**Presenter:** a  
**Voice:** Elena Markova lives in England, but she isn't [PAUSE] English. She's [PAUSE] Russian. She's from [PAUSE] Moscow. She's [PAUSE] 26. She's a [PAUSE] doctor. She works in Greenhill [PAUSE] Hospital.  
**Presenter:** b  
**Voice:** Pierre Auguste lives in Japan, but he isn't [PAUSE] Japanese. He's [PAUSE] French. He's from [PAUSE] Paris. He's [PAUSE] 33. He's an [PAUSE] engineer. He works in a car [PAUSE] factory.  
**Presenter:** c  
**Voice:** Bulent Okan is [PAUSE] Turkish. He's [PAUSE] 45. He's from Ankara, but he now lives in [PAUSE] Istanbul. He's an [PAUSE] accountant. He works in a large [PAUSE] bank. He likes his [PAUSE] job.

**Presenter:** d  
**Voice:** Paola Franchetti lives in Switzerland, but she isn't [PAUSE] Swiss. She's [PAUSE] Italian. She's a [PAUSE] lawyer. She's [PAUSE] 29. It's [PAUSE] 10 a.m. and she's in [PAUSE] court.

## Exercise F

Remind students that it is important to listen for information like names and numbers, and not to worry about the whole sentence.

Refer students to the ID card. Elicit examples of each type of information. Ask them also what information is missing from the Date of birth section (it's the year, probably as two numbers). Set for individual work and pairwork checking. Play the first part of 1:43.

Feed back, getting a copy of the card on the board. Highlight the expression *come from*. Until now, the students have learnt *be from*, i.e., *She's from London* vs *She comes from London*. Point out that these sentences have the same meaning. Also check the way that students have written the date of birth.

Repeat the procedure with the second part of 1:43. Feed back.

## Answers

1

Greenhill Library Registration Form	
First name	Jill
Family name	Cast
Nationality	British
Hometown	London
Job	computer engineer
Date of birth	10/01/88

2

Self Access Centre	
First name	Bob
Family name	Black
Nationality	American
e-mail	bob13@hotmail.com
Year	1st
Class	IB

## Transcript 1:43

**Presenter:** Exercise F. Listen and complete the forms.

**Voice 1:** Jill Cast works at Greenhill Bank. She is British. She lives in Greenhill now, but she comes from London. She works in the computer department. She's a computer engineer. Her date of birth is 10<sup>th</sup> January 1988.

**Voice 2:** Bob Black is American. He is a student at Greenhill College. He lives in Greenhill now, but he comes from New York. His e-mail address is bob13@hotmail.com. He's in the first year. He's in class 1B.

## Methodology note

There is a fair amount of irrelevant information in this short text. This is deliberate. Listening for information to meet an established need is a key listening skill.

---

### Additional activity

Refer students to the ID card again. Ask *What's her first name?* to elicit the first piece of information. Students can give short answers, as they might in real life. Move on to the other questions. Ask the questions more quickly and at random. Ask for the same information in different ways, putting slightly extra stress than normal on the key word or words, e.g., *Could you tell me her first name? Do you know her family name? Is she British, by the way? Where's she from, I mean, where does she come from originally?* Put students in pairs to try to ask and answer about Jill. Then tell them to move on to ask and answer about Bob.

### Skills Check

---

Refer students to the Skills Check. Give them time to read the four sentences. Then play  1:44, with students following in their books. Note that each pair of sentences has the two sounds of the letter *s* in final position – /z/ and /s/.

If you wish, you can get students to listen and repeat, as we are now moving on to the Speaking section.

### Transcript 1:44

Presenter: Skills Check. Listen to the sound of *s* at the end of the verbs.

Voice: Elena lives in England.  
She works in a hospital.  
Bulent comes from Ankara.  
He likes his job.

### Closure

---

Say a job name and get students to tell you the work place, as follows:

<i>teacher</i>	(school)
<i>doctor</i>	(hospital)
<i>waiter</i>	(restaurant)
<i>lawyer</i>	(court)
<i>engineer</i>	(factory)
<i>receptionist</i>	(office/hotel)

Then do the same exercise the other way round. Students may suggest other jobs from their previous learning. If they are correct, confirm, but do not try to teach them to the whole class.

---

## Lesson 2: Speaking

---

### Objectives

---

In this lesson, students will:

- participate in a conversation: introduction to a receptionist;
- give a talk about job plans.

### Introduction

---

Remind students of the plural *s* by showing them singular items and plural items, and getting them to repeat accurately, then pointing to singular and plural items for them to produce the appropriate form.

Write a large red *S* on an A4 sheet of paper and stick it on the wall – if that is allowed – in a specific location. (If you are not allowed to put things on the wall, write the *S* in a particular place on the board, e.g., top left.) For the rest of the lesson, every time students make a mistake with the plural *s*, point to the red *S*.

### Methodology note

---

You can allocate different locations of the room to different elements of English, e.g., plural *s*, third person *s*, past *ed*. Every time students make a particular kind of mistake, point to that location, even when you have removed the reminder of the point.

### Exercise A

---

Refer students to the illustrations. Set for pairwork. Make a note of any students struggling. Give help now or later. Feed back, getting individual students to make sentences. Confirm or correct, then get all the students to say the correct sentence. Do not drill the sentences yet – wait until after the practice in Exercises B and C. Start to use the red *S* during this exercise to highlight the plural *s*.

### Exercise B

---

- 1 Refer students to the list of words. Show how to mark the stress. Play  1:45.
- 2 Give students time to practise saying the words, then elicit and practise.

### Answers

- a 'doctor
- b 'teacher
- c 'waiter
- d 'lawyer
- e a'ccountant
- f re'ceptionist
- g engi'neer
- h P'A

### Transcript 1:45

Presenter: Lesson 2: Speaking  
Exercise B1. Listen and mark the stress on each word.

- Voice:
- a doctor
  - b teacher
  - c waiter
  - d lawyer
  - e accountant
  - f receptionist
  - g engineer
  - h PA

### Exercise C

---

- 1 Refer students to the list of words. Set for pairwork. Do not feed back at this point.
- 2 Play  1:46. Feed back orally. Check stress within words, where relevant. Give students time to practise saying the words, then elicit and practise.
- 3 Go back to Exercise A and get students to make a good sentence about each picture again. Drill them, with back-chaining.

## Answers

- a court
- b bank
- c factory
- d class
- e office
- f hotel

- g hospital
- h restaurant

## Transcript 1:46

Presenter: Exercise C2. Listen and check.

- Voice:
- a court
  - b bank
  - c factory
  - d classroom
  - e office
  - f hotel
  - g hospital
  - h restaurant

## Methodology note

This activity practises the skill of recognizing a word in context from the first few letters.

## Exercise D

- 1 Set for pairwork.
- 2 Play  1:47 and set for individual work.
- 3 Set for individual work and pairwork checking. Feed back orally. Remind students how to mark stress (with small vertical lines) and intonation (with arrows on the main pitch movement). Feed back onto a copy of the conversation on the board.
- 4 Set for pairwork.

## Answers

Diana:  Hello. How 'are you?

Mike: 'Fine, thanks.

Diana: My name's Diana 'Jones.

Mike: Hi. I'm 'Mike.

Diana:  Do you 'work here?

Mike: No, I 'don't.

Diana:  Are you a 'teacher?

Mike: No, I'm 'not.

Diana:  What do you 'do?

Mike: I'm a 'student.

Diana: Me, 'too.

## Transcript 1:47

Presenter: Exercise D2. Listen and complete the conversation.

Diana: Hello. How are you?

Mike: Fine, thanks.

Diana: My name's Diana Jones.

Mike: Hi. I'm Mike.

Diana: Do you work here?

Mike: No, I don't.

Diana: Are you a teacher?

Mike: No, I'm not.

Diana: What do you do?

Mike: I'm a student.

Diana: Me, too.

---

## Exercise E

---

- 1 Refer students to Conversation 1. Set for pairwork. Do not feed back.
- 2 Play 1:48. Play it again, pausing after the receptionist's questions to get the replies, then play each reply for students to check. Drill the questions, especially the new ones.
- 3 Set up the pairwork role play. Monitor and assist, especially with the names of letters.

Get students to ask you the questions, and give true answers. They must write down your name, with the correct spelling. Then get them to dictate it back to you.

### Transcript 1:48

Presenter: Exercise E2. Listen and ask.  
Receptionist: Can I help you?  
Carl: Yes, please. I have a meeting with Mrs Dart.  
Receptionist: What's your name, please?  
Carl: Carl Clark.  
Receptionist: How do you spell your family name?  
Carl: C-L-A-R-K.  
Receptionist: Thank you. Have a seat.  
Carl: Thanks.

---

## Exercise F

---

- 1 Refer students to Conversation 2. Ask them what they think people are saying. Elicit some ideas. Set for individual work. Students listen, following in their books. Play 1:49. Pause the CD a few times, if necessary, to give students time to associate words and prompts, e.g., *morning* = *Good morning*.
- 2 Tell students to take the part of Carl. Play 1:50, pausing each time after Mrs Dart's words for students to respond as Carl.
- 3 Set up the pairwork role play. Deal with pronunciation problems, chorally and individually.

With a more able class, ask students to have conversations with one person giving true answers for themselves.

### Transcript 1:49

Presenter: Exercise F1. Listen to the conversation.  
Mrs Dart: Good morning, Mr Clark. How are you?  
Carl: I'm fine, thanks.  
Mrs Dart: I'm Mrs Dart.  
Carl: I'm pleased to meet you.  
Mrs Dart: Come in. Sit down.  
Carl: Thank you.  
Mrs Dart: How old are you, Carl?  
Carl: I'm 19.  
Mrs Dart: Are you English?  
Carl: No, I'm Canadian.  
Mrs Dart: So, what job do you want?  
Carl: I want a job with computers.  
Mrs Dart: Programmer? Engineer?  
Carl: Programmer, I think.  
Mrs Dart: Well, the classes start on September the 25<sup>th</sup> ...

### Transcript 1:50

Presenter: Exercise F2. Listen and speak.  
Mrs Dart: Good morning, Mr Clark. How are you?  
[PAUSE]  
Carl: I'm fine, thanks.  
Mrs Dart: I'm Mrs Dart.  
[PAUSE]  
Carl: I'm pleased to meet you.  
Mrs Dart: Come in. Sit down.  
[PAUSE]  
Carl: Thank you.  
Mrs Dart: How old are you, Carl?  
[PAUSE]  
Carl: I'm 19.  
Mrs Dart: Are you English?  
[PAUSE]  
Carl: No, I'm Canadian.

---

Mrs Dart: So, what job do you want?  
[PAUSE]

Carl: I want a job with computers.

Mrs Dart: Programmer? Engineer?  
[PAUSE]

Carl: Programmer, I think.

Mrs Dart: Well, the classes start on September  
the 25<sup>th</sup> ...

### Exercise G

---

- 1 Refer students to the small illustration. Elicit possible sentences, e.g., *He's Italian. / He's from Milan.* See if students can think of other things to say about him, e.g., age, occupation, planned occupation.
- 2 Play  1:51. Ask questions about Andrea. *What's his name?*, etc.
- 3 Set for pairwork. Ask one or two students to talk about Andrea.

### Transcript 1:51

Presenter: Exercise G2. Listen and check.

Andrea: OK. Can you hear me? My name is Andrea Totti. I'm Italian. I'm from Rome. It's the capital. I'm 18. I like numbers. I want a job in accountancy. That's it. Thanks.

### Exercise H

---

- 1 Explain that students must give the same information about themselves as Andrea. Refer students to the Skills Check. Give them some time to work out what to say, then set for pairwork. Monitor.
- 2 Choose a few students to give their talks in front of the class.

### Closure

---

Mime some jobs from this unit and get students to say the name. Put students into pairs, if you wish, to play the game.

---

## Lesson 3: Vocabulary and Pronunciation

---

### Objectives

---

In this lesson, students will:

- develop vocabulary related to jobs;
- learn about the pronunciation of /r/ and /ə/;
- learn about spelling the plurals *s* and *ies*.

### Introduction

---

If students like the jobs miming game, do it again. This time, get students up to mime in front of the class. With a really able class, get students to write a four-line dialogue set in a particular workplace location from Lessons 1 and 2. Then ask them to perform it in front of the other students, who have to guess their location.

### Exercise A

---

- 1 Refer students to the photograph. Ask a few checking questions: *Where are we? What can we see? What is the woman doing? What is the man doing?* Ask students to cover the questions. Set for pairwork. Monitor, but do not confirm or correct.
- 2 Ask students to uncover the questions. Make sure they realize that they only need one word to complete each question. Feed back orally.
- 3 Drill the questions with back-chaining. Then set for pairwork practice.
- 4 Continue in pairs. Monitor and assist. Then feed back orally.
- 5 Continue in pairs, or switch to different pairs. Monitor and assist. Feed back orally.
- 6 Make sure students realize that they should now give true information about themselves. Monitor.

### Answers

- 2 a *What* is her name?  
b *Where* is she from?  
c *What* nationality is she?  
d *How* old is she?  
e *When* is her birthday?

- f *What* is her address?  
g *What* does she do?  
h *Where* does she work?

- 5 a *What* is *his* name?  
b *Where* is *he* from?  
c *What* nationality is *he*?  
d *How* old is *he*?  
e *When* is *his* birthday?  
f *What* is *his* address?  
g *What* does *he* do?  
h *Where* does *he* work?

### Exercise B

---

- 1 Give students time to look at the box of words before asking the question. Do not allow anyone to answer until everyone has had a chance to think. Elicit *verbs*.
- 2 Set for pairwork. Feed back, getting the words on the board.
- 3 Set for group work. Monitor, and get students with very good sentences to say them to the class.

### Answers

- 1 They are all verbs.
- 2 Here are some pairs:

come	go
listen	speak
begin	end
work	play
read	write
like	hate

- 3 Answers depend on students.

## Exercise C

- 1 Encourage students to practise saying the words in each row to themselves.
- 2 Play  1:52. Get students to repeat. Refer students to the Pronunciation Check. Ask students to notice any patterns. They should at least see that /r/ is at the start of words while /ə/ is at the end. They might also notice that /r/ follows consonants (*gr*, *dr*, etc.) and that *r* makes no sound after *a* and *o*.
- 3 Set for pairwork. Feed back orally.

### Transcript 1:52

Presenter: Lesson 3: Vocabulary and Pronunciation  
Exercise C2. Listen and repeat.  
Voice: room, right, receptionist  
teacher, doctor, lawyer  
park, mark, work  
address, great, practise

## Exercise D

Set for pairwork. Give plenty of time for students to try to work out the pattern.

Refer students to the Skills Check. Do not confirm or correct at this point.

### Answers

After Exercise E.

## Exercise E

- 1 Work through each of the points in Exercise D, stressing the sound as you go. Drill, chorally and individually. Work especially on final clusters – /bz/, /ks/, /sts/.
- 2 Set for pairwork, then feed back as a class.

## Answers

1	courts	weeks	tests	/s/	desks
2	jobs	hotels	lawyers	/z/	days
3	classes	offices	exercises	/ɪz/	sentences
4	cities	families	countries	y to ies = /ɪz/	nationalities

## Exercise F

Set for pairwork. Feed back, getting the words on the board.

### Answers

factory	<i>factories</i>	note the silent letter <i>o</i>
place	<i>places</i>	
doctor	<i>doctors</i>	
bank	<i>banks</i>	
way	<i>ways</i>	

## Language and culture notes

Some native speakers pronounce *countries* as /kʌntrɪz/, others say /kʌntri:z/.

All the rules for forming and saying plurals with *s* also apply to adding the third person singular *s* in the present simple. We point this out in the next unit.

## Numbers activity

Use flashcards of numbers 1 to 20, and the tens (10, 20, 30, etc.). Follow the usual procedure, including giving out flashcards and getting students to hold them up when you call out a number. Check that students are stressing the tens and teens correctly, e.g., *thir-teen*, *'thir-ty*.

Make it clear that it is difficult to hear the /n/ of the teens. It is the stress that tells you which number is being said.

Hold up a tens number, and then a units number, e.g., 20 and 2. Get students to say the numbers in order, e.g., *twenty-two*. Point out that this is the correct way to say 22, i.e., not *twenty and two* or *two and twenty*.

Build up the table on the board.

tens	units
90	9
80	8
70	7
60	6
50	5
40	4
30	3
20	2
10	1

Get students to make numbers and you write them. Flash numbers for students to recognize and say.

### Language and culture note

There are many different ways to say tens plus units numbers in different languages. The number 82, for example, could be said as:

*two and eighty*

*eighty and two*

or even

*four twenties and two.*

English says the numbers in a relatively straightforward way, but that way must be learnt.

### Exercise G

- 1 Explain the rules of Bingo. Students choose a card then listen for the numbers on their card. If they hear you say any of the numbers on their card, they should mark that number with a cross/line through it. The winning card is the first card to have all its

numbers called out. Note that this could be done as pairwork, or even in three groups.

2/3 Say the following numbers. Card 2 should win.

21 27 52 82 43 46 63 89 58 78  
72 83

Use the Bingo cards again with the following numbers. Card 2 wins again at the point shown – the double bluff!

21 25 27 43 46 52 58 63 69 72 78  
82 83

### Exercise H

This activity combines the two points from the introduction and Exercise A.

Set for pairwork. Students must choose and circle one number of the pair in each case, then dictate it to their partner, who ticks the one he/she has. After all the numbers have been dictated, A's circles should make B's ticks and vice versa.

Discuss any problems.

### Closure

Do some high-speed mental arithmetic – just addition, e.g., *What's 20 and 13?*

Get students to tell you other nouns they know in English and invite them to try to make each one plural. If the word has an irregular plural, e.g., *man / men*, just say it does not make a plural with *s*. Do not get involved in explaining these words at this time.

---

## Lesson 4: Reading

---

### Objectives

---

In this lesson, students will:

- read a text and identify proper nouns;
- develop knowledge of collocation.

**General note:** Make flashcards of the key words in this unit, as follows:

accountant	farmer	player
actor	hospital	programmer
bank	hotel	receptionist
builder	job	sailor
court	lawyer	shop
doctor	office	waiter
driver	painter	want
engineer	personal assistant	work
factory	play	writer

### Introduction

---

Show the flashcards from this unit, as before.

- 1 Show the flashcards slowly. Students say the words, chorally and individually.
- 2 Show the flashcards faster. Students say the words, chorally and individually.
- 3 Hand out the flashcards. You say the words, students hold up the flashcards.

On this occasion, you could also teach the word *workplace*, and hold up flashcards of either a job or a workplace. Students identify accordingly, e.g.,

You hold up *hotel*.

Students say *workplace*.

You hold up *receptionist*.

Students say *job*.

### Language and culture note

---

The words *work* and *job* are not synonyms, at least as far this unit is concerned. *Work* means ‘to do something for money, expend energy’. *Job* is a named occupation. Stress this whenever appropriate. Some languages may have the same word for both meanings.

### Exercise A

---

Set for individual work and pairwork checking. Feed back, building up the table on the board. Get students to make sentences, e.g., *Doctors work in hospitals*. Point out that people can work in other situations, e.g., *Accountants work in hotels, schools, offices*.

#### Answers

1 doctor	hospital
2 lawyer	court
3 teacher	school
4 secretary	office
5 accountant	bank
6 receptionist	hotel

### Exercise B

---

Set for pairwork, but make sure each student fills in their own copy of the ID cards. Note that the headings within each card are in different orders, so students must read each card carefully.

Feed back, ideally onto an electronic projection of the cards.

Do some high-speed questioning, e.g.,

*What is Susan’s family name?*

*What does she do?*

*Where does Maria Petrova come from?*

*Where does she work?*

## Answers

Crown Court	
First name	Maria
Family name	Petrova
Hometown	Moscow
Nationality	Russian
Job	lawyer
Age	25

Crown Court	
First name	Anna
Family name	Ivanov
Hometown	Moscow
Nationality	Russian
Job	lawyer
Age	32

Greenhill Hospital	
First name	Jo
Family name	Casey
Hometown	Washington
Nationality	American
Job	doctor
Age	29

First Western Bank	
First name	Susan
Family name	Jones
Age	46
Nationality	English
Hometown	Oxford
Job	accountant

International Hotel	
First name	Soo May
Family name	Lim
Nationality	Singaporean
Hometown	Singapore City
Job	receptionist
Age	21

## Methodology notes

There is a genuine information gap in Exercise B, e.g., *Who is this first woman? I can find out by reading the texts.* Point this out clearly.

Identity cards obviously do not have *Age* on them. This is an artifice to practise scanning for numbers.

The question forms here, and indeed the texts themselves, include the third person singular of the present simple. However, the students are not required to produce this form at this stage, either in speech or in writing. The methodology of this course is often that a grammar point is introduced in one unit for recognition, but not taught for production until the following unit.

Note that ages are all above 20, so students must show their ability to say tens plus units numbers.

## Exercise C

Set for pairwork. Do not confirm or correct.

---

## Exercise D

---

Refer students to the Skills Check. Feed back. Get students to explain why each word starts with a capital letter. Remind students of the word *workplace*. Teach the phrase *company name*. Leave the list of types of words with capital letters on the board, i.e., erase *job* and *workplace*.

### Answers

See table below.

	Word	Type of word
1	Andrew	first name
2	Canadian	nationality
3	Toronto	town
4	Canada	country
5	accountant	job
6	hotel	workplace
7	International Hotel	company name
8	10 High Street	address
9	Monday	day
10	February	month

---

## Exercise E

---

- 1 Refer students to the text. Tell them **not** to read it! Try to ensure this by:
  - a reminding them about scanning for numbers. Elicit all the numbers and what they are, e.g., a date, a telephone number, including the numbers that are in words. Remember that students should have memorized these as sight words.
  - b asking about the first few words with capital letters, i.e., *Greenhill College*, *June*, *July*, *August*, *First Western Bank*, *Natalie Brown*, and eliciting the kind of word in each case.

- 2 Point out the list on the board is the same as the list of words in the box. Set for pairwork. Feed back, confirming as you go.

---

## Exercise F

---

Set for teacher-paced pairwork. Feed back immediately on each sentence. Point out that you can understand a text more easily if you work these things out first.

### Answers

- 1 The text is from Greenhill College.
- 2 The text is for students.
- 3 The text is about summer jobs.

---

## Exercise G

---

- 1 Put students into groups of five. Tell them they must each choose one of the students from the list in the box. Check that this is happening. Ask who Lia Salgado, Manuel Fernandez, etc., are, to make sure students understand the activity. Then tell them to find their information as soon as possible. Give a maximum of one minute. Get students to cover the text again and feed back to their group. Monitor. Allow students who are struggling to look at their text for another 15 seconds.
- 2 Ask students what information they want about a job. Elicit *company name*, *dates*, *times*, *address*, *telephone number*, *name*. Ask students to find the details. Give a maximum of two minutes. Tell students that they only have to read the information about their job. Get them to cover the text as before and feed back.

---

## Methodology notes

Native speakers take about five seconds to do the first part of this activity. They are looking for the key word, e.g., *teacher*, and other related key words, e.g., *children*.

There are quite a lot of words in the text that might be new to your students. There is also a structure that has not been formally taught – *want* + infinitive. They should, however, still be able to do the task. It is partly a matter of confidence. Reassure them constantly that they can do it, then ‘prove’ it by helping them to find the details in just their paragraph.

Reading to find specific information in a much longer text is a key reading skill. Do not be tempted to make them read the whole text at this stage. It is better that they learn the importance of selecting the text to read from a much bigger text.

---

## Exercise H

Ask the question. Elicit some answers. Students might struggle with their available language, but give them a chance to try to explain why they want a job. Note that they can do this exercise on the basis of information they have heard in their group. Alternatively, you can ask them to look at all the jobs now and choose one.

---

## Closure

Get students to close their books. Read parts of the text and stop when you get to a name (see Teacher’s script opposite). See if students can remember the kind of name, then, if possible, the actual name in each case.

### Teacher’s script

#### Do you like working with computers?

(company name) First Western Bank needs assistants for the programmers. Call (first name and family name) Natalie Brown on 704569. Or go to the bank at (address) 75–79 High Street, Greenhill.

#### Do you like children? Do you want to be a teacher?

(school name / workplace) Eastland Secondary School needs assistants for teachers. (Age group 11–14) Work for one, two or three months. Write to (first name / family name) Mrs Hart at PO Box 53, (town) Greenhill.

#### Do you want to be a lawyer?

Find out about a lawyer’s work this summer. The (court name / workplace) Crown Court wants secretaries for morning work from (month) June 15<sup>th</sup> to (month) July 31<sup>st</sup>. Interviews on (day) Friday 26<sup>th</sup> (month) March from 10.00 a.m. at the court, 49 (address) London Road, (town) Westingham.

#### Do you want to work in the hotel industry?

The (company name) International Hotel in (town) Easton wants you from (month) August 1<sup>st</sup> to (month) August 28<sup>th</sup>. Call (first name and family name) Mario Gentile now on 304578.

#### Can you type?

(hospital name / workplace) Greenhill Hospital needs typists to work in the general office in (month) July. Do a typing test on (day) Wednesday 3<sup>rd</sup> (month) March.

---

## Lesson 5: Writing and Grammar

---

### Objectives

---

In this lesson, students will:

- spell names of jobs;
- write times in sentences;
- study sentence patterns: present simple in statements and questions; prepositional phrases.

### Introduction

---

Use the flashcards of jobs and workplaces again. After flashing a card, i.e., showing and hiding, get students to say the word then spell it. Flash the card once or twice more for help and checking.

### Exercise A

---

Refer students to the job adverts. Teach the words *advert* and *ad*, perhaps with the help of job advertisements from the local English-language newspapers.

Demonstrate how to do the activity.

Set for individual work and pairwork checking. Feed back, getting the sentences on the board.

#### Answers

- 1 The International Hotel *wants* a receptionist.
- 2 The job *starts* on August 1<sup>st</sup>.
- 3 It *ends* on August 31<sup>st</sup>.
- 4 The receptionist *works* from Wednesday to Sunday.
- 5 Work *starts* at seven in the morning.
- 6 Work *ends* at four in the afternoon.
- 7 Lunch *is* from 12.00 to 1.00.

### Exercise B

---

Follow the usual procedure. Remember to make a point of initial capital letters and final full stops for sentences.

#### Answers

The job starts on June 1<sup>st</sup>.  
It ends on July 31<sup>st</sup>.

### Exercise C

---

Refer students to the second job ad. Work through a possible sentence, pens down. Set for individual work and pairwork checking. If students are stuck, tell them to use patterns from Exercise A. Feed back, getting students to tell you about capital letters and full stops as you write sentences on the board.

#### Answers

Answers depend on students.

### Exercise D

---

- 1 Refer students to the photographs. Ask them to name the jobs. Try to elicit all the names, then, if necessary, teach them.

*footballer or player, writer, farmer  
driver, painter, actor/actress  
builder, sailor*

Set for individual work and pairwork checking. Do not confirm or correct at this stage.

- 2 Refer students to the Skills Check. Point out that there is no particular logic to these endings, particularly *er* or *or*. Students must simply learn which one to use. Feed back, getting the words on the board.
- 3 Point out that verbs for work can sometimes be made into nouns for job names. Set for individual work and pairwork checking. Feed back, getting the words on the board.

#### Answers

- 1 a *teacher*  
b *engineer*  
c *lawyer*  
d *doctor*  
e *accountant*

- f receptionist
- g waiter
- h assistant

- 3
- a player
  - b writer
  - c driver
  - d painter
  - e farmer
  - f actor
  - g builder
  - h sailor

### Exercise E

- 1 Set for individual work and pairwork checking.
- 2 Set for pairwork.
- 3 Set for individual work. Monitor and assist.

### Answers

1	Ellen	works	in	a bank.
	Pierre			a hospital.
	She		at	First Western Bank.
	He			Greenhill Hospital.

- 2 See Language and culture note below.
- 3 Answers depend on students.

### Language and culture note

The use of *at* with institution names is in line with the general rule that *at* as a preposition of place implies taking part in, or consuming the service of, a location; cf. *He's at the airport / at school / at home / at court* vs *She's in the airport / in the school / in the court*, which seems to refer more to the physical position than to the activity. In addition, *at* seems to relate to a general location rather than a specific one, e.g., *He is at the airport. He is in the departure lounge.*

### Exercise F

- 1 Refer students to the sign. Demonstrate how the sentences in the table come from the information on the sign. Set for individual work and pairwork checking.
- 2 Refer students to the First Western Bank sign. Note that *open* and *close* have only been used a little in this unit and may need reteaching. Set for individual work. Monitor and assist.

### Answers

1	Work	starts	at	9.00 a.m.
	It	ends		5.00 p.m.

- 2 First Western Bank / The bank opens at 10 a.m. It closes at 4.00 p.m.

### Exercise G

Set for individual work and pairwork checking. Monitor and assist. Feed back, pointing out:

- a the use of *do* to help make a question.
- b the special meaning of the question *What do you do?* = *What's your job?*

Students can, of course, answer the question with *I'm a student.*

### Answers

- What do you do?
- Where do you work?
- When do you start?

---

## Language and culture note

In English-speaking cultures, people often answer *What do you do?* with the name of their job, e.g., *I'm a doctor*. Students from some cultures may find this strange. They may want to answer with an allegiance of some sort, e.g., *I work for IBM*. If you know this to be strong in the culture of some or all of your students, give them the necessary language, but point out that native English speakers normally expect the first part of the answer to be a job name.

You might also like to point out that some women in English-speaking cultures used to answer *I'm just a housewife*. Now they are sometimes encouraged to use something politically correct like *I'm a homemaker*.

## Exercise H

- 1 Set for individual work.
- 2 Set for individual work and pairwork checking. Monitor.
- 3 Set for individual work. Feed back, checking punctuation, including the comma after *Yes / No*.

### Answers

Do	you	want	a job	?
Yes,	I	do.		
No,	I	don't.		

## Exercises I, J, K

These exercises are partly revision and partly consolidation. Set for pairwork. Get the best pairs to explain in front of the class.

### Answers

The rules are shown next to each item (in the grey column).

## Language and culture note

Prepositional phrases are extremely common in academic and technical English, but it is quite hard to understand the rules of prepositional choice.

## Closure

Do some high-speed drilling of the preposition + noun combinations, e.g.,

You say: *3.00 p.m.*

Students say: *At 3.00 p.m.*

Do not just use the nouns in the tables. Use other examples to see if students can recognize them at high speed. Then set the students to test each other in the same way.

---

## Lesson 6: Writing and Grammar

---

### Objectives

---

In this lesson, students will:

- write about working hours in own country;
- write a short text with basic information about a person;
- study present simple 3<sup>rd</sup> person *s*.

### Introduction

---

Dictate some words from this unit with predictable spelling, to show students that English sound-sight is not completely arbitrary, e.g., *bank, job, play, spell, hotel*.

Then dictate some words from this unit where the spelling is not predictable, e.g., *court, factory, doctor, office*. Point out that students must learn the spelling of a new word.

### Methodology notes

---

It is a key listening and writing skill to be able to render unknown words in a written form in order to be able to look them up or ask someone else about them at a later date.

English has many predictable patterns of sound-sight. However, it also has many complex rules which mean, in effect, that all new words should be learnt for spelling.

### Exercise A

---

Set for individual work and pairwork checking. Feed back, but do not confirm or correct.

#### Answers

After Exercise B.

### Exercise B

---

Refer students to Skills Check 1. Feed back again, confirming and correcting this time.

Show students on the board how the *s* ‘jumps’ from the end of the noun to the end of the verb.

#### Answers

- 1 *s* – because it is a single place
- 2 *s* – because it is a single job
- 3 no *s* – because *assistants* is plural
- 4 *s* – because *lunch* is singular

### Exercise C

---

Follow the same procedure as Exercise A.

#### Answers

After Exercise D.

### Exercise D

---

Follow the same procedure as Exercise B.

#### Answers

- 1 *s* – because *It* is singular
- 2 *s* – because *It* is singular
- 3 no *s* – because *They* is plural
- 4 *s* – because *They* is plural

### Methodology note

Point to the red *S* (see Speaking notes) every time students make a mistake with third person singular *s*.

Write a green *S* on another piece of paper or at another location on the board. Say *This is the plural 's'*. Point to this every time students make a mistake with this feature.

Refer students to Skills Check 2 and work through the way *The job* becomes *It* but the verb still has *s*.

### Exercise E

Set for individual work and pairwork checking. Teach the expressions *working week* and *working hours*. Feed back, building up the table on the board. Make sure students understand the idea of *weekend*.

#### Answers

		Britain
working week	offices	Monday–Friday
	shops	Monday–Sunday
	banks	Monday–Saturday a.m.
working hours	offices	8.00–6.00
	shops	9.00–5.30
	banks	9.00–5.00

### Language and culture note

Be prepared for students to have different working weeks and for *the weekend* not to be whole days, e.g., Saturday afternoon and Sunday could be called *the weekend* in some countries.

### Exercise F

Make sure students realize that they have to use their own information here. Feed back, especially if you have students from a number of different cultures/countries.

### Methodology note

Up to this point, only whole hours have been specifically practised. However, students will certainly be familiar with other times, especially *half past*, *quarter past/to*. Obviously you will have to let them use these times if they are correct for their country.

### Exercise G

Show how information from the table can be turned into sentences, pens down. Show also how students should use pronouns in the second sentence about the same subject. Set for individual work and pairwork checking.

### Methodology note

If you have students from different countries, collect the texts and hand them out at random for students to try to identify the countries in each case.

**General note:** The material on page 47 can be done as a test, in class or for homework. In this case, take in the students' books at the end and mark them. Make a note of problem areas, using the grid below.

If you are doing the work as a lesson, give students time to discuss the answers for each section H, I, J and K, pens down. Then set for individual work. Walk around and mark the questions as they complete them, and make a note of problems for individual students.

### Exercise H

#### Answers

See table on next page.

1	Maria	<i>works</i>	in a bank.	agreement 3 <sup>rd</sup> person singular present simple with person
2	She	<i>is</i>	Russian.	use of <i>be</i>
3	She	<i>comes</i>	from Moscow.	<i>be</i> vs other verbs
4	She is	<i>31</i>	years old.	correct order of numbers in tens + units
5	The bank	<i>opens</i>	at 9.00 a.m.	agreement 3 <sup>rd</sup> person singular present simple with inanimate objects
6	<i>It</i>	<i>closes</i>	at 4.00 p.m.	pronoun agreement
7	What do you	<i>do?</i>		fixed phrase
8	I'm	<i>a doctor.</i>		use of <i>a</i> with jobs
9	Where	<i>do you</i>	work?	word order in present simple questions
10	I work	<i>at</i>	Greenhill Hospital.	special use of <i>at</i> for workplace
11	Do you	<i>want a job</i>	for the summer?	agreement 2 <sup>nd</sup> person singular present simple
12	No,	<i>I don't.</i>		short answer phrase for 1 <sup>st</sup> person present simple

## Exercise I

### Answers

	Bill Gates
Age	55*
Nationality	<i>American</i>
Hometown	<i>Seattle</i>
Job	<i>computer programmer; owner of Microsoft</i>

### Notes:

- 1 This should be very easy. However, there is a learning task here. Successful completion involves recognizing the role of information in a sentence. But the main point of this activity is setting up the writing exercise that follows.
- 2 The word *owner* may be new to students, but follows the pattern of verb + *er* = job.
- 3 \* Change the age according to when you teach the course.

## Exercise J

### Answers

Model answer: She is 65\*. She is Burmese. She comes from Rangoon. She is a politician.

## Exercise K

### Answers

Answers depend on students.

### Notes:

- 1 Get students to choose which parent to write about, or even another adult if they prefer. They do not have to give the name.
- 2 You may have to help students choose the best word for the job name.

## Closure

Give information about a world-famous person (as in Exercise I) and see if students can guess who it is.

Get students to give information about a famous person from their culture (living), and see if other students can guess who it is.

## Key vocabulary

### COLOUR WORDS

black (*adj*)  
 blue (*adj*)  
 brown (*adj*)  
 colour (*n*)  
 green (*adj*)  
 grey (*adj*)  
 orange (*adj*)  
 pink (*adj*)  
 red (*adj*)  
 white (*adj*)  
 yellow (*adj*)

### NATURE WORDS

cloud (*n*)  
 cold (*adj*)  
 fruit (*n*)  
 grass (*n*)  
 hot (*adj*)  
 leaves (*n*)  
 sand (*n*)  
 sky (*n*)  
 snow (*n*)  
 sun (*n*)  
 tree (*n*)

### LIVING THINGS

animal (*n*)  
 bear (*n*)  
 bird (*n*)  
 chimpanzee (*n*)  
 fish (*n*)  
 gorilla (*n*)  
 horse (*n*)  
 human being (*n*)  
 insect (*n*)  
 kangaroo (*n*)  
 monkey (*n*)  
 plant (*n*)  
 tortoise (*n*)

For the purposes of talking about the rainbow, etc., other colour words will be used, but these are not targets.

## Lesson 1: Listening

### Objectives

In this lesson, students will:

- listen to identify words related to the natural world;
- listen to identify the /i:/ sound.

### Introduction

Refer students to the illustrations in Lesson 1 of Units 1, 2 and 3. Revise all the vocabulary for both listening and speaking.

### Exercise A

- 1 Refer students to the photographs. Make sure students realize that this time, items can be in several pictures. Play  1:53, with words in isolation. Monitor and note students who are having difficulties.
- 2 Play  1:54, with words in context. Monitor as before.

### Transcript 1:53

Presenter: Unit 4: Science and Nature  
 Lesson 1: Listening

Exercise A1. Listen to some words.  
 Point to the items. Some items are in two or three pictures.

Voice: sky  
 sun  
 sand  
 mountains  
 snow  
 clouds  
 grass  
 trees  
 an animal  
 animals  
 birds

---

### Transcript 1:54

Presenter: Exercise A2. Listen to some sentences. Point to the items.

Voice: The sky is blue.  
The sun is hot today.  
The sand is orange.  
The trees are green.  
The snow is cold.  
The grass is green.  
The clouds are white.  
The sky is grey.

### Exercise B

---

Pick up or point to objects with each of the target colours. Then play 1:55. As usual, students point, while you monitor and note students who are having difficulties. (There is at least one thing with the target colour in each case.) Say the colours again in isolation, at random, getting faster and faster.

### Transcript 1:55

Presenter: Exercise B. Listen and find.

Voice: Find something yellow.  
Find something orange.  
Find something white.  
Find something black.  
Find something green.  
Find something brown.  
Find something blue.  
Find something grey.  
Find something red.

### Exercise C

---

Ask the questions or play 1:56. As this is a listening lesson, one-word answers are fine.

### Answers

(The sky is) blue.  
(The snow is) white.  
(The clouds are) white and grey.  
(The birds are) pink.  
(The horses are) brown.  
(The sand is) orange.  
(The animal is) white.

### Transcript 1:56

Presenter: Exercise C. Listen and answer.

Voice: Picture 1: What colour is the sky?  
[PAUSE]  
Picture 2: What colour is the snow?  
[PAUSE]  
Picture 3: What colour are the clouds? [PAUSE]  
Picture 4: What colour are the birds? [PAUSE]  
Picture 5: What colour are the horses? [PAUSE]  
What colour is the sand in picture 1? [PAUSE]  
What colour is the animal in picture 3? [PAUSE]

### Exercise D

---

- 1 Set for individual work and pairwork checking. Do not confirm or correct.
- 2 Play 1:57. Feed back, eliciting the correct match for each word. Drill the questions and the answers. Point out the agreement elements. Students should now be able to make the contractions *What's*, *It's*, *They're*.
- 3 Set for pairwork.

### Answers

- 1 snow
- 2 clouds
- 3 grass
- 4 the sun
- 5 trees
- 6 sand

---

## Transcript 1:57

Presenter: Exercise D2. Listen and check.

Picture 1.

Voice A: What is it?

Voice B: It is snow.

Voice A: What colour is it?

Voice B: It is white.

Picture 2.

Voice A: What are they?

Voice B: They're clouds.

Voice A: What colour are they?

Voice B: They're black.

Picture 3.

Voice A: What is it?

Voice B: It is grass.

Voice A: What colour is it?

Voice B: It is green.

Picture 4.

Voice A: What is it?

Voice B: It is the sun.

Voice A: What colour is it?

Voice B: It is yellow.

Picture 5.

Voice A: What are they?

Voice B: They are trees.

Voice A: What colour are they?

Voice B: They are brown.

Picture 6.

Voice A: What is it?

Voice B: It is sand.

Voice A: What colour is it?

Voice B: It is orange.

## Language and culture note

This small group of nouns contains several problems. At this stage, it is best just to teach the noun phrases as fixed expressions. Do not go into the reasons.

*snow, grass, sand* – uncountable = *is*

*cloud, tree* – countable = *are*

*sun* – only one = *the*

---

## Exercise E

Draw a mountain horizon on the board. Say to a student *Draw the sun in the sky*. Give him/her the marker and see if he/she does it correctly. Continue until someone does it correctly. Say *Draw a cloud in the sky*. Choose another student to try and draw it. Refer students to the mountain horizon in their books. Set for individual work and pairwork checking. Get students to cover their own work while they listen. Play  1:58.

Feed back, playing the CD again and getting students to come up and complete a new mountain horizon on the board.

## Transcript 1:58

Presenter: Exercise E. Listen and draw.

Voice: Look at the picture.

You can see some mountains.

Draw the sun in the sky.

Draw four clouds in the sky.

One cloud is white. Two clouds are grey. One cloud is black.

Draw some snow on the mountains.

Draw some grass and some trees.

Draw three birds in the sky.

---

## Exercise F

Play the first part of  1:59 as an example. Then set for teacher-paced pairwork, i.e., play each description, pausing after it. Give a few moments for pairs to

discuss their ideas, then play the next part for the answer. Feed back, eliciting what was said on the CD.

### Transcript 1:59

**Presenter:** Exercise F. Listen and find.

**Voice:** It is very, very, very hot. In the morning and the evening it is red. During the day, it is yellow or orange. [PAUSE] It is the sun.

At night it is black. In the morning, it is grey and then blue. [PAUSE] It's the sky.

Sometimes they are white, sometimes they are black, sometimes they are grey. [PAUSE] They are clouds.

It is sometimes yellow or orange. In some places, it is red. In other places, it is white. You find it in hot places. [PAUSE] It is sand.

It is usually green, but when it is very hot and very dry it is brown. [PAUSE] It is grass.

In cold months, they are brown. In hot months, they are brown and green. Sometimes they have red or yellow or orange parts. [PAUSE] They are trees.

They are strong. They are sometimes brown, sometimes white, sometimes black. They are sometimes brown and white or black and white. They are sometimes yellow. [PAUSE] They are horses.

## Closure

Work through the Skills Check. Follow the usual procedure. Point out that *ee* in the middle of a word, or *e* at the end, often make the /i:/ sound. Play 1:60. Feed back, getting the words on the board. Elicit more words with the sound /i:/ (*thirty, thirteen, etc.*).

### Answers

tree	✓
blue	
green	✓
he	✓
grey	
see	✓
she	✓
we	✓
listen	

### Transcript 1:60

**Presenter:** Skills Check. Listen. Tick the words with /i:/.

**Voice:** tree  
blue  
green  
he  
grey  
see  
she  
we  
listen

### Methodology note

Strictly speaking, the sound of *y* after a consonant at the end of word, e.g., *thirty*, is not the long vowel /i:/. However, it is not the short vowel /ɪ/ either! The sound is closer to the long vowel than the short, and can be taught as the same.

---

## Lesson 2: Speaking

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### Objectives

---

In this lesson, students will:

- describe shapes and colours accurately;
- use contractions in negative participles.

### Introduction

---

Take in pictures of key natural items from Lesson 1, i.e.,

- clouds – different colours
- the sun – different colours
- the sky – different colours
- snow – falling and lying
- sand – different colours
- trees – with various coloured flowers and fruit on
- grass – different colours

Flash these pictures and elicit the names and the colours, asking:

*What is it? / What are they?*

*What colour is it? / What colour are they?*

Deal with pronunciation problems.

Show some pictures of broad landscapes with several of the target items in. Ask: *Can you see ...*

Elicit or teach *Yes, I can* and *No, I can't*. Make sure students are distinguishing clearly between the two vowels, i.e., /kæn / vs /kɑ:nt/.

After some time, move on to: *What can you see?* Allow students to give just nouns first, then nouns and colour adjectives, e.g., *Trees ... they're brown*. Then model the target sentence, e.g., *I can see brown trees*.

Ask students about the classroom, i.e., *What can you see in this classroom?* Elicit sentences with the same pattern.

Explain to students that, in this lesson, you look at shapes and colours.

### Language and culture note

---

The most salient difference between the positive modal *can* and the negative *can't* in writing is the apostrophe *t*. It is reasonably clear that this form is negative as it looks similar to *aren't* and *don't*, etc. However, in speech, there is a much more salient difference – vowel length. It is probable that native-speaker listeners identify the sentence as negative from the vowel length, rather than from the /t/ sound on the end. This final /t/ sound may, in any case, be elided with the following consonant (e.g., in *I can't type, I can't drive*) or even change to another consonant (e.g., unexploded /m/ in *I can't believe*).

### Exercise A

---

Refer students to the drawings. Draw a square on the board and elicit or teach *square*. Draw a circle on the board and elicit *circle*. Set for pairwork. Elicit ideas. Feed back, pointing out the correct number in each case.

#### Answers

- 1 red squares = 1 (in drawing 4)
- 2 grey squares = 6 (4 small squares and 2 larger ones in drawing 1)
- 3 black squares = 49 (1 in drawing 1 and 48 in drawing 2)
- 4 green circles = 15 (all in drawing 3)

### Exercise B

---

Tell students they are going to hear descriptions of the drawings. They must identify the correct drawing in each case.

Set for individual work and pairwork checking. Play the first part of 🎧 1:61 as an example.

Elicit ideas, then confirm. Play the remainder of  1:61. Feed back. Note that the final three drawings are not described in this activity.

Highlight extra vocabulary points, as follows:

*light / dark + colour*

*small / large + square / circle*

Highlight new patterns, as follows:

*There is / are ...*

*It has / They have ...*

### Answers

- 1 b
- 2 a
- 3 d
- 4 e
- 5 c

### Transcript 1:61

Presenter: Lesson 2: Speaking  
Exercise B. Listen. Which drawing is it?

- Voice: a The drawing has lots of squares. They are all black. It has grey lines between the black squares. It has white circles at the corners of the squares.
- b The drawing has four squares. Each square has another square in the middle. Two large squares are grey, one is black and one is white. All the small squares are grey.
- c There are three circles. They are brown. The circles have a small section missing.
- d The drawing has two main circles. There are other circles around these two main circles. The circles around one circle are small. The circles around the other circle are large.

- e The drawing has two squares. One square has coloured squares – red, light blue, violet and yellow. One square is white. There is a black circle in the middle of each square.

### Exercise C

- 1 Refer students to the first drawing. Elicit a description with *I can see ...* Turn some of the sentences into *There is/are ...* or *It has/They have ...*
- 2 Demonstrate how the activity works, perhaps doing an open-pair activity with two more able students. Set for pairwork. Monitor and assist. Feed back, dealing with any items that arise, and particularly with the correct pronunciation of colour words.

### Methodology note

This is a deep-end strategy activity to see how well students can use language from the descriptions in Exercise A and/or remember previously learnt items to help with the activity.

### Exercise D

Point out that there is something strange about each one of the drawings. Ask students to look at them all and try to work out what is strange – and how to explain it in English.

- 1 Set for pairwork. Give as much time as the students seem to need for this activity. Refer students to drawing 2. Ask *What can you see?* Elicit some sentences. Do not confirm or correct.
- 2 Tell students to cover Conversation 1. Play  1:62. Pause several times for students to find the section that is being described.

- 3 Allow students to look at Conversation 1. Play  1:63. Pause a few times for students to associate sound and sight.
- 4 Tell students to cover Conversation 1 again. Play  1:64. Students ask Kim's questions. Drill the questions.

Refer students to the last part of the conversation. Repeat Kim's final section. Highlight the last question: *Why do they do that?* Elicit some ideas. If students are struggling, allow them (if feasible) to discuss the point in their own language. Otherwise, just say and mime: *You look at white. You can see white. You look at white in another place. You can see black. Your brain sees the opposite colour – white to black.*

Highlight the key exchange over pronunciation. Write it on the board, i.e.,

*Lee: It's grey.  
Kim: How do you say the word?  
Lee: Grey.  
Kim: Grey.*

Point out that Kim repeats the word to check pronunciation. Practise the exchange with other colour words, e.g., you initiate by saying *It's red / black / blue*, etc.

### Methodology note

Reading and listening at the same time is not a cheat! Associating the sound and sight of words and sentences is a vital part of learning to listen and learning to speak.

#### Transcript 1:62

Presenter: Exercise D2. Listen.  
Lee: Look at this drawing.  
Kim: Which drawing?  
Lee: This one. Number two. What can you see?  
Kim: I can see black squares.

Lee: What else can you see?  
Kim: There are lines. What is this colour?  
Lee: It's grey.  
Kim: How do you say the word?  
Lee: Grey.  
Kim: Grey. OK. There are grey lines.  
Lee: Anything else?  
Kim: Oh, yes. I can see white circles.  
Lee: How many circles are there?  
Kim: There are ... I can't count them!  
They change from white to black!  
I don't understand. Why do they do that?

#### Transcript 1:63

Presenter: Exercise D3. Listen and read.  
[REPEAT OF 1:62]

#### Transcript 1:64

Presenter: Exercise D4. Listen and answer.  
Lee: Look at this drawing.  
[PAUSE]  
Kim: Which drawing?  
Lee: This one. Number two. What can you see?  
[PAUSE]  
Kim: I can see black squares.  
Lee: What else can you see?  
[PAUSE]  
Kim: There are lines. What is this colour?  
Lee: It's grey.  
[PAUSE]  
Kim: How do you say the word?  
Lee: Grey.  
[PAUSE]  
Kim: Grey. OK. There are grey lines.  
Lee: Anything else?  
[PAUSE]  
Kim: Oh, yes. I can see white circles.  
Lee: How many circles are there?  
[PAUSE]  
Kim: There are ... I can't count them!  
They change from white to black!  
I don't understand. Why do they do that?

---

## Exercise E

---

Set for pairwork. Monitor and assist. Work particularly on pronunciation of the target structures and vocabulary.

## Exercise F

---

- 1 Follow the normal procedure for this kind of activity.
- 2 Refer students back to Conversation 1. They should make sentences about drawing 4 using the patterns in Conversation 1.
- 3 Play 1:65 of Conversation 2. Ask students if their sentences were similar.
- 4 Play 1:66 then elicit sentences from the prompts. Say *What can you see?* Students should see the 'opposite' colours when they look at the white square. Ask *Why does it happen?* and elicit, say or mime that it is the same effect as the black and white circles in drawing 2.

### Transcript 1:65

**Presenter:** Exercise F3. Listen and check your sentences.

**Male student:** Look at this drawing.

**Female student:** Which drawing?

**Male student:** This one. Number 4. What can you see?

**Female student:** I can see four squares.

**Male student:** What colour are they?

**Female student:** One square is red, one is blue, one is yellow and ... what colour is that?

**Male student:** It's violet.

**Female student:** How do you say the word?

**Male student:** Violet.

**Female student:** Violet. OK. And one square is white.

[PAUSE]

**Male student:** What else can you see?

**Female student:** There is a black circle in the middle of the coloured squares, and there's

a black circle in the middle of the white square.

### Transcript 1:66

**Presenter:** Exercise F4. Listen and follow the instructions.

**Male student:** OK. Cover the white square.

**Female student:** Yes.

**Male student:** Look at the black circle in the middle of the coloured squares.

**Female student:** OK. What next?

**Male student:** No! Look for 30 seconds.

**Female student:** Right.

**Male student:** OK. Now cover the coloured squares. Look at the black circle in the middle of the white square. What can you see?

[PAUSE]

**Female student:** I can see ... Oh! I can see colours. I can see four coloured squares. Blue, orange, or red, yellow and ... What is the name of the colour?

**Male student:** Violet.

**Female student:** That's amazing! Why does that happen?

---

## Exercise G

---

Set for pairwork. Monitor and assist. Work on individual pronunciation.

---

## Closure

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Work through the Pronunciation Check. Give students time to read, then drill the contracted form. Finally, give the long form in each case and elicit the contracted form.

---

## Lesson 3: Vocabulary and Pronunciation

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### Objectives

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In this lesson, students will:

- develop vocabulary associated with describing animals: adjectives and verbs;
- pronunciation: *can* and *can't*;
- identify matching vowel sounds.

### Introduction

---

Write the words *animal*, *insect*, *bird*, *fish* on the board. Ask students to put the items in the photographs into one of the groups.

### Answers

animal	insect	bird	fish
2, 3, 4, 6, 8, 9	1, 9	7	5

### Language and culture note

---

Strictly speaking, *animal* is probably the head word for all classes of animate things, including insects and birds. But in normal English, we would not describe a butterfly, a clownfish or a flamingo as an animal. Some students may not be happy for humans to be classed as animals, but it is hard to see what else to call them!

### Exercise A

---

- 1 Set for groupwork. Between them, and using known words to guess unknown, students should be able to match all the items. Feed back.
- 2 Play  1:67. Feed back, checking particularly the stress in multi-syllable items.
- 3 Use some of the words and ask students to tell you the creature in each case, e.g., *It's big* (the monkey, the giraffe), *It's tall* (the giraffe), *It's pink* (the bird), etc. Then set for pairwork or group work. Monitor. Get students to say some of their sentences.

- 4 Students make sentences about the animals pictured, using the verb phrases and *can* or *can't*.

**General note:** At some point, work through the Pronunciation Check.

### Answers

'bird	7
'fish	5
gi'raffe	4
'horse	3
'human 'being	8
'insect	1
kanga'roo	9
'monkey	2
'tortoise	6

### Transcript 1:67

Presenter: Lesson 3: Vocabulary and Pronunciation

Exercise A2. Listen and mark the stress.

Voice: bird  
fish  
giraffe  
horse  
human being  
insect  
kangaroo  
monkey  
tortoise

### Methodology note

---

Students – and teachers! – may not know the truth of some of the possible statements, e.g., *Fish can see colours. Kangaroos can carry heavy things.* Get a discussion going on any of these statements and tell students to research the points, ready to report back next lesson.

## Exercise B

Set for individual work and pairwork checking. Give plenty of time for students to try to match the information in each section. Then play 1:68 in sections. Feed back orally.

Give the end of sentences and students have to give the whole sentence, e.g., strong – *Grizzly bears are strong.* Play Stupid Teacher. Give wrong information about grizzly bears, for students to correct. If possible, make it funny, e.g.,

*Grizzly bears are weak.* (mime it!)

*There are only about a hundred million grizzly bears in North America.*

*There aren't any grizzly bears in this classroom.*

### Answers

#### Section A

1 Grizzly bears are	2	a thousand grizzly bears in North America.
2 There are only about	1	grey, dark brown or black.
3 There aren't any	3	grizzly bears in Mexico today.
4 They are very	5	700 kilos.
5 Some bears are about	4	strong.

#### Section B

1 Grizzly bears eat	1	fish, insects, grass and leaves.
2 Grizzly bears live	4	human beings.
3 Grizzly bears don't live	3	in groups.
4 They don't like	2	in the mountains of Alaska and Canada.

#### Section C

1 They can be	2	trees.
2 Grizzly bears can climb	3	at 60 kph.
3 They can run	4	to 30 years old.
4 They can live	1	two metres tall.

### Transcript 1:68

Presenter: Exercise C2. Listen and check.

Voice: Section A

- 1 Grizzly bears are grey, dark brown or black.
- 2 There are only about a thousand grizzly bears in North America.
- 3 There aren't any grizzly bears in Mexico today.
- 4 They are very strong.
- 5 Some bears are about 700 kilos.

#### Section B

- 1 Grizzly bears eat fish, insects, grass and leaves.
- 2 Grizzly bears live in the mountains of Alaska and Canada.
- 3 Grizzly bears don't live in groups.
- 4 They don't like human beings.

#### Section C

- 1 They can be two metres tall.
- 2 Grizzly bears can climb trees.
- 3 They can run at 60 kph.
- 4 They can live to 30 years old.

## Exercise C

- 1 Set for individual work and pairwork checking. Do not feed back.
- 2 Play 1:69.

### Transcript & answers

#### Transcript 1:69

Presenter: Exercise C2. Listen and check.

Voice: bear [PAUSE] square  
eat [PAUSE] trees  
bird [PAUSE] circle  
strong [PAUSE] hot  
live [PAUSE] fish  
human [PAUSE] group  
climb [PAUSE] like

---

## Exercise D

---

Set for groupwork. Monitor and assist.

## Exercise E

---

Dictate the example to show how the exercise works. Say *and* for *plus*. Do not worry about the answer yet. Play  1:70. Feed back, writing exactly what students say, until you get the correct answers.

**General note:** Use flashcards of individual numbers if you feel students are still struggling.

### Answers

1	2	3	4
11 + 21	18 + 8	18 + 80	23 + 19
32	26	98	42
5	6	7	8
33 + 27	57 + 42	66 + 18	84 + 12
60	99	84	96

### Transcript 1:70

Presenter: Exercise E. Listen and write. Do the sums.

- Voice: 1 11 and 21.  
2 18 and 8.  
3 18 and 80.  
4 23 and 19.  
5 33 and 27.  
6 57 and 42.  
7 66 and 18.  
8 84 and 12.

## Exercise F

---

Set for individual work. Monitor.

## Exercise G

---

Set for pairwork. Assist individuals with the pronunciation of numbers, as required. Make sure in particular that they are pronouncing the /i:/ in *fifteen* /'fifti/, and getting the stress in the right place in each type of word.

### Language and culture note

---

Strictly speaking, the vowel at the end of *fifty* is not the same as the vowel at the end of *fifteen*.

However, they are close enough for the purposes of your students to be treated as one sound.

### Methodology note

---

By now, students should be very accurate in their pronunciation and perception of numbers between 1 and 100. Insist on good pronunciation, and check perception.

## Closure

---

Play What Is It? Describe an animal, etc., and see if students can guess it correctly. Do not restrict yourself only to items in this unit or lesson, but make sure there are enough simple sentences to let students work out the answer in their own language at least, then try to find the word in English.

---

## Lesson 4: Reading

---

### Objectives

---

In this lesson, students will:

- use diagrams and photos to help understand a text;
- use signposting to help reading.

**General note:** Make flashcards of these words, and a flashcard with the word *nature* on it, too.

Colour words	Nature words	Living things
black	cloud	animal
blue	cold	bird
brown	fruit	fish
colour	grass	human being
green	hot	insect
grey	leaves	plant
orange	sand	
pink	sky	
red	snow	
white	sun	
yellow	tree	

### Introduction

---

Write the title *Science and Nature* on the board. Ask students to give you some words connected with the title, but do not insist if students are struggling.

Show the flashcards of words from this unit, as before.

- 1 Show the flashcards slowly. Students say the words, chorally and individually.
- 2 Show the flashcards faster. Students say the words, chorally and individually.
- 3 Hand out the flashcards. You say the words, students hold up the flashcards.
- 4 Tell students that the word *colour* covers many of the words. Hold up the word *colour* and get students with a colour word to hold it up. Tell students that the word *nature* covers many of the words. Hold up the word *nature* and get students with a nature word to hold it up, e.g., *tree*, *sky*, etc. Change between the two categories, holding up the words *colour* and *nature* faster and faster so that students have to react more and more quickly.

- 5 Get the nature words back from students, and *hot* and *cold*. Hold up a nature word and get students who still have flashcards to hold up appropriate colour words. Point out that one item can have more than one colour, e.g., the sky can be blue during the day, and black at night.

### Language and culture note

---

Many languages require the equivalent of the word *colour* to follow the colour adjective, e.g., *It is red colour*. If you notice your students are consistently saying this, or later writing it, point out that we do not need the word *colour* in English.

### Exercise A

---

Set for pairwork. Teach the word *ink*, with the help of the illustration. Feed back, eliciting ideas, but do not confirm or correct.

### Methodology note

---

This is a preview of Skills Check 1. Encourage students to speculate or work out what everything means. In other words, encourage students to make sentences with the form:

*R is / means ...*

*The drawing shows ...*

*I can see ...*

### Exercise B

---

Do the activities as teacher-paced pairwork. In other words, set each task for pairwork and feed back on it before moving all students on to the next task.

Sentences: You might get students to number the sentences for ease of reference later.

**Numbers:** Students should be able to find the numbers (in written form) quickly. Feed back, getting them to shout out the numbers in the order they appear in the text. Make sure they notice the word *no* meaning 'zero'. Highlight also the fact that the verb and following noun is plural in this case, i.e., *There are no triangles* not *There is no triangle*.

**Names:** This is a trick! There are no names, but students should be able to identify this fact very quickly. Give only a few seconds for students to work this out. Point out that the only capital letters are initial capitals. This should help them with the next activity. Point out that you can say *There are no names*. This reinforces the point from above.

**Colours:** Get students to count quickly then feed back.

### Answers

**Sentences:** There are 12 sentences.

**Numbers:** There are *seven* colours in Figure 1. There are also *seven* letters. There are *two* circles in the drawing. There is *one* square. There are *no* triangles.

**Names:** There are no names.

**Colours:** There are 11 colour words, relating to 5 different colours.

## Exercise C

Set for pairwork. Feed back by allowing students to uncover the drawing and check their own work. Go round and see the differences and try to work out where pairs made a mistake.

## Exercise D

- 1 Set for individual work and pairwork checking. Feed back, just eliciting whether sentences are true or false.

- 2 Set for pairwork. Feed back, ideally onto an electronic projection.

### Answers

There are seven colours in Figure 1.	T
There are also seven letters.	F – There are six letters.
There are two circles in the drawing.	F – There are three circles.
There is one square.	F – There are no squares.
There are no triangles.	T
R means <i>red</i> .	T
B means <i>black</i> .	F – It means <i>blue</i> .
The drawing is called a figure.	T
From the figure, we can learn about making colours with ink.	T
For example, blue and yellow make green.	T
Red and yellow make orange.	T
Blue and red make yellow.	F – They make violet.

### Methodology note

Encourage students to look from the text to the figure and back, to make sense of the text. This previews the points in the next lesson.

## Exercise E

- 1 Try to ensure that students are not looking at the text. Set for pairwork.
- 2 Continue the pairwork. Feed back.

### Answers

- 1 Making colours with light.
- 2 The sentences a, c, e are in the text, because these are correct for making colours with light.

---

## Exercise F

---

- 1 Refer students to the text. Tell them **not** to read it yet! Only give students a few seconds to find the colour words. Feed back, confirming as you go. Students may well say *eight colours*, as they will not identify magenta and cyan as colours. Just point out the piece of text that indicates they are colours.
- 2 Set for individual work and pairwork checking. Feed back. Clearly, the heading and the first paragraph tell you all you need to know.
- 3 Continue pairwork. Feed back.

### Answers

- 1 The colours, in the order they appear, are: red, blue, yellow, orange, green, violet, black, magenta, cyan, white.
- 2 It is about making colours in printers and monitors.
- 3 A = making colours with ink; B = making colours with light.

---

## Exercise G

---

Pre-teach *primary* and *secondary*. Just point out that they are the adjectives from the cardinal numbers 1 and 2, or from the ordinals *first* and *second*.

Set for pairwork. Monitor and assist. Feed back, getting more examples. Refer students to the Skills Check to highlight how important examples are, and how you should use them to test your understanding of a text.

Allow students to read the other paragraph for themselves.

## Methodology note

---

Most students are likely to know the primary colours of ink/paint, but are unlikely to realize that the primary colours of light are different. Be prepared for a considerable amount of astonishment when they realize that the text is making this point when it is saying that, e.g., red and green make yellow. This goes against most primary-school work with colour!

## Language and culture note

---

You may be able to point out the meaning of *primary* and *secondary* by alluding to the school system in the students' country. But check first, as some systems have the equivalent of *beginner*, *preparatory* and *intermediate*, which could get confusing.

---

## Closure

---

Work through the Skills Checks.

Get students to close their books. Read parts of the text and stop when you get to a colour or list of colours. See if students can give something suitable or the correct answer, as appropriate.

## Lesson 5: Writing and Grammar

### Objectives

In this lesson, students will:

- revise parts of speech and pronunciation;
- practise variations in spelling of the sound /i:/;
- study sentence patterns: *There is/It is; I can see/can't see*; present simple questions; *to be* + adjective questions; prepositional phrases.

### Introduction

Use the flashcards of colour and nature words again. This will help students with the crossword. Now we are concentrating on writing, so you can flash some of the words and get students to write them down.

Hand out the flashcards and get students to put colour and nature words together appropriately, e.g., *orange sand*.

### Exercise A

At first sight, this is just a crossword, but in fact students will have to work very hard to get the correct answers. They need to think about the part of speech as well as the picture to decide what the correct word is in each case. Set the crossword for pairwork. Monitor and give lots of assistance. Feed back, ideally with an electronic projection of the completed grid.

#### Answers

						<sup>1</sup> b	l	a	<sup>2</sup> c	k		<sup>3</sup> r
	<sup>4</sup> c	<sup>5</sup> o	l	o	u	r			o			e
		r				o		<sup>6</sup> c	l	o	u	d
		a				w			d			
<sup>7</sup> s	a	n	d			<sup>8</sup> s	n	<sup>9</sup> w				
		g				k			h			<sup>10</sup> g
<sup>11</sup> g	r	e	<sup>12</sup> y			y			i			r
r			e						<sup>13</sup> t	r	e	e
e		<sup>14</sup> b	l	u	e				e			e
e			l						<sup>15</sup> s	u	n	
n		<sup>16</sup> h	o	t								
			w									

### Exercise B

- 1 Set for pairwork. Feed back. Give clues until someone spots the point.
- 2 Set for pairwork. Feed back, but do not confirm or correct.
- 3 Set for individual work and pairwork checking. Feed back, building up the table on the board. Point out that there is no logic – you just have to learn the spelling.

#### Answers

- 1 They all have the vowel sound /i:/.  
green  
see  
tree  
week

#### Group 2 (ea spelling)

leave  
mean  
read  
speak

### Methodology note

Once again, the point of this exercise is focusing on sound-sight relationships. Just as students sometimes know the written form of a word but do not recognize it in sound, so they sometimes hear a word but are not able to render it in writing.

### Exercise C

Work through the first two gaps as examples, pens down.

Ask students to identify the kind of word that is missing in each case. They might be able to recognize the sentence patterns and see that a noun is required

for the first gap and an adjective for the second. Elicit actual words.

Set for individual work and pairwork checking. Feed back, asking first about the kind of word missing (noun or adjective), then the actual word. Get students to dictate the words back to you, to show that they can spell them correctly with the correct letter names.

### Answers

It is 2.00 in the *afternoon*. The sun is hot and the sky is *blue*. There are *clouds* in the sky. They are *black*. There are *grey* mountains. There is white *snow* on the mountains. I can see orange *sand*. I can also see six *brown* trees. There are *red* flowers on the trees. There is green *grass* around the trees.

### Exercise D

Set for individual work and pairwork checking. Feed back as a class.

### Exercise E

- 1 Set for individual work and pairwork checking. Feed back, highlighting the three prepositions of place, and what they mean.
- 2 Set for pairwork.
- 3 Refer students to the pictures. See if they recognize the singular word, the plural word and the special singular (i.e., uncountable) word. Set for individual work. Monitor and assist.
- 4 Refer students to the second part of Table 1. Point out the relationship between the first noun, i.e., *a flower*, and the form of the pronoun and verb *be*. Repeat for the other items. Set for individual work and pairwork checking.

### Answers

1	There	is	a	<i>bird</i>	on	the tree
			-	<i>sand</i>	around	the house.
		are	-	<i>clouds</i>	in	the sky.

- 2 Singular nouns need *a/an* in this situation, except words like *sand, snow, water*. If students called them *uncountable*, that is fine, but for the moment you can just say they are special.
- 3/4 Model sentences:  
There is grass around the house. It is (colour).  
There are birds in the sky. They are (colour or size).  
There is an insect on the food. It is (colour or size).

### Methodology note

This is the first time *on* and *around* have been introduced in this course, so students may need a quick explanation or reminder.

### Exercise F

Set for pairwork. Write the incorrect sentences on the board. Get students to come up and correct them.

### Answers

Corrections and points to note:

- 1 *I can speak English.*  
The infinitive without *to* after modals – teach the words.
- 2 *He can come in the afternoon.*  
There is no agreement with the pronoun in number, unlike the 3<sup>rd</sup> person present simple.
- 3 *She can do the exercise.*  
The combination of points 1 and 2.
- 4 *They can't close the door.*  
The auxiliary is not required with modals; *not* follows *can* and is usually elided into *can't*.

---

## Language and culture note

The special class 'modal' does not exist in all languages, so do not appeal to some universal logic of *can-ness*. The word carrying these meanings is a full verb in some languages, so students may well expect to need to make it agree with *he/she/it*, or use *don't* to negate, for example.

## Exercise G

- 1/2 Refer students to Table 3. Set for individual work and pairwork checking. Students can self-check by uncovering the table.
- 3 Elicit the question mark.
- 4 Set for individual work and pairwork checking. Feed back, getting students to come up and write good sentences on the board.

### Answers

Why does the colour change?

When does the lesson start?

What does he do? (Idiomatic way of asking *What's his job?*)

Where does it live?

## Exercises H, I, J

These exercises are mainly revision and consolidation. All the points have been covered a great deal in this unit. Set for individual work. Monitor and assist. Perhaps put groups of Students 1s and Student 2s together to discuss.

Continue individual work or pairwork of Student 1s and Student 2s. Monitor the pairwork. Get the best pairs to explain in front of the class.

### Answers

The key points are:

Table 4: verb *be* + adjective. This is called the predicative use of the adjective, but you should not use this terminology, of course.

Table 5: adjective + noun. This is called the attributive use of the adjective.

## Language and culture note

Many languages place the adjective in a post-modifying position to nouns, i.e., afterwards. Find out if the language(s) of your students does this, and point out the difference or similarity to English, as appropriate.

## Closure

Do some high-speed drilling of the two patterns in Tables 4 and 5, e.g.,

You say: *The grass.*

Students say: *The grass is green.*

You say: *Green grass.*

Students say: *I can see green grass.*

Do not just use the nouns and adjectives in the tables. Use other examples to see if students can recognize them at high speed. Then set the students to test each other in the same way.

---

## Lesson 6: Writing and Grammar

---

### Objectives

---

In this lesson, students will:

- write a description of an animal;
- use *there is/there are*;
- grammar: *a/an* and *some*.

### Introduction

---

Remind students of the /i:/ sound. Elicit possible spellings, i.e., *ee*, *ea* or *e* (for pronouns and the verb *be*). Some students may also mention the *y* at the end of *eighty*, for example.

Dictate some words with the /i:/ sound and ask students to guess or remember the spelling. Use the list below or your own list of known words.

*street*

*eat*

*east*

*cream*

*tea*

Write the following pairs of words on the board. Point out that the words in each pair have the same sound, but different meanings. Ask students for the meaning of each word.

*sea*      *see*

*meat*    *meet*

*weak*    *week*

### Exercise A

---

Set for individual work and pairwork checking. Feed back, but do not confirm or correct.

#### Answers

After Exercise B.

### Exercise B

---

Refer students to Skills Check 1. Feed back again, confirming and correcting this time. Make sure students notice that the use of *an* is based on the next letter, so if an adjective beginning with a vowel interposes between *a* and a noun beginning with a consonant, *a* changes to *an*, e.g. *a flower*, but not *a orange flower*.

Write *sun* on the board and ask students what goes in front of it. Elicit or write *the*. Ask why. Elicit or explain that there is only one sun, so we must say *the*. Elicit other words we always use *the* with, e.g. *the sky*, *the moon*, *the stars*.

#### Answers

1 *a* cloud

2 *a* tree

3 - grass

4 - mountains

5 *a* brown tree

6 - orange sand

7 - sand

8 - snow

9 - three clouds

10 *an* orange flower

#### Methodology note

---

This is not the time to go into the whole issue of countable and uncountable nouns. However, students can begin to get a natural feel for using or not using *a*.

#### Language and culture note

---

Do not assume that uncountable words in English are also uncountable in other languages or, indeed, that the concept even exists in other languages.

---

## Exercise C

---

Make sure students understand that there is nothing grammatically wrong with the sentences. They follow a pattern that the students have studied:

S + V + A = preposition + noun

Explain that the sentences just do not sound right. Ask students if they can remember the English way to write *the*.

Set for pairwork. Feed back, but do not confirm or correct.

### Answers

After Exercise D.

---

## Exercise D

---

Refer students to Skills Check 2. Feed back again, confirming and correcting this time.

### Answers

- 1 There is a tree in the picture.
- 2 There is some sand in the picture.
- 3 There are some clouds in the sky.
- 4 There is some snow on the mountains.
- 5 There are red flowers on the trees.
- 6 There are black birds in the sky.

---

## Exercise E

---

Follow the usual procedure as written.

### Answers

There is a black mountain.  
There are white animals.

---

## Exercise F

---

- 1 Refer students to the photographs. Make sure the students realize they have to pick one photograph only. Set for individual work. Monitor and assist.
- 2 Set for pairwork. Feed back, getting some of the best sentences on the board.

### Answers

Answers depend on students.

**General note:** The material on page 61 can be done as a test, in class or for homework. In this case, take in the students' books at the end and mark them. Make a note of problem areas, using the grid below.

If you are doing the work as a lesson, give students time to discuss the answers for each section G, H, and I, pens down. Then set for individual work. Walk around and mark the questions as they complete them, and make a note of problems for individual students.

## Exercise G

### Answers

See table below.

1	What	colour	<i>is it?</i>		<i>Q</i> word + noun + <i>be</i> with inversion
2	I	can	<i>see</i>	a small cloud.	<i>can</i> + infinitive
3	He	<i>can</i>	<i>do</i>	the exercise.	no <i>s</i> for third person with modals
4	There	<i>is a</i>	grey mountain.		<i>There is</i> + <i>a</i> + noun
5	There	<i>is</i>	some sand.		<i>There is</i> + uncountable noun
6	<i>It</i>	<i>is</i>	orange.		<i>It / They vs there</i>
7	There	<i>are</i>	ten trees.		<i>There are</i> + plural
8	<i>They</i>	<i>are</i>	tall.		<i>They vs There</i>
9	The grass	<i>is</i>	green.		predicative adjective
10	<i>Why</i>	<i>does</i>	the colour	change?	question with <i>does</i>
11	Where	<i>does</i>	she	<i>work?</i>	question with <i>does</i> = only one <i>s</i> in the 3rd person question
12	<i>What</i>	<i>does</i>	this word	mean?	question with <i>does</i> = need for auxiliary to make questions in present simple

## Exercise H

### Answers

	chimpanzees	gorillas
country?	Tanzania, Uganda	Zaire, Nigeria
live?	trees	trees; ground
age?	50 years	30 years
hair?	long, black	brown with grey
body?	1–1½ m tall not very heavy	2 m tall 200 kg
food?	fruit, leaves, grass	fruit, leaves, grass
groups?	15–20	10–30
stand?	✓	✓
climb?	✓	✓
swim?	✗	✗
talk?	✗	✗
how many?	150,000	50,000

## Exercise I

### Answers

Model answer:

Gorillas are from Zaire and Nigeria. They live in trees and on the ground. They can live for 30 years.

They have brown hair with grey. They are about two metres tall. They are very heavy.

They eat fruit, leaves and grass. They live in groups of ten to thirty. They can stand. They can climb trees.

They can't swim. They can't talk.

Today, there are only about 50,000 chimpanzees in the world.

### Closure

Get a model answer for Exercise I on the board.

## Key vocabulary

airport (n)	join (v)	street (n)
art gallery (n)	jungle (n)	swimmer (n)
boat (n)	lake (n)	take (v)
bus station (n)	left (n/adj)	thousand (n)
cathedral (n)	million (n)	toilet (n)
closed (adj)	mountain (n)	tourist (n)
coast (n)	museum (n)	tourist office (n)
country (n)	north (n/adj)	town (n)
desert (n)	open (adj)	turn (n)
east (n/adj)	railway station (n)	village (n)
flat (adj)	range (n)	visit (v)
flow (v)	restaurant (n)	waterfall (n)
forest (n)	right (n/adj)	west (n/adj)
hundred (n)	river (n)	zoo (n)
Internet café (n)	shopping mall (n)	
island (n)	south (n/adj)	

## Lesson 1: Listening

### Objectives

In this lesson, students will:

- listen to identify words referring to geographical features;
- listen to identify the /aʊ/ sound.

**General note:** By the end of this unit, students should be able to hear and identify, in isolation and in context, the following key vocabulary linked with the physical world and the built environment. They should also be able to say the words with reasonable pronunciation and to use the words in simple S V O A sentence patterns, e.g., *There are mountains in the north.*

### Introduction

Tell the students ten things about yourself, using language from the first four units, e.g.,

*My first name is Alan.*

*My family name is Dent.*

*I'm Canadian.*

*I'm from Toronto.*

*I'm 32.*

*I'm a language teacher.*

*I can speak French and Spanish.*

*My birthday is the 23<sup>rd</sup> of March.*

*I live in a flat.*

*My bedroom is green.*

Ask students to tell each other ten things about themselves.

### Methodology note

It may not have been self-evident to students that each unit has enabled them to say something extra about themselves. This exercise should reinforce this point.

---

## Exercise A

---

Draw the standard legend symbols for city, town and village on the board. Elicit the names of each, i.e., *black square, black circle, white circle*.

Give the meaning of each, i.e., city, town and village. Show the size relationship and give examples from the students' own culture(s), or the area you are giving the lesson in, e.g., *Beijing is a city*.

Refer students to the illustration. Ask *What can you see?* Elicit some ideas. Confirm any correct points. Teach or elicit *map*.

Play 1:71, with the words in isolation. Students point to the correct part of the picture. Note that there is more than one correct place in several instances, e.g., for *city*. Pause the recording after each item and say *Anywhere else?*

Play 1:72, with the words in context. Students point to the correct part of the picture. In this case, there is only one correct place.

### Transcript 1:71

Presenter: Unit 5: The Physical World  
Lesson 1: Listening  
Exercise A. Listen and point.

Voice: city  
town  
village  
island  
lake  
mountain  
river  
coast  
north  
south  
east  
west  
centre  
northeast  
southwest  
northwest  
southeast

### Transcript 1:72

Presenter: Exercise A. Listen and point.

Voice: There are mountains in the northwest.  
There is a lake in the southeast.  
There is a large island.  
There is a town in the north.  
There are mountains in the south.  
There is a city on the coast.  
There is a city on a river.  
There is a village on a lake.  
There is a town in the centre.

---

## Exercise B

---

Tell the students *Listen to these people*. Ask *Where does each person live?* Play 1:73. Write the number next to the place.

### Answers

1 K  
2 F  
3 R  
4 S  
5 E

### Transcript 1:73

Presenter: Exercise B. Listen and find.

Voices: 1 I live in a town. It is on the coast.  
2 I live in a village. It is on two rivers.  
3 I live on an island. It is a very small island. There is only one village.  
4 I live in a town. It is in the south of the country. I don't live on the coast. I live in the mountains.  
5 I live in a town in the east of the country. It is in the mountains.

---

## Exercise C

---

Tell students to work in pairs. Each pair must look at the map and choose a place to live, then listen and answer questions about it. They can only answer *Yes* or *No* with the appropriate ending, e.g., *Yes, we do. No, it isn't.*

Work through an example with a good pair. Say the questions. Establish first whether the place is a village, town or city, then which part of the country it is in. The other students must listen to the answers and guess at any time. If they are right, repeat with another pair. If they are wrong, continue until the place is pinpointed.

Possible questions:

*Do you live in a village / a town / a city?*

*Is it in the north / south / east / west of the country?*

*Is it in the mountains / on an island / on the coast / on a river / on a lake?*

Try to get through at least five pairs. Repeat the activity with each student working on his/her own. Try to get round at least ten individuals.

## Exercise D

---

- 1 Refer students to the eight pictures. Set for individual work and pairwork checking. Play  1:74. Students number the pictures. Feed back.
- 2 Refer students to the pictures again. Explain that they are going to hear a question about each picture. They should not shout out the answer, but agree an answer with their partner. Play the first question of  1:75 as an example. Play the rest of the questions. Pause after each question if necessary. Then ask the questions or play  1:75 again and elicit answers.

### Methodology note

---

This is a Listening lesson, so the only important point is that students correctly identify words in context. Do not worry if students answer questions with *yes*, *no* or single words.

## Answers

- 1 1C, 2A, 3E, 4D, 5B, 6F, 7G, 8H
- 2 Answers depend on students.

## Transcript 1:74

Presenter: Exercise D1. Listen and number.

- Voices:
- 1 My house is high up in the mountains.
  - 2 I live in a small house on a lake.
  - 3 I come from a tiny village on an island.
  - 4 There is a small river in my town.
  - 5 I come from the capital city of my country.
  - 6 There aren't any deserts in my country.
  - 7 I love going to the jungle and seeing all the animals and birds.
  - 8 There is a big forest in the south of my country.

## Transcript 1:75

Presenter: Exercise D2. Listen and answer.

- Voices:
- Picture A: Are there any clouds in the picture?
- Picture B: What can you see in the picture?
- Picture C: Is there any snow on the mountains?
- Picture D: What time of day is it?
- Picture E: Is the island big?
- Picture F: Are there any animals in the picture?
- Picture G: Can you see any birds?
- Picture H: Are there any trees in the picture?

## Exercise E

---

- 1 Give students time to look at the words and think about the sounds. Set for individual work and pairwork checking. Play  1:76. Do not pause on

this occasion, unless students are really struggling. The aim is for students to pick out a word from the stream of speech and then be ready for the next one. Clearly, the target words are key words from the text.

2 In the pairwork checking, ask students to remember what the speaker said, e.g.,

1 country He said: 'I am from a large country called Polonia.'

Feed back, eliciting the answer and the memory of the exact sentence in each case.

### Answers

coast	4
cold	5
country	1
jungle	8
hot	6
forest	9
south	7
town	3
village	2

### Methodology note

This exercise is not an introduction to reported speech – there is no change of pronoun (i.e., *I* to *he*) and no backshifting (e.g., *he said he was ...*). The introductory expression *he said* can be taught as a phrase. The aim is for students to use a key word to reconstruct the actual words spoken, from aural memory and knowledge of English sentence patterns.

### Transcript 1:76

Presenter: Exercise E1. Listen and number.

Voice: I'm from a large country called Polonia. I come from a village.

Well, no, it's not a village really. It's a small town. It is in the east. It isn't near the coast. It's high up in the mountains. It's very cold in December and January, but it's hot in June and July. In the south of the country, there is a large jungle. In the north, there is a very large forest.

### Exercise F

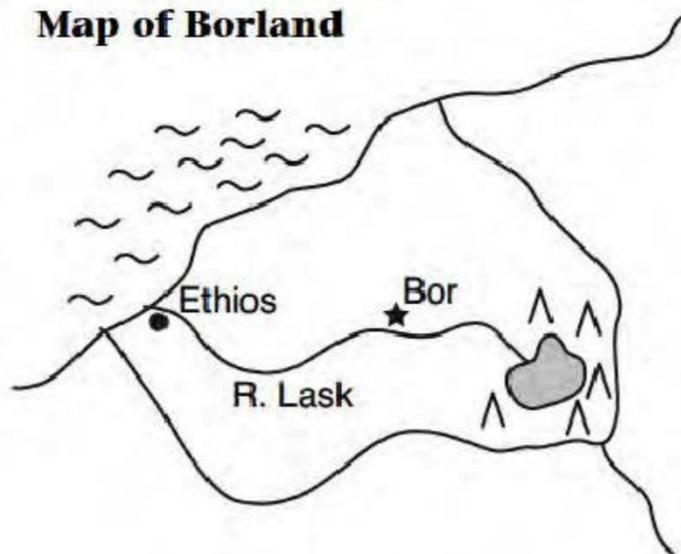
Explain that students are going to hear about another country. Refer them to the map of Borland. Set for individual work and pairwork checking. Play 1:77, ideally, all the way through, but pause after key points if students are struggling.

Feed back, getting students to complete a copy on the board. Their maps don't have to match the model exactly. The point of the exercise is for students to listen and pick out key information.

### Answers

Model answer:

Map of Borland



### Transcript 1:77

Presenter: Exercise F1. Listen and draw.

Voice: I come from a small country called Borland. The capital city is in the centre of the country. It is called

Bor – B-O-R. But I come from the west of the country. My town is on the coast. It is called Ethios – E-T-H-I-O-S. It's very hot in August but it's quite cold in February. My town is on a river.

It is the river LASK – L-A-S-K. The river comes from a lake. The lake is in the mountains in the southeast of the country. Bor, the capital, is on the river Lask, too.

### Transcript 1:78

Presenter: Skills Check. Listen. Tick the words with /aʊ/.

Voice: south  
town  
country  
mountain  
coast  
hour  
now  
brown  
around  
snow  
yellow  
accountant  
cloud  
cold

## Skills Check

Refer students to the Skills Check. Model the target sound. Play  1:78.

Feed back, building up the table on the board. Ask students if they can see any patterns.

### Answers

south	✓
town	✓
country	
mountain	✓
coast	
hour	✓
now	✓
brown	✓
around	✓
snow	
yellow	
accountant	✓
cloud	✓
cold	

Possible patterns:

*ou* and *ow* sometimes = target sound, but cf. *country*, *snow*, *yellow*.

## Closure

Make sure students can understand the four main points of the compass. Say *north*, *south*, *east*, *west*, and write up the first letters, *N*, *S*, *E*, *W*, on the board. Now say the four secondary points, *northeast*, *northwest*, *southeast*, *southwest*, and add the letters *NE*, *NW*, *SE*, *SW*. Make sure students can also understand the idea of *centre*. Write *C* at the centre of the compass.

Go through some of the words from Lesson 1, in isolation and context, getting students to point again to the correct place on the relevant page. Elicit the correct letter for different places, as follows:

You say: *It's a town in the south of the country.*  
*It's in the mountains.*

Students say: *It's L.*

Then ask questions with the pattern *How many X are there in Polonia?* Encourage students to count in English as they are working it out. Get them to answer with *There are + number*.

Draw a compass indicator on the board – the kind that appears on the map in Lesson 1.

---

## Lesson 2: Speaking

---

### Objectives

---

In this lesson, students will:

- say phrases with linking pronunciation;
- give a talk to describe the tourist features of place.

### Introduction

---

Draw a horizontal line on the board, and elicit *line*. Add a vertical line, and elicit *cross*. Point to the top of the vertical line, and elicit *north*. Repeat for the other main points.

Add two diagonal lines, dissecting the cross. Point to one of the points and elicit, e.g., *northeast*. Repeat for the other points.

Ask some general questions which require the use or understanding of these points of the compass, e.g.,  
*Give me the name of a city in the northeast of your country.*  
*Where are we at the moment?* (e.g., *In the southeast of Mexico.*)

### Exercise A

---

Refer students to the photograph and the map. Explain that they show the same place. Ask students if they know anything about the place, Corfu, or the country, Greece. Do not confirm or correct anything at this point – see Exercise C.

Ask *What can you see?* Elicit a few ideas, then point out that many of the things in the box are in the photograph or the map or both. Set for pairwork. Monitor. Feed back orally.

### Methodology note

---

The use of articles in the box is designed to show that most nouns come with an article.

### Exercise B

---

- 1 Refer students to the words again. Point out that the article – *a / an / the / some* – should not be stressed. Set for individual work and pairwork checking.
- 2 Play  1:79. Feed back.
- 3 Set for pairwork. Check that students are stressing the first syllable of the two-syllable nouns, apart from *hotel*. Do not let them get away with full vowels on the unstressed syllables in the following words:  
*mountains* – unstressed vowel reduced to /ə/  
*village* – unstressed vowel reduced to /ɪ/  
*island* – unstressed vowel reduced to /ə/  
*river* – unstressed vowel reduced to /ə/

Make sure also that they are saying the consonant clusters with reasonable accuracy, as follows:

*mountains* – /nt/ and /nz/  
*islands* – /ndz/  
*coast* – /st/  
*insects* – /kts/  
*birds* – /dz/

Drill phrases as required.

### Transcript & answers

#### Transcript 1:79

Presenter: Exercise B2. Listen and check.

Voice: a beach  
tourists  
some fish  
a city  
a hotel  
some animals  
the sea  
sand

a mountain  
 some boats  
 some trees  
 some swimmers  
 an airport  
 a river  
 some flowers  
 the sky  
 some birds  
 some insects

you can do water sports. There isn't a zoo or a theme park. OK? There are some mountains in the north. There are many trees and flowers. In the summer it's very hot, about 40 degrees. There aren't any big cities. OK. That's it. Any questions? ...

### Exercise C

Remind students that the photo and the map show Corfu. Refer them to the questions. Give them time to read and think about the kind of information they will hear. Point out they only have to take notes. Play  1:80, ideally straight through. Feed back orally. Get students to ask and answer about Corfu in pairs.

#### Answers

1 Where is it?	<i>west coast of Greece</i>
2 How big is it?	<i>very small</i>
3 Is it hot in summer?	<i>very hot, – 40 degrees</i>
4 What is the capital?	<i>Corfu Town</i>
5 Is there an airport?	<i>yes</i>
6 What can you do there?	<i>swimming, water sports</i>

#### Transcript 1:80

**Presenter:** Exercise C. Listen to a talk about Corfu. Make notes.

**Voice:** Are you ready? OK. Here's some information about Corfu. Corfu is a great holiday island. It's very small. It's on the west coast of Greece. Many tourists go on vacation there every year. The capital is ... um ... Corfu Town in the northeast. There's a small airport near the town. There are a lot of hotels and holiday villages near the coast. And there are many beautiful beaches. You can go swimming and

### Exercise D

Refer students to the Pronunciation Check. Drill the sentences, with linking.

Go round the class, getting students to make sentences about Corfu. Get a perfect sentence in each case, then drill it with back-chaining.

### Exercise E

Make sure students realize that this is a transfer to their own situation. Ask a good student the first couple of questions and try to elicit truthful answers. Work through the examples, if necessary.

If all the students come from the same town or city, do the exercise as whole-class work. Try to get a consensus on the correct answer.

### Exercise F

- 1 Refer students to the map of Cozumel. Ask students if they know any extra information about the island. If so, they can add it at the bottom of the table. Students may know about Mayan ruins, coral reefs, jungle, etc. If not, tell them to research this before the next lesson and bring in some extra information.
- 2 Explain *travel agency*. Remind them of the talk they heard about Corfu. Set for pairwork. Monitor and assist. Feed back, and get a model talk on the board. Get students to practise sentences then give the talk one sentence at a time around the class.

---

## Answers

### Model answer:

Cozumel is a small island in the Caribbean Sea. It is near the southeast coast of Mexico. It is 800 square kilometres. It has many tourists every year. There are colourful fish and there are turtles. There are no mountains, but there are many lakes, rivers and waterfalls. There is one big town. It is called San Miguel de Cozumel. There is an airport near the town. There are many hotels and restaurants. You can swim and do many water sports.

## Closure

---

Feed back on Exercise F, getting a model talk on the board. Get students to practise sentences then give the talk one sentence at a time around the class.

---

## Lesson 3: Vocabulary and Pronunciation

---

### Objectives

---

In this lesson, students will:

- develop vocabulary related to buildings and services;
- give directions;
- use *any* + noun in questions and negatives;
- say hundreds, thousands and millions.

### Introduction

---

Refer students to the photos. Ask if they know the names of any of the things.

### Exercise A

---

Set for pairwork. Feed back orally. Refer students to Skills Check 1. Drill the phrases. Make sure students are stressing the first noun.

#### Answers

- 1 bus station
- 2 art gallery
- 3 cathedral
- 4 shopping mall
- 5 museum
- 6 railway station

### Language note

---

Some language teachers say (and it sometimes appears in course books) that words can be nouns or adjectives. So, for example, the word *tourist* is a noun normally, but an adjective in *tourist office*. This is not true. It is simply that nouns can be part of a noun–noun phrase. In fact, this is very common in English. In noun–noun phrases, the stress is on the first noun. In adjective–noun phrases, by contrast, e.g., *big shop*, the normal stress is on the noun.

### Exercise B

---

Make sure students understand the situation. Give them time to read the questions. Set for individual work. Play  1:81. Feed back orally.

#### Answers

- 1 The tourist office.
- 2 In York Street.
- 3 9.00 a.m. to 8.00 p.m. every day; closed Sunday.
- 4 Ten minutes (walking).

#### Transcript 1:81

Presenter: Exercise B. Listen to the conversation and answer the questions.

R: Good morning. Can I help you?

T: Yes, please. Is there a tourist office here?

R: Yes, there is. It's in York Street.

T: Is it open today?

R: Yes, it's open every day from 9 o'clock to 8 in the evening. It's closed on Sundays.

T: Can I walk there from here?

R: Yes. It takes about ten minutes. Turn right outside the hotel. Then turn right into Westgate Street and then right into Stall Street. It's on your left.

T: OK. Thanks very much. That's great.

R: You're welcome. Have a nice day.

### Exercise C

---

Set for individual work and pairwork checking. Play  1:82 again. Feed back orally. Work through Skills Check 2. Drill the sentences.

---

## Transcript & answers

### Transcript 1:82

Presenter: Exercise C2. Listen again and check your ideas.  
[REPEAT OF 1:81]

## Pronunciation check

---

Play  1:83. Ask students to pay attention to the polite intonation this time. Put students into pairs to role-play the conversation, copying the intonation. Make sure students are copying the intonation correctly.

### Transcript 1:83

Presenter: Pronunciation Check. Listen to the conversation again. Notice the polite intonation. Practise the conversation and copy the intonation.  
[REPEAT OF 1:81]

## Exercise D

---

- 1 Refer students to the map of Bath city centre. Explain that Bath is a very old city in England. It is extremely popular with tourists. Ask students to find the tourist office and the hotel from the conversation in Exercise C.
- 2 Tell students to follow the directions in the conversation in Exercise C. Show students how they can put different places into the conversation, but they must make up information about when places are open and how long it takes to get there.

Work through this example as a whole class:

R: Good morning. Can I help you?

T: Yes, please. Is there a shopping mall here?

R: Yes, there is. It's in Monmouth Street.

T: Is it open today?

R: Yes, it's open every day from 9 o'clock to 8 in the evening. It's closed on Sundays.

T: Can I walk there from here?

R: Yes. It takes about five minutes. Turn left outside the hotel. Then turn left into Monmouth Street. It's on your right.

T: OK. Thanks very much. That's great.

R: You're welcome. Have a nice day.

## Exercise E

---

- 1 Set for individual work and pairwork checking.
- 2 Refer students to Skills Check 3. Monitor and assist with self-checking. Feed back, writing the sentences on the board. Link with an arrow *any* with the following noun in each case, and highlight the plural *s*.

### Methodology note

---

Do not go into the use of *any* with uncountables, unless students raise it. If they do, say you will look at this in the next unit.

## Answers

- a Are there *any* lakes in your country?
- b There aren't *any* factories in the town.
- c Are there *any* questions?
- d Do you have *any* brothers or sisters?
- e We don't have *any* lessons in the afternoon.
- f There aren't *any* clouds in the sky today.

### Language note

---

You may notice that one of the sentences sounds right even without the word *any*: *We don't have lessons in the afternoon*. This is because, in English, we can use plural nouns with no article to talk about general ideas and things that are always true.

---

## Exercise F

---

Set for individual work and pairwork checking.  
Monitor and assist. Elicit some of the best sentences  
and write them on the board.

## Exercises G, H, I

---

Follow one of the usual approaches for these number  
activities. Either set each exercise for pairwork then  
feed back, or put students into three groups to work  
through their pattern and then 'teach' it to students  
from the other two groups.

Write some more numbers on the board and get  
students to say them, e.g.,

145	120,781
1,567	1,405,678
10,982	2,439,105

Say some numbers and get students to write them down.

415	210,319
6,486	10,567,235
22,834	20,546,312

## Closure

---

Ask students questions about their countries. Elicit real  
information.

---

## Lesson 4: Reading

---

### Objectives

---

In this lesson, students will:

- understand definitions;
- read a text to identify the location of geographical features;
- guess the meaning of words in context.

### Introduction

---

Use flashcards of the key words.

### Exercise A

---

- 1 Refer students to the outline maps. Ask students to read out the names of the countries and see if anyone knows anything about them. Tell students that it is important to use illustrations before you read. Set the task for pairwork. Do not confirm or correct.
- 2 Continue with the pairwork. Do not confirm or correct.
- 3 Continue with the pairwork. Do not confirm or correct.

### Methodology note

---

As far as possible, reading in *English Skills for University* has a communicative purpose. In other words, students are required to read effectively in order to get the information they need to complete a task. This is a typical example of that approach.

### Answers

1 There is a large river. It starts in a large lake in the south. It goes to the coast in the north.	Egypt
2 There are mountains on the west coast. There is a large lake in the centre of the country.	Mexico
3 There are mountains in the centre of the country. There are also mountains in the north. There are two large islands. One island is in the east and the other island is in the south.	Italy
4 There are two very long rivers. They start in the mountains in the centre of the country. They flow to the coast in the east.	China
5 There are mountains in the southeast. A large river starts in the mountains and goes to the coast in the west.	South Africa
6 There is a large lake in the northeast of the country. There are two large rivers. They go to the sea in the south of the country. There is a desert in the north and there is a jungle in the southeast.	Nigeria

### Exercise B

---

Set for individual work and pairwork checking. Feed back orally.

### Answers

See table below.

### Exercise C

---

Set for pairwork. Feed back orally.

### Answers

1 It is water. It moves from a high area to the sea.	river
2 It is water. There is land all around.	lake
3 It is a very high piece of land.	mountain
4 It is land. There is water all around.	island
5 The land meets the sea here.	coast
6 It is very hot in the daytime. There aren't any trees.	desert

### Exercise D

---

- 1 Set for pairwork. Feed back, confirming the name of the country – Australia.
- 2 Whole-class work. If students know quite a lot about the country, let this exercise continue. If not, cut it short.

## Exercise E

Check or teach the word *scan*. It means ‘look quickly at’, i.e., do not read word for word. Explain that you can easily scan for names, because of the capital letters in English.

Write the first sentence of the text on the board and demonstrate how you need to look forward to see what the capitalized word refers to, i.e.,



*Australia is a very large country.*

Write the second sentence on the board and demonstrate how you need to look back to see what the capitalized word refers to, i.e.,



The capital is Canberra.

- 1 Set for individual work and pairwork checking. Feed back, making sure that students have found all the names.
- 2 Set for individual work and pairwork checking. Feed back, ideally onto an electronic projection which enables you to link names and nouns with forward and backward arrows.

## Answers

Name	What is it?
Australia	country
Canberra	capital
Australian Alps	mountains
Great Dividing Range	mountains
Darling	river
Murray	river
Eyre	lake
Gibson	desert
Tasmania	island
Hobart	city
Uluru	mountain

## Methodology note

It is not always self-evident which noun is being referred to. It is certainly not as simple as ‘find the nearest noun’. For example, *It is called Eyre. A river ...* The use of *a* should alert students to the fact that this is a new piece of information and they must look back to find the referent of the previous noun (in this case, *a lake*). This is the first indication that articles are meaningful. Unless you understand that the indefinite article is used to introduce a new piece of information, you could easily misidentify the referent of Eyre in this case.

## Exercise F

Explain that this is a piece of student writing. Say that, later in the unit, students are going to write a similar text about their own country. Make sure students understand the tasks. Set for individual work and pairwork checking. Feed back, ideally onto an enlargement of the Australia outline, or give out atlases to enable students to check for themselves.

## Answers



---

## Exercise G

---

Help students to find the first target word. Elicit the correct meaning. Set for individual work and pairwork checking. Feed back orally.

### Answers

ranges	5	go to
called	4	goes along
join	1	groups of mountains
flows	6	like a straight line
visit	3	make two into one
flat	2	name

## Closure

---

Take in a world map. Get students to find the countries in this lesson.

---

## Lesson 5: Writing and Grammar

---

### Objectives

---

In this lesson, students will:

- spell words with the sound /aʊ/;
- use prepositions of place at the sentence and paragraph level;
- study sentence patterns: *to be*; adjectives; prepositions.

### Introduction

---

Use the flashcards again. This will help students with the first exercise.

### Exercise A

---

- 1 Get students to cover the right-hand side of the page. Set for individual work and pairwork checking.
- 2 Allow students to read the Skills Check and check their work. Feed back, building up the table on the board. Ask students if they know any other words with *ou* or *ow*. They may offer some of the following:

*found, sound, ground, foul (in football)*  
*how, cow, crowd, vowel*

They may also say words that have the /əʊ/ sound but not the *ou* or *ow* spelling, e.g., *go, no, coast, most, post*. Deal with the spelling issue here.

### Answers

south	mountain	cloud	hour
town	brown	down	now
yellow	snow	flow	know

### Exercise B

---

Work through the first two gaps as examples, pens down. Set for individual work and pairwork checking.

Feed back, using an electronic projection. Highlight the patterns of preposition use here, as follows:

<i>in</i>	<i>the</i> + point of compass
<i>on</i>	a river, e.g., the Amazon; the coast
<i>of</i>	the country (= fixed phrase)
<i>from</i>	starting point
<i>to</i>	direction or end

### Answers

Peru is a country *in* the west *of* South America. The capital is Lima. It is *on* the west coast of the country. The second largest city *in* Peru is Arequipa. It is *in* the south *of* the country. The Amazon river flows into Peru *from* Brazil *in* the northeast. There is a very large lake *in* the south *of* the country. It is called Lake Titicaca. Many tourists come *to* this lake each year. They also come to visit Macchu Pichu *in* the Andes Mountains.

### Exercise C

---

Follow the usual procedure for this activity.

### Answers

There is a city on the coast in the north.  
There are mountains in the south of the country.

### Exercise D

---

Set for individual work. Feed back as a class.

### Exercise E

---

Work through Table 1, drilling the questions, answers and negative sentences. Demonstrate the activity with a good student, asking questions with *Are there ...?* until you get a *no* answer, then make the negative sentence. Set for pairwork. Monitor and assist.

Feed back, eliciting some sentences about their partner's countries.

---

## Exercise F

---

- 1 Elicit the completions and get the sentences on the board. Drill them.
- 2 Monitor and assist. Feed back, eliciting some sentences about the students' own countries.

### Answers

The Po	is	a river	in	Italy.
The Tiber				
The Po and the Tiber	are	rivers		

---

## Exercise G

---

Elicit the rewrite for the first sentence. Set for individual work and pairwork checking. Feed back, getting the sentences on the board. Get students to cover their books and try to remember the original sentence.

Point out that we use the two sentences in different ways, although they contain the same information:

- 1 The first pattern is used to introduce a new item.
- 2 The second pattern is used to give more information about an item.

Elicit the kind of sentence that could come after pattern 1 or before pattern 2, e.g., *There is a very large lake* could be followed by *it is called Nasser*; *The lake is very large* could be preceded by *I live on a lake* (although we would probably change *the lake* to *it* in the second instance).

### Answers

- 1 The river is very long.
- 2 The village is very small.
- 3 The factories are very big.
- 4 The clouds are very black.
- 5 The cathedral is very large.
- 6 The shops are very small.

---

## Exercise H

---

Elicit the rules and possible extra items.

### Answers

#### Model rules:

Use *in a* with places to live – missing item therefore is *city* or *village* or *house*. Use *in the* with points of the compass – missing item therefore could be *west* or any other point, e.g., *northwest*.

---

### Methodology note

---

*Compass* is probably a new word. Show the meaning or let students deduce it from context.

---

## Exercise I

---

Elicit possible rules. Drill the expressions.

### Answers

#### Model rules:

We use *on* with all these items (cf. *in for the mountains*). We use *on a* with *lake* and *river*.

We use *on an* with *island*, because of the initial vowel sound/letter.

We use *on the* with *coast*, because there is only one in most cases. If there is more than one, we give a location, e.g., *on the north coast*.

We use *on your* for *left* and *right*, because there could be confusion otherwise.

---

## Closure

---

Dictate the words from Exercise A for students to get the correct spelling. Dictate any other words that led to problems in this lesson.

---

## Lesson 6: Writing and Grammar

---

### Objectives

---

In this lesson, students will:

- show understanding of: subject/verb agreement; word order; prepositions of place;
- write a short text about own country.

### Introduction

---

Remind students of the sound /aʊ/. Elicit possible spellings, i.e., *ou* and *ow*.

Point out that you have to learn the spelling in most cases, but when the sound occurs at the end of a word, it is spelt with *ow*, e.g., *now*, *cow*.

Dictate some words with /aʊ/ and ask students to guess or remember the spelling, e.g.,

*ground*  
*found*  
*sound*  
*how*  
*allow*  
*noun*  
*vowel*

### Exercise A

---

Get students to cover the right-hand side of the page. Set for individual work and pairwork checking. Monitor and check that students are studying the subject carefully in order to determine the correct form of *be* in each case. Feed back, but do not confirm or correct.

### Exercise B

---

Follow the same procedure as for Exercise A.

### Exercise C

---

Refer students to Skills Check 1. Feed back again on Exercises A and B, confirming and correcting this time.

#### Answers

##### Exercise A:

- 1 There *are* two rivers in the east of China.
- 2 They *are* the Yangtze and the Yellow River.
- 3 The Yangtze *is* south of the Yellow River.
- 4 There *is* a range of mountains in the north of Italy.
- 5 The mountains in the north *are* called the Alps.
- 6 The big hotels *are* in the High Street.
- 7 The post office *is* on your left.

##### Exercise B:

- 1 The Amazon River *flows* into Peru from Brazil.
- 2 The Po *starts* in the Alps.
- 3 The Barcoo River *ends* in Lake Eyre.
- 4 Two rivers *join* in the southeast of Australia.
- 5 The Murray and the Darling *join* and *flow* to the west.
- 6 The tourist centre *opens* at 9 o'clock and *closes* at 8 in the evening.
- 7 It *takes* ten minutes to walk to the bus station.

### Methodology note

---

For the purposes of this level, *called* is treated as an adjective, so *They are called X* is an example of an S V A sentence pattern, where A = adj + noun. Strictly speaking, *They are called ...* is a passivization of *People call them ...*

---

## Exercise D

---

Refer students to Skills Check 2. When students have had a chance to read the information, build up the tables on the board, showing how the *S* and *V* can be deleted to add the name to the sentence.

Refer students back to the maps in Lesson 4. Elicit some example sentences. Set for individual work and pairwork checking. Feed back, eliciting some sentences and getting them on the board. Check the correct use of capitals and full stops as you go.

## Exercise E

---

Make sure students realize that the correctness in this case relates to word order. Set for individual work and pairwork checking. Feed back, highlighting the reason for selecting these two sentences.

### Answers

3, 4

**Note:** This shows that a prepositional phrase like *in the south* can come at the beginning or end of the sentence, but we must use a comma if we begin with the prepositional phrase.

## Exercise F

---

This exercise brings together points from several different exercises. Set for pairwork.

Feed back, showing how the information can be slotted in and why it must go there.

Elicit some different information for each extra slot, e.g., *of China, very small / very long, etc.*

### Answers

There is a very large lake called Titicaca in the south of Peru.

In the south of Peru, there is a very large lake called Titicaca.

## Methodology note

---

Long complex sentences start off as short simple ones. In this course, students are taught to recognize the simple sentences that underlie long complex ones. This should help students with both their reading and their writing of more interesting paragraphs.

**General note:** The material on page 75 can be done as a test, in class or for homework. In this case, take in the students' books at the end and mark them. Make a note of problem areas, using the grid below.

If you are doing the work as a lesson, give students time to discuss the answers for each section, G, H and I, pens down. Then set for individual work. Walk around and mark the questions as they complete them, and make a note of problems for individual students.

## Exercise G

---

### Answers

See table on next page.

## Exercise H

---

Tell students you want to know some things about their countries. Start sentences in different ways and elicit completions from different students. Possible sentence openers:

*My country is called ...*

*The capital ...*

*In my country, there is ...*

*There are ...*

*There isn't ...*

*There aren't any ...*

*In the north / south / east / west ...*

Get students to fill in the name of their country in the Table 1 caption.

1 Are there	<i>any</i>	mountains in your country?	<i>any</i> with plural nouns in questions
Yes,	<i>there are.</i>		short positive answers
2 Is there	<i>a</i>	river in the east?	no <i>any</i> with singular nouns
No,	<i>there isn't.</i>		short negative answers
There	<i>aren't any</i>	rivers in Monaco.	
3 The Murray	<i>is a</i>	river.	
4 There is	<i>a large lake</i>	called Victoria.	
5 Do you live	<i>in</i>	a village?	prep of place (1)
6 In the west	<i>of</i>	the country ...	fixed phrase
7 Paris is	<i>on</i>	the River Seine.	prep of place (2)
8 London is not	<i>on</i>	the coast.	prep of place (3)
9 Look at the	<i>picture at</i>	the top.	prep of place (4)

Set the task for individual work or, with students from the same country, for pairwork or group work. Monitor and assist.

## Exercise I

Set for homework. Collect in the work in a later lesson. Display the best pieces of work.

## Lesson 1: Listening

### Methodology note

This lesson revises the topic of tourism, but includes vocabulary from Units 3, 4 and 5. Students listen to a lecture about tourism and revise the listening sub-skill of prediction. They also learn some new content, or knowledge, about tourist resources.

### Introduction

Use one of the activities in Exercise E, or use Exercise F.

### Exercise A

- Elicit ideas. Photograph 2 should be obvious. For photograph 1, students will have to make an educated guess. Accept any reasonable answers, for example, *In the Arab world*.
- Set the task. Students discuss in pairs. Elicit answers. Some students may know the word *camel* and want to use it. Students may have forgotten the word *ruins* (which is often used in plural). Pronounce the words with difficult pronunciations again for the students:  
*beach* /i:/ (long 'e' sound)  
*cloud* /aʊ/ (diphthong)  
*desert* /de'zət/ (should not be confused with *dessert*)  
*ruins* /'ru:ɪn/ (with an intrusive 'w' sound between the two vowels)

### Methodology note

This activity revises vocabulary from previous units. You could also use it to revise singular and plural words. However, there are deliberately some uncountable nouns used – *grass*, *sand*. Avoid going into lengthy explanations here about this type of noun, but you can point out these are special

words. Similarly, remind students that we nearly always use *sea* and *sky* with the definite article because there is only one.

### Answers

- Photo 1: Possibly Libya or Jordan  
Photo 2: The Leaning Tower of Pisa in Italy
- Possible answers

	Photo 1	Photo 2
a beach		
a cathedral		
a cloud		
a desert	✓	
an animal	✓	
an old building		✓
some grass		✓
some people		✓
some ruins	✓	
some sand	✓	
some tourists		✓
the sea		
the sky	✓	✓

### Exercise B

Elicit some ideas from the class on what the lecture on tourism could be about. Give help where necessary on expressing ideas in English. Do not confirm or correct, but students could mention some of the following:

- tourist numbers
- tourism and the economy of a town or country
- most popular places to visit in a town or country
- jobs in tourism
- tourism and the environment
- tourism and local people
- advantages and disadvantages of tourism

Give students time to read the two gapped sentences. Teach/ elicit the meaning of *resource*, which is similar in Spanish – *recurso*. Say the two phrases *man-made resources* and *physical resources* for the class. Then allow students to read questions 2–4. Play 2:1. Students complete individually, then compare answers in pairs. Elicit answers. You may wish to teach the word *environment* when discussing the answer to question 4.

### Methodology note

The word *man-made* should be taught as an adjective without going into explanations that *made* is a past participle.

### Answers

- 1 a Man-made resources are things made by *people or humans*.  
b Physical resources are things made by *nature*.
- 2 man-made resources: *Disneyland; museums; airports; Eiffel Tower; London Eye; Mayan ruins; buildings; food; drink; language; culture*.  
physical resources: *beaches; mountains; lakes; beautiful, natural places; small islands; the sea; rivers; rainforests; jungles; desert; birds; animals; sunny warm weather*
- 3 Tourism brings money and employment.
- 4 It's not good for nature (the environment).

### Transcript 2:1

Presenter: Review

Lesson 1: Listening

Exercise B. Listen to a lecture about tourism.

Lecturer: Today, I'm going to talk to you about two important areas of tourism. They are man-made resources and physical resources.

What are man-made resources?  
Well, they are things made by people, or humans. So some examples of man-made resources

are Disneyland, museums, airports, and so on.

And physical resources? Well, in tourism, physical resources are beaches, mountains, lakes and other beautiful, natural places. They are all made by nature.

Let's look at man-made resources in more detail. Millions of tourists enjoy visiting the Eiffel Tower in Paris, the London Eye, or Mayan ruins in South America, for example. So man-made resources are buildings. But man-made resources also include food and drink, language and culture. Many people travel to other countries for the different food and drink. They also enjoy learning about different cultures. And they can learn about a different way of life.

Now, here's some information about physical resources. People on holiday like natural features, for example, small islands, the sea and rivers. More and more people enjoy rainforests and jungles. Some people even enjoy going to the desert! Tourists can see different birds and animals in all these places. The weather is very important too, of course. Most people want sunny, warm weather on holiday.

Tourism is very important for many countries. It brings a lot of money and gives jobs to many people. But it can also bring problems. What problems can tourism bring? Tourists need hotels, roads, parking, shops and restaurants.

These are not always good for nature. We need tourism. But we also need to look after our physical resources.

include food and drink, language and ...

- 5 They enjoy learning about different food and ...
- 6 They can learn about a different way of ...
- 7 Tourists can see different birds and animals in all these ...
- 8 Most people want sunny, warm weather on ...
- 9 Tourism is very important for many ...
- 10 It brings a lot of money and gives jobs to many ...

## Exercise C

Students should be very familiar with this exercise at this point in the course. Set the task and give students time to read the words. Make sure students realize they are not going to hear the whole lecture again at this point, but some sentences from it.

Play  2:2. Elicit answer each time.

Finally, ask students if they can remember the full sentence for each word.

### Answers

countries.	9
culture.	4
drink.	5
holiday.	8
humans.	3
life.	6
people.	10
places.	7
resources.	2
tourism.	1

### Transcript 2:2

**Presenter:** Exercise C. Listen to some sentences which sum up the points from the lecture. A word is missing from the end of each sentence. Number the words.

- Lecturer:**
- 1 Today, I'm going to talk to you about two important areas of ...
  - 2 They are man-made resources and physical ...
  - 3 Man-made resources are things made by people, or ...
  - 4 But man-made resources also

## Exercise D

- 1 Check students understand the task. Students complete individually, then compare answers in pairs. Do not elicit answers.
- 2 Play  2:3. Students check answers. If you wish, you can also ask students to mark the stressed syllable in each word. Note that in the noun-noun phrases *art gallery*, *railway station* and *shopping mall*, the first noun is stressed more strongly.
- 3 Students discuss in pairs. Elicit ideas.

### Transcript & answers

#### Transcript 2:3

**Presenter:** Exercise D2. Listen and check.

**Voice:** Man-made resources:

an airport  
 an art gallery  
 hotels  
 music  
 pizza  
 a railway station  
 ruins  
 shopping malls

Physical resources:

animals  
 beaches

fish  
forests  
good weather  
mountains  
trees  
waterfalls

g 37  
h 84  
2 a N  
b Y  
c Y  
d N  
e N  
f Y  
3 a 10 p.m.  
b 2 p.m.  
c 6 a.m.  
d 11.30 a.m.  
e 9 p.m.  
4 a 17/03  
b 23/09  
c 02/11  
d 29/07  
e 09/12  
f 15/04

## Exercise E

This exercise, and Exercise F, could be done at the beginning of the lesson, if you prefer. Exercise E revises numbers and times.

Set each task individually, checking students understand what to do. Each time, students complete individually, then compare answers in pairs. Vary the feedback stage by, for example, writing the correct answers on the board so that students can self-check. Or replay 2:3 a second time – if you do this, however, don't then give every answer yourself; encourage the students not to be reliant on you for every answer. This is especially important if you have a large class.

### Optional activities

#### Exercises E1 and E2

Students can dictate numbers and/or sums to each other.

#### Exercises E3 and E4

Give out copies of the transcript either with gaps or without. Students can practise the mini dialogues in pairs. Students can then either make up their own conversations based on times and dates, or simply substitute different times and dates in the original conversations.

### Answers

1 a 25  
b 98  
c 72  
d 49  
e 13  
f 50

### Transcript 2:4

Presenter: Exercise E1. Write the numbers you hear.

Voice: a 25  
b 98  
c 72  
d 49  
e 13  
f 50  
g 37  
h 84

### Transcript 2:5

Presenter: Exercise E2. Is each sum correct? Write *yes* or *no*.

Voice: a Eleven and five equals eighteen.  
b Twelve and nine equals twenty-one.  
c Thirty and twenty equals fifty.  
d Twenty, eighteen and two equals forty.  
e Forty-five and four equals forty-eight.  
f Fifty-three and thirty-one equals eighty-four.

### Transcript 2:6

**Presenter:** Exercise E3. Write the times with *a.m.* or *p.m.*

- Voices:**
- a A: What time does your party start?  
B: At ten. Can you come?
- b A: OK. I'll see you this afternoon.  
B: What time exactly?  
A: Um. Let's say two o'clock.
- c A: Urgh! I have a really early start tomorrow!  
B: Do you? What time?  
A: Six o'clock!
- d A: Do you want some lunch?  
B: No, not yet. It's only eleven thirty. Let's wait another hour.  
A: OK.
- e A: There's a good film on television this evening.  
B: Really? What time?  
A: At nine, after the news.

### Transcript 2:7

**Presenter:** Exercise E4. Write the date.

- Voices:**
- a A: What's the date today? Do you know?  
B: Yes, it's the seventeenth. The seventeenth of March.
- b A: It's your birthday soon, isn't it?  
B: Yes, on September the twenty third.
- c A: Is there a meeting this week?  
B: No. It's next week, on Friday. That's the second. The second of November.
- e A: I'm on holiday next week.  
B: Really? I'm not!

A: July 29<sup>th</sup>. The 29<sup>th</sup> of July. I can't wait.

- f A: I love Christmas. Only three weeks to go.  
B: Really? Only three weeks?  
A: Yes. Today's the ninth. Three weeks to Christmas.  
B: You're right!
- g A: Can you come to my party next week?  
B: What date is it?  
A: It's the fifteenth of April. It's a Saturday.  
B: The fifteenth? No, sorry. I will be in Scotland that day.

### Exercise F

Check students understand the task – they will not hear the word itself. They will hear definitions. If necessary, do the first answer with the class as an example.

Play 2:8. Students complete individually, then compare answers in pairs. Elicit answers.

### Answers

1 factory		hospital	✓	office	
2 January	✓	February		December	
3 Tuesday		Thursday	✓	Friday	
4 snow		water		hot	✓
5 yellow	✓	blue		white	
6 a cloud		a lake		a rainbow	✓
7 Wilkins		Williams	✓	Watkins	
8 Russia	✓	India		The United States	

---

**Transcript**  **2:8**

**Presenter:** Exercise F. Listen and tick the correct word in each line.

- Voice:**
- 1 Doctors and nurses work here.
  - 2 It's the first month of the year.
  - 3 It's the day after Wednesday.
  - 4 It's the opposite of cold.
  - 5 The sun is this colour.
  - 6 You see it in the sky. It has many colours.
  - 7 My name is Williams. That's W-I-L-L-I-A-M-S.
  - 8 This is a very big country. It's in Europe. The capital is Moscow.

**Closure**

---

Elicit the sentence from  2:8 for each definition in Exercise F.

---

## Lesson 2: Speaking

---

### Introduction

---

Ask students to tell you the colours in the photographs.  
Ask students to name other things in the room and to say the colour.

### Exercise A

---

- 1 Say the words in the blue box for the students. Teach the phrase 'parts of the body'. Set the task – students discuss in pairs. Students will probably know most of the words, the new ones will probably be *tail* and *skin*. Use an OHT or other visual medium of the photo to elicit answers from the photographs.
- 2 Check students understand the task. Students complete in pairs. Elicit answers.
- 3 Set the task and elicit possible phrases students can use:  
*The crocodile/It has ... a long nose.*  
*It is ... big/ugly.*  
*It is a ... strong/dangerous animal.*  
Remind students that the word order is *article + adjective + noun*.  
Students can describe the crocodile orally in pairs and/or you can ask them to write a few sentences.
- 4 Students discuss 4a in pairs. Elicit answers – these will depend on the level of the class. However, the main point is that many things are made from crocodile skin, including purses, handbags, cases, shoes, wallets, belts, etc., (you do not need to teach all of these words!) This could lead into a short discussion about crocodiles being hunted and killed for their skin. Is this a good thing?  
You can elicit or suggest more topics to discuss about crocodiles 4b for example:  
*Do they sleep?*  
*Where?*  
*How long can they live?*  
*How many kilos do they weigh?*  
*Why do they attack people?*  
Monitor during the discussion. After a few minutes, elicit ideas, but do not confirm or correct.

### Answers

- |             |       |
|-------------|-------|
| 2 beautiful | ugly  |
| big         | small |
| long        | short |

### Exercise B

---

- 1 Try to deal with this listening activity as quickly as you can (see Methodology note opposite). Students should move on to the speaking task (B2) as soon as possible.  
Introduce the talk. Ask students if they have seen crocodiles in their country. Give students time to read through the incomplete sentences. Play  2:9. Students complete individually, then compare answers in pairs. Elicit answers. Students may find the answer to 3 difficult – *underground*. Show how it is two words joined together meaning 'under the ground'.  
Ask some follow-up questions:  
*What is Section A about?* (Where crocodiles live – teach the word *habitat* to faster classes.)  
*What about Section B?* (Their size, what they look like – teach physical features/appearance to faster classes.)  
*What new information did you learn from Section C?*
- 2 Set the task. See how much extra information students can remember in their pairs. The activity should generate a lot of discussion. Elicit and practise some language students can use for the task:  
*What did she say about ... (the crocodile's eyes)?*  
*What does species mean?*  
*Did she say something about ...?*  
*I didn't hear the first / next / last word?*  
Then ask students to turn and work with another partner. Can they add any more information to their list? Elicit ideas, and make notes of them on the board, but do not confirm or correct.
- 3 Play  2:10 so that students can add to or edit their lists. Either elicit answers, or ask students to read the transcript and check their answers there. Briefly discuss with the class what new information they have learnt.

## Answers

1	Section A	1 Morelet crocodiles come from <i>Mexico, Guatemala and Belize</i> .
		2 They live in lakes and rivers in <i>forests and jungles</i> .
		3 Sometimes they live <i>underground</i> .
		4 They can live for <i>50 or 60 years</i> .
	Section B	5 The adults have <i>dark brown or grey skin</i> .
		6 The young crocodiles <i>have yellow skin</i> .
		7 They are about <i>three metres</i> long.
		8 They have a very <i>big nose and mouth</i> with 66–68 teeth.
	Section C	9 These crocodiles can <i>hear, see and smell</i> under the water.
		10 The mother crocodile <i>lays 20–45 eggs</i> .
		11 The baby crocodiles are about <i>17cms</i> long.
		12 We don't know the exact <i>number</i> of Morelet crocodiles.

- 2 Students should have noted the following extra information:
- endangered species
  - live freshwater
  - 100 years old?
  - skin – spots and stripes
  - eyes and ears on top of head
  - silver/brown eyes
  - two arms, two short legs
  - long tail
  - eat fish, small animals, insects, birds, little crocodiles
  - sometimes live alone, sometimes in groups
  - stay under water 30 mins
  - strong legs, walk/run 12 kph
  - babies come out of eggs after 80 days
  - mother carries babies in mouth
  - crocodile numbers going down
  - beautiful skin – killed for money

## Methodology note

- 1 Morelet is the name of the French explorer who discovered this species of crocodiles in the 19<sup>th</sup> century. They are an endangered species because they are hunted extensively for their skin. It is relatively smooth for crocodiles, so it is highly valued.
- 2 There are different ways you can deal with the talk, depending on the level of your class. You can play it section by section, eliciting answers after each. Or, for higher levels, you can play the lecture all the way through and then elicit answers for the three sections. With a less able class, or if you are short of time, just do one or two sections.
- 3 The verb *lay* is often confused by native speakers, as well as ESOL students, with *lie* (as in *lie on a bed*). The forms are *lie, lay, lain* = put down and *lay, layed, layed* = produced an egg.

## Transcript 2:9

Presenter: Lesson 2: Speaking  
Exercise B1. Complete the sentences below.  
Section A

Student: I'm going to tell you about the Morelet crocodile. It is an endangered species. That means maybe in the future there will be no crocodiles.

They come from Mexico, Guatemala and Belize. The crocodiles live in fresh water, mostly in rivers and lakes in forests and jungles. But sometimes they live underground.

Some people say that crocodiles can live to one hundred years old or more. But that's not true. The average age is 50 to 60 years.

---

### Section B

The adult crocodiles have dark brown or grey skin. They have spots and stripes too. The young crocodiles have yellow skin.

Now, here's some information about the crocodile's body. These crocodiles are small, about three metres. Other kinds of crocodile are much longer. They have a big nose and mouth with 66 to 68 teeth. Their eyes and ears are on top of their head. They have silver/brown eyes. And what else? Oh yes, they have two arms and two short legs. They also have a very long tail.

### Section C

Now, what do crocodiles eat? They have a very good diet. They eat fish, small animals, insects and birds. Sometimes they will eat cats and dogs! Big crocodiles sometimes eat little crocodiles!

Sometimes the crocodiles live alone, and sometimes they live in groups. Here is something really interesting, I think. They can hear, see and smell under the water. And they can stay under the water for 30 minutes.

I said before that crocodiles have very short legs. But they are very strong, so they can walk or run fast, at about 12 kph.

The mother crocodile lays about 20 to 45 eggs. After 80 days, the babies come out of the eggs. They are very small – about 17 centimetres long. The mother

carries the babies in her mouth and takes them to the water.

How many Morelet crocodiles are there? Nobody knows, but the number is going down. Their skin is very beautiful so many people kill them for money. I think that's really sad.

That's all. I hope you enjoyed my talk.

### Transcript 2:10

Presenter: Exercise B3. Listen to the talk again and check your ideas.  
[REPEAT OF 2:9]

---

### Exercise C

Set the task. Students should say the word and the isolated vowel sound. So, in the first row, it is /l/ and for the word *stripes*, it is /aɪ/. Students should work in pairs so that they get plenty of practice of saying the target sounds.

Elicit answers. Practise pronunciation of any words students had difficulty with.

### Answers

- 1 stripes
- 2 cat
- 3 skin
- 4 know
- 5 have
- 6 ears
- 7 metre
- 8 silver

---

### Exercise D

- 1 Tell students they are going to revise question forms. Go over the example questions and practise pronunciation – focus on:

- intonation
- unstressed auxiliary (*do*)
- short forms *What colour's ...*

In pairs, students think of a good question for each topic and practise it. Then they should write each question down.

Elicit each question and practise.

- 2 Students ask and answer in pairs. Monitor and give feedback.

### Methodology note

This activity revises question forms. However, if you are short of time, it can be set as a written homework activity and skipped as a class activity. However if you do this, check understanding of the topic headings *location*, *skin*, etc., in preparation for the next activity.

### Answers

Possible answers:

countries	Mexico, Guatemala, Belize
skin	grey, brown
live in	freshwater areas in forests, rivers, lakes, sometimes underground
age	50–60 years
body	adults – dark brown/grey; young – yellow small (3 metres), big nose and mouth with 66–68 teeth; silver/brown eyes two arms, two short legs, long tail, eyes and ears on top of head
food	fish, small animals, insects, birds
movement	(hear, see, smell) underwater; stay underwater for 30 minutes walk and run fast – 12 kph
babies	mother lays 20–45 eggs. after 80 days babies come out of the egg – 17 cms long mother crocodiles carry babies in their mouths.
groups	sometimes alone, sometimes in groups
numbers	low – hunted for skin for clothes, shoes, etc.

### Exercise E

- 1 Set the task. Explain that each student will not give the complete talk. They will each talk about a section or topic. The talks do not have to be exactly the same as the talk they listened to earlier. Go over the information in the Pronunciation Check and remind students about any other points about giving a talk or pronunciation. Divide the class into groups. The number of topics students choose will depend on the size of the class and the number of students in each group. Monitor and give help where necessary.
- 2 Students should decide which order they are going to speak in. Monitor while students are giving their talks. Make a note of common errors. Give feedback.

### Methodology note

- 1 If students do not want to talk about Morelet crocodiles, they can talk about another animal they know some information about. You could ask students to do some research for homework and then prepare the talk in another lesson.
- 2 With large classes, especially if you have chairs/desks which cannot be moved around, you may have to do the activity as pairwork. Each student takes it in turns to give part of the talk. You will not be able to monitor everyone, so just select a few. The feedback stage is very important for large classes, as they will have to be encouraged to evaluate their own performances, rather than relying on you.

### Closure

Use your feedback from the students' talks.

---

## Lesson 3: Vocabulary and Pronunciation

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### Introduction

---

Spend a few minutes discussing ways to review vocabulary. For example:

- Write each word or phrase for review on a card with a translation or meaning in English on the reverse; the students go through the cards regularly, testing themselves on the meaning.
- Students put the words they know in one pile (group) and put the others – words they don't know – in another pile. Check the meaning of the 'don't know' words; try again, keep repeating the procedure until there are no cards left in the 'don't know' pile. Then shuffle all the cards and start again.

### Methodology note

---

This review lesson contains workbook-type activities. This is deliberate. It means you can pick and choose which activities you wish to do, according to the needs of your particular students. The activities can be done in more or less any order and can be set in class or for homework. You can select one to use as an introduction or closure for any of the other lessons.

### Exercise A

---

Focus students' attention on the photographs. Elicit the word for each item, check pronunciation. Point out that some items are singular and some are plural. Elicit a full sentence for each photo and drill each. Set the written task. Students complete individually, then compare answers. Monitor. Write the correct answers on the board or use an OHT or other visual medium. Highlight areas where you have noted students continue to make errors. Then let students correct their own work.

### Answers

- 1 They're cards
- 2 It's a park / slide.
- 3 She's a receptionist.
- 4 It's a factory.
- 5 It's an insect.
- 6 They're horses.
- 7 He's a doctor.
- 8 It's a rainbow.

### Exercise B

---

- 1 Check students understand the task. In pairs, students discuss the parts of speech for each word. Elicit answers.
- 2 Check students understand the task. Monitor while students are working in pairs and give help where necessary. Elicit answers and practise any words students are having difficulty with.

### Optional activity

Write more words on the board for students to match, for example, *pink*, *beach*, *end*, *hospital*, *bank*, *country*, *hour*, *date*, *climb*, *giraffe*.

Or elicit another word for each vowel sound.

### Methodology note

---

If it comes up, you may have to deal with the fact that some of these words can be two or more parts of speech, e.g., *like* (n, v or prep), *live* (v or, with change of pronunciation, adj) and *test* (n and v). But do not mention this at this stage unless a student is confused from previous learning. Even then, only confirm with the student – do not make it a general learning point.

## Answers

six	she	pen	not	map
<i>live (v)</i>	<i>green (adj)</i>	<i>test (n/v)</i>	<i>strong (adj)</i>	<i>have (v)</i>
bus	town	eight	right	are
<i>month (n)</i>	<i>cloud (n)</i>	<i>say (v)</i>	<i>like (v)</i>	<i>large (adj)</i>

## Exercise C

Set the task. Students complete individually, then compare answers in pairs. Elicit answers. Ask students to write sentences with some of the phrases.

## Answers

1 answer	6	a bank
2 ask for	7	a lawyer
3 give	4	a party
4 go to	1	a question
5 write	3	a talk
6 work in	5	an e-mail
7 be	2	help
8 come from	10	leaves
9 climb	8	the USA
10 eat	9	trees

## Exercise D

Set a time limit of two minutes for this activity. Students should complete individually. Write the answers on the board for students to self-check.

## Answers

- 1 cold    *hot*
- 2 north    *south*
- 3 come    *go*
- 4 ask    *answer*
- 5 begin    *end*

- 6 left    *right*
- 7 can    *can't*
- 8 black    *white*
- 9 speak    *listen*
- 10 fast    *slow*
- 11 open    *close*
- 12 long    *short*

## Exercise E

- 1 Set the task. Students complete individually, then compare answers in pairs. Do not elicit answers.
- 2 Play  2:11. Students check their own work. Play  2:11 again, pausing after each question for repetition.

## Transcript & answers

### Transcript 2:11

Presenter: Lesson 3: Vocabulary and Pronunciation  
Exercise E2. Listen and check your ideas.

- Voice:
- a What is your full name?
  - b How do you spell it?
  - c How are you?
  - d What time is it?
  - e What is the date today?
  - f Do you have lectures on Saturday?
  - g What do you do?
  - h Can you swim under the water?
  - i Where do gorillas live?
  - j How big is the island of Cozumel?
  - k Are there any interesting places near here?

---

## **Exercise F**

---

Before you set the task, go over the information in the Pronunciation Check.

While students are working in pairs, monitor and make a note of common errors. Give feedback.

### **Answers**

Answers depend on students.

## **Closure**

---

Tell students which items from the lesson they need to review again at home.

## Lesson 4: Reading

### Introduction

Use flashcards from Units 1–5.

### Exercise A

There are different ways this exercise can be done, but here is one suggestion.

Do one row at a time. Students look at the words. When a student thinks he or she knows all five words in the row, they put up their hand. Ask the student to say the words, the rest of the class say if they agree or disagree. Students can then write the five words for the row. Write the answers on the board using an OHT or other visual medium so that students can check their spelling.

Repeat the procedure for each row. Check the meanings of some words, if necessary.

The activity can be done orally or in writing. It can be done as a competition, with students in pairs or small groups – which student can say the complete word (or row of words) fastest?

### Methodology note

Research has shown that native speakers of English look at nearly every word in a text when they are reading, but they do not look at every letter. They recognize the word from the first two or three letters and move on to the next word. This speed is essential as the brain only has a few seconds to make sense of a string of words before it needs to go back and look again. Context helps to predict what the word is. In this exercise, we only give

them thematic area context, not sentence and paragraph, but this should be enough to identify each word. For example, *stu* could be *stuff*, *stuck* or *stubble*, but only *study/student* work in this thematic area.

### Answers

See table below.

### Exercise B

Set the task. Students complete individually, then compare answers in pairs. Elicit answers.

### Optional activity

Select some of the sentences, for example, sentences 3, 6, 7, and 10. (These are simple SVO sentences.) Ask students to tell you the subject, verb and object in each one.

### Answers

- 1 In my town, there is a very large swimming *pool*.
- 2 There are also a lot of *hotels*.
- 3 Students in Year 1 have six lectures each *day*.
- 4 Pierre is French. He is from *Paris*.
- 5 There are no lectures on Wednesday *afternoon*.
- 6 He works in a bank. He's an *accountant*.
- 7 Bears eat fish, insects, grass and *leaves*.
- 8 Red ink and blue ink make *violet*.
- 9 Today, there are only about 150,000 chimpanzees in the *world*.
- 10 Six million tourists go to Australia every *year*.

1 Education	<i>lecture</i>	<i>student / dy</i>	<i>board</i>	<i>desk</i>	<i>pencil</i>
2 Time	<i>January</i>	<i>Friday</i>	<i>August</i>	<i>evening</i>	<i>morning</i>
3 Work	<i>office</i>	<i>factory</i>	<i>restaurant</i>	<i>engineer</i>	<i>reception / eptionist</i>
4 Nature	<i>animal</i>	<i>insect</i>	<i>tree</i>	<i>human</i>	<i>bird</i>
5 Geography	<i>lake / nd</i>	<i>mountain</i>	<i>desert</i>	<i>jungle</i>	<i>island</i>

## Exercise C

- 1 Students can discuss the questions in pairs. Students will probably not know the names of all the countries. It would be helpful to have a copy of the map on the board or OHT or other visual medium. However, do not confirm or correct.
- 2 Set the task and set a time limit of two minutes. Remind students what scanning means – finding numbers and finding words that stand out from the text because they have a capital letter. This revises the skills of looking forwards and backwards in a text to find what numbers and nouns refer to. This is a vital research skill. Elicit answers – preferably using an OHT or other visual medium.
- 3 Ask students to read the first paragraph and find the answer to question a. Elicit the answer. Then set question b. Students complete individually, then compare answers. Elicit answers.
- 4 Set the task. Students should read through the questions before they look at the text. Students complete individually and make notes. Then students can compare in pairs. Elicit answers.
- 5 Make sure students work out the parts of speech first. Elicit answers. Then in pairs, students discuss the meanings. Allow dictionaries if you wish. Elicit answers. Students may have to tell you in their own language.

### Answers

- 1 Answers depend on students, but they should know a few names.

numbers	countries	languages
L1	the United States	English
400 million	the United Kingdom	Mandarin Chinese
L2	Canada	Spanish
1,400 million	Australia	French
2 billion	New Zealand	Arabic
30%	India	
one billion	South Africa	
26	Sudan	
21	Algeria	
17	Niger	
one million	Cameroon	
100,000	Spain	
21	Mexico	
75%	Saudi Arabia	
80%	Jordan	
sixty per cent	Iraq	

- 3 dark blue = English L1; light blue = English L2
- 4 a a language  
b countries  
c Arabic  
d 1 million  
e 75%
- 5 a (adj) from the country of the language  
b (prep) for example  
c (adv) the total  
d (n) people in a country or city  
e (v) introduces examples  
f (adj) connected with science

## Closure

Students' books closed. Write numbers and figures from the text on the board, see first column opposite. Elicit what each figure refers to (see answers in second column).

---

400 million	<i>the number of people with English as L1</i>
1,400 million	<i>the number of people with English as L2</i>
2 billion	<i>the number of people who speak English in the world</i>
30%	<i>the percentage of the world's population who speak English</i>
26	<i>French-speaking countries</i>
21	<i>Spanish-speaking countries</i>
17	<i>Arabic-speaking countries</i>
1 million	<i>words in English</i>
100,000	<i>English words that a native speaker knows by 21</i>
75%	<i>the percentage of e-mails written in English</i>
80%	<i>of information on computers in English</i>

---

## Lesson 5: Writing and Grammar

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### Introduction

---

Select ten words from Units 1–5 that are not in Exercises A, B or C and give students a spelling test.

### Exercise A

---

Set the task. Students complete individually, then compare answers in pairs. Write the correct answers on the board (or use an OHT or other visual medium) so that students can self-check.

Check the meanings of a few of the words.

#### Answers

- |            |                |
|------------|----------------|
| 1 beach    | 10 information |
| 2 cloud    | 11 lawyer      |
| 3 coast    | 12 museum      |
| 4 doctor   | 13 people      |
| 5 factory  | 14 picture     |
| 6 February | 15 river       |
| 7 forest   | 16 thousand    |
| 8 heavy    | 17 tourist     |
| 9 hospital | 18 village     |

### Exercise B

---

Set the task and do one or two answers with the class as examples. Students discuss in pairs. Elicit answers. Elicit the reason for the choice in each case – see Answers. Get students to tell you again which rules are different in their own language.

#### Answers

Andrew Jones	names
Brazil	countries
German	languages
History	when it is a school subject; otherwise not, e.g., <i>The history of my town is very interesting.</i>
hotel	not for nouns, except proper nouns

the Royal Hotel	names of companies
January	months of the year
Moscow	towns, cities
Mount Everest	mountains including Mount
River Nile	rivers, including word <i>River</i>
teacher	not for jobs
Wednesday	days of the week

### Exercise C

---

Students can do the activity individually and then compare answers in pairs, as usual. Alternatively, ask students to close their books. Say each singular word, students write the plural:

Teacher: *city*

Students write: *cities*

Write the correct answers on the board so students can check their own work.

#### Answers

- 1 books
- 2 cities
- 3 companies
- 4 days
- 5 factories
- 6 families
- 7 jobs
- 8 offices
- 9 secretaries

### Exercise D

---

Spend a couple of minutes discussing the map and the photograph of Jamaica, and finding out what students already know about the country: language, food, weather, size, etc.

You can do the activity in the usual way, with students completing the text individually and then comparing answers. Or you can try it as a wall dictation in the following way:

---

Make copies of the completed text on page 138 as large as possible.

- Students close their books.
- Pin the copies of the text to the wall around the classroom.
- Divide the class into groups.
- Each member of the group takes it in turns to get up, read and memorize one sentence of the dictation, return to the group and dictate the sentence. The person dictating can help with spelling and punctuation.
- Then the next person reads the next sentence, returns to the group and dictates it and so on until the text is complete.

This should work well even with a large class, providing you have enough copies of the text on the walls. You want to avoid lots of students crowding around one text.

For feedback, show the completed text on an OHT or other visual medium. Or students can open their books, do the gap-fill activity and, at the same time, correct their dictation.

### Answers

Jamaica is *an* island in *the* Caribbean Sea. It is south of Cuba. It *has* a population of nearly 2.8 million people. *The* capital city is Kingston. *It* is also the largest city of *the* country. Most people *in* Jamaica speak English. *Each* year, many tourists visit Jamaica's white beaches *and* waterfalls.

*They* also go to *the* beautiful Blue Mountains *in* the east of the country.

The island *is* famous for music, *for* example reggae, dancehall and ragga.

### Exercise E

---

There are several ways this exercise can be completed:

- You could do it almost like a test, with each student working individually.
- Students work in pairs or small groups and discuss each sentence or question.

- Divide the class into groups. Allocate two or three sentences to each. In their groups, students discuss which ones are incorrect and then correct them. Each group then reports back to the whole class. The rest of the class listen and say if they agree with the corrected sentences.
- You can do the activity as a grammar or sentence 'auction' – this always goes down well with students and it should be suitable for large classes too. (If you don't know how to do this, there is plenty of information on the Internet – type 'grammar auction ESL' into Google.)

Make a note of which answers students get wrong. When you give feedback, highlight the problem areas. If necessary, you may have to go back and reteach a grammar point, or refer students back to the grammar tables in the relevant unit.

### Answers

- 1 ✓
- 2 He's from *England*./He's *English*.
- 3 I can ~~to~~ speak French.
- 4 *Lessons* begin at 9.00 a.m. each day.
- 5 ✓
- 6 Schools in my country *start* in September.
- 7 Leon is 21 years old and *he* comes from Mexico.
- 8 My father is *a* doctor.
- 9 ✓
- 10 My brother and I ~~we~~ are at Milton University.
- 11 ✓
- 12 There aren't any lessons *in* the afternoon.
- 13 ✓
- 14 *Do you have* lessons on Friday?
- 15 ✓
- 16 Are there any ~~of~~ lakes in your country?
- 17 ✓
- 18 Is *there* a river in your hometown?
- 19 Why *does the* colour of the sky change?
- 20 What do you *do*?/Where do you work?

### Closure

---

Use your feedback for Exercise E.

- Jamaica is *an* island in *the* Caribbean Sea. It is south *of* Cuba. It *has* a population *of* nearly 2.8 million people.
- *The* capital city is Kingston. *It* is also the largest city *of the* country. Most people *in* Jamaica speak English.
- *Each* year, many tourists visit Jamaica's white beaches *and* waterfalls.
- *They* also go to *the* beautiful Blue Mountains *in* the east *of* the country.
- The island *is* famous for music, *for* example reggae, dancehall and ragga.

---

## Lesson 6: Portfolio

---

### Methodology note

This may be the first time that students have worked on a portfolio, or project, so will need careful setting up.

We have given information about the Taj Mahal, in India, as an example. But students can work on a tourist place in their country (as suggested in this lesson) or somewhere from a neighbouring country. The activity could also be easily adapted so students research/work on a different topic as long as it is still relevant to Units 1–5. Examples could be:

- an endangered animal or insect
- a job or place of work
- a university course or a particular university or college
- a historic building or ruin, a town or city

We have given a suggested procedure (Exercises A–C), but they can be adapted as you wish. You can ask students to produce posters individually, in pairs or in groups. You may wish students just to produce posters and not give a talk, or vice versa. The main objective should be for students to begin to learn to research a topic and then reproduce the information in speech and/or writing in an organized way. The lesson should remain as student-centred as possible, in order for students to become more independent.

### Exercise A

---

Try not to spend too long on this activity. The aim is simply to familiarize the students with the poster format and the language for a talk.

- 1 Students complete the information either individually or in pairs. Elicit answers. Discuss with the class the way the poster is organized. Elicit other ways the poster could be presented and the information organized or displayed.
- 2 Elicit a few full sentences about the Taj Mahal:  
*It's a very large building.*  
*It's nearly 500 years old.*

Drill the sentences and/or tell students what areas of pronunciation to focus on. For example, stressing important words in each sentence, falling intonation at the end of each sentence. Students practise some sentences in pairs, helping each other to improve pronunciation.

### Answers

#### Where is it?

- in northern *India*
- on the River *Yamuna*

#### What is it?

- a large building (*171 m. high*)
- an very large tomb for a king's wife
- a tomb is a place for a body

#### How old is it?

- nearly *500 years old*

#### When is it open?

- 6 days a week
- closed *Fridays*
- 6 a.m. to 7 p.m.
- only take in to the building:
  - water
  - a camera
  - *a cellphone*
  - a very small bag

#### Interesting information

- white with a *gold* dome
- large *park*
- long *pool*
- you can see the building in the pool
- many beautiful things inside
- the walls are red, brown, *purple* and white
- 4 m. tourists every year  
(*200,000* from other countries)

---

## Exercise B

---

- 1 Elicit some ideas from the class for places they could choose for the tasks. Discuss with the class how to do the research. For example, what words to type into the search engine to get the results they need. The research can be set for a home assignment.  
Remind students to make notes and download pictures.
- 2 If you are setting the research as a homework assignment, then you can remind students to organize their notes at the same time as doing the research. If in class, monitor while students organize their notes and give help where necessary.

## Exercise C

---

Monitor while students are working on their posters and give help only where necessary. If possible, display the posters around the class, or allow students to show their PowerPoint slides. Make a note of errors. Give feedback on errors and, if possible, give some controlled written practise of weak areas of grammar and syntax.

## Exercise D

---

Follow the usual procedure for giving a talk as outlined in earlier units in Lessons 2 and 3.

## Closure

---

Give feedback on how students performed in either the written or speaking activities.

## Word list

	Unit		Unit
accountant (n)	3	day (n)	2
actor (n)	3	desert (n)	5
address (n)	1	do (v)	1
afternoon (n)	2	doctor (n)	3
airport (n)	5	driver (n)	3
animal (n)	4	east (n/adj)	5
answer (n/v)	1	e-mail (n)	1
art gallery (n)	5	end (v)	1
ask (v)	1	engineer (n)	3
bank (n)	3	evening (n)	2
beach (n)	2	every (adj)	2
bear (n)	4	factory (n)	3
begin (v)	1	family name (n)	3
bird (n)	4	farmer (n)	3
birthday (n)	2	first (adj)	2
black (adj)	4	fish (n)	4
blue (adj)	4	flat (adj)	5
boat (n)	5	flow (v)	5
boy (n)	1	forest (n)	5
break (n)	2	fruit (n)	4
brown (adj)	4	full name (n)	1
builder (n)	3	girl (n)	1
bus station (n)	5	go (v)	3
café (n)	2	gorilla (n)	4
calendar (n)	2	grass (n)	4
capital (n)	1	green (adj)	4
card (n)	1	grey (adj)	4
cathedral (n)	5	hate (v)	3
cellphone (n)	1	horse (n)	4
chimpanzee (n)	4	hospital (n)	3
cinema (n)	2	hot (adj)	4
city (n)	1	hotel (n)	3
clock (n)	2	hour (n)	2
closed (adj)	5	human being (n)	4
cloud (n)	4	hundred (n)	5
coast (n)	5	information (n)	2
cold (adj)	4	insect (n)	4
colour (n)	4	Internet café (n)	5
come (v)	3	intonation (n)	1
computer (n)	1	invitation (n)	2
consonant (n)	1	invite (v)	2
country (n)	1/5	island (n)	5
court (n)	3	job (n)	3
date (n)	2	join (v)	5

	Unit		Unit
<b>jungle</b> (n)	5	<b>range</b> (n)	5
<b>kangaroo</b> (n)	4	<b>read</b> (v)	1
<b>lake</b> (n)	5	<b>receptionist</b> (n)	3
<b>last</b> (adj)	2	<b>red</b> (adj)	4
<b>later</b> (adv)	2	<b>repeat</b> (v)	3
<b>lawyer</b> (n)	3	<b>restaurant</b> (n)	5
<b>leaves</b> (n)	4	<b>right</b> (n/adj)	1/5
<b>left</b> (n/adj)	5	<b>river</b> (n)	5
<b>like</b> (v)	3	<b>sailor</b> (n)	3
<b>listen</b> (v)	1	<b>sand</b> (n)	4
<b>lunch</b> (n)	2	<b>say</b> (v)	3
<b>mall</b> (n)	2	<b>secretary</b> (n)	3
<b>man</b> (n)	1	<b>shop</b> (n)	3
<b>map</b> (n)	1	<b>shopping mall</b> (n)	5
<b>mean</b> (v)	3	<b>singular</b> (n)	1
<b>million</b> (n)	5	<b>sit</b> (v)	1
<b>monkey</b> (n)	4	<b>sky</b> (n)	4
<b>month</b> (n)	2	<b>snow</b> (n)	4
<b>morning</b> (n)	2	<b>south</b> (n/adj)	5
<b>mountain</b> (n)	5	<b>spell</b> (v)	3
<b>museum</b> (n)	5	<b>stand</b> (v)	1
<b>nationality</b> (n)	1	<b>start</b> (v)	3
<b>nice</b> (n)	2	<b>street</b> (n)	5
<b>night</b> (n)	2	<b>stress</b> (n)	1
<b>north</b> (n/adj)	5	<b>student</b> (n)	1
<b>now</b> (adv)	2	<b>sun</b> (n)	4
<b>number</b> (n)	1	<b>swimmer</b> (n)	5
<b>office</b> (n)	3	<b>swimming pool</b> (n)	2
<b>open</b> (adj)	5	<b>table (= information)</b> (n)	1
<b>orange</b> (adj)	4	<b>take</b> (v)	5
<b>owner</b> (n)	3	<b>test</b> (n/v)	1
<b>painter</b> (n)	3	<b>that</b> (det)	2
<b>park</b> (n)	2	<b>that's fine</b>	2
<b>personal assistant (PA)</b> (n)	3	<b>that's great</b>	2
<b>pink</b> (adj)	4	<b>this</b> (det)	2
<b>plant</b> (n)	4	<b>thousand</b> (n)	5
<b>play</b> (v)	3	<b>time</b> (n)	2
<b>player</b> (n)	3	<b>timetable</b> (n)	2
<b>plural</b> (n)	1	<b>today</b> (n)	2
<b>point</b> (v)	1	<b>toilet</b> (n)	5
<b>programmer</b> (n)	3	<b>tortoise</b> (n)	4
<b>pronunciation</b> (n)	1	<b>tourist</b> (n)	5
<b>question</b> (n)	1	<b>tourist office</b> (n)	5
<b>railway station</b> (n)	5		

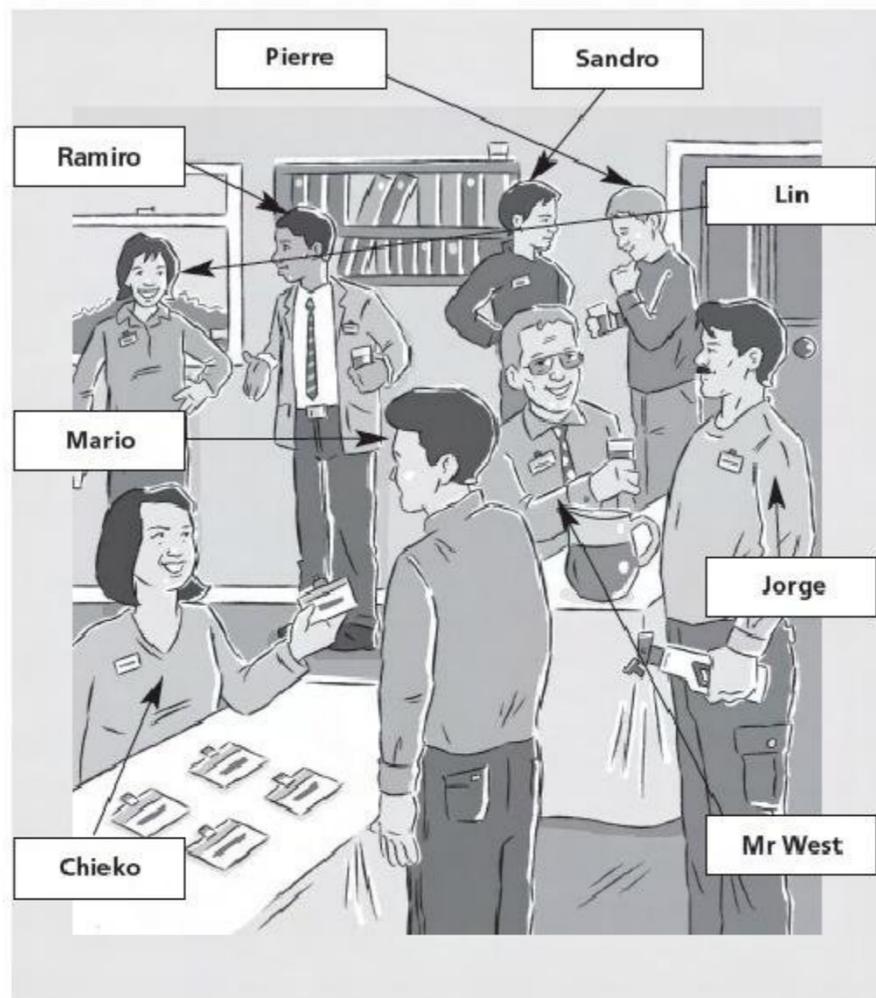
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	Unit
<b>town</b> (n)	5
<b>tree</b> (n)	4
<b>turn</b> (n/v)	5
<b>village</b> (n)	5
<b>visit</b> (n/v)	5
<b>vowel</b> (n)	1
<b>waiter</b> (n)	3
<b>want</b> (v)	3
<b>watch</b> (n)	2
<b>waterfall</b> (n)	5
<b>week</b> (n)	2
<b>west</b> (n/adj)	5
<b>white</b> (adj)	4
<b>woman</b> (n)	1
<b>work</b> (n/v)	3
<b>write</b> (v)	1
<b>writer</b> (n)	3
<b>wrong</b> (adj)	1
<b>year</b> (n)	2
<b>yellow</b> (adj)	4
<b>zoo</b> (n)	5

**Unit 1 Education**

**Listening and Speaking**

**Exercise A**



**Exercise B**

3	D2
6	Mario Dionisi.
1	My name's Sandro. Sandro Perez.
7	A woman. Mrs Li.
2	Yes, I am.
5	Oh, thanks very much.
4	Me? Oh, no! I'm a student.

**Exercise C**

Answers depend on students.

**Exercise D**

Answers depend on students.

**Reading and Writing**

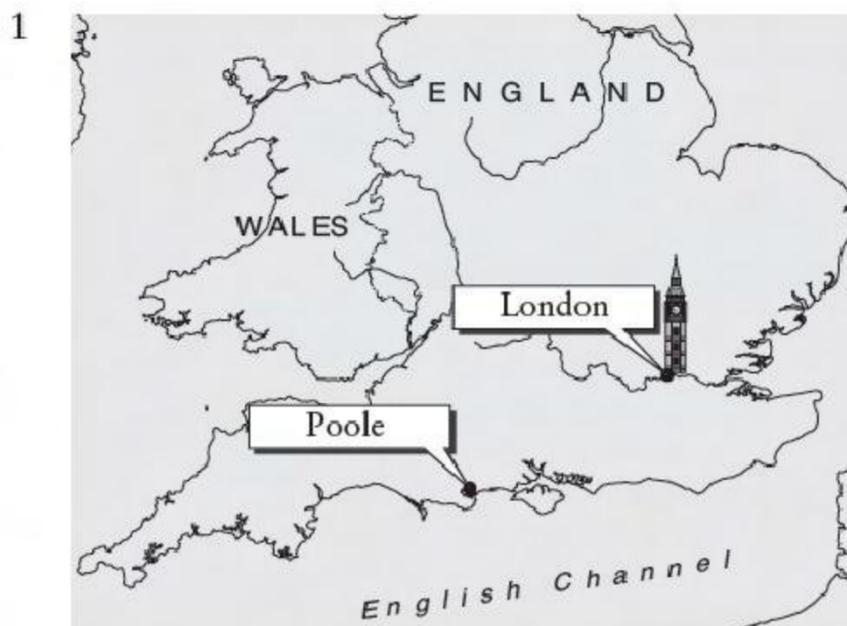
**Exercise A**

- 1 ✗ This is a pen.
- 2 ✓
- 3 ✓ (a noticeboard)
- 4 ✗ This is a table.
- 5 ✗ This is a door.
- 6 ✓
- 7 ✗ This is a verb.
- 8 ✓
- 9 ✗ This is a consonant.

**Exercise B**

- 1 It's a desk.
- 2 They're cards.
- 3 They're pens.
- 4 It's a question.
- 5 It's a map.
- 6 It's a pencil.

**Exercise C**



2 Lucy Blair, English

3

**ID CARD**

First name: Lucy

Family name: Blair

Nationality: English

Hometown: Poole

### Exercise D

Enrico and Tina are from Italy. They are students at Wessex University. It's a small university but it's very good. Enrico is from Milan. It's a big city in the north of Italy. Tina is from Rome. She is 18 years old.

### Exercise E

Receptionist: Hello. How are you?  
 Tina: *I'm fine, thanks.*  
 Receptionist: Are you a student?  
 Tina: *Yes, I am.*  
 Receptionist: Are you Spanish?  
 Tina: *No, I'm not. I'm Italian.*  
 Receptionist: Where are you from?  
 Tina: *I'm from Rome.*  
 Receptionist: What's your name?  
 Tina: *My name's Tina Zollo.*

### Exercise F

Answers depend on students.

	Lecture 1	Lecture 2	Lecture 3	Lecture 4	Lecture 5
Begins	8.00 a.m.	9.00 a.m.	11.00 a.m.	2.00 p.m.	3.00 p.m.
Ends	9.00 a.m.	10.00 a.m.	12.00 p.m.	3.00 p.m.	4.00 p.m.

## Unit 2 Daily Life

### Listening and Speaking

#### Exercise A

1

The College Year		North House College																																																																																																																																					
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2 See table at bottom of page.

#### Exercise B

5	Miss King.
4	C5.
3	It's the sixth.
2	It's Friday.
7	No, it's February.
1	It's 8 o'clock.
6	No, I'm not.

## Exercise C

	Carla	Chieko
How old?	17	16
Birthday?	July 9 <sup>th</sup>	February 16 <sup>th</sup>

## Exercise D

- 1 August      fourth
- 2 clock      watch
- 3 go          October
- 4 July        five
- 5 June        Tuesday
- 6 March      are
- 7 Monday    Sunday
- 8 Saturday   happy
- 9 Thursday   third
- 10 Wednesday February

## Reading and Writing

### Exercise A

- 1 ✓
- 2 ✗ It is the ninth of May.
- 3 ✗ This month has 30 days.
- 4 ✗ It is three o'clock in the afternoon.
- 5 ✗ He is a student.
- 6 ✓

### Exercise B

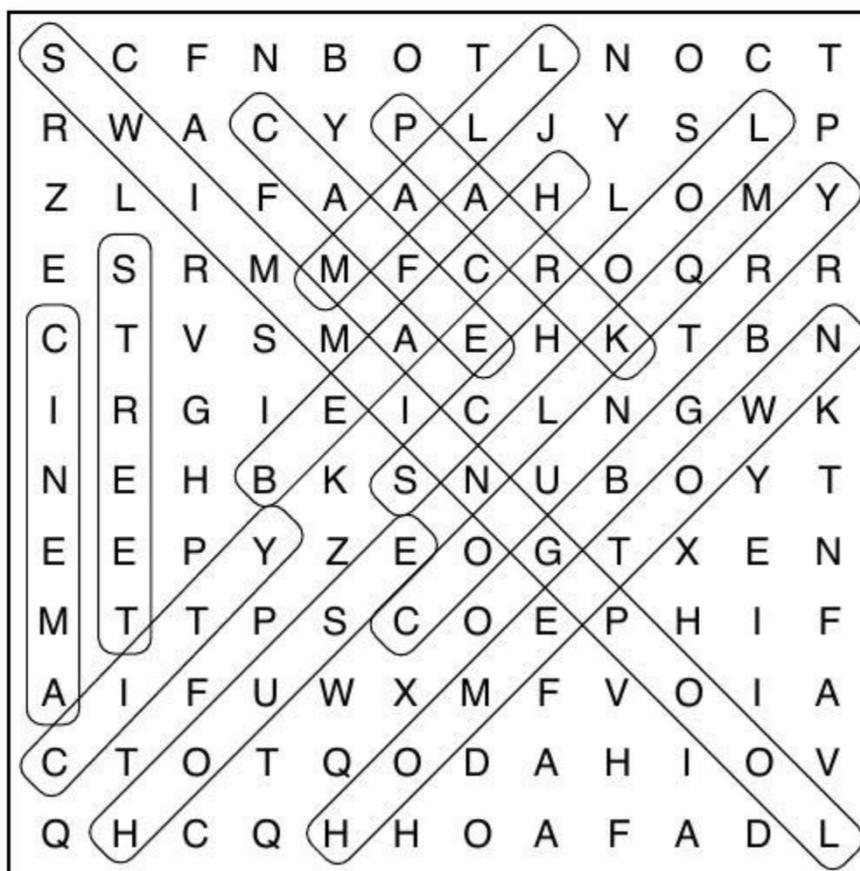
singular nouns	plural nouns	pronouns	prepositions	verbs
word	days	It	of	is
day	students	They	in	has
week		She		are
month				
morning				

## Exercise C

1 Monday	<u>May</u>	Tuesday	Wednesday
2 February	April	July	<u>Friday</u>
3 2.00	3.00	<u>8/01</u>	7.00
4 1565	1985	<u>18432</u>	2012
5 morning	afternoon	evening	<u>today</u>
6 12 p.m.	<u>8 p.m.</u>	3 p.m.	4 p.m.

2	It isn't a month.
4	It isn't a year.
3	It isn't an hour.
5	It isn't part of a day.
6	It isn't part of an afternoon.
1	It isn't a day of the week.

## Exercise D



## Unit 3 Work and Business

### Listening and Speaking

#### Exercise A

Nick: a programmer  
 Tom: (does not say)  
 Carla: a teacher  
 Ana: a teacher  
 Jose: an accountant  
 Esteban: a doctor

#### Exercise B

3	No, I'm Chinese.
5	Yes, I am.
6	No, I don't.
9	Fine, thanks.
7	I want a job in education.
2	No! It's April.
1	It's the tenth.
10	Yes, she is.
8	Yes, please.
4	I'm from Beijing.

#### Exercise C

Answers depend on students.

#### Exercise D

/e/	/i/	/ai/
ten	six	nine
end	begin	five
test	this	I
twelve	is	like
	it	night
		time

## Reading and Writing

### Exercise A

Mario Russo is Spanish.  Italian  
 He is from Madrid.  Rome  
 He works at the National Hotel now.  The International Hotel  
 He is a manager. ✓  
 He lives at 23 High Road, Greenhill.  23 High Street, Greenhill

Virgie Lopez is Philippines.  Filipina  
 She is from Vanilla in the Philippines.  Manilla  
 She is a nurse.  doctor  
 She works at Rashid Hospital. ✓  
 She lives at 150 Zayed Road, Dubai.  105

### Exercise B

**THE INTERNATIONAL HOTEL**

FIRST NAME: Carl

FAMILY NAME: Warne

HOMETOWN: Canberra

NATIONALITY: Australian

JOB: Receptionist

DATE OF BIRTH: 04/03/94

ADDRESS: 43 Blackbird Road, Greenhill


### Exercise C

- 1 My new job *starts* on January 2<sup>nd</sup>.
- 2 Banks *don't* open at the weekends in the UK.
- 3 *Does* she go to work by bus?
- 4 There are *green leaves* on that tree.
- 5 Bill Gates *comes* from Seattle in the USA.

- 6 When does the lesson *end*?
- 7 Aung San Suu Kyi is *Burmese*.
- 8 Maria is *a* nurse at Main City Hospital.
- 9 *Are* they English students?
- 10 What *is* the date today?

### Exercise D

- 1 Where do you work?
- 2 What's your cell number?
- 3 The first lecture is at 9.00.
- 4 I have three lectures this afternoon.
- 5 He wants a job in education.
- 6 How do you spell your first name?
- 7 This is an invitation to my birthday party.
- 8 In some countries, shops don't open on Sunday.

### Exercise E

Answers depend on students.

## Unit 4 Science and Nature

### Listening and Speaking

#### Exercise A

a black	h	light
b big	g	short
c fast	c	slow
d beautiful	b	small
e strong	f	stupid
f intelligent	d	ugly
g tall	e	weak
h heavy	a	white

#### Exercise B

- a The sand is not yellow. It is orange.
- b We are not Spanish. We are Mexican.
- c I speak English. I do not speak German.
- d He does not work in a bank. He works in an office.
- e I do not like the sea because I cannot swim very fast.
- f My phone number is 07957 367081.
- g I am from Mexico City.
- h What is your full name?
- i 'Are you at home?' 'No, I am not. I am on the bus.'
- j 'Does she have a car?' 'No, she does not. She has a bike.'

#### Exercise C

- a My brother is *a* student in New York.
- b Grizzly bears live in *the* mountains of Canada.
- c Do you have *a* new cell phone?
- d I live in *a* small house in *at* the city.
- e I can see white circles in *the* picture.
- f There is *an* animal in *the* picture.
- g What colour is *the* sun?
- h Can you see *at* the flower in *the* picture?
- i He goes to work by car in *the* morning.

## Exercise D

9	Blue, I think.
7	He's a doctor.
6	8.00 a.m.
2	12. It's my birthday today.
8	An accountant or a lawyer.
5	Four in the morning and three in the afternoon.
4	Monday to Friday.
1	Pablo Vincente.
3	No, I'm Mexican.

## Exercise E

- What colour *are* taxis in London?
- Elena *can* speak three languages.
- There *is* snow on the mountains in winter and in summer.
- Where *do* you live?
- Monkeys *have* two legs and two arms.
- Do* bears eat other animals?
- Can* monkeys speak?
- This drawing *has* four grey squares.
- What time *does* your party begin?
- Are* there any bears in the UK?
- Is* this your cell phone?

## Reading and Writing

### Exercise A

1 There is sand in the picture. The sand is yellow. ✗ (orange) The sky is blue. There is a rainbow in the picture.	2 There are mountains in the picture. There is snow on the mountains. There is one tree in the picture. ✗ (many trees) There is green grass.
3 There are mountains in the picture. There is snow on the mountains. There are two animals in the picture. ✗ (one) There is grass. It is brown and green.	4 There are clouds in the picture. There is grass in the picture. ✗ There are birds in the picture. We can see the sun in the picture.
	5 The sky is blue. There are white clouds in the picture. There are two animals in the picture. ✗ (three) There is green grass.

### Exercise B

See table below.

singular nouns	plural nouns	pronouns	prepositions	adjectives	verbs
sand	mountains	it	in	yellow	is
picture	animals		on	blue	are
sky	clouds			green	
rainbow	birds			brown	
snow				white	
tree					
grass					
sun					

---

## Exercise C

---

- A 3
- B 1
- C 6
- D 4

## Exercise D

---

Answers depend on students.

## Exercise E

---

Answers depend on students.

## Unit 5 The Physical World

### Listening and Speaking

#### Exercise A

---

1/2 T: Good morning. Can you give me some information?

O: Yes, of course.

T: Where can I buy tickets for the Big City Bus?

O: There's a bus stop near the cathedral. You can buy   tickets there.

T: Is the cathedral near here?

O: Yes, it is. Go   left outside the tourist office.

Then take the first street on the left. Go down there. The cathedral is on your left.

T: How often does the bus come?

O: There's a bus every 15 minutes. Here's a timetable.

T: Oh, thanks!

O: No   problem.

3 4

#### Exercise B

---

Answers depend on students.

#### Exercise C

---

- |        |          |
|--------|----------|
| 1 do   | 6 like   |
| 2 how  | 7 not    |
| 3 leaf | 8 now    |
| 4 end  | 9 thanks |
| 5 east | 10 your  |

---

## Exercise D

---

1 Can I help you?	9	From 9 in the morning.
2 Can you give me a timetable?	10	In the bus station.
3 Is the bus station near here?	6	In the north.
4 Is there an Internet cafe in this street?	7	It's near the tourist office.
5 Are there any forests in your country?	12	No, I can't.
6 Where are they?	11	No, I don't.
7 Where's the bus stop?	8	No, they aren't?
8 Are the shops open on Sundays?	1	Yes, please.
9 When is the tourist office open?	3	Yes, it is.
10 Where are the toilets?	2	Yes, of course.
11 Do you live in the city centre?	5	Yes, there are.
12 Can you see a cash dispenser?	4	Yes, there is.

## Exercise E

---

1 Answers depend on students.

2

	UAE
Capital	Abu Dhabi; coast – W
Mountains	east; Hajar
Rivers	no rivers
Lakes	no lakes; oasis at Liwa (S)
Islands	many small islands; the Gulf

## Exercise F

---

### Model answer

The capital of India is New Delhi. It is in the north of the country. There are mountains in the north. They are called the Himalayas. There is a very large river. It is called the Ganges. It starts in the Himalayas and flows to the east coast. There are small islands in the Indian Ocean.

## Reading and Writing

### Exercise A

---

1 China	4	a river
2 Beijing	2	the capital city
3 The Himalayas	5	a city
4 The Yangtze	3	mountains
5 Shanghai	6	a lake
6 Qinghai	1	a country

## Exercise B

1/2

China is a very small country.	F	China is a very large country.
The capital city is Beijing.	T	
It is in the northwest of the country.	F	It is in the northeast of the country.
It is near a lake.	F	It is not near any lakes.
There is a lake in the centre of the country.	T	
It is called Qinghai.	T	
There are many high mountains in the centre and the northeast of the country.	F	There are many high mountains in the southwest of the country.
They are called the Everests.	F	They are called the Himalayas.
There are two large rivers.	T	
They flow from the Himalayas to the coast in the south.	F	They flow from Kunlan Shan to the coast in the east.
They are the Yangtze and the Red River.	F	They are the Yangtze and the Red River.
The Yangtze is north of the Yellow River.	F	The Yangtze is south of the Yellow River.
The city of Shanghai is on the Yellow River.	F	The city of Shanghai is on the Yangtze River.

## Exercise C

- 1 New York, Washington and Dallas are *cities* in the United States.
- 2 The Thames, the Amazon and the Nile are *rivers*.
- 3 Everest, Kilimanjaro and Fuji are *mountains*.
- 4 Barbados, Grenada and Anguilla are *islands* in the Caribbean.
- 5 Superior, Nasser and Como are *lakes*.

- 6 The Himalayas is a mountain *range*.
- 7 The Sahara is the largest *desert* in the world.
- 8 All the tropical *rainforests* of the world are on or near the Equator.

## Exercise D

- 1/2
- a ✗ I live in a big city.
  - b ✓
  - c ✗ Are there any lakes in your country?
  - d ✓
  - e ✗ Westport is a large town on the coast.
  - f ✗ There is a small village called Milford in the north.
  - g ✗ The Murray and the Darling join and flow to the coast.
  - h ✓

## Exercise E

5	Appenines. There are also mountains
6	in the north of the country, called
9	is called Sardinia. One island, called
8	islands. One island is in the west. It
1	Italy is a small country. The capital,
4	of the country. They are called the
2	Rome, is in the east of the country.
10	Sicily, is in the south. Thirty-six million
7	the Alps. There are two large
3	There are mountains in the centre
11	tourists visited Italy in 2009.

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## Review

### Listening and Speaking

#### Exercise A

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- 1 a
- 2 b
- 3 a
- 4 a
- 5 b
- 6 a
- 7 a
- 8 b

#### Exercise B

---

Answers depend on students.

#### Exercise C

---

- 1 book
- 2 map
- 3 month
- 4 day
- 5 night
- 6 waiter
- 7 hotel
- 8 office
- 9 city
- 10 lake
- 11 yellow
- 12 bird

#### Exercise D

---

- 1 we
- 2 heavy
- 3 want
- 4 this
- 5 mall

#### Exercise E

---

1 What time is	4	address?
2 What's the date	3	birthday?
3 When's your	5	computers?
4 What's your e-mail	1	it?
5 Do you like working with	10	sisters?
6 Can you	9	start?
7 Where do you	2	today?
8 How do you say this	6	type?
9 When does the lesson	8	word?
10 Do you have any brothers or	7	work?

#### Exercise F

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Writing	Speaking – short form	Writing	Speaking – short form
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
We are	We're	We are not	We aren't
They are	They're	They are not	They aren't

### Reading and Writing

#### Exercise A

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- 1 Thursday
- 2 April
- 3 4<sup>th</sup>
- 4 eight
- 5 fifty
- 6 month
- 7 blue?
- 8 ours/hers?

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## Exercise B

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- |              |                |
|--------------|----------------|
| 1 nouns      | 4 pronouns     |
| 2 verbs      | 5 prepositions |
| 3 adjectives |                |

## Exercise C

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- 1 I don't have lectures on Monday.
- 2 The leaves aren't brown.
- 3 It isn't hot.
- 4 They don't eat fruit.
- 5 She doesn't come from Italy.
- 6 He can't speak French.
- 7 There isn't an airport in my city.
- 8 There aren't any mountains in the north.

## Exercise D

---

Answers depend on students.

## Exercise E

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- 1 He is a History teacher.
- 2 I have three lectures every day.
- 3 Bears do not live in groups.
- 4 Students In Year 1 begin on Monday.
- 5 Lectures begin at 8.00 in the morning.
- 6 Six million tourists visit Australia every year.
- 7 There are about a thousand bears in North America.
- 8 The city of London is not on the coast.

## Exercise F

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- |     |      |
|-----|------|
| 1 d | 6 b  |
| 2 b | 7 c  |
| 3 c | 8 a  |
| 4 b | 9 c  |
| 5 c | 10 a |

