A black and white photograph of a modern university hallway with large windows and people walking. The title is overlaid on a dark grey rounded rectangle.

ENGLISH SKILLS FOR UNIVERSITY

Teacher's Book

1B

Terry Phillips
and Anna Phillips

Garnet
EDUCATION

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Book map

Book map

| Unit | Topic areas | Listening | Speaking | Reading | Writing |
|-------------------------------------|--|---|---|--|---|
| 1 Culture and Civilization | Life stages Permission Legal rights Possessions | understanding ages, life stages hearing /æ/ | asking about new words giving a talk (1): • <i>making notes for a talk</i> • <i>rehearsing</i> • <i>looking up from notes</i> | text type: information leaflets scanning for specific phrases | text type: rules and laws spelling with <i>a / e / i</i> irregular plurals introduction to syntax – SVO joining sentences with <i>and / but</i> |
| 2 Inventions and Discoveries | Transport methods Commuting Traffic problems Timetables | numerical information to table hearing /əʊ/ predicting information | describing personal commuting giving a talk (2): • <i>speaking at the correct speed</i> • <i>pausing between sentences</i> | text type: article with table preparing to read: <i>headings; tables; 1st sentence</i> | text type: data descriptions spelling with <i>a / e / i / o</i> using <i>a</i> and <i>the</i> joining sentences with <i>is</i> and <i>are</i> |
| 3 Art and Literature | Types of art Types of literature Famous novelists Famous painters Famous playwrights | understanding the introduction guessing spelling of new words hearing the past tense of <i>be</i> | giving a biography giving a talk (3): • <i>ordering information</i> | text type: biography researching a person's life transferring information to a timeline | text type: biography from notes using zero article and <i>the</i> using object pronouns regular and irregular past tense past tense of <i>be</i> noun phrase with apposition |
| 4 Sports and Leisure | Types of sports Leisure activities Clothes | predicting the next word or phrase information to a table hearing /ɒ/ and /ɔ:/ | discussing survey results (1) talking about figures – bar charts emphasizing | text type: encyclopaedia entries marking text (1): • <i>identifying key words</i> making notes information to headed notes | text type: encyclopedia article from notes using <i>love, like, etc.</i> , with gerund forming the gerund noun phrases with article/number noun phrases with <i>adj + n / n + n</i> |
| 5 Nutrition and Health | Food and drink Daily consumption History of hot drinks History of soft drinks Calories Eating out | recording numbers and percentages hearing /u:/ and /ʌ/ count/non-count: <i>much vs many</i> | discussing survey results (2) | text type: article with map marking text (2): • <i>identifying topic changes</i> doing research • <i>sharing information</i> | text type: website article from notes using count and non-count nouns irregular plurals articles with count/non-count |

| Unit | Vocabulary | Pronunciation | Grammar patterns |
|------|--|---|---|
| 1 | personal possessions using <i>a few, many, most, all</i> | saying the letter a stress within words stressing important words | <i>Most adults go to work by car.</i> <i>Children can leave school at 14.</i> <i>Can teenagers vote in your country?</i> <i>What can people do at 16?</i> <i>How do you say this word?</i> |
| 2 | airport and station destination boards bus timetables using <i>nearly, about, over</i> | final s = /s/ or /z/ talking about times on a timetable | <i>How long does it take?</i> <i>I go by car.</i> <i>He catches the underground.</i> <i>A tram is a kind of bus.</i> <i>I want to drive to college.</i> <i>Over a hundred people ...</i> |
| 3 | subjective adjectives object pronouns possessives with 's | contraction of <i>do you</i> regular past tense ending | <i>Naguib Mahfouz was Egyptian.</i> <i>Was Monet French?</i> <i>Yes, he was. / No, he wasn't.</i> <i>What was Gaudi's real name?</i> <i>Mahfouz lived in Cairo all his life.</i> <i>In 1895, ...</i> |
| 4 | using <i>want</i> with object / second verb everyday items | saying /ɒ/ and /ɔ:/ | <i>I want to buy a jacket</i> <i>Do you want to get an iPod?</i> <i>I love reading novels.</i> <i>What do you like doing at the weekend?</i> |
| 5 | identifying uncountable nouns in a restaurant/café, etc. | saying /u:/ and /ʊ/ <i>a vs some</i> | <i>I hate eggs/milk.</i> <i>There are some eggs on the table.</i> <i>There is some milk on the table.</i> <i>Are there any eggs on the table?</i> <i>Is there any milk on the table?</i> <i>How many eggs do you eat every day?</i> <i>How much water do you drink every day?</i> <i>Butter is made from milk.</i> |

Introduction

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

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.

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

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 Inventions and Discoveries
- 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.

The structure of the course

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.

The approach of the course

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.

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

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

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

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, Antonymy, Hyponymy, Hypernymy

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

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.

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

| | | |
|----------------------|---------------------|---------------------|
| adult (n) | dog (n) | mp3 player (n) |
| aunt (n) | father (n) | old (adj) |
| boy (n) | female (adj/n) | parents (n) |
| boyfriend (n) | friend (n) | passport (n) |
| brother (n) | girl (n) | person / people (n) |
| cat (n) | girlfriend (n) | relatives (n) |
| CD player (n) | grandfather (n) | sister (n) |
| cellphone (n) | grandmother (n) | son (n) |
| child / children (n) | husband (n) | teenager (n) |
| cousin (n) | laptop computer (n) | uncle (n) |
| credit card (n) | male (adj/n) | wife (n) |
| daughter (n) | man / men (n) | woman / women (n) |
| digital watch (n) | mother (n) | young (adj) |

Lesson 1: Listening

Objectives

In this lesson, students will:

- listen to identify words connected with family relationships;
- identify the /æ/ sound;
- listen for specific information: ages and stages of development.

General note: By the end of this unit, students should be able to hear and identify, in isolation and in context, a large number of words linked with people and possessions. They should also be able to say the words with reasonable pronunciation. They should be fully confident in making negative sentences in the present simple with *don't* and *doesn't*. They should also be able to use target words in simple SVOA sentences, e.g., *You can drive a car at 16.*

Introduction

Write the title of the unit on the board: *Culture and Civilization*. Check or teach the meanings; the words may

be similar for speakers of Latin languages. Use translation if necessary. Pronounce the words for students, but do not ask them to repeat them at this stage.

Refer students to the pictures. Focus on items in the pictures from Level 1a, including colours, e.g., *Find a pencil / book / construction worker. Can you see the colour red?*

Ask: What can you see on the left / right / at the top / bottom? Elicit answers, but do not confirm or correct. These are useful classroom language questions, so encourage students to learn the prepositional phrases. Keep practising them throughout the lesson.

Exercise A

Say: *OK, let's check these words.* Play the first part of  **1:1**, with the words in isolation. Students point to the part of the picture. Note that for the first set of words, there is more than one correct place. Pause the CD after each item and say: *Anywhere else?* Continue until all examples have been found, as far as you can tell.

Play the second part of 1:1. This time, students should point to a complete group or to all the correct places.

Transcript 1:1

Presenter: Unit 1: Culture and Civilization
Lesson 1: Listening
Exercise A. Listen and point.

Voice 1: a man
a woman
a boy
a girl
a child
an adult
a female person
a male person
an old person
a young person

Voice 2: boys
girls
men
women
children
adults
females
males
friends

Exercise B

Demonstrate the activity to students. They must find and circle different items in the picture. Draw circles on the board, showing that circles can be inside other circles or join up different parts of the picture. Play 1:2. Feed back, ideally onto an OHT or other visual medium of the page, on which you can mark the correct circles.

Transcript 1:2

Presenter: Exercise B. Listen and find.
Voice: Circle one person.
Circle one boy.
Circle the girls.

Circle the boys.
Circle the women.
Circle the men.
Circle the adults.
Circle the children.
Circle the people.
Circle the male people.
Circle the female people.

Methodology note

This activity demonstrates that an item can belong to more than one group, a basic point in set theory and important in vocabulary learning. The physical act of drawing the circles may help a kinaesthetic learner to remember the relevant word.

Exercise C

Play the first question of 1:3: *How many boys are there in the picture?* Elicit the correct answer (*three*). Point out that students must count aloud in English. Test this by playing the next question: *How many women are there in the picture?* (*five*). Ask students to answer the remaining questions chorally, then individually. Play the rest of 1:3.

Transcript & answers

Transcript 1:3

Presenter: Exercise C. Listen and answer.
Voice: How many boys are there in the pictures? (3)
How many girls are there in the pictures? (4)
How many adults are there? (8)
How many children are there? (7)
How many people are there? (5)
How many male people are there? (6)
How many female people are there? (9)

Exercise D

Show students how one circle can contain two categories, e.g., *There are eight adults. There are five women and three men.* Show students how one person can be in two categories, e.g., *She is a girl and she is a female person.*

Play 1:4. Pause after each sentence. Students say *true* or *false*. If it is false, ask for a correction, but do not insist on a full sentence, just correction of the numbers.

Answers

- 1 There are eight adults. There are five women and three men. *T*
- 2 There are fourteen people. There are nine male people and five female people. *F = nine female, six male*
- 3 There are six children, four girls and two boys. *F = four girls, three boys*
- 4 There aren't any female children. *F = four female children*

Transcript 1:4

Presenter: Exercise D. Listen. True or false?

- Voices:
- 1 There are eight adults. There are five women and three men.
 - 2 There are 14 people. There are nine male people and five female people.
 - 3 There are six children, four girls and two boys.
 - 4 There aren't any female children.

Optional activities:

Quickly revise the key words from the unit, especially the ones with irregular plurals, i.e., *man/men, woman/women, child/children*. Say *man* and students should point to one of the men. Say *men* and they should point to the group. Put them in context, e.g., *Where are the men? How many ...?* Remind students about counting in English.

Exercise E

- 1 Refer students to the five pictures. Set for individual work and pairwork checking. Play 1:5. Students number the pictures. Feed back. Use language from Level 1a, Unit 5, e.g., *left / right / second left*. Check or teach *in the middle*. Ask: *What's on the left? Where's the old person?*, for example.
- 2 Play 1:5 again and then play the first question of 1:6 as an example. Elicit an answer chorally. Students should be able to make good sentences. Continue with the other questions. Repeat, directing the question at individuals each time.
- 3 Ask students to cover their pictures and try to remember the location and details of each picture, e.g., *On the left, there is a baby. She is ten months old.*

Transcript 1:5

Presenter: Exercise E1. Listen and number.

Presenter: 1

A: How old are you?

B: Fifteen.

A: Ah, so you're a teenager now.

B: Yes, that's right.

Presenter: 2

A: Do you have any children?

B: Yes, I have one child. He's ten.

Presenter: 3

Voice: It's strange, you know. I'm 80, but I don't feel like an old person.

Presenter: 4

Voice: She is a nurse. She works in a hospital. She's about 30.

Presenter: 5

A: What a lovely baby! How old is she?

B: She's ten months.

Transcript 1:6

Presenter: Exercise E2. Listen and answer.

- Voice: How old is the baby?
How old is the boy?
What about the teenager?
Is the woman about 50?
Is the old person about 60?

Answers

- 1 A5, B2, C1, D4, E3
- 2 baby – 10 months
boy – ten
teenager – 15
woman – 30
old person – 80

Exercise F

Refer students to the age ranges in the first column of the table (*baby, child ...*). Revise numbers. Explain that they are going to hear a mini-lecture about the words in this lesson. The lecture is about British culture. (Explain the idea, or get students to look up the word *culture* in a bilingual dictionary, if you did not do this in the Introduction above.)

Ask them to guess the first one – *baby*. When do we use the word *baby*? Elicit possible ages, e.g., from nought to two. Demonstrate how you can fill in the table. Put students in pairs to think and match. (Make sure they use a pencil or just talk about it.)

Play 1:7. Do not feed back at this point.

Refer students to the speech bubbles. Put students into pairs to compare answers. Monitor, but do not confirm or correct. Feed back, building up the chart on the board. Make sure students can say *zero* or *nought* for 0. Point out the derivation of *teenager* by revising the numbers from 13 to 19. Point out also that we can further subdivide ages by using the adjective *young* to form the phrases *young baby, young child, young adult*. We do not tend to use *young* with *teenager*, however. We only use *old* with *person* (and *man/woman*). We do not say,

for example, an *old child* (although we could say *older*, which is above the level of the students here.) Finally, erase the chart from the board and get students to close their books and make a new chart in their notebooks, perhaps using colours for the different age groups. Ask students to answer the lecturer's questions from the end of the talk: *Is it the same in your culture? When does a baby become a child? etc.*

Answers

| | from ... | to ... |
|------------|----------|--------|
| baby | 0 | 18m/2 |
| child | 2 | 12 |
| teenager | 13 | 19 |
| adult | 20 | 100! |
| old person | 65/70 | ? |

Transcript 1:7

Presenter: Exercise F2. Listen and check.

Lecturer: OK. Today we're looking at words for different kinds of people. In British culture, we use the word *baby* for the first 18 months or maybe 2 years of life. Then the baby becomes a child. We use the word *child* for boys and girls between the ages of 2 and 12. Then we have a special word – *teenager*. The word comes from the numbers between 13 and 19. They all end in *-teen*. So a person who is 13, 14, 15, and so on, is a *teenager*. Finally, we have the word *adult*. We use the word for people from 20 up to ... well, 100. But sometimes we say *He is old*, or *She is an old person*, for someone over 65 or 70. And of course we can say *young adult* for people of around 20 to 25. Is it the same in your culture? When does a baby become a child? When does a teenager become an adult? When is a person 'old'?

Methodology note

At one time, bilingual dictionaries were considered the curse of the ELT classroom. But gradually, people have realized that they do provide a shortcut to students understanding key concepts. In this lesson, *culture* could not be explained by mime or pictures, but translation will quickly do the job. Beware of bilingual dictionaries, however, where there is a strong element of connotation which may not be carried by the equivalent word in the students' L1. For example, *teenager* probably does not translate very well (see Language and culture note).

Language and culture note

We talk about teen culture in English perhaps because it is a convenient way of referring to the period from 13 to 19. In languages without such a clear set of consecutive ages, there is often no specific word for this period – children become adults without any named period in between – so be prepared for students to need the idea of the intermediate term to be explained. Even in British culture, 18- and 19-year-olds do not, in many cases, think of themselves as teenagers, but as young adults.

Exercise G

Refer students to the table. Check the pronunciation of the example words. They are all numbers, to give students a simple way of remembering target vowel sounds. Point out the symbols – it is useful to know vowel symbols at least, when you look up words in a dictionary.

Elicit the words from students, and correct the pronunciation of the (stressed) vowel sound. Give students time to place the words in the correct column.

Play 1:8 for students to identify the words. Feed back, building up the table on the board. Point out the unusual sound–sight relationships, i.e., *people*, *friend*, *female*, and the change of vowels in *woman* – *women* and *child* – *children*. Elicit some other words for each group. Drill the words.

Answers

| | | | | | |
|--------|----------|---------|--------|---------|----------|
| /e/ | /ɪ/ | /i:/ | /aɪ/ | /eɪ/ | /ɜ:/ |
| (ten) | (six) | (three) | (five) | (eight) | (thirty) |
| men | children | female | child | baby | girl |
| friend | women | people | | male | person |

Transcript 1:8

Presenter: Exercise G2. Listen and check.

Voice: baby
child
children
female
friend
girl
male
men
people
person
women

Closure

Refer students to the Skills Check. Model the target sound. Play 1:9.

Feed back, building up the table on the board. Point out that *can* is also pronounced /kʌ/ sometimes. Ask students if they can see any patterns.

Answers

| | | | |
|----------|---|---------|---|
| adult | ✓ | male | |
| ask | | lake | |
| last | | woman | |
| can | ✓ | man | ✓ |
| can't | | map | ✓ |
| Saturday | ✓ | village | |

Point out, as this exercise shows, that *a* does often make the sound /æ/, but students must learn any words with *a*, because there are many other possible sounds.

Transcript 1:9

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

Voice: adult
ask
last
can
can't
Saturday
male
lake
woman
man
map
village

Lesson 2: Speaking

Objectives

In this lesson, students will:

- give a talk about own family.

Introduction

Draw a stick man on the board and say *a man*. Draw a second man and elicit *two men*. Say *a woman* and elicit *two women*. Continue with:

an adult
a child
a boy
a baby
a teenager
a girl
a friend
a person

Alternatively, if you have time, cut out and take in pictures of people in various combinations and flash them to elicit, *a woman and two babies*, for example. Work on the irregular plurals and the /s/ and /z/ plural sounds.

Exercise A

Set the activity for pairwork discussion. Note that for one or two of the pictures there is no 'right answer'.

Methodology note

Check that students are stressing the first syllable of the two-syllable words. Do not let them get away with full vowels on the unstressed syllables in the following words:

woman, women, children – unstressed vowel reduced to /ə/

babies – unstressed vowel reduced to /ɪ/

Make sure also that they are saying the clusters with reasonable accuracy, as follows:

adults – /l/ and /t/ and /s/

children – /l/ and /d/ and /r/

girls – /l/ and /z/

Make sure they are also saying the blend /tʃ/ correctly.

Answers

Possible answers:

- 1 two teenagers, two adults, one girl, one boy, one man, one woman
- 2 one woman, one adult, four children, two girls, one boy, one baby
- 3 two women, two men, four adults, two children, one boy, one girl
- 4 Answers depend on students! There are eighteen people.

Exercise B

- 1 Read out each word in the list for the students if you wish. Set the task and go over the example. Students discuss each word in pairs. If they are not sure, they should leave it and go on to the next word. Do not elicit answers at this stage.
- 2 Play 1:10. Set the task. Check for correct pronunciation, especially:
 - a stressed syllable in each word
 - the ~er ending (schwa) for *mother, brother*, etc.
 - the /ɔ:/ sound in *daughter*
- 3 Students work in pairs to find pairs of words in the photographs. Monitor and give help with pronunciation where necessary. Elicit some of the students' ideas, preferably using an OHT or other visual medium. Students may wish to add or edit their answers for Table 1 in Exercise B1 at this point.
- 4 Set the task. Students complete individually, then compare answers in pairs. Elicit answers, preferably using an OHT or other visual medium.
- 5 Students now draw their own family tree. They may wish to add the name of each person. Students can then explain their family trees to each other in pairs or small groups. Remind students of some

phrases, if necessary, e.g., *This is my mother. Her name's ...* Get students to use the possessive adjectives *her, his, their* and to avoid using the Saxon genitive *My mother's name is ...*

Methodology note

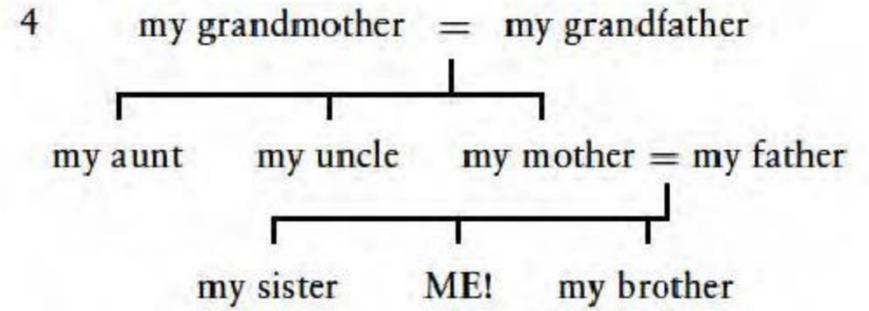
In Spanish and other Latin languages, the word *parent* is a 'false friend'. The word translates as *relative* in English. You therefore need to make it clear that, in English, *parents* is used for your mother and father only. All other family members are described as *relatives*.

Answers

1

| | male | female | both |
|-------------|------|--------|------|
| aunt | | ✓ | |
| boyfriend | ✓ | | |
| brother | ✓ | | |
| cousin | | | ✓ |
| daughter | | ✓ | |
| father | ✓ | | |
| girlfriend | | ✓ | |
| grandfather | ✓ | | |
| grandmother | | ✓ | |
| husband | ✓ | | |
| mother | | ✓ | |
| parents | | | ✓ |
| relatives | | | ✓ |
| sister | | ✓ | |
| son | ✓ | | |
| uncle | ✓ | | |
| wife | | ✓ | |

3 Answers depend on students.



5 Answers depend on students.

Transcript 1:10

Presenter: Lesson 2: Speaking
 Exercise B2. Listen to pairs of family words. Repeat each pair.

Voice: mother and father
 brother and sister
 son and daughter
 uncle and aunt
 mother and daughter
 father and son
 parents and children
 grandparents and grandchildren
 husband and wife
 boyfriend and girlfriend
 children and babies
 parents and relatives

Exercise C

Check students understand the task. They need to circle the people in photos 1–4 that they hear. Play 1:11, pausing after each speaker. Students discuss the answer in pairs. Elicit answer and play 1:11 again, if necessary.

Students work in pairs. One student pretends to be one of the people in the photos. The student describes it as in the transcript. The second student listens and works out which person is speaking. If this is too difficult, take the part of one of the people yourself, and say the sentences for the class.

Answers



Transcript 1:11

Presenter: Exercise C. Listen. Which person is speaking?

Voice 1: In this photo, you can see my son and daughter. They are looking at holiday photos on our laptop. My husband is typing.

Voice 2: In this photo, I am with my family. You can see my brother, my two younger sisters, and also my baby sister. Her name is Jane. My father is taking the photograph.

Voice 3: In this photo, you can see all the people in my house. My mother is on the right and my father is on the left. My wife is in the middle. You can see our two children, Sarah and Ben.

Voice 4: In this photo you can see all my relatives. We have a big family! It's a birthday party. My grandmother is 80. All my aunts and uncles and cousins are in the photo. My mother is in the middle in the blue dress. My father is standing behind her. I am sitting on the right. My baby is with me.

Methodology note

There is a small amount of extraneous information which the students do not need to understand to be able to identify the picture and the person who is speaking. This is the first direct work on tolerance of ambiguity, which is a basic element in good language learning. We will never understand everything that is said to us in a foreign language – we must try to cope with the information we do understand.

Exercise D

- 1 Explain that two students are talking about their home, family and work. Ask students to study the pictures for the conversation. Ask students to guess what some of the questions and answers are, but do not confirm or correct at this point. Play  1:12. Discuss what students predicted correctly. Check the meanings of the words *difficult* and *part-time*.
- 2 Play  1:13. There is a pause after each line for students to repeat. Drill each question and answer.
- 3 Monitor while students practise the conversation in pairs. Give feedback.
- 4 Check students understand the task. Elicit possible variations for some of the questions and answers. Demonstrate new conversations with one or two pairs of students, if necessary. Monitor while students are practising and give help. For consolidation, especially for read/write learners, ask students to write down their conversation.

Methodology note

The conversation is an important activity in its own right, of course. However, this exercise and Exercises E and F build towards students giving a short talk about home, work and family.

Transcript 1:12

- Presenter: Exercise D1. Listen to the conversation.
- A: Where do you live?
B: In an apartment in the city centre.
A: Is it near the university?
B: No, it isn't. The bus takes 40 minutes.
A: Who do you live with?
B: My parents, my brothers and my sisters.
A: Is it a big apartment?
B: No, it isn't. Sometimes it's very difficult.
A: Do you have a part-time job?
B: Yes, I do. I work in a computer shop.

Transcript 1:13

- Presenter: Exercise D2. Listen and speak.
- A: Where do you live?
[PAUSE]
B: In an apartment near the city centre.
[PAUSE]
A: Is it near the university?
[PAUSE]
B: No, it isn't. The bus takes 40 minutes.
[PAUSE]
A: Who do you live with?
[PAUSE]
B: My parents, my brothers and my sister.
[PAUSE]
A: Is it a big apartment?
[PAUSE]
B: No, it isn't. Sometimes it's very difficult.
[PAUSE]
A: Do you have a part-time job?
[PAUSE]
B: Yes, I do. I work in a computer shop.

Exercise E

Give students time to read the verbs. Refer students to the first phrase. Elicit *I work in a bank*, or *My mother works in a bank*. Set for pairwork. Elicit answers. Drill some of the completed sentences. Point out the importance of the correct preposition in each case.

Answers

Answers depend on students.

Exercise F

Set the task. Give students time to read the words in the first column of the table. Go over the example. Play 1:14. Students discuss answers in pairs. Elicit answers, replaying the CD if necessary. Build up model notes on the board. Drill some of the sentences from the talk if you wish.

Optional activity:

Give out copies of the transcript (or display on an OHT or other visual medium). Play 1:14 again, with students following the transcript. Ask students to underline all the verbs.

Answers

| | |
|------------|------------------------|
| adults | 2 – father, mother |
| teenagers | 2 – brother, me |
| sister | ✗ |
| parents | live with, small house |
| city | 2 km from house |
| garden | small |
| cat | ✓ |
| university | study Eng and tourism |
| job | part time, restaurant |

Methodology note

The notes for this talk will obviously help students to know what to do when making notes for their own talk (Exercise G), so it is worth spending plenty of time on this.

Transcript 1:14

Presenter: Exercise F. Listen to a student's talk about his family.

Student: OK, er, this talk is about my home and family ... and my work. We're a small family. There are two adults – my mother and father. And there are two teenagers – my brother and me. I don't have a sister. I live with my parents in a small house. It's about, um... two kilometres from the city. There's a small garden and we have a cat. I study English and Tourism at university. I have a part-time job at the weekend. I work in my father's restaurant. That's all.

Skills Check

At a suitable point in Exercise G, go over the Skills Check and check students understand the information. Remind students of what they have learnt from Level 1a about giving a talk:

- stress important words
- use good intonation
- look up and smile
- pause after commas and full stops
- start and end a talk clearly
- show enthusiasm

Exercise G

- 1 Set the task for students to give a talk about their lives. Put the following table up on an OHT or other visual medium:

| | |
|--------|--|
| family | |
| house | |
| job | |

Elicit examples of notes. Emphasize that students should not write full sentences. Monitor while students continue with their notes. Give help where necessary.

Divide the class into pairs or small groups.

Students should help each other with practising and saying sentences with good pronunciation, stress and intonation.

- 2 Now divide the class into different groups.

Students take it in turns to give their talk to the rest of the group. Monitor. Ask some students to tell you what they have learnt about another student in their group. Give feedback on common problems you noted while monitoring.

Methodology note

Give a task to the listening students in each group or they might get bored when others are giving their talks. Give students a feedback form to complete while listening (see below for a suggestion). Alternatives are to use scores out of five or smiley faces like those on cellphones. Use this idea with tact and discretion if you have less able students in the class, and encourage students to be positive. Avoid asking students to comment on grammar, etc., and stick to more general non-linguistic points, as suggested on the form.

Feedback form

| | | | |
|---------------------|-----------|-------|--------|
| Speaker's name: | Topic: | | |
| Did the speaker ... | sometimes | often | always |
| look up? | | | |
| smile? | | | |
| show enthusiasm? | | | |

Closure

Use feedback on the students' talks for closure.

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:

- develop vocabulary related to family life;
- provide personal information;
- talk about quantity using *a few, many, most, all*;
- stress important words.

Introduction

Ask students to empty their pockets or bags (or as much as they want to display!) and put the contents on the desk. Students try to name the possessions in English. Practise the words for some of the items and write them on the board. Be selective about the number of possessions, or the activity could take up too much time. Useful words could include:

cellphone
keys
credit/debit cards
driving licence
wallet/purse
money/cash

Teach the word *possessions*.

Exercise A

Set the task. Students complete individually, then compare answers in pairs. Elicit answers and practise the pronunciation. Ask students how many of the items they have.

Answers

- | | |
|-------------------|---------------|
| 1 cellphone | 5 passport |
| 2 laptop computer | 6 credit card |
| 3 digital watch | 7 pet |
| 4 mp3 player | 8 CD player |

Exercise B

Exploit the photo and teach the phrase *to do a survey*. Ask students to read the conversation and try to fill in the missing words. Play  1:15 so that students can check their ideas.

Elicit answers and go over any problem items. Remind students about using polite intonation (see Level 1a, Unit 5, Lesson 3).

Play  1:15 again, pausing after each line for students to repeat. Encourage them to copy the intonation.

Students practise the conversation in pairs. If possible, ask them to do this from prompts on the board rather than reading out the complete conversation. Monitor and give feedback.

Transcript & answers

Transcript 1:15

Presenter: Lesson 3: Vocabulary and Pronunciation.

Exercise B. A student is asking questions. Listen and complete his conversation with a teenager.

- S: I am doing a survey on possessions.
T: OK.
S: Can I ask you some questions?
T: Yes, sure.
S: Do you have a credit card?
T: No, I don't.
S: Do you have a digital watch?
T: Pardon? What kind of watch?
S: A digital watch.
T: What's a digital watch?
S: It has numbers, like 2.35. It doesn't have hands.
T: Oh, right. Yes, I do.

Methodology note

The American usage of *have* is given here: *Do you have ...?* In British English, this would often be *Have you got ...?* although the American form is becoming more widespread in the UK.

Exercise C

Draw students' attention to the Pronunciation Check. Ask them to practise stressing the words in the example sentences. Monitor. Set the task. Students ask each other about their possessions, using *Do you have a ...?* Elicit other possessions students might want to ask about, e.g., *a car, a plasma TV, a motorbike, a BlackBerry, etc.*

This could develop into a class survey about possessions.

Monitor and give feedback. Ask students which are the most popular possessions in the class. You can also preview here the use of partitives (*all, most, many, etc.*) later in the unit.

Answers

Answers depend on students.

Exercise D

Set the task. The activity can be done orally or in writing. If orally, students can say the sentences to each other in pairs. Elicit some of the students' sentences. Drill them, making sure students stress the correct words in each sentence. Point out that the negative auxiliary *don't* is stressed more than the infinitive in each negative sentence.

Answers

Answers depend on students.

Exercise E

Write the following sentence on the board:

... *teenagers in Britain have a cellphone.*

Ask the students what words you can put in front of *teenagers*. Check or teach the set of words from this exercise.

Answers

- | | |
|--------|---------|
| 1 all | 4 some |
| 2 most | 5 a few |
| 3 many | |

Set the task, pointing out that the pie chart shows you the amount in each case. Feed back, getting the words on the board in order, from most to least, in front of *teenagers*.

Ask students which word they think is true. Do not confirm or correct – tell them the answer is in the next exercise.

Exercise F

Explain that students are going to read about teenage life in Britain. Set the task and go over the example. Ask students what kind of word is missing in each sentence (nouns). Point out that the missing nouns are all words from the unit so far.

Students complete the task individually, then compare answers in pairs. If students find the activity difficult, you can either provide the first letter of each answer, or put all the words for the answers on the board in the wrong order. Elicit answers.

Answers

Teenage life in Britain

All teenagers in Britain stay at *school* to the age of 16. Many teenagers stay another two *years*. Some teenagers go to university or *college* after school. Many teenagers have a part-time *job*.

Most teenagers in Britain live with their *parents*. Most teenagers live in *houses*. Some houses have a

small garden. A few teenagers live alone. You can leave *home* in Britain at 16.

Many teenagers have a *pet*. Cats and *dogs* are very popular.

Some teenagers in Britain have a *cellphone*. Most teenagers in Britain have an mp3 *player*. Some teenagers don't have a CD *player* now.

Some teenagers don't have a *passport*. They have holidays in Britain. A few teenagers go on *holiday* alone.

Exercise G

Set the task. Elicit some ideas for differences between teenagers in Britain and in the students' own country. Encourage full sentences:

In this country, teenagers stay at school to the age of 14.

Most teenagers don't live in houses. They live in apartments.

Students continue discussing differences in pairs or small groups.

Finally, students write some sentences or a text about teenage life in their country.

Answers

Answers depend on students.

Methodology note

In this course, we do not focus much on the vowel sound in the following words: *answer, aunt, father*. This is partly because there are differences in pronunciation between British English speakers, but also because there are differences in pronunciation between British English and American English speakers. Decide which vowel sound is most appropriate for your situation.

Closure

Write the following words on the board:

work
live
leave
parent
many
all
few
don't
survey
digital

Point to each word and elicit the correct pronunciation. Tell students to learn the spelling of the words for homework.

Lesson 4: Reading

Objectives

In this lesson, students will:

- extract specific information from a leaflet;
- scan for specific information.

Introduction

Make flashcards of the key words from this unit. Flash the whole words, then flash the cards with the second half of each word covered.

Hand the flashcards out and get people to find connections, e.g., male/female, all the adults, all the possessions, etc.

Exercise A

Ask students: *When can you leave school in your country?* Elicit answers. Put them in pairs (from different countries, if possible) to do the rest of the activity. Feed back, getting information from all the countries represented in your class.

Exercise B

Students may not realize that most of these points are sociocultural – there is no universal law about it. Try to ensure that students understand this. Explain that the text on the page comes from a leaflet in Britain which gives advice. Refer students to the Skills Check and deconstruct it: show that *leave school*, for example, is a phrase. Say that if you write the phrase and look at it for a few seconds, then it is easier to find it in a text. Mime, then set for individual work and pairwork checking. Feed back orally.

Answers

| | |
|--------------|----|
| leave school | 16 |
| leave home | 16 |
| drive a car | 17 |
| get married | 18 |

Language and culture notes

You can, in fact, get married in Britain at 16, but only with your parents' consent. You can leave home at 16, but the local authority will place certain restrictions on you until you are 18. You can drive a car on a provisional licence at 17, but you must pass a test before you can drive on your own.

Point out that *marry* and *get married* have the same meaning. *Marry* is more formal.

Exercise C

- 1 Point out that the pictures that accompany a text can really help with understanding new words. Ask students if they know any of the words in the list. Elicit ideas, but do not confirm or correct.
- 2 Set for individual work and pairwork checking. Feed back, checking answers and correcting. Show how the patterns students know help them to identify the part of speech, e.g., the next word after *can* is a verb, a word after a verb is often a noun. Set for pairwork. Monitor and assist. Feed back, ideally onto an OHT or other visual medium of the text.
- 3 Demonstrate a few of the words with individual students, e.g., *farm* – a place with animals and plants for food.
- 4 Set for individual work and pairwork checking. Feed back, dealing with any difficult words.

Answers

farm (*n*)
pet (dog) (*n*)
newspaper (*n*)
stack (*v*) / shelves (*n*)
moped (*n*)
vote (*v*)
credit card (*n*)
cigarettes (*n*)
drive (*v*) / lorry (*n*)
adopt (*v*) / child (*n*)

Exercise D

Show how each point can be made into a test item, e.g., *When can you have a credit card in Britain?* Point out that students must use *at* in their answers (because it is an age).

Ask if students are surprised about anything they can or can't do at their age in Britain.

Answers

Answers depend on students.

Exercise E

Ask a number of students how old they are. Set for individual work and pairwork checking. Feed back orally.

Answers

Answers depend on students.

Closure

Use the flashcards. Then ask students to help you with information about the law in their country, e.g., *My son is 12. Can he get a part-time job? My daughter is 17. Can she drive a car?*

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- develop sound/spelling relationships: vowels;
- use prepositions and study word order;
- study sentence patterns with prepositions and modals.

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 for other words with *a*. Repeat with *e*, *i*, and *o*.

Language and culture note

Note that the letter *u* does not have the same range of sounds as the other vowels. It is nearly always /ʌ/, e.g., *but*, plus the schwa produced by *-ure* in words like *picture*.

Answers

| | | | |
|-------|----------|--------|----------|
| adult | woman | baby | teenager |
| men | women | friend | person |
| child | children | friend | right |
| woman | women | mother | work |

Exercise B

Work through the first two gaps as examples, pens down. Then set for individual work and pairwork checking. Feed back, ideally onto an OHT or other visual medium. Highlight the patterns of preposition use here, as follows:

| | |
|---------------|-----------------------|
| <i>after</i> | time |
| <i>at</i> | age |
| <i>before</i> | time |
| <i>for</i> | period of time |
| <i>from</i> | time/day |
| <i>in</i> | country |
| <i>in</i> | period of time |
| <i>on</i> | day |
| <i>to</i> | school = fixed phrase |
| <i>to</i> | time/day |

Answers

You can get a job *in* Britain *at* 13, but there are many laws. You cannot work *before* seven *in* the morning, or *after* seven *in* the evening *on* a school day. Children go *to* school *in* Britain *from* Monday *to* Friday. You can only work *for* two hours *on* a school day. You can only work for five hours *on* Saturday and two hours *on* Sunday.

Methodology note

You can never spend too much time on prepositions in a writing lesson! Prepositions in English present serious difficulties for the language learner. There are patterns which can be learnt (see highlighted points above), but students need a lot of practice to get their usage right consistently. Remember that, in the students' L1s, there may be far fewer prepositions, or the prepositional idea might be contained within the verb or the inflection of the noun.

Exercise C

- 1 Set for individual work and pairwork checking. Elicit possible answers from students, with pens down. Confirm the correct order and rewrite the sentence on the board.
- 2 Point out that we often add extra information to a basic sentence. Set for pairwork. Encourage students to say the resulting sentences in their heads to see if they sound right; it may also help to write them out for the same purpose. Feed back, pointing out that these prepositional phrases can go in a number of places (see Answers).
- 3 Highlight the need for commas and capital letters as relevant. Explain that it is useful to have the different patterns if you need to give a lot of similar information in a paragraph. You must vary the pattern so the reader does not get bored. Set for individual work and pairwork checking.

Answers

The basic sentence:

Children can leave school.

The phrases normally go after the basic sentence, as follows:

Children can leave school at 16 in Britain.

or

Children can leave school in Britain at 16.

This is also correct:

Children in Britain can leave school at 16.

It is also possible, however, to put the place at the beginning and age at the end:

In Britain, children can leave school at 16.

or vice versa:

At 16, children can leave school in Britain.

Language and culture note

In formal written English, we often need to give a lot of similar information in the same text or even the same paragraph. It is essential that students learn a range of word-order patterns within a fixed framework in order to give some variety to their writing.

Exercise D

Give students time to write their sentences. Monitor and assist. Feed back, getting students to tell you about capital letters, commas and full stops as you write sentences on the board.

Answers

- 1 Most teenagers have a cellphone in Britain. / In Britain, most teenagers ... / Most teenagers in Britain ...
- 2 You can get a job in my country at 14. / In my country, you ... / At 14, you ...
- 3 A girl can get married in Tanzania at 12. / In Tanzania, a girl ... / At 12, a girl ...

Exercise E

- 1 Elicit the completions and get the sentences on the board. Drill them. Monitor and assist.
- 2 Feed back, eliciting some sentences about the students' own countries.

Answers

| S | V | Prep | Noun | Other |
|---------------|----------|-----------|--------|-------------------|
| Children | can work | <i>in</i> | a shop | at 14. |
| Many students | live | <i>at</i> | home | until they marry. |
| Most adults | go | <i>to</i> | work | by car. |

Methodology note

This exercise focuses on the use of prepositional phrases after intransitive verbs (i.e., those that do not take an object).

Exercise F

Repeat the procedure for Exercise E.

Answers

| S | V | O | Other |
|-----------------|-----------|--------------------|--------|
| Children | can leave | <i>school/home</i> | at 16. |
| A few teenagers | drive | <i>cars</i> | at 18. |
| Most people | stop | <i>work</i> | at 65. |

Methodology note

This exercise focuses on the use of nouns after transitive verbs (i.e., those that normally take an object). Point out to students that the word *work* in this table is a noun.

Exercise G

- 1 Set for individual work and pairwork checking.
- 2 Make sure students understand the use of *don't* before the infinitive. Set for individual work and pairwork checking. Feed back orally. Get some of the best sentences on the board.
- 3 Repeat the procedure for 2.

| S | V | O | Other | Other |
|-----------------------|-----------------------|--------------|---------------|--------------|
| <i>Most teenagers</i> | | <i>have</i> | an mp3 player | |
| | <i>do not (don't)</i> | <i>have</i> | a CD player | |
| Teenagers | <i>can</i> | <i>drive</i> | a car | <i>at 17</i> |
| | <i>cannot (can't)</i> | <i>drive</i> | a lorry | |

Answers

See table at bottom of page.

Exercise H

Work through the questions, drilling them.

Demonstrate the activity with a good student, asking questions with *Can ...* until you get a *No* answer and then making the negative sentence. Set for pairwork. Monitor and assist. Feed back, eliciting some sentences about the partners' countries.

Methodology note

Negative sentences with *can* are dealt with in Level 1a, Unit 4. Refer students to the table on page 59 to remind them of the construction, if necessary.

Exercise I

- 1 Set for individual work and pairwork checking. Feed back orally.
- 2 Set for individual work.
- 3 Put students into pairs to complete the activity.

Methodology note

Some teachers may be surprised by the use of grammar metalanguage – *modal, infinitive* – but it really is unavoidable if we want students to be able to refer to other sources of information about grammar.

Language and culture note

Be aware that some languages express possibility or legal ability (as here) with an inflected verb, i.e., the equivalent of *He cans to vote*. In other words, there is no universal rule that non-facts must be modal words with a different grammar from inflected verbs.

Methodology note

If you think students are ready for it, start using the word *auxiliary* for *do*. Explain that the word means 'helping' and *do* helps make questions like this.

Exercise J

Set for pairwork. Elicit answers. Show the pattern (in Answers). Drill the expressions.

Answers

| Q. word | do | Pronoun | Infinitive | O | |
|---------|----|---------|------------|---------------|---|
| How | do | you | say | this word | ? |
| What | | | spell | <i>people</i> | |
| | | | call | this thing | |

Closure

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

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- write a short text about the law in own country;
- focus on spelling plurals with *s/es/ies*;
- study SVO sentences, word order and joining sentences with *and* and *but*.

Introduction

Remind students of the sound /æ/. Elicit words with the /æ/ sound, e.g., *adult, map, man, has*.

Dictate some words with /æ/ and ask students to guess the spelling. Tell them not to worry about the meaning.

bag

pan

fan

tap

Point out the effect of *e* after a consonant with this letter – the ‘Magic E’ in British primary schools! It often makes the letter *a* have the sound /eɪ/, e.g., *male, name, make*.

Dictate some words with /eɪ/ and ask students to guess the spelling. Again, tell them not to worry about the meaning.

wake

fate

shame

dale

Exercise A

Get students to cover the right-hand side of the page. Set for individual work and pairwork checking. If students are struggling, point out that it is a mistake with the form of one word. Feed back, but do not confirm or correct.

Exercise B

Refer students to Skills Check 1. Feed back on Exercise A, confirming and correcting this time.

Answers

In Britain, *children* do not go to school on Saturday and Sunday.

There are three *men* in my office.

How many *women* can you see in the picture?

A lot of *people* in Britain don't smoke.

Language and culture note

There is a word *persons* in formal English, but its use is restricted to legal English, e.g., *Persons will not be admitted without authorization*.

Exercise C

Write the sentence on the board. Teacher-pace the activities, i.e., set each one for individual work and pairwork checking, then move students on as a group to the next point. Do not feed back until students have read Skills Check 2 and checked their own work. Build up the table on the board. Point out that the subject can be a noun or a pronoun.

Answers

| Subject | | Object | |
|------------------|-----------|---------------|--------|
| <u>Teenagers</u> | can leave | <u>school</u> | at 16. |
| They | | | |

Methodology note

Of course, the object can be a pronoun too, but this will be covered in the next unit.

Exercise D

Make sure students realize that they will need to find a S and a V in every sentence, but some sentences may not have an O. Set for individual work and pairwork checking. Feed back, building up the table (see Answers) on the board.

Answer

| | S | V | O | |
|-------------|-----------|-----------|--------|--------|
| In Algeria, | teenagers | can leave | school | at 16. |
| | They | can get | a job | at 16. |
| | Males | can marry | | at 21. |
| | Females | can marry | | at 18. |
| | Teenagers | can drive | | at 18. |
| | They | can vote | | at 18. |

Exercise E

- 1 Point out that there is nothing wrong with short sentences, but readers often find longer sentences more interesting. Say that we can join short sentences with *and* and *but*. Write the words on the board.

Refer students to the sentences in Exercise D. Say that these are short sentences. Write the word *and* on the board. Ask students to find sentences which can be joined with *and*. Repeat with *but*. Do not confirm or correct at this point.

- 2 Refer students to Skills Check 3. Check that students understand what it says. Set for individual work. Monitor and assist.
- 3 Feed back, building up model versions on the board. Note that it is important for students to realize when they cannot join sentences.

Answers

In Algeria, teenagers can leave school at 16 *and* they can get a job at 16. Males can marry at 21 *but* females can marry at 18. Teenagers can drive at 18 *and* they can vote at 18.

Methodology note

As stated before, 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 with both reading and writing of more interesting sentences and paragraphs. In this case, we have not taught deletion of repeated subject, etc. This will come in later units.

Language and culture note

Do not assume that the logical rules for joining sentences are the same in your students' language(s). They may not join sentences in this way – they may not have direct equivalents of the conjunctions *and* and *but*. Teach this, therefore, not as a natural rule, but simply as what we do in English.

General note: The material on page 19 can be done as a test, in class or for homework. If done as homework, 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, 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 F

Answers

| | | | | |
|---|--------------------|------------------------|------------------|---|
| 1 | Most adults go | <i>to work by car.</i> | | <i>prep phrases after V</i> |
| 2 | Children can | <i>have a job</i> | at 13. | <i>objects – word order</i> |
| 3 | Many children have | <i>jobs.</i> | | <i>subject / object agreement</i> |
| 4 | Can | <i>teenagers vote</i> | in your country? | <i>yes / no questions with modals</i> |
| 5 | When | <i>can children</i> | leave school? | <i>Wh- questions with modals</i> |
| 6 | Some old people | <i>don't have</i> | a cellphone. | <i>use of auxiliary do with negatives</i> |
| 7 | Do | <i>you work</i> | in a bank? | <i>word order in questions</i> |
| 8 | I live | <i>in</i> | a small house. | <i>preposition with accommodation</i> |

Exercise G

Set for individual work and pairwork checking. Refer students back to the text about Algeria from Exercise D if they need a model. Feed back, building up a model text on the board.

Answers

Model text

In Turkey, children can get a job at 13 and they can leave school at 14. Male teenagers can marry at 17, but female teenagers can marry at 15. People can drive at 18 and they can vote at 18.

Exercise H

Make sure students realize that they should add information about other areas in their country. Refer them back to the reading text *Know the law* on page 15 if they are having difficulty. Remind them also about joining sentences with *and* and *but*.

Set for individual work. Monitor and assist. If students are from the same country, you may want to get a consensus from the whole class on the information in the table.

Exercise I

Students complete for homework. They could even do some research if there are areas which they are not sure about.

Closure

If you think the students are able to engage in the conversation, ask why there are differences between countries. Students could discuss this question in their own language, even if they cannot explain their answers in English.

Get students to ask you about the situation in your country, if you are from a different country, with regard to each of the points in Table 1.

Key vocabulary

| | | |
|--------------------------|-------------------------------|-------------------------|
| about (<i>adv</i>) | go (<i>v</i>) | road (<i>n</i>) |
| airport (<i>n</i>) | journey (<i>n</i>) | rush hour (<i>n</i>) |
| arrive (<i>v</i>) | leave (<i>v</i>) | sail (<i>v</i>) |
| bicycle (<i>n</i>) | method (<i>n</i>) | ship (<i>n</i>) |
| boat (<i>n</i>) | million (<i>n</i>) | speed (<i>n</i>) |
| bus (<i>n</i>) | motorbike (<i>n</i>) | stop (bus) (<i>n</i>) |
| bus station (<i>n</i>) | nearly (<i>adv</i>) | stop (bus) (<i>v</i>) |
| car (<i>n</i>) | on foot (<i>n</i>) | street (<i>n</i>) |
| come (<i>v</i>) | on time (<i>n</i>) | taxi (<i>n</i>) |
| drive (<i>v</i>) | over (<i>adv</i>) | ticket (<i>n</i>) |
| exactly (<i>adv</i>) | per cent (<i>n</i>) | traffic (<i>n</i>) |
| fast (<i>adj</i>) | plane (<i>n</i>) | train (<i>n</i>) |
| flight (<i>n</i>) | public transport (<i>n</i>) | walk (<i>v</i>) |
| fly (<i>v</i>) | railway station (<i>n</i>) | wheel (<i>n</i>) |

Lesson 1: Listening

Objectives

In this lesson, students will:

- listen to identify words connected with travel;
- revise /ɪ/, /aɪ/, /æ/ and /eɪ/;
- listen for specific information: numbers and percentages.

General note: By the end of this unit, the students should be able to hear and identify, in isolation and in context, the words above linked with transport. They should also be able to say the words with reasonable pronunciation and to use the words in simple SVOA sentences, e.g., *You can drive a car at 16.*

Introduction

Refer students to the picture. Focus on items in the pictures from Level 1a, including colours, e.g., *Find a river, village. What's green in the picture? What colour are the clouds?*

Ask: *What can you see on the left / right / at the top / bottom / in the middle?* Elicit answers, but do not confirm or correct.

Exercise A

Say OK. *Let's check these words.* Play the first part of 1:16, with the words in isolation. Students point to the part of the picture.

Play the second part of 1:16, with the words in context. Students point to the correct part of the picture. In this case, there is only one correct place.

Transcript 1:16

Presenter: Unit 2: Inventions and Discoveries
Lesson 1: Listening
Exercise A. Listen and point.

Voices: a bicycle
a boat
a bus
a car
a plane
a ship

a train
 a road
 a river
 the sky
 the sea
 tracks

Voices: There is a boat on the river.
 There are three cars on the road.
 I go to work by bus.
 How many planes are there in the picture?
 Where's the ship going?
 Have you got a bicycle?
 Are there many people on the train?
 Do you like walking?

Exercise B

Refer students to the table. Read the question. If possible, show the location of New Zealand on a map. Find out what students know about the country of New Zealand – language, population, climate, etc. Elicit the methods depicted. Check by asking the position of each method in the table, e.g.,

You say: *car*

Students say: *one* or *first*

Correct students to *first*.

With the whole class, repeat for three or four of the other methods, randomly, then continue asking individual students.

Ask what others could be. Point out that it must be a way to get to work and it cannot be any of the ones depicted. Elicit or say *helicopter, boat, plane!* If students can suggest things that are obviously ridiculous but fit, like *swimming*, so much the better. Tell students they will hear some words that they do not know. They should not worry about this, but should just listen for the key information.

Refer students to the first line of data and play the first part of 1:17. Elicit the number and show students how to write it in the space.

Play the second part of 1:17, pausing if necessary for students to write the relevant number.

Students compare in pairs.

Feed back, ideally onto an OHT or other visual medium of the table. Make sure students have used the comma correctly in the number.

Refer students to the last column of the table. Elicit the meaning of the symbol – percentage – and demonstrate that it means ‘out of 100’. You can do this by showing that the symbol has the 00 of hundreds and the line of division. Ask students: *What percentage of people go to work by car in New Zealand?* Elicit ideas.

Play the last part of 1:17. Check that students have correctly identified the number. Check particularly that they have heard and can write the decimal number correctly.

Methodology note

As in Unit 1, Exercise D, there is a lot of extra information here, which students do not need to understand in order to complete the task. This is deliberate in order to develop in students a tolerance of ambiguity.

Answers

| Method | Number | % |
|-----------|-----------|------|
| car | 1,100,000 | 82.6 |
| walk | 93,000 | 6.9 |
| bus | 52,000 | 3.9 |
| bicycle | 41,000 | 3.0 |
| motorbike | 17,000 | 1.2 |
| train | 15,000 | 1.1 |
| others | 13,000 | 0.9 |
| Total | 1,331,000 | 100 |

Transcript  **1:17**

Presenter: Exercise B. Listen and complete Table 1.
Part 1

Lecturer: As you know, transport is a very important part of town planning. So today we are going to look at how people travel around a town or city. The first country we're going to look at is New Zealand.

How do most people get to work? According to a recent survey, most people in New Zealand go to work by car. The total population is a little over four million people.

However, the researchers say that one million, one hundred thousand people go to work by car each day. So you can see this country has a big problem.

Presenter: Part 2

Lecturer: Walking is in second place. Ninety-three thousand people walk to work. That's 93,000. In third place is the bus. Fifty-two thousand people go to work by bus each day. That's not many, is it? Nearly 60,000 people in total ride to work. That's six zero. Forty-one thousand go by bicycle and ... er ... 16, no sorry, 17,000 go by motorbike. Yes, 17,000 for motorbikes. Only 15,000 go by train. Maybe trains are very expensive. Finally, 13,000 people go to work by another method. For example, on roller skates or on a skateboard!

Presenter: Part 3

Lecturer: OK. We can look at these numbers in a different way. What percentage of people go to work by car in New Zealand? Now, where is it? Er, the answer is 82.6%. Here are the percentages for the other methods. Walking – only 6.9%. Next is going by bus – 3.9%. So that's 3.9% for buses. What about bicycles? – 3.0%. Only 1.2% use a motorbike, and going by train is less, at 1.1%. All the other methods add up to 0.9%. So there is some surprising information here ...

Exercise C

Ask: How many people go to work by car in New Zealand? Elicit the answer.

Ask: What percentage of people go to work by car? Elicit the answer. Make sure that students are saying the decimal point correctly.

Play  **1:18.** Elicit answers chorally then individually.

Transcript  **1:18**

Presenter: Exercise C. Listen and answer.

- Voice:**
- 1 How many people go to work by car in New Zealand?
 - 2 What percentage of people go to work by car?
 - 3 How many people go to work by motorbike?
 - 4 What percentage of people go to work by train?
 - 5 Forty-one thousand. What's that?
 - 6 Three per cent. What's that?
 - 7 What's the total number of people in this table?

Exercise D

Put students into pairs. Make the statement below. Then ask if it is true or false. Do not allow students to answer. Get them to tell their partner.

The car is the most popular method. (true)

Feed back. If necessary, explain that *popular* means 'many people like it'. Get students to explain their answer, *It is in first place.*

Play 1:19, pausing after each statement for students to discuss in pairs. Do not let students shout out the answer. Point out they must explain their answer, as in the example.

Answers

| | |
|--|---|
| The car is the most popular method. | True. It is in first place. |
| Walking is more popular than riding a bicycle. | True. It is in second place; riding a bicycle is in fourth place. |
| The bicycle is in third place. | False. It is in fourth place. |
| The train is not as popular as the bus. | True. It is in sixth place, and the bus is in third place. |
| Nearly 60,000 people ride to work. | True – bicycle + motorbike. |
| Nearly 10% of people go by bicycle or motorbike. | False. Nearly 5% do that. |

Transcript 1:19

Presenter: Exercise D. Listen and answer true or false.

- Voice:
- 1 The car is the most popular method.
 - 2 Walking is more popular than riding a bicycle.
 - 3 The bicycle is in third place.
 - 4 The train is not as popular as the bus.
 - 5 Nearly 60,000 people ride to work.
 - 6 Nearly 10% of people go by bicycle or motorbike.

Exercise E

- 1 Refer students to the five pictures. Set for individual work and pairwork checking. Play 1:20. Students number the pictures. Feed back. You may wish to demonstrate the different pronunciation of the verbs *walk* and *work*, which students often get confused.
- 2 Play the first question of 1:21 as an example. Elicit an answer chorally. Continue with the other questions. Repeat, directing the question at individuals each time.
- 3 Ask students to cover their pictures and try to remember the location and details of each picture. Teach them *far* to go with left and right, e.g., *on the far left*. They can test each other in pairs.

Answers

1 A5, B1, C2, D4, E3

Transcript 1:20

Presenter: Exercise E1. Listen and number.

- Voice:
- 1 drive
 - 2 ride
 - 3 walk
 - 4 sail
 - 5 fly

Transcript 1:21

Presenter: Exercise E2. Listen and answer.

- Voice:
- 1 Do you drive to college?
 - 2 Do you have a bicycle?
 - 3 Do you walk a lot?
 - 4 Can you fly a plane?
 - 5 Where can you sail in your country?

Exercise F

- 1 This activity encourages students to start predicting information. Refer students to Table 2. Ask the question: *Which is the fastest of these?* Mime, if necessary. Elicit ideas. Ask: *How fast can a plane go?* Check or teach *speed*. Elicit some ideas and,

eventually, add *kilometres per hour*. Make sure students understand the concept and the abbreviation *kph*. Go through the other methods, eliciting ideas. Do not confirm or correct.

- 2 Refer students to the blue box with the numbers. Explain that they are going to hear these numbers. Get some good students to say the numbers out loud. Make sure they are saying the number after the decimal point as separate items, e.g., *point eight three not point eighty three*. More practice in saying these numbers is given in the next lesson. Refer students to the green box with the dates. Explain that they are going to hear these dates. Get some of the good students to say the dates out loud. Point out that the numbers are speeds. Put them into pairs to try to work out which goes with each method of transport. Refer students to Skills Check 1; check the meaning of *predicting*. Explain why this is important before listening to a talk. Play 1:22. Students should mark up the lists of numbers and dates as they listen, then copy them into the correct place in the table. Do not elicit answers at this stage. Note: There are two numbers and two dates that are not used.

Transcript 1:22

Presenter: Exercise F2. Listen and copy speeds and dates into the table.

Voice: The record speed for a plane is 7,692.66 kilometres per hour. The record was set on 28th March 2004.

The record speed for a car is 1,227.98 kilometres per hour. The record was set on 15th October 1997.

The fastest speed for a motorbike is 518.45 kph. This record was set on 14th July, 1990.

On 18th May 1990, a train travelled at 515.30 kph.

What is the record speed for a bicycle? 50 kph? 100? 200? On 3rd October, 1995, a bicycle travelled at 268.83 kilometres per hour. The bicycle was behind a car.

Methodology note

Students have, until now, only formally revised the ordinals up to nine. They should, however, be able to remember or work out how to say the other ordinals in the dates.

Students have not formally revised how to write dates as DD/MM/YY. Point out that the second number is the number of the month, e.g., 05 = 5th month, or May. You may well have to revise this.

Exercise G

Practise the language in the speech bubbles. Elicit other possible questions and answers, and practise them with the class. Remind students to use the auxiliary *do* for questions in the present simple.

Students continue in pairs or small groups. Monitor.

Give feedback and elicit the correct answers using an OHT or other visual medium.

Answers

| | Speed (in kph) | Date |
|-----------|----------------|----------|
| plane | 7,692.66 | 28/03/04 |
| car | 1,227.98 | 15/10/97 |
| motorbike | 518.45 | 14/07/90 |
| train | 515.30 | 18/05/90 |
| bicycle | 268.83 | 03/10/95 |

Skills Check 2

Refer students to Skills Check 2. Check the pronunciation of the example words. Elicit the words from the students, and correct the pronunciation of the (stressed) vowel sound.

Give students time to try to place the words in the correct column.

Play  1:23 for students to identify the words.

Feed back, building up the table on the board. Point out that:

some words with /eɪ/ end in *a-C-e* and some have *ai* in the middle.

some words with /aɪ/ end in *i-C-e* and some end in *y*.

Elicit some other words for each group.

Answers

| /ɪ/ | /i:/ | /aɪ/ | /æ/ | /eɪ/ |
|-------|--------|-----------|-------|--------|
| (six) | (tree) | (five) | (map) | (date) |
| ship | street | bicycle | track | plane |
| | | drive | | sail |
| | | fly | | train |
| | | motorbike | | |

Transcript 1:23

Presenter: Skills Check 2. Listen and check.

Voice: bicycle
drive
fly
plane
sail
ship
street
train
track
motorbike

Skills Check 3

Refer students to Skills Check 3. Model the target sound. Play  1:24.

Feed back, building up the table on the board. Ask students if they can see any patterns.

Possible patterns:

- The target sound can be made with *oa*, and *o-C-e*, where C = most consonants.
- Unfortunately, it can also be made with *o*, e.g., *don't*.

Answers

With the target sound:

| | | |
|-------|-------|-------|
| boat | goes | no |
| don't | motor | road |
| go | home | phone |
| | know | |

With another sound:

| | | |
|------|-----|------|
| do | how | now |
| does | | long |

Transcript 1:24

Presenter: Skills Check 3. Listen. Tick the words with /əʊ/.

Voice: boat
do
does
don't
go
goes
motor
home
how
know
no
now
road
phone
long

Lesson 2: Speaking

Objectives

In this lesson, students will:

- define types of travel;
- talk about getting to work in own country;
- use percentages.

Introduction

Write the word *transport* on the board. Tell students that they have heard and read a lot of words connected with transport in Lesson 1. Elicit as many words as possible.

Exercise A

- 1 Refer students to the pictures. Elicit what each method of transport is. Correct pronunciation as you go, making sure *walking* does not sound like *working*. Make sure students are not sounding the /r/ at the end of *car*, unless you sound it in your variety of English.
Ask about the location of one or two items, e.g., *Where's the boat? (The boat is on a lake.)* Ask about the location of the other items and elicit similar sentences, checking students are using the prepositions accurately.
- 2 Students heard the verbs in the previous lesson. Elicit each verb and check pronunciation.

Answers

| | |
|---------------------------|---|
| 1 boat | <i>sail</i> |
| 2 plane | <i>fly</i> |
| 3 bus | <i>ride</i> (but also <i>catch / take / get on/off</i>) |
| 4 bicycle ('bike') | <i>ride</i> |
| 5 motorbike | <i>ride</i> |
| 6 taxi | <i>ride</i> (but also <i>take / get in/out</i>) |
| 7 walking / going on foot | <i>walk</i> |
| 8 train | <i>ride</i> (but also <i>catch / take / get on, off</i>) |

Optional activity:

With a good class, extend this by working through the verbs for the person in charge of each method and the passengers.

The person in charge:

| | |
|--------|------------------------|
| rides | a bicycle; a motorbike |
| drives | a car; a bus; a train |
| flies | a plane |
| sails | a ship; a boat |

The passengers:

| | bus | plane | train | boat/ship | (motor)bike | car | taxi |
|---------|-----|-------|-------|-----------|-------------|-----|------|
| go by | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| go on a | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| go in a | | | | | | ✓ | ✓ |
| get a | ✓ | ✓ | ✓ | ✓ | | | ✓ |

Language and culture note

In some languages, you can form related words from a base word, e.g., verb to noun. So you might be able to say the equivalent of this:

The flier flew the flying machine past some flying animals on a flight from the flying place.

These are called morphological languages, because the form is changed or morphed.

In English, we would have to say something like:

The pilot flew the plane past some birds on a flight from the airport.

Note that in a morphological language, you need the base form – *fly* – and the rules of transformation to make this sentence. In English, by contrast, you need to know a set of related lexemes, most of which

have no obvious formal similarities, i.e., *flew/flight, plane, pilot, birds, airport.*

Thus the learning task is very different in English from some other languages. We need to give students sets of words that are semantically related, but which may not have formal relationships.

Exercise B

Ask students:

- Do you have underground trains? Where?*
Do you have trams in your country? Where?

Refer students to Skills Check 1 and highlight the structure of the definition.

| | |
|-------------------------------------|------------------------------|
| General word | Fact about the items |
| The underground is a kind of train. | It travels under the ground. |

Elicit the definition of a tram in the same way.

Ask about other words. Try to elicit definitions like:
A van is a kind of car. You can carry things in it.

Ask students to look at the rebus conversation and try to work out what the people are saying. Elicit ideas, but do not confirm or correct.

- 1 Play the conversation on  1:25.
- 2 Play it again, pausing after each question for the students to answer, then play each reply for students to check.
- 3 Build up the questions on the board. Show that they all begin with *How*, but continue in different ways.

| | | | | | |
|-----|------|------|-----|-------|-------------|
| | | do | you | get | to college? |
| How | long | does | it | take? | |
| | far | is | it? | | |

Drill the questions. Make sure students are using the high start and the falling intonation.
 Get students to ask you the questions and give true

answers. Get them to turn the information into an extended turn about you, e.g.,
He/she gets to college by car. It takes 30 minutes.
It's about 20 kilometres.

Set for pairwork. Monitor and assist. Make sure students are using a falling intonation for the *Wh~* questions.

- 4 Get students to construct a mini-text about their partner.

Pronunciation Check

At a suitable point during Exercise B, draw students' attention to the Pronunciation Check on the opposite page. Practise the example 3rd person verbs, and practise some full sentences from Exercise B containing the target sounds, e.g., *It takes 45 minutes.* At this stage, one of the most important things is for students not to pronounce verbs such as *takes* and *drives* with an /tʌ/ sound at the end. There is a third pronunciation of *s* in 3rd person present simple verbs with the sound /ɪz/, such as *washes, catches*, etc., but this will be covered later in the course.

Transcript 1:25

Presenter: Lesson 2: Speaking
 Exercise B1. Listen.

- Female student: How do you get to college?
 Male student: I come by car.
 Female student: How long does it take?
 Male student: About 45 minutes.
 Female student: Forty-five minutes! How far is it?
 Male student: It's only about 10 kilometres. But the traffic is very bad.

Exercise C

Refer students to the two figures. Teach the word *figure*. Say we use it for pictures, graphs, etc., in a text. Ask a few quick checking questions, e.g.,
Which figure is about people in Australia?

What is the other figure about?
 What percentage of people go to work by car in London?
 What about in Melbourne?
 What does the pink part of Figure 1 show?
 What about the blue part of Figure 2?

Ask students what *other* could mean in Table 1. (Answer – motorbike, skateboard, etc., even perhaps plane!)

Ask: Do you have trams in your country? Where? Do you have underground trains? Where?

Refer students to Skills Check 1 and highlight this structure of a definition.

| | |
|--|-------------------------------------|
| General word | Fact about the items |
| <i>The underground is a kind of train.</i> | <i>It travels under the ground.</i> |

Elicit the definition of a tram in the same way. Ask about the other words. Try to elicit definitions like: *A van is a kind of car. You can carry things in it.*

Follow the instructions as written. Make sure students are making full sentences, e.g., *69.8 per cent of people go to work by car. The percentage for going by train is 11.7%. Going by tram is in third place with 7.7%.*

Monitor and assist students in pronouncing the numbers, especially the decimal point. Feed back by building up the table from each figure.

Answers

Table 1: How do people get to work in Melbourne, Australia?

| Method | % |
|---------|------|
| car | 69.8 |
| train | 11.7 |
| tram | 7.7 |
| walk | 5.4 |
| bus | 2.2 |
| bicycle | 2.1 |
| other | 1.1 |

Table 2: How do people get to work in London, UK?

| Method | % |
|-------------|------|
| underground | 46.3 |
| train | 22.4 |
| car | 16.3 |
| bus | 10.5 |
| motorbike | 2.0 |
| bicycle | 1.4 |
| taxi | 1.0 |
| walk | 0.1 |

Language and culture note

If a series of numbers has a decimal point, we often say, e.g., *two point zero* rather than just *two*.

Exercise D

Make sure students realize the text for completion is an extract. They will hear two or three extra sentences as well.

Play 1:26. Students listen and complete the text. Elicit answers.

Discuss with students how the student on the CD performed – *enthusiastic? good pauses? good speed?*

Ask students to listen again and mark the text for either stressed words or pauses. If you wish, you could ask students to practise sentences from the talk, or even practise giving the complete talk in small groups. This would be good controlled practice in preparation for the next freer activity.

Refer students to the last part of the extract, which defines *skateboard*. Ask students to define some more words from the unit, if you wish, without naming them. Other students have to try to guess, e.g., *It's a kind of car. People pay to ride in it. (Taxi.)*

Methodology note

Circumlocution is a key speaking skill. If you can tell your interlocutor that the item you are thinking of is a kind of something else, they will immediately have the correct frame of reference and are much more likely to be able to understand and help you to the exact word. It is therefore extremely valuable to teach beginners and/or false beginners apparently low-cover hypernyms like *furniture, food, clothing, transport, sport* because they can use these when they do not know the precise term.

Transcript & answers

Transcript 1:26

- Presenter: Exercise D. Listen to a student's talk.
- Student: My talk is about getting to work in New Zealand.
OK. In New Zealand, most people don't use ... er ... public transport. Some people go by bus and a few people go by train. Most people use their own transport. They go to work by car. Some people ride to work. They ride a motorbike ... or they ride a bicycle. Some people walk and a few people use a skateboard. What's a skateboard? Well, a skateboard is a piece of wood. You stand on it. And it has wheels.
I think, in the future, more people will use public transport in New Zealand. OK. That's the end.

Exercise E

- 1 Check students understand the task. Remind them to make notes, not full sentences. Students can discuss ideas for their notes in pairs or small groups.

- 2 Revise the guidelines for giving talks from Level 1a. (There is a summary of Units 1–5 in Lesson 2 for Unit 1.)

Go over the information in Skills Check 2. If you wish, play 1:26 again and ask students to notice the speed and the pauses of the speaker. Tell students they do not have to use exactly the same sentences as the model talk they listened to.

Elicit one or two sentences and show how they can be varied:

In my country, many people use public transport.

In my country, public transport is very popular. Most people use buses, trains and trams in my country.

Students can also add further information if they wish:

Buses are very cheap. Cars are very expensive.

In pairs or groups, students practise the sentences from their talks. Monitor and give help where necessary.

- 3 Put students into different groups for giving the talks. Provide 'listening' students with a task such as the feedback forms suggested in Unit 1, Lesson 2.
Monitor. Give feedback on common errors.

Methodology note

If you prefer, you can ask students to research different countries other than their own, but check first that the information is easily available on the Internet. You could also use the information from other lessons in the unit about transport in different countries.

Closure

Use the feedback phase from Exercise E for closure.

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:

- develop vocabulary related to travel timetables;
- learn about pronunciation: telling the time.

Introduction

Ask students: *How often do you travel by train / by plane / by bus?* Elicit answers from as many students as possible.

Exercise A

Check understanding of the captions for the two photos: *Railway station departures board* and *Airport arrivals board*. Explain that we often say *railway station* rather than *train station* (although *train station* is becoming more common).

You can tell students that the railway information board is the one for the trains that go from London, and under the sea (the English Channel) via the Channel Tunnel, to France and Belgium.

The task may appear to use some difficult words, but students should be able to work out the meanings through context and deduction. Give students enough time to do this independently, rather than explaining the words for them – use this as a last resort.

Say the words in the box for the students. Explain that *stops* is not a verb here, but a plural noun. Then put students into pairs to work out the meanings and answer the question.

Elicit answers and further check understanding of the vocabulary.

Answers

| | |
|----------------------------------|---|
| Railway station departures board | destinations, departure times, stops |
| Airport arrivals board | flight numbers, destinations, arrival times |

Exercise B

- 1 Ask students to study the questions. Ask: *Who is asking these questions?* Elicit that it is probably a passenger. They are probably asking at an information desk or maybe on the phone. Focus on the Pronunciation Check. Give students time to read the information, then practise the example times with the class. Write more times on the board. Point to each one and elicit the correct pronunciation. Practise some of the questions with the class, focusing on:
 - intonation of closed and open questions
 - weak pronunciation of *does*
 - pronunciation of times (see Pronunciation Check)Ask students to ask and answer the questions in pairs. Monitor and give feedback.
- 2 Elicit some possible questions as examples. Students continue in pairs. Monitor and give feedback.

Answers

- 1 a. Yes, it does.
b. No, it doesn't. It leaves at 15.13.
c. It goes to London Saint Pancras.
d. Four.
e. 11.55.
f. Bruxelles, Bercham, Rotterdam, Amsterdam.

Exercise C

- 1 Set the task. Point out that this is someone meeting a passenger from the flight. Students try to complete the missing words first, then listen to check their answers. Play 1:27. Students practise the conversation in pairs. Monitor and give feedback.
- 2 Check students understand the task; if necessary, demonstrate with a student. Students practise in pairs. Monitor and give feedback.

Transcript & answers

Transcript 1:27

Presenter: Lesson 3: Vocabulary and Pronunciation
Exercise C1. Listen and complete the conversation.

A: Excuse me. What time does flight 5825 arrive?

B: Let's see. 5825. Is that the Detroit flight?

A: That's right.

B: It arrives at 12.24.

A: Is it on time?

B: Yes, it is.

Exercise D

- 1 Check students understand the task, and give them time to read the airport information. Check understanding of the words *status*, *last call* and *boarding*; the meanings will become clearer as students complete the task. Make it clear that students should choose ONE flight only and listen only for that information. Obviously, this is to reflect the real-life situation of listening for announcements for your own flight at an airport. Play 1:28. Do not elicit answers at this point.
- 2 Set the task. Play 1:29. Elicit answers. (Students check their answers for 1 and 2 at this point.)

Answers

| Flight no. | To | Gate | Status |
|------------|--------|------|-----------|
| BA 7061 | Madrid | 27 | Last call |
| AZ 203 | Rome | 21 | Boarding |
| BD 3449 | Milan | 20 | Boarding |
| SV 102 | Riyadh | 18 | Boarding |

Transcript 1:28

Presenter: Exercise D1. Listen to the announcements.

Announcer 1: This is the last call for BA flight 193 to Dallas. Would the last remaining passengers please go to Gate 23 immediately. That's the last call for BA 193.

Al Italia flight AZ 203 for Rome is now boarding at Gate 21. Would all passengers for AZ 203 to Rome please go to Gate 21.

This is a security announcement. Please do not leave any bags unattended. Unattended bags will be removed and may be destroyed.

BMI Airlines BD 3449 to Milan is now boarding at Gate 20. Would all passengers for BD 3449 to Milan please go to Gate 20.

This is a special announcement for passengers on American Airlines AA 047 to Chicago. Your flight is delayed by 55 minutes. Please wait in the lounge for further announcements.

Saudi Airlines flight SV 102 for Riyadh is now boarding at Gate 18. Would all passengers for SV 102 to Riyadh please go to Gate 18.

This is the last call for BA flight 7061 to Madrid. Would the last remaining passengers please go to Gate 27 immediately. That's the last call for BA 7061 to Madrid.

Transcript  **1:29**

Presenter: Exercise D2. Listen again.
[REPEAT OF 1:28]

Exercise E

Repeat the procedure for Exercise D; play  1:30 and point out that the announcements are about trains this time. Then play  1:31.

Answers

| To | Time | Expected | Platform |
|------------|------|----------|----------|
| Epsom | 1539 | 1544 | 1 |
| Shepperton | 1542 | 1552 | 4 |
| Reading | 1550 | 1605 | 19 |
| Alton | 1553 | 1555 | 12 |

Transcript  **1:30**

Presenter: Exercise E1. Listen to the announcements.

Announcer 2: The 1535 train to Poole will depart from Platform 10. That's Platform 10 for the 1535 train to Poole. This service is delayed five minutes and will depart at 1540.

The 1539 train to Epsom will depart from Platform 1. That's Platform 1 for the 1539 train to Epsom. This service is delayed by five minutes and will depart at 1544.

The 1605 train to Portsmouth will depart from Platform 14. That's Platform 14 for the 1605 train to Portsmouth. This service is delayed ten minutes and will depart at 1615.

The 1542 train to Shepperton will depart from Platform 4. That's Platform 4 for the 1542 train to Shepperton. This service is delayed by ten minutes and will depart at 1552.

Please remember to keep all your personal belongings with you at all times. Unattended bags will be removed and may be destroyed.

The 1550 train to Reading will depart from Platform 19. That's Platform 19 for the 1550 train to Reading. This service is delayed by 15 minutes and will depart at 1605.

The 1553 train to Alton will depart from Platform 12. That's Platform 12 for the 1553 train to Alton. This service is delayed by two minutes and will depart at 1555.

Transcript  **1:31**

Presenter: Exercise E2. Listen again.
[REPEAT OF 1:30]

Exercise F

Give students time to study the bus timetable. Check they understand that the first column shows the names of the stops. The remaining columns show different buses. Ask a few questions, e.g.,

What time does the first bus leave Stockport?
(06.08)

What time does the third bus arrive at Ashton?
(07.45, or quarter to eight)

Do the activity as a game; set a time limit of three minutes to complete the task.

Elicit answers.

Answers

| | |
|---|------------------|
| 1 The number seven bus goes to Ashton. | T |
| 2 There are seven stops. | F – 6 |
| 3 The first bus is at 6 o'clock in the morning. | F – 0608 |
| 4 All the buses stop at Reddish. | F – not the 0638 |
| 5 The journey to Gorton takes about 30 minutes. | T |
| 6 The 0638 bus doesn't stop at the supermarket. | F – It does. |
| 7 The 0708 bus gets to Ashton just after 8 o'clock. | T |
| 8 The 0653 bus doesn't run on Sundays. | T |

Exercise G

- 1 Students complete individually, then compare answers in pairs. Elicit answers. Practise some of the questions with the class.
- 2 Students practise the questions and answers in pairs. Elicit other possible answers for each question. Students could also practise these if there is time.

Answers

| | | |
|---------------------------------------|---|---|
| a. Does this bus go to Gorton? | b | About 25 minutes. |
| b. How long does it take? | e | It arrives at 0649. |
| c. When is the next bus to Ashton? | d | On the bus, from the driver. |
| d. Where can I buy a ticket? | c | There's a bus in ten minutes. |
| e. When does this bus get to Reddish? | a | Yes, it does. All number sevens go to Gorton. |

Closure

Ask students to give you information about local bus and/or train services. Encourage them to be as specific as possible, to give further practice in talking about times.

Lesson 4: Reading

Objectives

In this lesson, students will:

- use headings, diagrams and topic sentences to predict content;
- react to the text;
- identify grammatical features to help understanding: word classes and uses of *want*.

Introduction

Make flashcards of the key words. Follow the procedure as before.

Exercise A

Set for pairwork. Feed back orally. Deal with *traffic*, which has come up at least once before, and *rush hour*, which is new. Point out that rush hours do not have to last an hour!

Answers

Answers depend on students, apart from 4 (because most people go to work or school at the same time, and because most of them use their own transport – cars!) Some students may say *because there are not enough roads*, but research suggests that having more roads means more traffic.

Exercise B

Ask students to cover the facing page.

Remind students that you have to prepare to read. One bit of preparation has been done already – Exercise A. This is the point covered in Level 1a, Unit 5, which is thinking ‘What do I know about this subject?’

- 1 Set for pairwork. Elicit ideas, but do not confirm or correct.
- 2 Refer students to the table. Set for individual work and pairwork checking. Feed back.

- 3 Ask students to find the information as quickly as possible. Feed back. Ask students why the information in the table is important (it answers the question in the heading). Point out that the heading and any tables often give the main piece of information in a text of this kind, i.e., academic. You then read the text to confirm.
- 4 Make sure students understand what they should look at. Set for individual work and pairwork checking. Feed back, but do not confirm or correct at this point. Refer students to Skills Check 1 to summarize the points made in this lesson.

Answers

2a It shows the average speed of different transport methods from 7 a.m. to 10 a.m. in London.

2b The rush hour must be from 7 a.m. to 10 a.m.

3a 15 kph

3b 18 kph

| | | |
|---|--|--------|
| 4 | a. the answer to the question in the heading | Para 2 |
| | b. the reasons for driving | Para 3 |
| | c. the speed of a car | Para 1 |

Exercise C

Get students to uncover and read the text. Give them plenty of time, but remind them that they are only looking for answers to the three questions. Feed back. During the feedback for the third question, refer them to Skills Check 2. Ask students if you can do the same in their own language(s).

Answers

| | |
|--|---|
| How fast can cars go? | 120–150 kph |
| How can a bicycle be faster than a car? | in traffic |
| Why do people drive to work in capital cities? | they want to be comfortable – they don't want to get wet / cold / hot |

Exercise D

- 1 Set for pairwork. Feed back orally. Get students to tell you how they worked out the part of speech.
- 2 Students can check in a dictionary or get help from other students.

Answers

1

| | | |
|-------------|------------|---|
| do | <i>v</i> | after <i>can</i> |
| easy | <i>adj</i> | after verb <i>be</i> |
| busy | <i>adj</i> | between <i>a</i> and a noun |
| lazy | <i>adj</i> | after verb <i>be</i> |
| wet | <i>adj</i> | this is harder – it is part of the expression <i>to get + adjective</i> |
| comfortable | <i>adj</i> | after <i>be</i> |
| wheels | <i>n</i> | after a preposition |

Exercise E

Set for general discussion.

Closure

Use the flashcards again.

Ask students about the table in the article: *Do you think the information is the same in your capital city? Why (not)?*

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- identify the different sounds of *a*, *e*, *i* and *o*;
- learn about sentence patterns for methods of transport, definitions and expressing numbers.

Introduction

Use the flashcards again. This will help students with the first exercise.

Exercise A

Get students to cover the right-hand side of the page. Set for individual work and pairwork checking.

Allow students to read the Skills Check and check their work. Feed back, building up the table on the board. Ask students for other words with *a*. Repeat with *e* and *i*.

Exercise B

Refer students to the photos. Ask students if they know the name of the boat in the bottom photo. Do not confirm or correct. Explain that they will find the words in this exercise. Work through the first two corrections as examples, pens down.

Set for individual work and pairwork checking. Feed back, ideally onto an OHT or other visual medium.

Highlight the patterns of preposition use here, as follows:

| | | |
|-----------|---|------------------------------|
| about | <i>3 kilometres / 15 minutes</i> | approximate distance OR time |
| from – to | one place to another | |
| in | in a place | |
| of | <i>the</i> (type of place) <i>of</i> (name) | |
| of | <i>a kind of</i> | fixed phrase |
| off at | <i>get off at</i> | opp. <i>get on</i> |
| on | <i>an island / the coast</i> | |
| to | → | <i>in the direction of</i> |
| top | <i>on top of</i> | fixed phrase |

Answers

Ruta lives on the island of Salla but she works in the town of Rantsilla *in* (on) the coast. Every morning, she walks *for* (to) the bus station and she gets on a bus to Pori. She gets off *on* (at) the hovercraft stop. A hovercraft is a kind of boat. There is air *over* (under) the boat. Hovercrafts go very fast *at* (on) top of the water. The hovercraft goes from Pori *for* (to) Rantsilla. It is about 3 kilometres. It takes about 15 minutes. In Rantsilla, she walks *at* (to) her office.

Exercise C

- 1 Follow the usual procedure for the first part of this activity.
- 2 Set for individual work and pairwork checking. Refer students to the sentences they have written. Point out that all the sentences have the following structure: **noun / pronoun + verb + noun + preposition + noun structure**; in other words, SVOA where A = prep + noun.

Answers

| S | V | O | A | |
|------|---------|-------------|----------------|---|
| Juan | rides | his bicycle | to the station | . |
| He | gets | a train | to Adra | . |
| He | catches | a ferry | to Cabrera | . |
| He | takes | a taxi | to his office | . |

Exercise D

Make sure students realize they have to write about Juan's journey home. Give students time to write their text. Monitor and assist. Feed back, getting students to tell you about capital letters and full stops as you write sentences on the board.

Answers

Model answer

| | | | | |
|------|---------|-------------|---------------------|---|
| He | takes | a taxi | to his office | . |
| He | catches | a ferry | to Adra | . |
| He | gets | a train | to his station | . |
| Juan | rides | his bicycle | to his house / home | . |

Exercise E

- Elicit the completions and get the sentences on the board. Drill them.
- Monitor and assist. Make sure that students are leaving a space for the answers.

Answers

| | | | | | | |
|-----|-------------|------|-----|------------|------------|---|
| How | | do | you | <i>get</i> | | ? |
| | <i>long</i> | does | it | take | to college | |
| | <i>far</i> | is | it | | | |

Methodology note

This exercise continues the study of the word *How*. Eventually the different structures with *How* will be brought together.

Exercise F

Repeat the procedure for Exercise E. Make sure students are forming the 3rd person correctly.

Answers

Table 2a

| | | | |
|------|-------|-----------|--------|
| I | go | | car. |
| They | come | <i>by</i> | bus. |
| He | goes | | train. |
| She | comes | <i>on</i> | foot. |

Table 2b

| | | |
|------|----------------|------------------|
| I | catch | a bus. |
| | drive. | |
| They | walk. | |
| | <i>catches</i> | the underground. |
| He | <i>drives.</i> | |
| She | <i>walks.</i> | |

Table 2c

| | | |
|----|--------------|----------------------------------|
| I | take | <i>a train / a bus / a taxi.</i> |
| It | <i>takes</i> | 20 minutes. |

Language and culture note

There are many words in English, and probably in most languages, which have multiple meanings. In this case, *take* = both 'catch' and 'occupy time'. Make sure students realize that there is a meaning change.

Exercise G

Remind students of this method of definition.

Set for individual work and pairwork checking. Feed back orally.

Answers

Model definitions

A ferry is a kind of boat. It goes from the coast to an island.

A van is a kind of car. It carries things.

A taxi is a kind of car. It carries people for money.

A jumbo jet is a kind of plane. It carries / can carry 500 people.

Exercise H

Follow the procedure as written.

Answers

| Adverb | Number | | Noun |
|---|----------|-----------------|-----------------|
| <i>over</i> exactly nearly about | | <i>eight</i> | people |
| | <i>a</i> | hundred | |
| | | <i>thousand</i> | |
| | | million | <i>children</i> |
| | ten | thousand | cars |
| five | hundred | bicycles | |

Closure

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

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- write about how people travel to work;
- practise using the indefinite/definite article and *is/are* to join sentences.

Introduction

Remind students of the sound /əʊ/. Elicit words with the /əʊ/ sound from this unit and the course to date, e.g., *boat, road, motor, home, don't, snow, yellow, coast, go, goes, phone, know/no*.

Point out the three main patterns:

- 1 o + C + e
- 2 oa
- 3 ow (at the end of a word)

There are, of course, other patterns, e.g., *folk, toe, roll*, etc., but these are the ones to base guesswork on.

Dictate some words with /əʊ/ and ask students to guess the spelling. Tell them not to worry about the meaning.

hope
rove
load
goat
flow
grow

Get students to check their guesses in a dictionary.

Exercise A

Get students to cover the Skills Checks on the right-hand side of the page.

Work through the first two or three spaces, eliciting ideas. 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 on Exercise A, confirming and correcting this time.

Answers

Ellie lives in *a* small village. It is on *the* Isle of Wight. *The* village is called Totland. Ellie doesn't work on *the* island. She works in *a* large town. It is on *the* coast. *The* town is called Lymington. Every morning, Ellie walks to *the* bus stop. It is near *the* bank. She catches *a* bus to Yarmouth. She gets off at *the* ferry stop. There is *a* ferry every hour. She catches *the* ferry to Lymington. *The* journey takes 30 minutes. In Lymington, she walks to *the* office.

Language and culture note

Students need to recognize that nouns are part of noun phrases. This idea appears somewhat arcane outside the world of Applied Linguistics, but is in fact central to creating good academic English. Noun phrases are long and complicated in many academic texts, but they are based on simple building blocks. The first building block is the relationship between the articles *a* and *the* and the head noun.

Exercise C

Teacher-pace the activities, i.e., set the first for individual work and pairwork checking, then move students on as a group to the second point. Do not feed back until they have read Skills Check 2 and checked their own work.

Answers

- 1 Ellie lives in a small village on the Isle of Wight.
- 2 She works in a shop in North Road.
- 3 The shop sells cellphones from Japan.

Methodology note

Of course, the object can be a pronoun, too, but this will be covered in the next theme.

Exercise D

Note that this activity is a summary of all the narrative work that students have done during this unit.

Set students to interview each other about their journey to school, college or university. Point out that they must be able to write:

- sentences with *a* and *the*
- joining sentences where O of one is S of the next, the verb is *be* and there is a preposition.

Remind them also about the previous joining method, e.g., *Teenagers can ride a moped at 17 and they can drive a car at 17*. So, in this case, we could have *He walks to the bus stop and he catches a bus*.

Answers

Model answer

Pablo lives in a small village. He walks to the bus stop and he catches a bus to the city. The bus takes 35 minutes. He walks from the bus stop to the college.

Methodology note

If students are campus-based, suggest that students talk about a journey they know well (e.g., to school or downtown) and use that.

Exercise E

This text is a model for Exercise G later in the lesson. Set for individual work and pairwork checking. Feed back, ideally using an OHT or other visual medium.

Answers

In England, it *takes* about 45 minutes for most people to get to work. Most English people travel *nearly* 12 miles. *Most* people in England use their own transport to get *to* work. Sixty-two per cent *go* by car and eight per cent ride *their* bicycles. A few people use public *transport*. Fourteen per cent take *the* train or the bus. Twelve per cent walk and four per cent use another *method*. For example, a few *people* use roller skates. A roller skate is *a* kind of shoe. It *has* wheels.

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 below. If you are doing the work as a lesson, give students time to discuss the answers for each section of Exercise 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. Then set Exercise G for individual work.

Exercise F

| | | | |
|-------------------|-------------------|-------------------------|---|
| How | <i>do you</i> | get to work? | use of auxiliary <i>do</i> |
| How | <i>long</i> | does it take? | <i>long</i> = time |
| How | <i>far</i> | is it? | <i>far</i> = distance |
| I go | <i>by</i> | tram. | <i>by</i> + method (except <i>on foot</i>) |
| <i>It</i> | takes | 20 minutes. | two meanings of <i>take</i> , i.e., <i>I take</i> = 'I catch'; <i>It takes</i> = time |
| A tram is | <i>a kind of</i> | bus. | definition = <i>be</i> + <i>a kind of</i> |
| I want | <i>to drive</i> . | | infinitive with <i>to</i> after <i>want</i> |
| There are exactly | <i>a hundred</i> | people in the group. | use of indefinite article with <i>hundred</i> |
| About ten | <i>thousand</i> | people live in my town. | no plural with number words, e.g., not <i>thousands</i> |

Exercise G

This activity brings together the work in the unit on travelling to work. Students can produce a text from the information at their own level of competence.

Set for individual work. Students complete for homework. At a later date, take in the texts and display the best ones.

Answers

Model answer

In the USA it takes over 25 minutes for most people to get to work. Many Americans travel nearly 20 kilometres to work. Most people go to work by car. Over 105 million Americans drive to work.

Public transport is in second place, but only 5% of Americans go to work by bus, streetcar or subway.

A streetcar is a kind of bus. It goes on tracks on the road. A subway is a kind of train. It goes on tracks under the ground. A few people walk to work. Nearly 100,000 ride a bicycle or motorbike to work. Over one million people use other methods, for example, ferries or trains.

Closure

Get students to close their books and to try to remember the information from memory.

Key vocabulary

| | |
|------------------|--------------|
| architect (n) | painting (n) |
| architecture (n) | play (n) |
| author (n) | poem (n) |
| biographer (n) | poet (n) |
| biography (n) | theatre (n) |
| fiction (n) | writer (n) |
| introduction (n) | |
| lecture (n) | |
| lecturer (n) | |
| non-fiction (n) | |
| novel (n) | |
| novelist (n) | |
| painter (n) | |

Lesson 1: Listening**Objectives**

In this lesson, students will:

- listen to introductions to lectures to predict content;
- practise extended listening for the main idea;
- identify words in extended speech.

General note: By the end of this unit, the students should be able to hear and identify, in isolation and in context, the words above linked with art and literature. They should be able to say the words with reasonable pronunciation. They should also be able to make simple SVO sentences, where O = object pronoun, e.g., *I like it. She wrote it in 1950.*

Methodology note

As mentioned before, it is clear that listening helps speaking, but not so clear that speaking helps listening. It may even be that a focus on speaking in a predominantly listening lesson muddies the aural waters. So, as before, keep speaking to a minimum in this listening lesson.

Most of the listening in this lesson involves tolerance of ambiguity. It is not possible to teach

students everything that they are going to hear in a lecture room, so they will always be coping with lack of understanding to a greater or lesser degree. They must not panic when this happens, but they need to be trained to deal with the situation calmly, to understand what they can understand and to fill in the blanks later (see Skills Check 2 in this lesson).

Introduction

Use an OHT or other visual medium to show the following:

Leonardo da Vinci's *Mona Lisa*

Monet's *Corn Poppies*

Van Gogh's *Sunflowers*

Turner's *The Fighting Temeraire*

Picasso's study for *Les Femmes d'Alger*

It would also be good to have a copy of a novel, a poem, a play and a biography.

Say: *We're going to talk about these things today.*

If possible, elicit the names of the artists and the paintings. If you cannot elicit these, then simply give students the names. Write the names on the board as

you go along. This will be useful for students to refer to during the lecture that they are going to listen to shortly. It is not necessary for students to pronounce the names.

Language note

In British English, the pronunciation of (Van) Gogh is /gɒf/; in American English it is /gəʊ/.

Point to each example of art and say *art*. Hold up each example of literature and say *literature*. Do not ask students to repeat the words, but allow them to do so if they wish.

Methodology note

On the face of it, words like *art* and *literature* are not high-cover words and would certainly not feature in a list of the first 500 words in English. However, they are extremely useful in circumlocution (e.g., *It's a kind of art*) and, as noted before, hypernyms such as these can be more valuable to the language-learner than the names for specific items, e.g., *painting* or *novel*.

Exercise A

Refer students to the pictures. Focus on items in the pictures from previous units, including colours. For the purposes of this activity, *art* means paintings. Set for pairwork, then elicit. Repeat the process.

Answers

art = B, C, E, F, G, K

literature = A, D, H, I, J

Language note

The word *art* usually covers paintings, drawings and sculpture.

The plural word *arts*, in the phrase *the Arts*, also includes music, theatre, film, dance, literature, and architecture.

Arts can also refer to the study of subjects that are not scientific, e.g., languages and History, etc.

Exercise B

Hold up individual items from your realia, or point at them. As before, if students name the items correctly before you do, acknowledge that, but do not insist that students repeat each item. Refer students to the pictures on the page.

Play the first part of 1:32, with the words in isolation. Students point to one or more items in the montage.

Play the second part of 1:32, with the words in context. Students point to one or more items in the montage.

Transcript 1:32

Presenter: Unit 3: Art and Literature
Lesson 1: Listening
Exercise B. Listen and point.

Voices: painting
architecture
novel
play
poem
biography

Voices: Do you like the plays of William Shakespeare?
Have you read the new biography of Charles Dickens?
I love this poem. It's by Thomas Hood.
I'm very interested in architecture.

What a lovely painting. Who is the painter?

Who wrote this novel?

Exercise C

Refer students to Skills Check 1. Check understanding of the word *introduction*. Read the information aloud, with students following in their Course Books. Ask one or two questions to check understanding.

Set the task (the questions from Skills Check 1) for individual work and pairwork checking. Play 1:33, the introduction. Monitor and assist, modelling pronunciation of predicted words, but not insisting that students produce the words correctly. Feed back, modelling the words for the whole class. As before, however, do not fall into a listen-and-repeat activity: the point here is preparing the students aurally for the words they might hear, rather than correcting and improving their pronunciation.

Answers

- 1 It's about paintings.
- 2 Answers depend on students, but reasonable words would be *art, artist, colour, modern, old, painter, shape*.

Transcript 1:33

Presenter: Exercise C. Listen to the introduction to a lecture.

Lecturer: All right, is everybody ready? Let's start. In today's lecture, we're going to look at art. The word *art* can have different meanings. But today we are only going to look at paintings. We're going to look at different kinds of paintings. Some of the paintings are modern, and some of the paintings are hundreds of years old.

Exercise D

Before you play 1:34, remind students that they may not understand every word of the lecture.

Reassure them that this does not matter, as long as they can complete the task. It might help students to refer to the list of artists and paintings on the board (see lesson Introduction) while they listen.

Set for individual work and pairwork checking. Play 1:34, the main part of the lecture.

Feed back, playing the part of a confused student, as follows:

What did she call the first kind of painting?

Which painting is that?

How do you spell that?

(Clearly, the students do not know how – they will have to guess.)

What examples did she give?

Answers

1F, 2B, 3C, 4E, 5K

Transcript 1:34

Presenter: Exercise D. Listen to the main part of the lecture. Number the paintings.

Lecturer: OK. We are going to look at five main kinds of painting in Western culture. That's important. We are only talking about Western culture. Now, firstly, there are portraits. A portrait is a painting of a person. You can usually see just the head and shoulders, but sometimes you can see the whole person. The person is usually looking out of the painting at you. Many portraits show famous people, but the most famous portrait of all shows the face of an unknown woman. You know the name already. It is called the *Mona Lisa*. It is by the Italian painter, Leonardo da Vinci.

The second kind of painting is the landscape. A landscape shows a piece of land – perhaps it is a mountain, or a river, or trees or a field of flowers. Sometimes there are people in a landscape painting but they are not important. The painter is interested in the land itself. Claude Monet, the French painter, did many landscapes, including *Corn Poppies*.

The third kind of painting is the seascape. A seascape painting is similar to a landscape, but, of course, the important thing is the sea. Sometimes there are boats or ships in the picture, but sometimes we can just see the sea, calm or stormy. The English painter, Turner, did a lot of seascapes, including *The Fighting Temeraire*.

The fourth kind of painting is called a still life. In a still life painting, we can see some flowers or some fruit – apples, oranges, pears, grapes. There are some very famous still life paintings, including *Sunflowers* by the Dutch painter, Vincent Van Gogh.

The last kind of painting is called *abstract art*. What does *abstract* mean? One definition is ‘not real’. Abstract artists are most interested in colours, lines and shapes, for example, squares, circles and triangles. They do not usually paint a lot of detail. Picasso is probably the most famous abstract artist in the world.

Now let’s look at some more examples of paintings by each artist ...

Exercise E

Put students into pairs. Ask the first question: *How many main kinds of painting does the lecturer talk about?* Do not allow students to answer. Get them to tell their partner. Feed back. (The correct answer is *five*.)

Play  1:35, pausing after each question for students to discuss in pairs. Do not let students shout out the answer. Point out they must tell each other.

Feed back. Do not worry if they cannot pronounce the words properly. It is likely that they only have aural memory to work on, as most of the answers are probably new words.

Answers

- 1 Five.
- 2 Any one of the five kinds is acceptable.
- 3 A portrait.
- 4 A landscape.
- 5 Fruit, flowers, or specific examples.
- 6 A seascape.
- 7 Squares, triangles, circles (students may also suggest diamonds, parallelograms, trapeziums, hexagon).
- 8 Two – the *Mona Lisa* and the abstract painting by Picasso.

Transcript 1:35

Presenter: Exercise E. Listen and answer.

- Voice:
- 1 How many main kinds of painting does the lecturer talk about?
 - 2 Can you name one of the kinds?
 - 3 What kind of painting is Picture 1?
 - 4 What about Picture 2?
 - 5 What can you see in a still life painting?
 - 6 What kind of painting has boats or ships?
 - 7 What shapes can you see in the abstract painting?
 - 8 How many portraits are there?

Exercise F

Ask students to read Skills Check 1 again, which is about introductions.

Set the task and ask students to read the three questions before you play 1:36. Avoid explaining the target vocabulary, but pronounce the words *authors* and *titles* for the students so they can pick them out from the stream of speech.

Play 1:36, then elicit answers. The words *author* and *title* are obviously of high value for academic students, so make sure you refer to these words as much as possible over this and the next few lessons.

Answers

- 1 The lecture is about kinds of literature in Western culture.
- 2 Authors are writers.
- 3 Titles are the names of books, plays, poems, etc.

Transcript 1:36

Presenter: Exercise F. Listen to the introduction to a lecture about literature.

Lecturer: Every culture has its own art and literature. However, I'm not going to talk about art today. I'm going to talk today about literature in Western culture. I'm going to talk about famous authors, I mean writers of literature. And I'm going to mention some famous titles – that is, the names of famous books and poems and plays. Perhaps you are asking: What is literature? Well, some people say it is the art of writing. Literature gives us new experiences, ideas, feelings and meanings. So, firstly, there are novels ...

Exercise G

Explain that, in English, as students have probably noticed already, there are not always clear sight and sound relationships. Therefore, you often have to guess the spelling of words.

Read the information in Skills Check 2 aloud, with students following in their books. Check understanding, perhaps by saying two or three words/names and getting students to guess the spelling and write them down, e.g., *beautiful*, *enormous*, *picture*, *David Cameron*, etc.

Students read the rubrics and question. (They may be able to guess the four kinds of literature before they listen, but do not confirm or correct at this point.) Remind students to write the words, but not to worry about spelling. Play 1:37. Elicit answers. Ask different students how they spelt each word. Write the words on the board for students to compare with their own ideas. Pronounce each word once more for the students. Show particularly how the vowels correspond to the pronunciation.

Answers

- 1 novel
- 2 biography
- 3 play
- 4 poem

Transcript 1:37

Presenter: Exercise G. Listen to the main part of the lecture.

Lecturer: Firstly, there are novels. A novel is a story. Novels often tell the story of a person's life, but the story is not true. We call this type of literature *fiction*. The most famous novelist in English literature is Charles Dickens. He was born in 1812, but people still read his books today. Dickens's family were very poor. Many of his books were about poor people. The title of his most famous novel is *Oliver Twist*.

The second kind of literature is the biography. A biography is also the story of a person's life, but it is the life of a real person. We call this kind of literature non-fiction. There are biographies of every famous person in the world. For example, there are biographies of Princess Diana, Nelson Mandela and Bill Clinton.

Thirdly, literature includes plays. A play is also a story. Actors bring the story to life in a theatre.

William Shakespeare is the most famous author of plays in English literature. He was born in 1564, but, like Dickens, his works are still popular. His most famous play is *Romeo and Juliet*.

Finally, there are poems. A poem is often about one idea, for example, love or nature. Many poems have words with similar sounds. We call this *rhyme*. For example, *say* and *play*, or *right* and *night*.

Shakespeare was a very good poet as well as a writer of plays.

Right. Let's look at each kind of literature in more detail ...

Exercise H

Set the task. Students discuss in pairs. Elicit answers. Check the meaning of *fiction* and *non-fiction*, as well as *theatre*.

Ask students to cover the sentences. Say each type of literature and see if students can remember the definition.

Answers

- poem
- novel
- play
- biography

Exercise I

- Set the task. Students discuss in pairs. Do not elicit answers.
- When students have read the Pronunciation Check, elicit answers. Say the sentences with *washwere* or replay 1:37 (the main part of the lecture) so that students can hear the sentences again.

Answers

- was
 - were
 - was

Methodology notes

This activity is an introduction to the past simple of *be* – *was*, *were*. Clearly, students have seen this before, but they may still be confused. If there is time, you can do more work on the forms and show the paradigm:

| | |
|------|---------------------------|
| I | was in London last week. |
| He | |
| She | |
| It | |
| You | were in London last week. |
| We | |
| They | |

In any case, the tense is exploited in more detail later in this unit and also in the next level of the course.

Exercise J

- Set the task. Play 1:38, pausing after each introduction. Elicit answers.
- Play 1:39 again. Students complete the table individually, then compare answers in pairs. Play 1:39 again if you wish. Elicit answers, preferably using an OHT or other visual medium.

As before, elicit spelling if possible; put up the correct form and point out some of the relationships between sound and sight which confused students.

Answers

2

| Title | Author |
|-----------------------------------|---------------------|
| <i>'I remember, I remember'</i> | Thomas Hood |
| <i>Oliver Twist</i> | Charles Dickens |
| <i>Romeo and Juliet</i> | William Shakespeare |
| <i>The Life of Doctor Johnson</i> | James Boswell |

Transcript 1:38

Presenter: Exercise J1. Listen. What is each lecture about?

Lecture 1

Lecturer: Afternoon, everyone. In today's lecture, I'm going to talk about the life of an author. His name was Thomas Hood. He was a poet. His poems were very famous in the 1800s. Perhaps you know his most famous poem. The title is *I remember I remember*.
OK. Thomas Hood was born in 1799 ...

Presenter: Lecture 2

Lecturer: Let's start today with a question. Who is the most famous novelist in English literature? The answer is Charles Dickens. He is famous all around the world, not just in England. And his most famous novel is called *Oliver Twist*. Today, we will talk about Charles Dickens and *Oliver Twist*.
Charles Dickens was born in 1812 ...

Presenter: Lecture 3

Lecturer: Each culture has famous authors. Authors write about their own culture. But people in many cultures love the plays of this man. He was English, but people watch his plays in Italy and Japan and Brazil. He wrote his plays 400 years ago, but they are still very popular. His name was William Shakespeare. And his most popular play? Probably *Romeo and Juliet*.
Shakespeare wrote *Romeo and Juliet* at the end of the 16th century ...

Presenter: Lecture 4

Lecturer: OK. So far, we have looked at novels, and poems, and plays. There is one more kind of literature. It is very popular nowadays. Biography. Today, we're going to look at the most famous biography in English literature. It is called *The Life of Doctor Johnson*. The author was James Boswell.
Boswell was a great friend of Doctor Johnson ...

Transcript 1:39

Presenter: Exercise J2. Listen again. Complete Table 1 with information about pieces of literature.
[REPEAT OF 1:38]

Closure

Ask students to make job words from the following:

write (*writer*)

novel (*novelist*)

biography (*biographer*)

art (*artist*)

paint (*painter*)

Ask: *What is another word for a writer?* You might like to explain that *author* is possibly a more formal word for *writer*.

Remind students that some job names end in *-er* and a few end in *-or*. Elicit some examples, particularly from Level 1a, Unit 3. Point out that both *-er* and *-or* job names make the sound /ə/ at the end.

Methodology note

Students have previously learnt (Level 1a, Unit 3) about some job suffixes. Remind them of this and, in the feedback, point out that the names of the jobs are usually derived from a related word; in this case, *art* – *artists*; *write* – *writer*. However, they previously learnt that verb + suffix = job, whereas here, in the first case, the root word is clearly a noun. This is just one example of how unproductive this kind of rule is in English for speakers/writers. It can only suggest a possible way to build a word, not tell us exactly how to do it. However, as a listener/reader it can be more helpful. Suffixes such as *-ist* and *-or* are indicators that a word might be a job, thus *flautist* and *author* might be understandable in context given this added information. Of course, there are words ending in *-ist* and *-or* that are not jobs, e.g., *communist*, *donor*, so, as with most patterns in English, it must be used with care.

Lesson 2: Speaking

Objectives

In this lesson, students will:

- talk about famous people in own culture;
- focus on past tense endings;
- structure a presentation of a person's life.

Introduction

Use the *realia* from the first two lessons. On this occasion, hold up or point to each item and get students to say the words, correcting pronunciation as you go.

Refer students to the art and literature in Lesson 1 again. Name individual items and get students to identify where the items appear, e.g., *ship – in the landscape painting*.

Exercise A

Refer students to the pictures.

- 1 Ask the whole class, then get individual students to give the number of the pieces.
- 2 Repeat the procedure.
- 3 Elicit the names, chorally then individually.
Students should give the specific name for each type of painting, e.g., *landscape*.

Answers

- 1 There are six: 1, 2, 7, 8, 9, 10
- 2 There are four: 3, 4, 5, 6
- 3 The pieces are as follows:
 - 1 painting – landscape
 - 2 architecture
 - 3 play
 - 4 novel
 - 5 poem
 - 6 biography
 - 7 painting – portrait
 - 8 painting – seascape
 - 9 painting – abstract art
 - 10 painting – still life

Exercise B

- 1 Discuss with students how to organize their notes. Encourage them to predict what kind of information will be given: names of artists, authors, paintings, pieces of literature, dates, etc. Play  1:40. (With less able classes you might need to pause the CD.)
Students compare notes in pairs. Elicit the information and write it on the board.
- 2 Ask students to give you a fact about each painter or author. You may need to highlight some of the past tense verbs used in sentences.
Give out copies of the transcript and replay  1:40 if you wish.
Discuss with students which piece of information they found most interesting or surprising.

Methodology note

These texts contain the passive *was born*, but you do not need to explain that this is passive and comes from *His mother bore him*. We can treat *born* as an adjective and *was*, therefore, as a main verb in this construction. In the same way, we can teach expressions like *was called*, *was tired*, *was interested in*, etc., without going into their origins as passives.

Transcript 1:40

Presenter: Lesson 2: Speaking

Exercise B. Listen to some information about some of the works of art or literature.

Lecturer: Number 1. This is a painting by John Constable. He was English. He was born in 1776. He lived in the east of England. He had seven children. He painted many landscapes. He painted this picture in 1821. He sold most of his paintings in France. John Constable died in 1837.

Number 4. This is a novel by Jane Austen. She was an English novelist. She was born in 1775. She lived in the south of England. She used her own name to write novels. At that time, most women writers used men's names. The King of England loved her novels. Jane Austen died in 1817. She was 41 years old.

Number 5. This is a poem by William Shakespeare. He was born on 23rd April, 1564. He wrote at least 35 plays. He also wrote 154 short poems and 5 long poems. He died on the same day, 23rd April, in 1616.

Number 7. This is a self-portrait by Vincent Van Gogh. He was a Dutch painter. He was born in 1853. He painted at least 900 paintings, including self-portraits. His paintings are very expensive today. But he was a poor man all his life. He killed himself in 1890. He was only 37 years old.

Exercise C

Set the task. Give students time to read through the headings in the table, and check understanding.

Play  1:41. Students complete individually, then compare answers in pairs. Elicit answers, building up the table on the board, or using an OHT or other visual medium.

Drill full sentences for each answer. This prepares students for the talk they will give in the final activity. Make sure students pronounce the past tense verb correctly (see Pronunciation Check).

Answers

| | |
|----------------|--|
| name | Naguib Mahfouz |
| famous for ... | novels and short stories; won Nobel Prize 1988 |
| nationality | Egyptian |
| home | Cairo |
| born | 1911 |
| education | Cairo University, 1929 to 1934 |
| job | newspaper |
| family | married 1954; 2 daughters |
| titles | <i>The Children of Gebelawi</i> |
| died | 2006 |

Transcript 1:41

Presenter: Exercise C. Listen. Complete the notes.

Student: OK. Um. Today, I want to tell you about Naguib Mahfouz. He is the most famous author in my culture. He won the Nobel Prize for Literature in 1988. He was an Egyptian. Mahfouz was born in about 1911. He lived in Cairo all his life. He went to Cairo University in 1929. He left in 1934. He wanted to be a writer. He worked for a newspaper for many years. Then he started work for the government. He married in 1954. He had two daughters. He wrote novels and short stories. He wrote about life in Egypt. I think his best book was *The Children of Gebelawi*. I really like that novel. He died in 2006. And that's it. Thank you.

Exercise D

- 1 Go through the information in Skills Check 1. Check students understand what a regular verb is when talking about the past simple tense.
- 2 Set the task. Play 1:42. Make sure students do not add an extra syllable for the verbs *lived* and *worked*. Make sure also that *worked* is not pronounced as *walked*. Show the difference in meaning.
- 3 Repeat the procedure for 2, and play 1:43. Write regular and irregular verbs on the board. Give them numbers. In pairs, students practise saying the past tenses, e.g.,
S1: Number 1
S2: walked
S1: Number 5
S2: wrote

Transcript 1:42

Presenter: Exercise D2. Listen to some regular verbs. Say the past tense form.

Voice: live [PAUSE] lived
work [PAUSE] worked
start [PAUSE] started
want [PAUSE] wanted
die [PAUSE] died
study [PAUSE] studied
marry [PAUSE] married

Transcript 1:43

Presenter: Exercise D3. Listen to some irregular verbs. Say the past tense form.

Voice: write [PAUSE] wrote
win [PAUSE] won
be [PAUSE] was/were
have [PAUSE] had
go [PAUSE] went
leave [PAUSE] left
come [PAUSE] came

Exercise E

Get a list of example questions on the board, as follows:

Who is your favourite writer/artist?
Is that a man or woman?
How do you spell his/her name?
Is he/she alive or dead?
When was he/she born?
When did he/she die?
What kind of literature did/does he/she write?
What paintings did he/she paint?
What did/does he/she write?
Where did/does he/she live?

Elicit a number of sentence patterns for the task, as follows:

The most famous writer in my culture is ...
He/she was born in (year) in (location).
He/she lives/lived in (location).
He/she works/worked in (location) / as a writer/painter ...
He/she writes/wrote (kind of literature) / paints / painted (kind of art)
He writes/wrote about (main topics).

Set the task. It can be varied, if necessary, if students want to give a talk about someone who is not necessarily the most famous. They could also talk about a famous musician, dancer or other type of artist, but only if they are capable of manipulating the lexical set without you having to take time out from the rest of the students.

Elicit some ideas about famous writers (novelists, poets, authors of plays, etc.) or artists students could talk about. Elicit some facts that the class knows about each person already.

You may wish to divide the class into pairs or groups to research and make notes on the same person. Refer students to Skills Check 2. Students should now make notes, if possible, in class. Monitor and give help where necessary.

See previous units for how to prepare and carry out the talk.

Methodology note

Students may need to use the Internet at home or at another time for this task. In this case, you will have to set it as a homework or assignment task and return to the final activity another day. An alternative is for you to bring to the lesson a variety of information sources about famous writers or artists the students may wish to talk about.

Closure

Give feedback on the talks presented during the lesson.

Language and culture notes

There is no universal rule of phonetics that says an unvoiced consonant must follow an unvoiced consonant, or a voiced follow a voiced. Therefore students need to be actually taught to say, e.g., *work* + /t/ and *live* + /d/. However, this regular past tense ending is often not discernible in the stream of speech, because it is not exploded in front of another consonant, e.g., *I lived for five years in Germany. I worked down in the south.* Do not, therefore, spend too long on this, as it may encourage students to explode the consonant just to prove they know the rule, producing, e.g., *I live da for five years ...* As the course proceeds, it will be made clear that the ‘pastness’ of regular verbs is picked up by the listener from context and from other linguistic devices such as *At that time, In the 19th century, etc.*

In English, you do not actually have to say whether a famous person is alive or dead. The form you choose for the main sentences – present simple or past simple – will tell the listeners this information.

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:

- develop vocabulary description of art and architecture;
- replace nouns with object pronouns;
- learn about stress in *yes/no* questions and how to distinguish 's in possessives and contractions.

Introduction

Write the following sentences on the board:

The painting is beautiful. The painting is ugly.

Ask students for the meaning of the sentences, i.e., basically that you like the painting in the first case and you that you do not like it in the second case. Ask students if they know other words to use in either sentence, e.g., *pretty, horrible, interesting, stupid.*

Exercise A

- 1 Check students understand the task, and go over the examples. Students discuss in pairs. Elicit answers. Some words, such as *OK*, will depend on the intonation whether it is positive, negative or neutral. Give further explanations of meanings where necessary.
- 2 Play the first word of 1:44, *beautiful*, as an example. Elicit the answer (*three syllables*). Play the remaining words. Students make a note of the number of syllables individually. Replay 1:44. Pause after each word. Allow students a few seconds for discussion, then elicit answers into a table on the board. Drill each word. Check the stressed syllable each time.
- 3 Elicit some sentences the students could use:
The first painting is beautiful / ugly / great ...
The first abstract painting is ...
(I think) this painting is ...

Answers

- 1 beautiful +
 ugly -
 nice +
 horrible -
 modern (neutral)
 OK + (or neutral)
 interesting +
 boring -
 dark (neutral)
 pretty +
 realistic + (or neutral)
 great +
 childish -

| 1 | 2 | 3 | 4 |
|-------|-----------|---------------|------------|
| nice | 'boring | 'beautiful | rea'listic |
| dark | 'ugly | 'interesting* | |
| great | 'modern | 'horrible | |
| | O'K | | |
| | 'pretty | | |
| | 'childish | | |

*note that the first *e* is silent

- 3 Answers depend on students.

Transcript 1:44

Presenter: Lesson 3: Vocabulary and Pronunciation

Exercise A2. Listen and count the syllables.

Voice: beautiful
 ugly
 nice
 horrible
 modern
 OK
 interesting
 boring
 dark
 pretty
 realistic
 great
 childish

Exercise B

- 1 Set the task. Students complete individually.
- 2 Play 1:45. Elicit answers and go over any that students had difficulty with (further practice of object pronouns is given in Skills Check 2).
- 3 Refer students to the Pronunciation Check. Give them time to read the information. Drill the example sentences. Play 1:46 and ask students to repeat each question.
Practise some of the questions and sentences from the conversations with the whole class: either model them yourself or use 1:45, pausing where necessary. Students then practise the conversations in pairs. Monitor and give feedback.
You could now do Exercise F and Skills Check 2 about object pronouns, if you wish.

Transcript & answers

Transcript 1:45

Presenter: Exercise B2. Listen and check your answers.

Conversation 1

- A: Do you like this painting?
B: Yes, I do. It's very beautiful.
A: Do you like the colours?
B: Yes. I love them.
A: Me too!

Presenter: Conversation 2

- A: What do you think of these abstract paintings?
B: I don't like them. They're horrible.
A: Who's the artist?
B: I don't know. Maybe Picasso. What about you? Do you like them?
A: They're OK. There are some interesting shapes.

Transcript 1:46

Presenter: Pronunciation Check. Listen and repeat the questions.

- Voice: Do you like this painting?
Do you like poetry?

- Do you like landscape paintings?
Do you live in a big city?
Do you go to work by car?
Do you live with your parents?
Do you study English?
Do you have an iPod?
What do you think of these paintings?
Where do you live?
Where do you study?
How do you get to college?

Exercise C

Explain that students will hear about a famous person from Barcelona. Find out what, if anything, students know about the city. Show photographs, if possible, of the city and some of the Gaudi buildings, but do not pre-empt too much of the content of the talk.

- 1 Set the task. Give students time to read through the sentences; check understanding of the word *immediately*. Play 1:47. Students complete the task individually, then compare answers in pairs. Elicit answers.
Briefly discuss why Gaudi's architecture, even today, is so different from other buildings. Ask students if they like the architecture. You should be able to revise quite a lot of vocabulary, including shapes and colours.
- 2 Play 1:47 again. Students complete individually. Students compare answers and then talk about the corrections and extra information. Feed back orally.

Answers

| | |
|--|--------------------------------------|
| a. His name was Cornet. | T – People called him Gaudi. |
| b. Gaudi's parents were painters. | F – They made things in copper. |
| c. He was Spanish. | T |
| d. Gaudi's hometown was Barcelona. | F – It was Reus. |
| e. He was a painter. | F – He was an architect. |
| f. He studied for four years. | T – From 1873 to 1877. |
| g. Gaudi's buildings were popular immediately. | F – Many people hated them at first. |

| | |
|---|-----------------------------------|
| h. Gaudi didn't finish the Sagrada Familia. | T – He worked on it for 43 years. |
| i. He made a lot of money from his work. | F – He was poor all his life. |
| j. Gaudi's wife was French. | F – He didn't have a wife. |
| k. He died at home. | F – A tram hit him. |

Transcript 1:47

Presenter: Exercise C. Listen. Mark each sentence true or false.

Student: I am going to talk to you about a very famous person in my culture. I like his work very much.
His name was Antonio Gaudi.
Well, actually his name was Cornet, but people called him Gaudi.
Gaudi was a Spanish architect.
He was born in Reus in 1852. It is a town in northeast Spain.
Gaudi's parents were coppersmiths. They made things from copper.
Gaudi's father took him to Barcelona in 1868. He wanted to study architecture.
He went to architecture college from 1873 to 1877.
After college, he became an architect. Gaudi's ideas came from the sea and nature. His buildings were not square and they did not have many straight lines. He used circles and different shapes.
At first, most people hated his work. It was very different from the architecture of the time. Later, people started to like it.
In 1884, he started work on a church, the Sagrada Familia. He worked for 43 years on the church. He didn't finish it.
Gaudi designed a lot of beautiful buildings in Barcelona but he didn't make much money. He was poor all his life.
He did not marry. Gaudi lived alone in his church for the last years of his life.

A tram hit him in a Barcelona street in 1926. He died three days later.

Exercise D

Go through the information in Skills Check 1. Teach the word *apostrophe*.

Set the task and go over the example. Students complete individually. Elicit answers. Practise each sentence.

Write the following phrases on the board and elicit the punctuation for plural nouns:

The house of my parents. (My parents' house.)

The classroom of the students. (The students' classroom.)

The town of my friends. (My friends' town.)

Answers

Gaudi's parents.

The student's book.

Jane Austen's novels.

Monet's paintings.

Language and culture note

Many languages do not have apostrophes. Therefore the whole notion of a meaningful sign must be taught. The second issue in English is that the apostrophe is commonly used to indicate ellipsis, i.e., the omission of a letter or letters (as in *you're, don't*), so you need to point out that this is a completely different usage.

This kind of possessive is called the Saxon genitive. Strictly speaking, only animate object words can take the apostrophe *s* to indicate possessives, e.g., *the bird's wing, the cat's fur*. Other words will simply form a noun-noun phrase, e.g., *the car door, the hotel reception*. However, there are many exceptions to this rule because of personification, where we view an inanimate object as having life, e.g., *London's traffic, the world's population, yesterday's newspaper, the computer's memory*.

Exercise E

Set the task. Students can discuss the answers in pairs. Elicit answers.

Summarize the activity, saying: *We can use apostrophes for she's, he's, etc., and for possession, e.g., John's.*

Answers

- 1 John's a good writer. (i)
- 2 John's novels are very good. (p)
- 3 I like Turner's paintings. (p)
- 4 You can see Da Vinci's *Mona Lisa* in Paris. (p)
- 5 *Oliver Twist's* a very popular novel. (i)

Methodology note

's can also be used for auxiliary *has*, but students have not met *has* in that usage yet.

Exercise F

This activity could be done immediately after Exercise B, if you prefer.

Go through the information in Skills Check 2. Set the task. Students complete individually then compare answers in pairs. Elicit answers. Practise the sentences.

Answers

- 1 I don't like novels. I don't read *them*.
- 2 I saw Lady Gaga on television last night. I loved *her*.
- 3 Tom Cruise is a good actor. I really like *him*.
- 4 We were at the play on Friday, too. Did you see *us* there?

Closure

Revise the adjectives vocabulary from the beginning of the lesson.

Refer students to the paintings in Lessons 1 and 2. Ask about the landscapes, seascapes and portraits.

What do you think of ...?

Do you like ...?

What about ...?

Lesson 4: Reading

Objectives

In this lesson, students will:

- read to identify time sequence.

Introduction

Make flashcards of the key words from the unit. Use the flashcards. After flashing each card a few times, remove the words related to art and literature and flash the rest. Then go back to the art and literature set, remove the actual words, and, on this occasion, students must say *art* or *literature* rather than the word on the card itself, e.g., you flash *novel* and students say *literature*.

Go through the information in the Skills Check if you want to. Alternatively, wait until the end of the lesson.

Methodology note

In this lesson, students are introduced to working with two sources of written information about the same topic. You may need to explain to students that on university courses they will be expected to read widely and compare information from different sources. This lesson is a gentle introduction to that concept. Implicit in the ideal of multiple sources is that you can avoid a charge of plagiarism if you take notes from a variety of sources, and then use your notes to write an assignment, rather than copy and paste from one source.

Exercise A

Ask students: *How many famous painters do you know?* Elicit the names of any mentioned in the unit so far, and any other names students may know.

Tell students they are going to learn a little about another famous painter in this lesson, Claude Monet.

Discuss the Monet painting and elicit what students can see, e.g.,

colours

flowers

water

leaves

sunlight

reflections (students do not need to learn this word)

Ask students if they like the painting.

Remind students of the word *scan* – to look at in order to find specific items. In English, it is relatively easy to scan for proper nouns because of capitals, and numbers because of digits or because of practice in looking for the words, e.g., *two*.

Set all four tasks, 1–4, together. Point out that students do not have to work out the reference of the names and the numbers at this point. Ask them to try to find time phrases which refer to dates, e.g., *Ten years later* ... This is practice in finding this information quickly. Do not give students very long to complete the task. Students should work individually. Elicit answers, preferably using an OHT or other visual medium.

Answers

1 The Internet

2/3 Monet, Claude b. 1840; d. 1926, painter

Claude Monet was born in Paris, France, in 1840.

Ten years later, Monet's family moved to Le Havre, a small town on the northern coast of France. His father, Adolphe, started a shop, but Monet didn't want to work in it. He wanted to paint.

Monet went to school, but he didn't like it. He painted pictures of the teachers. People laughed at them. He sold some paintings at the age of 15. A year later, a painter called Eugène Boudin taught him about painting landscapes.

In 1857, Monet's mother, Louise, died. Monet went to the School of Fine Arts, a university in Paris. But he didn't like it and he left. He had to join the army, but he became very ill and left after one year.

In 1862, Monet started work in a studio with the painter, Renoir. He met a woman at the studio called Camille Doncieux. He married her and they had two children.

From 1870 to 1871 there was a war between France and Prussia. Monet moved to London. He returned to France after the war and moved to a village near Paris.

Camille died in 1879. Monet moved again to a town called Giverny.

Monet died in 1926. He is buried in Giverny.

The dates are obvious; in addition, there is:

Ten years later = 1850

at the age of 15 = 1855

A year later = 1856

after one year = 1858 or 1859

after the war = 1871?

4 They are hyperlinked to extra information.

Methodology note

Students may comment that the painting seems blurred or out of focus. This style of painting was new at that time and was called 'impressionism' (although some say it was simply because Monet had bad eyesight!). Whatever the reason, it was the beginning of modern art. In 2008, a Monet painting sold for \$80 million.

Exercise B

Set the task. Using an OHT or other visual medium, do one or two answers with the class as examples. Note that students have to write their own dates on the timeline, in the correct relative place, e.g., 1845 will be halfway between 1840 and 1850.

Students complete individually, then compare answers in pairs. Monitor, making sure students are writing notes and not full sentences. Elicit answers, building up the timeline on the board.

Answers

| | |
|-------|--|
| 1840 | born in Paris, France |
| 1850 | moved to Le Havre |
| 1855 | sold first painting |
| 1856 | learnt to paint landscapes |
| 1857 | mother died |
| 1857? | went to School of Fine Arts |
| 1858? | left SFA |
| 1858? | joined the army |
| 1859? | left the army |
| 1862 | started work with Renoir |
| 1862? | met Camille Doncieux |
| ??? | married CD |
| ??? | had two children |
| 1870? | moved to London (war between France and Prussia) |
| 1871? | returned to France |
| 1871? | moved to a village near Paris |
| 1879 | Camille died |
| 1879? | moved to Giverny |
| 1926 | died |

Language and culture note

We cannot be sure if Monet went straight to the School of Fine Arts after his mother died, nor how long he stayed at the school. However, Monet was 18 in 1858, which is a reasonable age to do military service. If your students' countries have military service, point this out. Otherwise, explain the concept. Point out that very few Western countries have compulsory military service any more.

Exercise C

This exercise checks that students have taken the correct notes so far. However, they will not be able to answer all the questions until they have completed Exercise D.

Set the task for pairwork. Students must cover the texts on the right and try to answer the questions from their notes.

Methodology note

Students must get into the habit of making notes from research then using their notes, not the original research, as the basis for their own writing.

Answers

After Exercise D.

Methodology note

In this activity, students use past simple questions. These have not been formally taught on the course and are covered in more detail at the next level. This is because past simple questions are not often used in academic English.

Spend a brief time highlighting the forms, if you wish. However, since the questions are written out in full, it is acceptable for students simply to read them out as a pairwork checking activity, without highlighting the grammar.

Exercise D

Tell students they should now be able to complete any missing information. Students complete individually then compare answers in pairs.

Elicit answers using an OHT or other visual medium of the timeline.

Discuss any answers students had difficulty with. Go through the information in the Skills Check, if you did not do this before.

Answers

Extra information from the second text is in *italics*.

| | |
|-------|--|
| 1840 | born – <i>14th November</i> |
| 1850 | moved to Le Havre (<i>father's shop sold supplies for ships and boats</i>) |
| 1855 | sold first painting |
| 1856 | learnt to paint landscapes |
| 1857 | mother died |
| 1859 | went to School of Fine Arts |
| 1859 | left SFA |
| 1859 | joined the army – <i>went to Algeria</i> |
| 1860 | left the army |
| 1862 | started work with (Pierre Auguste) Renoir |
| 1862? | met Camille Doncieux |
| 1870 | married CD |
| ??? | had two children – <i>two boys = Jean and Michel</i> |
| 1870? | moved to London (war between France and Prussia) |
| 1871? | returned to France |
| 1871? | moved to a village near Paris – called Argenteuil |
| 1879 | Camille died |
| 1883 | moved to Giverny – <i>40 miles from Paris</i> |
| 1892 | <i>married Alice Hoschede</i> |
| 1926 | died – <i>5th December</i> |

Information from the second text is in *italics*.

| | |
|--|--|
| 1 Where did he move to in 1850? | Le Havre |
| 2 What was the name of his father? | Adolphe |
| 3 When did he sell his first paintings? | 1855 / age of 15 |
| 4 What happened in 1857? | M.'s mother died / M. to School of Fine Arts |
| 5 When did Monet join the army? | 1859 |
| 6 When did he start work with Renoir? | 1862 |
| 7 When did he marry Camille Doncieux? | 1870 |
| 8 Did he and his wife have any children? | 2 boys, <i>Jean and Michel</i> |
| 9 Why did Monet move to London in 1870? | war between France and Prussia |

| | |
|----------------------------------|--|
| 10 When did he return to France? | not sure – 1871? – this is still not clear even after reading both texts |
| 11 When did his wife die? | 1879 |
| 12 Where did he die? | not sure, but he lived in Giverny and was buried in Giverny, so that is likely |

Exercise E

Set for group or whole-class discussion.

Answers

| name | referent noun | position of referent noun |
|---------------------|-----------------------|---------------------------|
| Paris, France | no referent | outside the text |
| Le Havre | a small town | later |
| Adolphe | his father | earlier |
| Eugène Boudin | a painter | earlier |
| Louise | Monet's mother | earlier |
| School of Fine Arts | a university in Paris | later |
| Renoir | a painter | earlier |
| Camille Doncieux | a woman | earlier |
| France and Prussia | no referent | outside the text |
| London | no referent | outside the text |
| Giverny | a town | earlier |

Closure

Ask students to find and underline all the past simple verbs in one of the texts. Elicit which are regular and which are irregular verbs.

| regular | | irregular | |
|----------|--------|-----------|--------|
| started | start | was | be |
| wanted | want | went | go |
| painted | paint | sold | sell |
| died | die | taught | teach |
| married | marry | became | become |
| moved | move | left | leave |
| returned | return | met | meet |
| buried | bury | had | have |
| laughed | laugh | bought | buy |
| called | call | | |
| joined | join | | |
| liked | like | | |
| used | use | | |

In addition, there is a modal: *had to – have to*

Methodology note

Make the irregular verb past forms into flashcards, and gradually build a library of these forms. It is essential that students can instantly associate the past form with the infinitive. It is likely that the meaning of a verb in English is tied in the brain with the infinitive and therefore the quicker a person can make this association, the more efficient they will be as a reader.

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- study past tense verbs and noun phrases (subject and object);
- focus on SVC forms and expressing time.

Introduction

Use the flashcards of regular and irregular verbs again. This will help with Exercises A and B.

Methodology note

If you have not made flashcards, say the infinitive of some of the verbs from Exercise A, students' pens down. In each case, students have to say the past tense.

Exercise A

Set all parts of the activity for individual work and pairwork checking. Feed back, eliciting students' additional verbs for the verb table as well.

Answers

| | infinitive | past tense |
|----|------------|--------------|
| a. | live | <i>lived</i> |
| b. | move | moved |
| c. | return | returned |
| d. | die | died |
| e. | marry | married |
| f. | work | worked |

Exercise B

Repeat the procedure for Exercise A.

Answers

| | infinitive | past tense |
|----|------------|------------|
| a. | <i>go</i> | went |
| b. | leave | left |
| c. | become | became |
| d. | meet | met |
| e. | sell | sold |
| f. | have | had |
| g. | buy | bought |
| h. | write | wrote |

Exercise C

Ask students if they know the story of Dr Frankenstein and his monster. If so, elicit some information. Work through the first two gaps as examples, pens down. Set for individual work and pairwork checking. Feed back, ideally onto an OHT or other visual medium of the text. Highlight the relationship between infinitive and past form. Deal with any new verbs, e.g.,

continue

drown

run (away)

fall (in love with)

Answers

Mary Godwin *was* born in 1797. Her mother, a famous writer, *died* ten days later.

In 1812, her father *sent* her to live in Scotland. She *met* the poet, Percy Shelley there, and she *fell* in love with him. At 16, she *ran* away from home with Shelley. He already *had* a wife, Harriet, but he *left* her for Mary. Harriet *died* in 1816, and Mary *married* Percy in the same year. She *became* Mary Shelley. They *went* to live in Italy.

Mary Shelley *wrote* a novel, *Frankenstein*, in about 1817. It *was* probably the first science fiction story. It *became* a huge success. Percy Shelley drowned in 1822.

Mary Shelley *continued* to write novels, short stories and biographies for the rest of her life. She died in 1851.

Optional activity:

Get students to build up a timeline of Mary Shelley's life.

Answers

| | |
|------|----------------------------|
| 1797 | born |
| 1812 | sent to live in Scotland |
| ? | met Percy Shelley |
| ? | fell in love with PS |
| 1813 | ran away with PS |
| 1816 | married PS |
| ? | went to live in Italy |
| 1817 | wrote <i>Frankenstein</i> |
| ? | <i>F.</i> became a success |
| 1822 | PS drowned |
| 1851 | died |

Exercise D

Refer students to the Skills Check. Work through, making sure students understand the information. Set for pairwork. Feed back orally.

Answers

Her mother, a famous writer, ...
 the poet, Percy Shelley ...
 a wife, Harriet, ...
 a novel, *Frankenstein*, ...

Methodology note

This kind of phrase is called apposition. The two nouns have equal weight. This is not a particularly common pattern in general English, but it is very common in academic English.

Exercise E

- 1 Elicit the missing verbs. Point out that we make sentences in the past with *be* in the same way as in the present, i.e., SVC where C = complement – adjective/noun/adverb.
- 2 Drill the sentences.
- 3 Set for individual work. Monitor. Feed back, getting some of the best sentences on the board.

Answers

| S | V | C |
|----------------|-------------|--------------|
| Naguib Mahfouz | <i>was</i> | Egyptian. |
| His novels | <i>were</i> | about Egypt. |

Exercise F

- 1 Elicit the missing verbs. Point out that we make *yes/no* questions in the past with *be* in the same way as in the present, i.e., VSC. We also answer in the same way, i.e., *Yes/No* + S + verb (*n't*).
- 2 Drill the questions and answers.
- 3 Set for individual work. Do not feed back on this occasion.
- 4 Set for pairwork. Monitor. Get some of the best exchanges to be performed in front of the class.

Answers

| V | S | C |
|-------------|---------------|---------------|
| <i>Was</i> | Monet | French? |
| <i>Were</i> | his paintings | abstract art? |

| | S | V |
|------|------|-----------------|
| Yes, | he | <i>was.</i> |
| No, | they | <i>weren't.</i> |

Exercise G

Follow the procedure for Exercise F.

Answers

| Question | V | S | |
|----------|-------------|--------------------|-------|
| What | <i>was</i> | Gaudi's real name? | |
| Where | <i>were</i> | Gaudi's parents | from? |

Exercise H

Follow the procedure for Exercise G.

Answers

| S | V | Other | Other |
|---------|-------------------------------|-------------------------------|----------------------------------|
| Mahfouz | <i>lived</i> <i>worked</i> | in Cairo for a newspaper | all his life. for many years. |
| He | <i>wrote</i> <i>won</i> | about life the Nobel Prize | in Egypt. for literature. |

Exercise I

- 1 Set for individual work and pairwork checking.
- 2 Set for individual work. Monitor and assist. Feed back orally with some of the best sentences from the students.

Answers

| | | | |
|----------------|--------------------|------|---------------------------------|
| <i>in</i> | 1895 | | <i>year</i> |
| <i>in</i> | the same year | | |
| <i>in</i> | November 1895 | | <i>month + year</i> |
| <i>on</i> | 15th November 1895 | | <i>date + month + year</i> |
| <i>at</i> | (the age of) | 15 | <i>age</i> |
| <i>from</i> | 1870 | to | <i>two days / dates / years</i> |
| <i>between</i> | | and | |
| | | 1871 | |

Closure

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

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- write a short biography;
- study the zero article and object pronouns.

Introduction

Get students to tell you facts about the people in this unit. Check first for truth value, then go back and correct grammar if necessary.

Exercise A

- 1 Refer students to the extracts. Set for individual work and pairwork checking. Feed back, ideally onto an OHT or other visual medium of the extracts.
- 2 Repeat the procedure.
- 3 Set for pairwork. Elicit ideas, but do not confirm or correct.
- 4 Set for individual work and pairwork checking. Feed back, getting students to explain each case in their own words.

The perfect pair of sentences to make the point about zero article *vs* article with plurals is the following:

He painted pictures of the teachers. = general
People laughed at the pictures. = the ones we are talking about.

Answers

Monet went to school, but he didn't like the school. He painted *pictures* of the *teachers*. *People* laughed at the *pictures*.

A painter called Eugène Boudin taught Monet about painting *landscapes*.

Monet's father had a shop. The shop sold *supplies* for *ships* and *boats*.

Monet liked to paint *flowers, trees, rivers* and *boats*.
Monet also liked to paint *trains* and architecture.

No plurals in this extract:

Mary Shelley was born in 1797. In 1812, her father sent Mary to live in Scotland. Mary met the poet Percy Shelley there, and Mary fell in love with Shelley.

Mary continued to write *novels, short stories* and *biographies* for the rest of her life.

Methodology note

If students notice that some of the sentences sound strange because of the repetition of nouns, congratulate them and explain that you will come on to that point later.

Exercise B

Work through the first case as an example. Set for individual work and pairwork checking. Feed back, writing up corrected sentences from students' dictation.

Answers

Monet went to school, but he didn't like *it*. He painted pictures of the teachers. People laughed at *them*.

A painter called Eugène Boudin taught Monet about painting *them* (if mentioned before).

Monet's father had a shop. *It* sold supplies for ships and boats.

Monet liked to paint flowers, trees, rivers and boats. *He* also liked to paint trains and architecture.

Mary Shelley was born in 1797. In 1812, her father sent *her* to live in Scotland. *She* met the poet Percy Shelley there, and *she* fell in love with *him*.

No examples in this extract:

Mary continued to write novels, short stories and biographies for the rest of her life.

General note:

As always, 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 C, 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. For Exercise D, give students time to discuss possible sentences in pairs, then work on individual answers.

Exercise C

| | | | |
|------------------------|-----------------|-------------------------------------|--|
| 1 Jane Austen | <i>was</i> | English. | <i>use of singular part of past tense be with the adjective English</i> |
| 2 She | <i>wrote</i> | <i>Pride and Prejudice</i> in 1797. | <i>use of past simple in sentences about past events</i> |
| 3 The King of England | liked | <i>it.</i> | <i>use of object pronoun</i> |
| 4 <i>Mary Godwin's</i> | father | sent her to Scotland. | <i>use of apostrophe s for possession</i> |
| 5 She met the poet, | <i>Shelley,</i> | there. | <i>use of two nouns in apposition in subject position</i> |
| 6 Four years | <i>later,</i> | she married him. | <i>fixed phrase – later comes after the time period; after comes before!</i> |

Exercise D

This is a new kind of activity for this part of Lesson 6. Students have seen in the unit all the patterns which would enable them to make a good attempt at a biography of Shakespeare. Refer students, if you wish, to the work they did in:

- Lesson 2: Speaking (Exercise E)
 - Lesson 3: Vocabulary and Pronunciation (Exercise C)
 - Lesson 4: Reading
 - Lesson 5: Writing and Grammar (Exercise C)
- 1 Set for individual work and pairwork checking. See model answer for possible division.
 - 2 Set for individual work. Feed back, building up the text on the board. Ideally, use an OHT or other visual medium.

Answers

Model answer

William Shakespeare was a famous English author. He wrote plays and poems. He was born in Stratford in the centre of England on 23rd April, 1564. He married Anne Hathaway at the age of 18. A year later, his first child, Susanna, was born. In 1585, his twins, Judith and Hamnet, were born.

In 1587 or 1588, Shakespeare travelled to London. Between 1589 and 1592, Shakespeare wrote his first play, *Henry VI*. He joined a group of actors in 1594. From 1595 to 1611, he wrote about 36 plays.

In 1611, he stopped writing plays. Five years later in 1616, he died, on the same day as his birth.

Closure

Feed back on some of the points raised from the timeline and from converting it into a biography.

Key vocabulary

| | |
|---------------|----------------|
| ball (n) | stadium (n) |
| beach (n) | surfing (n) |
| film (n) | swimming (n) |
| football (n) | television (n) |
| listen to (v) | tennis (n) |
| music (n) | watch (v) |
| play (v) | |
| radio (n) | |
| read (v) | |

Lesson 1: Listening

Objectives

In this lesson, students will:

- listen for specific information about leisure activities;
- develop active listening;
- listen to identify /ɒ/ and /ɔ:/.

General note: By the end of this unit, the students should be able to hear and identify, in isolation and in context, the words above linked with sports and leisure. They should be able to say the words with reasonable pronunciation. They should also be able to make simple SVOO sentences, e.g., *She likes reading novels* and simple SVVO sentences, e.g., *I want to buy a jacket*.

Introduction

Take in images or realia of the following: football; tennis; handball (if possible); swimming (as a sport); surfing; a television; a beach (choose an acceptable image for your students).

Take in also: a novel; a radio; an iPod; a music CD; a video or DVD (ideally of a popular film).

Say: *We're going to talk about these things today*. Pin or tack the images on the board and arrange the other items on your desk. If students want to name the items, encourage this, but do not put students on the spot.

Point to all the items and say *Leisure. Not work.*

Leisure. Students may find the /ʒ/ sound in *leisure* difficult to hear, so you may need to repeat it several times. As usual, do not ask students to repeat the word at this stage. However, keep helping students with pronunciation when the word occurs in the exercises during the lesson.

Hold up each example of non-sport and say *Sport?*

Elicit *No*, in each case. Mix up the items and point at random to sports and non-sports. Each time, say either *Sport?* or *Leisure?* with questioning intonation. Clearly, they should say *Yes* to leisure each time. After some time, add the word *activity* to *leisure*, i.e., start saying *Leisure activity?*

Do not ask students to repeat the words, but allow them to do so if they wish.

Methodology note

These are useful hypernyms, as noted before. Saying something is a sport or a leisure activity narrows it down enough for people to be able to guess the actual item and help out the speaker.

Exercise A

Refer students to the pictures. Focus on items in the pictures from previous units, including colours.

- 1 Say: *Which ones show sports?* Allow students time to find and say the numbers of the items.
- 2 Say: *Which ones show leisure activities?* Allow time as before.

Answers

Sports: 1, 2, 3, 4, 5

Leisure activities: 6, 7, 8, 9, 10, 11

Exercise B

Hold up individual items from your realia, or point at them. Name them as follows:

going shopping
going surfing
going swimming
going to the beach
listening to music
playing football
playing handball
playing tennis
reading a novel
watching a film
playing computer games

As before, if students name the items correctly before you do, acknowledge that, but do not insist that students repeat each item.

Refer students to the pictures on the page. Play the first part of 1:48, with the words in isolation. Students point to the correct pictures.

Play the second part of 1:48, with the words in context. Students point to the correct pictures.

Transcript 1:48

Presenter: Unit 4: Sports and Leisure
Lesson 1: Listening
Exercise B. Listen and point.

Voices: going shopping
playing football

going swimming
playing handball
reading a novel
watching a film
going surfing
playing tennis
going to the beach
playing computer games
listening to music

Voices: I love going swimming.
She likes playing handball.
Do you ever go surfing?
I watched a fantastic film last night.
Where can you play tennis in this town?
I'm reading a good novel at the moment.
Do you like going to the beach?
I'm not good at playing computer games.
I always go shopping at the mall on Saturdays.
I like playing football, but I'm not very good at it.
My favourite leisure activity is listening to music.

Exercise C

Focus students' attention on Table 1. Remind students that there are two meanings of the word *table*: there is probably a table in the classroom, and a table of information.

Revise the meaning of *leisure activities* (see Introduction). Elicit the meaning of *popular*. Ask students to study the headings in the table.

Ask: *What is the most popular leisure activity in the UK?* Elicit *watching TV/films*. Ask: *What is in second/third/seventh place?*

Elicit some suggestions for the missing leisure activities, but do not confirm or correct.

Now focus students' attention on the extract from the lecture in Exercise C. Demonstrate how to write the information in the table, preferably using an OHT or other visual medium.

Play  1:49, pausing after each section. Students complete individually, then compare answers in pairs. Elicit answers, preferably using an OHT or other visual medium.

Answers

| Activity | Minutes per day |
|------------------------------|-----------------|
| TV/films | 135 |
| meeting friends and family | 63 |
| listening to the radio/music | 45 |
| reading | 24 |
| going shopping | 20 |
| using the Internet | 15 |
| playing sports | 12 |
| playing computer games | 11 |
| walking, etc. | 10 |
| Total | 335 |

Transcript 1:49

Presenter: Exercise C. Listen and complete Table 1.

Lecturer: Today's session is about popular leisure activities. We are going to look at the UK, and later we will compare with other countries. Why are we looking at leisure activities? Why is it important? It's important for business, of course. But most of all it's important for our health. So, let's start.

What are the most popular leisure activities for adults in the UK?

According to a recent survey, people over 16 in the UK spend most time watching TV or films. The average time is 135 minutes per day. That's over two hours each and every day.

Meeting friends is in second place. Adults spend an average of 63 minutes on meeting friends, and family of course, that's over an hour a day.

What's in third place? Playing football, perhaps, or using the Internet? No, third place goes to listening to the radio or music. People over 16 in the UK spend, on average, 45 minutes each day on listening to the radio or music. So fourth – computer games, the Internet? No, surprisingly, in fourth place is reading. Yes, reading. Adults in Britain spend nearly half an hour on reading. Twenty-four minutes, actually. That's all kinds of reading – novels, magazines and newspapers.

Going shopping is in fifth place. Adults spend 20 minutes shopping each day, on average. Shopping means buying food and everyday things in a supermarket, for example. It also means buying clothes, DVDs and other luxury items.

Now, we are coming to using the Internet. People over 16 in Britain spend just a quarter of an hour online. Do you think that is very low? Well, remember, this is the figure for adults, not for children or teenagers.

Playing sport of all kinds is in seventh place. Adults only spend about a quarter of an hour – actually 12 minutes – on playing sport. They spend nearly as long on playing computer games. 11 minutes to be precise. Remember this is adults!

Finally, adults spend 10 minutes on walking. Of course, they drive most of the time, or go on public transport.

Remember. These figures are for adults, for people over 16, in the UK. Do you think they are very different for adults in your country? Do you think the figures are different for men and women? And what about teenagers? What are the figures for teenagers in your country?

Exercise D

Put students into pairs. Make the statement below, then ask if it is true or false. Do not allow students to answer. Get them to tell their partner.

Watching TV or films is the most popular leisure activity for adults in the UK. (true)

Feed back. If necessary, explain. Get students to explain their answer. (It's in first place.)

Play 1:50, with the other questions, pausing after each one for students to discuss in pairs. Do not let students shout out the answer. Point out they must explain their answer, as in the example.

Answers

| | |
|---|---|
| Watching TV or films is the most popular leisure activity for adults in the UK. | T – It is in first place. |
| Walking is more popular than playing computer games. | F – Walking is in ninth place; playing computer games is in eighth place. |
| Meeting friends and family is in third place. | F – It is in second place. |
| Adults spend twice as long reading as playing sports. | T – 24 minutes to 12 minutes – you may have to explain the word twice. |
| Adults spend over five hours on leisure activities. | T – 335 minus 12 for sports = 323 minutes. |
| Adults spend over 50 per cent of their leisure time watching TV and films. | F – It is under 50%. $135 / 335 =$ a little under 40%. |

Transcript 1:50

- Presenter:** Exercise D. Listen. True or false?
Voice: Watching TV or films is the most popular leisure activity for adults in the UK.
 Walking is more popular than playing computer games.
 Meeting friends and family is in third place.
 Adults spend twice as long reading as playing sports.
 Adults spend over five hours on leisure activities.
 Adults spend over 50 per cent of their leisure time watching TV and films.

Exercise E

Set for pairwork. Monitor and assist. Feed back, getting people to give you ideas about their country and themselves.

Exercise F

- 1 Refer students to the five pictures. Set for individual work and pairwork checking. Play 1:51. Students number the pictures. Feed back.
- 2 Play the first question of 1:52 as an example. Elicit an answer chorally. Continue with the other questions. Repeat, directing the question at individuals this time.

Transcript 1:51

- Presenter:** Exercise F1. Listen and number.
Voice: 1 Nowadays, many people go to sports centres early in the morning before work or college, or early in the evening, after work or college.

- 2 At one time, people said 'Television will replace cinema.' But millions of people still go to watch films every week.
- 3 The Greeks built a lot of new stadiums for the Olympic Games in Athens in 2004.
- 4 People go to the mall to shop, but they also go there to meet their friends.
- 5 Teenagers don't go to the theatre in the UK very much. They go to music concerts much more.

Transcript 1:52

Presenter: Exercise F2. Listen and answer.

Voice: Is there a mall near here?

How often do you go to the theatre?

Does this place have a sports centre?

What is the name of the nearest football stadium?

What films are on at the cinema this week?

Answers

- 1 A2, B3, C5, D4, E1
- 2 Answers depend on students.

Exercise G

Remind students about listening to the introduction of a lecture (see Unit 3). Remind them of the question they should think about: *What is the lecturer going to talk about?*

Play  1:53, the introduction to the lecture. Elicit ideas. Confirm and correct.

Answer

reading, going to cinema, etc.

Transcript 1:53

Presenter: Exercise G. Listen to the introduction to a lecture about leisure activities.

Lecturer: There are two main kinds of leisure activities. The first kind is sports, like football and tennis. I talked about sports last week. I'm not going to talk about sports activities today. I'm going to talk about the other kind of leisure activities, like reading and going to the cinema. In the UK, these activities are more popular than sports with adults. So, today, we are going to look at some of these activities.

Exercise H

Refer students to Skills Check 1. Say you are going to test this idea with them. Play the first sentence of  1:54 as an example. Students should discuss the next word in pairs, but not shout out. Point out that they will not hear the actual word this time. Continue with the rest of  1:54.

Play  1:55, stopping at each pause. Elicit possible words, then play the actual word in each case.

Elicit how students were able to predict correctly (basically it is their knowledge of the topic in general and the collocation of words in particular). Refer students to the transcript to see how the sentences lead up to the final word.

Transcript 1:54

Presenter: Exercise H. Listen to the first part of the lecture.

Lecturer: We do some leisure activities with hundreds of other [PAUSE]. For example, watching football in a [PAUSE] or watching a film in a [PAUSE] or going to see a play in a [PAUSE]. We do some leisure activities with one or two of our

[PAUSE]. For example, watching television at [PAUSE] or shopping at the [PAUSE]. We do some leisure activities alone. For example, reading a [PAUSE] or listening to music on an mp3 [PAUSE].

Transcript 1:55

Presenter: Exercise H2. Listen again and check your ideas.

Lecturer: We do some leisure activities with hundreds of other people. For example, watching football in a stadium or watching a film in a cinema or going to see a play in a theatre. We do some leisure activities with one or two of our friends. For example, watching television at home or shopping at the mall. We do some leisure activities alone. For example, reading a book or listening to music on an mp3 player.

Exercise I

1 Refer students to Skills Check 2. Spanish-speakers, in particular, often have difficulty discriminating between these two sounds.

Set the task. Say the two words given as examples at the top of the two columns: *hot*, *call*. Say a few times if necessary.

Play 1:56. Students complete individually, then compare answers in pairs.

Replay 1:56 if necessary. Elicit answers. Play it a final time if students found the activity difficult.

2 This is a new activity so will need careful setting up. Play the first sentence of 1:57 as an example. Elicit the number of words with the sound /d/. Students do not necessarily need to understand the sentences in order to do the task. Play the remaining sentences of 1:57. Pause after each sentence. Students discuss with their

partner the number of words with /d/. Replay the sentence if necessary. Do not elicit answers yet. Repeat with each sentence. When you have played all the sentences, elicit answers. Replay the CD a final time if students found the activity difficult.

3 Repeat the procedure above, using 1:58.

Transcript & answers

Transcript 1:56

Presenter: Exercise I1. Listen to the words.

| | | |
|--------|--------|--------|
| Voice: | ball | (/ɔ:/) |
| | job | (/d/) |
| | watch | (/d/) |
| | what | (/d/) |
| | mall | (/ɔ:/) |
| | orange | (/d/) |
| | sport | (/ɔ:/) |
| | walk | (/ɔ:/) |
| | want | (/d/) |
| | author | (/ɔ:/) |

Transcript 1:57

Presenter: Exercise I2. Listen to some sentences. How many times do you hear /d/ in each sentence?

- Voices:
- 1 There's a lot of hot water if you want a bath. (3)
 - 2 What kind of watch have you got? (3)
 - 3 We went shopping for our holiday and we bought lots. (3)
 - 4 The bus stops four times on this route. (2)
 - 5 Sorry, but I don't want modern art on my office wall! (5)

Transcript 1:58

Presenter: Exercise I3. Listen to some more sentences. How many times do you hear /ɔ:/ in each sentence?

- Voices:
- 1 Can we walk and talk at the same time? (2)

-
- 2 Please call me after four. (2)
 - 3 Your ball went over the wall. (3)
 - 4 The author was born in 1944. (4)
 - 5 I went to a really boring talk about jobs in sport. (3)

Exercise J

This activity rounds off the lesson. In pairs, students discuss the question. Monitor. After two or three minutes, elicit ideas.

Closure

Use the discussion in Exercise J, or revise the new vocabulary from the lesson.

Lesson 2: Speaking

Objectives

In this lesson, students will:

- do a survey on leisure activities;
- talk about bar charts;
- practise emphasizing words and saying /v/ and /ɔ:/.

Introduction

Use mimes to elicit the names of leisure activities. On this occasion, get students to say each word chorally. Correct pronunciation as you go.

Ask students: *How do you spend your free time?* Elicit some ideas. Correct students so they are using the gerund form, *-ing*, e.g., *shopping* or *going shopping*. When students have given you one or two activities, ask: *Anything else?*

Ask students who did not mention any sports: *Do you like playing sports?* Elicit *yes* and *no* answers.

Ask a student who said no: *What about watching sports?* Elicit answers.

Exercise A

- 1 Refer students to the pictures, and hold a general discussion. Students should be able to say *leisure activities*. Practise the pronunciation of *leisure*; remember that the /ʒ/ sound will be difficult for many students to pronounce.
- 2 Elicit the sports. Get students to say the words individually. Correct pronunciation as you go. Check particularly the /v/ and /ɔ:/ sounds. Elicit the non-sports/leisure activities. Ask students: *How many people are there in the pictures?* Repeat for men, women, children, etc.

Answers

- 1 leisure activities
- 2 handball; reading; playing a computer game;

watching a film; listening to music/an iPod; shopping; watching TV; watching a play; using the Internet

Exercise B

- 1 Ask students to look at the rebus conversation and try to work out what the people are saying. This should not be too difficult, as you used the four questions in the introduction. Elicit ideas, but do not confirm or correct.
Play the conversation, 1:59.
Play 1:59 again, pausing after each question for the students to answer, then play each reply for students to check. Build up the questions and answers on the board. Show the use of the *-ing* form – the gerund in this case.
You do not need to go into the reasons for the gerund use at this point. It will be dealt with in the notes to Lesson 6: Writing and Grammar.
- 2 Drill the questions. Make sure students are using the falling intonation for the *How* questions and the fall-rise for the *yes/no* questions.
Get students to ask you the questions and give true answers. Ask them to turn the information into an extended turn about you, i.e., *He/she likes/loves ... and ... He/she hates ...*
- 3 Set for pairwork. Monitor. Feed back on any common problems.

Transcript 1:59

Presenter: Lesson 2: Speaking

Exercise B1. Listen to the conversation.

- A: How do you spend your free time?
B: Listening to music.
A: Anything else?
B: Watching television, and reading.
A: Do you like playing sports?
B: No, I don't. I hate playing sports.
A: What about watching?
B: Well, I like watching tennis and basketball. What about you?

Exercise C

- 1 Give students time to read Pronunciation Check 1. Check the meaning of the word *emphasize*. Play 1:60, the example sentences, and get students to repeat them.
- 2 Elicit example sentences using *I love/hate ...* Drill the sentences. In pairs, students make more sentences using:
I (really) like/love/hate ~ing
I don't like ~ing
With faster classes you can go on to teach *enjoy ~ing*. Students may also wish to talk about other leisure activities that are not shown on the page. For consolidation, ask students to write down some sentences about their likes and dislikes, using the target structures.

Transcript 1:60

Presenter: Exercise C1. Listen and repeat the sentences.

Voice: I hate playing sports.
I love watching tennis.

Exercise D

- 1 Ask students what their favourite leisure activity is from the lesson so far. Tell them they are going to look at favourite leisure activities for young people from another country.
Teach/revise the meaning of the word *figure* for graphs. Ask students to read the title for Figure 1. Elicit the answer. Ask checking questions about the activities, e.g., *What's in first place?*
- 2 Elicit ideas, but do not confirm or correct. Refer students to Skills Check 1. Ask one or two questions to check understanding.
- 3 This is a kind of trick question, as the answer is not clear. This leads to Skills Check 2, where students are given information about describing numbers that are not exact. The stress is on *over* or *under*.
- 4 After students have read the information, practise a few phrases with the class, e.g.,
A little over 20 per cent ...

A little under 100 per cent of people ...

Exactly 25 per cent of teenagers ...

Remind students that they can also use *about* and *around*. Point out that we use these when we do not know the actual number, whereas we normally use *a little over/under* when we know it, but it is not necessary to be exact.

Set the task. Elicit possible sentences and practise them with the class, e.g., *A little under 16 per cent of teenagers like playing sport.*

For consolidation, students can write some sentences about the graph.

Methodology note

We use the gerund for the names of activities, e.g., *playing sport, watching TV, shopping*, etc. This may lead to an error with students producing sentences such as *A little under 16 per cent of teenagers playing sport.*

You will need either to remind students to use the present simple for these sentences, or insist on sentences with *like ~ing*.

Answers

- 1 favourite activities for teenagers in Ontario
- 2 percentages
- 3 not clear (just under 16%)
- 4 Answers depend on students.

Exercise E

Refer students to Pronunciation Check 2. Drill the two sounds. Ask students for more words with the different sounds. From this course, the following are possible:

/ɒ/ hot, top, lot, got, bottom, job

/ɔ:/ sports, morning, north, taught, August

This is different activity from the usual one of giving a talk at the end of the speaking section. It is a freer activity which gives students practice in conducting a survey.

Set the task, and practise the language students can use for the activity (see the speech bubbles in the Course Book).

Monitor during all stages and give help where necessary. The activity can be set in several different ways for each stage, as follows:

- You can allow each group of students or individual students to select their own leisure activities for the survey, or you can reach a consensus with the class.
- You can suggest that the interviewees are all male or all female, or a mixture. Students can ask other students from their own group or different groups. Alternatively, students can survey students from other classes, perhaps during a coffee or lunch break.
- If you do not have much time, students can ask five others instead of ten.
- Point out that working out the percentages is easy with ten students! Just total the number of ticks and multiply by ten.
- The results can be displayed on posters or on an OHT or other visual medium.

Exercise F

Discuss the results with the class. Ask, for example:
What are the most/least popular activities?
Does any activity get 0 per cent?
Are there any differences between male and female leisure activities?
What is the most surprising result?

Language note

When researchers report the results of an experiment, they normally use the past simple, because the experiment is in the past. However, when they discuss the results of a survey into habits and behaviour, they normally use the present simple, because the habits or behaviour continue.

Closure

Use discussion of results as closure.

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:

- role-play conversations in a shop;
- use *want* + verb or noun phrase;
- develop vocabulary associated with shops and utilities and things you can get from them.

Introduction

Say: *Do you like shopping? What do you like buying? What is your favourite shop?* Allow the discussion to continue if students are interested in it.

Exercise A

- 1 Give students time to study the photographs. Elicit two or three other things students can buy a pair of, e.g., *shoes, socks, glasses*. Check pronunciation of the word *pair*.
Set the task. Students complete individually, then compare answers in pairs. Do not elicit answers at this point. Tell students not to worry about any answers they are unsure of.
- 2 Play 1:61. Elicit answers. Elicit words for other places to buy or get:
 - money – bank, post office
 - stamps – supermarket, machine (in students' own country, it may be a tobacconist's shop)
 - jeans – department store, online store
- 3 Play 1:61 for students to repeat each line. Focus on pronunciation of the noun–noun phrases, such as *sports shop, cash machine, clothes shop*; the stress should be on the first noun.

Methodology note

We have avoided using the words for traditional British shops, such as *butcher, baker, grocer, tobacconist, newsagent*, etc. With the increased domination of supermarkets in the UK, these words are used far less frequently than before. We have

focused simply on the words students might need to know, but you can of course add words for your specific students' needs.

Another point is that if students know the word *shop*, most other words can be added to describe specialist shops: *bread shop, cigarette shop, newspaper shop, coffee shop, health food shop, card shop, souvenir shop*, etc.

Transcript 1:61

- Presenter: Lesson 3: Vocabulary and Pronunciation
Exercise A2. Listen and check your answers.
- Voice: You can buy trainers in a sports shop.
You can buy jeans in a clothes shop.
You can buy a toothbrush in a pharmacy.
You can buy stamps in a post office.
You can get money from a cash machine.
You can buy DVDs in an electronic games shop.

Exercise B

Say the caption phrase for each photograph. Drill the phrase.

Set the task. Play 1:62. Students complete individually, then compare answers in pairs. Elicit answers.

Go through the Skills Check. Check understanding by eliciting the difference between the two example sentences.

Focus on the Pronunciation Check, and drill the two example sentences.

Play 1:62 again. Pause after each sentence with *want* and ask students to repeat.

Answers

| | |
|--------------------|---|
| a T-shirt | 1 |
| a sandwich | 5 |
| a souvenir | 4 |
| a birthday present | 2 |
| make-up | 3 |

Transcript 1:62

Presenter: Exercise B. Listen to some sentences. What does each person want to buy?

- Voices:**
- 1 I want to buy a new T-shirt. I want a white one for tennis. And I want a pair of new trainers too.
 - 2 It's my mother's birthday on Saturday. I want to buy her a present. I don't want to give her flowers again.
 - 3 I'm going shopping this evening. I want to buy some make-up. And I want shampoo.
 - 4 Where's the best place for souvenirs? I think the airport shops are too expensive. I want to buy one for my brother.
 - 5 I'm really hungry. I'm going into the supermarket – I want to get a sandwich.

Exercise C

In this activity, students should make 'true' sentences about the items. Practise the example sentences. Elicit other sentences, e.g., *I don't want a jacket. I really want a new bag.*

Elicit other items students may want, e.g., *a motorbike, a new phone, a dress, etc.*

Students continue making sentences in pairs. Monitor and give help where necessary.

For consolidation, students can write some of their sentences.

Answers

Answers depend on students.

Exercise D

- 1 Check the meaning and practise the pronunciation of *shop assistant* and *customer*. Give students time to read through the conversations. Elicit which shop each conversation is taking place in. Play 1:63. Elicit answers. Note that in the first two conversations, the words missing are *this/it, that* and *these/they*. In the third and fourth conversations, verbs are missing.
- 2 Check students understand the task. Play 1:64, pausing after each question. Elicit the stressed words. Practise each question.
- 3 Remind students about polite intonation, especially in shops, hotels, restaurants, etc. If necessary, play 1:64 again so that students can listen for the intonation. Students practise the conversations in pairs.

Transcript & answers

Transcript 1:63

Presenter: Exercise D1. Listen and check your answers.

Presenter: Conversation 1

C: Excuse me. How much is this DVD?

SA: It's £4.99.

C: OK. Where can I pay?

SA: Over there. Near the door.

C: Thanks.

SA: That's OK.

Presenter: Conversation 2

SA: Can I help you?

C: Yes, please. How much are these jeans?

SA: They're £47.50.

C: Can I try them 'on?
SA: Certainly.

Presenter: Conversation 3

C: I want to buy an iPod, please.
A: OK. Which one are you 'interested in?
C: The iPod classic. In silver. For £199.
A: This one 'here?
C: Yes, please. Do you take 'credit cards?
A: Yes, we do.

Presenter: Conversation 4

SA: How do you want to 'pay?
C: By card, please.
SA: Can you put it in the 'machine, please? And enter your 'PIN number.
C: OK.
SA: And here's your receipt.

Transcript 1:64

Presenter: Exercise D2. Listen and check your answers.
[REPEAT OF 1:63]

Exercise E

This is an information gap activity and it is the first one students have done in this way. It will therefore need careful setting up.

Make photocopies of the shopping information on page 95, and cut between the two sections.

Adapt the information if you wish. You can add or delete items from the list.

Divide the class into pairs, Student A and Student B. Give out the relevant section of the shopping information to each student. Explain the task. Students should ask about the prices of the items on their lists and answer. The conversations should be continued as long as possible by using follow-up questions, as in the conversations in Exercise D.

Demonstrate the task yourself using one of your more able students as a partner, if you wish.

Monitor and give help where necessary. Give feedback.

Finally, ask students to write one or two of their conversations down. This can be done either in class or for homework.

Closure

Dictate some prices using different currencies, e.g., \$25.00, £4.35, 50p, €298, etc. Students write them down.

When you have finished, instead of eliciting, write the answers on the board for students to self-correct. Finally, point to each price at random on the board, and elicit the pronunciation.

PHOTOCOPIABLE

| Student A | Student B |
|---|--|
| <u>Shopping list</u> iPod headphones birthday card CD | <u>Shopping list</u> cellphone case tennis balls watch |
| <u>Prices</u> cellphone case ... 11.99 tennis balls ... 5.99 watch ... 27.50 | <u>Prices</u> iPod headphones ... 45.00 birthday cards ... 2.00 CD ... 9.99 |

Lesson 4: Reading

Objectives

In this lesson, students will:

- read and make notes;
- understand encyclopaedia entries.

Introduction

Make flashcards of the key words for this unit.

Use the flashcards. After flashing each card a few times, remove the sports cards and flash the rest. On this occasion, students must say *sport* or *not a sport*, rather than the word on the card itself, e.g., you flash *music* and students say *not a sport*.

Exercise A

Set for pairwork. Feed back orally. Encourage students to suggest as many noun phrases as possible for each verb. Show students the following common patterns:

play + ball game

go + activity ending in *-ing*

do + other kinds of activity, e.g., *judo*

Answers

Possible noun phrases:

| | |
|-------------|-------------------------|
| 1 listen to | music/an iPod/the radio |
| 2 read | novels |
| 3 play | football, ... |
| 4 go | shopping, ... |
| 5 go to | the theatre |
| 6 do | aerobics, ... |
| 7 watch | sports |
| 8 use | the Internet |

Exercise B

Set for individual work and pairwork checking. Only give students a few moments to do the activity, to prevent them from starting to read any of the texts closely. Elicit and get students to explain their choice.

Answers

These texts come from an encyclopedia – print or web, e.g., Wikipedia. They are factual.

Exercise C

This is largely revision of finding capital letters and numbers. Try to ensure that students are not reading the text in detail during the following exercises, but only scanning for words with capital letters and numbers.

Refer students to Skills Check 1. Work through the possible ways of marking up text.

Students may confuse *country* and *nationality*. Point out some of the indicators of nationality words – see Language and culture note (2) on the next page. Set for individual work and pairwork checking. Feed back, ideally onto an OHT or other visual medium of the text.

Explain BCE – see Language and culture note (1) on the next page. Remind students that they find dates after prepositions, e.g., *in*, *from*, *between*, *on*. Point out also that *in about* also precedes a date, as opposed to *about* on its own (see below). Set for individual work and pairwork checking. Feed back, as above.

Remind students that they find numbers after *more than*, *about*, *over*, but also by themselves. Remind them also that numbers can be words, especially at the beginning of sentences, as well as figures.

Go through all the target items again, building up a chart (see the format in Answers).

Deal with the small number of cases in which the capital letter does not denote one of the target items, e.g., *Hollywood* = town/city not country; *Europe* = continent.

Answers

| | The novel | The iPod | Tennis | Chess | Films | Surfing |
|-------------------------------|------------------------------------|--|------------------------------|--------------------------|--|---------------------------------|
| countries | Greece the USA | | Britain France | India | USA Britain India | Hawaii* the USA Australia |
| nationalities | Italian | English Japanese | French | Persian | American | Hawaiian |
| names | Cyrus | Tony Fadell | Major Wingfield | | William Friese Greene; Thomas Edison | Duke Kahanamoku |
| dates | 500 BCE | 1979 2001 | 1873 the 12th century | 600 BCE | 1899 1891 1910 | 1400 1500 1915 1950s |
| numbers | 40,000 5,000 | 40 million | two four sixty million | two 64 550 million | 800 | 3,000 |
| other capitalized items | The Education = part of a title | Apple Computers and Sony = company name | | | Hollywood = area/town | Europe = continent |

* not a country now – state of the USA

Language and culture notes

- (B)CE stands for (Before) Common Era and is used to avoid saying BC/AD with the implication that Jesus was Christ or God. Although Muslims, for example, believe that Jesus was a prophet, they do not think he was the son of God.
- As so often with English, there are patterns for creating the nationality from the country, but there is no generative rule. Point out to students the following patterns (opposite):

Other points:

- many Arab/Muslim countries have a nationality word ending in *-i*, e.g., *Iraqi*
- ese* is always a nationality

| country ending in ... | nationality ending in ... | example | notes |
|-----------------------|---------------------------|------------------------|---|
| <i>-land</i> | <i>-ish</i> | <i>England / ish</i> | Many countries not ending in <i>-land</i> have a nationality word ending in <i>-ish</i> , e.g., <i>Danish</i> . Some other nationality words end in <i>-ch</i> , e.g., <i>French</i> . <i>Switzerland</i> does not become <i>Switzsh!</i> |
| <i>-a</i> | <i>-an</i> | <i>Australia / n</i> | Many countries not ending in <i>-a</i> have a nationality word ending in <i>-n</i> , e.g., <i>Brazilian</i> . |
| <i>-y</i> | <i>-ian</i> | <i>Italy / Italian</i> | Exception – <i>Germany</i> . |

Exercise D

- 1 Work through the four questions, making sure students understand the questions. Ask students for the best order for the answers to these questions. Elicit ideas, but do not confirm. Set for individual work and pairwork checking.
- 2 Refer students to Skills Check 2.

Answers

| | | |
|-----|-------------------------------------|---|
| 1/2 | How popular is the activity today? | 4 |
| | What is the activity? | 1 |
| | When did the activity first appear? | 3 |
| | Where does the name come from? | 2 |

Demonstrate on the board how you can create a notebook plan for research before you start reading an encyclopaedia article, as per the table in the Course Book.

| | |
|---------------------|--|
| Definition | |
| Origins of the name | |
| History | |
| The present day | |

Language and culture note

Rhetorical structure defines the way in which information is organized in a text. Different text types – encyclopaedia article, newspaper article, magazine article – will structure information in different ways. Research has shown that this structure is language-specific rather than universal. Therefore, there is a real learning task in understanding how information is normally structured in each text type. Make sure students realize that they have to adjust their expectations to the structuring of English. It is not simply a case of changing languages. Of course, knowing how texts are structured in your L1 is subconscious. Unless a teacher makes the point explicitly, a student may never realize why they are struggling to understand a text in a foreign language.

Exercise E

Follow this procedure:

Put students into groups of six. Call the groups A, B, C, D, E and F.

Ask the students to discuss which text each one would like to read. Ideally, each student should read about something they are interested in.

Return to each group and number the students. So the student who wants to read about the novel is 1, the iPod is 2, etc.

Refer students to Skills Check 3 and point out that they need to find the words with capital letters and the numbers again. This should be easy if they have highlighted the information in some way. This time, however, they need to find out why each item is important.

Give each student a copy of the relevant text OR refer them to it on the facing page.

Give students ten minutes to work individually, finding the important information. Monitor and assist. Make sure students are not simply copying huge chunks of text.

Put students into groups of the same number, i.e., A1, B1, C1, etc., to compare and complete their notes. Give them a further five minutes to compare information and check back with their text.

Put students back in their original groups of A, B, C, etc. Each student must feed back on his/her research and tell the others the important information to complete the research notes.

Feed back from all the groups, building up a table on the board.

Closure

Ask students which fact from all the information was the most surprising for them.

Use the flashcards of leisure activity words and past tense forms again.

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- study verb + gerund;
- write survey results;
- focus on verb + gerund in statements/negatives/questions.

Introduction

Use the flashcards again. After flashing full words, flash words with the second half covered. Students say the whole word. You could flash some of the words one last time and get students to write them down.

Exercise A

Refer students to the two sentences. Set all the activities for pairwork. Monitor and assist. Feed back on any common problems.

Answers

- 1 The verbs *like* and *hate* are followed by words with *-ing*.
- 2 The name of the word after the verb is the *gerund* – it is a noun made from a verb.
- 3 To make a verb into a gerund, you add *-ing* to the infinitive. The spelling rules here are:

| | |
|---------------------------|---|
| <i>do – doing</i> | ends in <i>v</i> = + <i>-ing</i> |
| <i>drive – driving</i> | ends in <i>e</i> = minus <i>e</i> , + <i>-ing</i> |
| <i>say – saying</i> | ends in <i>y</i> = + <i>-ing</i> |
| <i>work – working</i> | ends in CC = + <i>-ing</i> |
| <i>run – running</i> | ends in VC = CC + <i>-ing</i> |
| <i>listen – listening</i> | ends VC, but stress is not on this syllable, so + <i>-ing</i> |

Exercise B

Set for individual work and pairwork checking. Point out that this is not just an exercise in writing the gerund form of the verbs in the box. They must decide if they need the gerund or another form.

Feed back, ideally onto an OHT or other visual medium.

Answers

Most people in my group love *playing* computer games. Most people also love *listening* to music, and they love *using* the Internet. Many people enjoy *going* shopping, but some people *hate* it. Most people like *watching* films, but only a few people *like* going to the theatre. A few people like *reading* novels, but most people don't *like* reading at all.

Exercise C

Refer students back to the survey in Lesson 2. Students write sentences individually. Monitor and assist. Feed back on any common problems.

Answers

Answers depend on students.

Exercises D, E, F

All the tables on page 59 can be set for group work and then pairwork.

Follow the procedure as written.

Closure

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

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- write a short encyclopedia entry;
- consider the components of writing noun phrases: article, number, adjective, noun.

Introduction

Dictate some words from this unit.

Exercise A

Refer students to the extracts from the reading texts in this unit.

Remind students of noun phrases – they can be subjects, objects or complements in a sentence. Set the questions for pairwork. Elicit some ideas, but do not confirm or correct. Refer students to the Skills Check. Feed back.

Language note

Noun phrases consist of a head noun which can then have either or both pre- and post-modification. For example:

| | pre-modification | head noun | post-modification |
|------------------|------------------|-------------|--------------------------------|
| <i>Tennis is</i> | <i>a ball</i> | <i>game</i> | <i>for two or four people.</i> |

Pre-modification is dealt with in this lesson, and normally consists of one or more of the following: an article, a number, an adjective or another noun. We deal with adjective order later in the course.

Post-modification is most commonly in the form of a prepositional phrase. We teach this later in the course.

Exercise B

Work through the first case as an example. Point out that you can use some words more than once. Point out also that sometimes you do not need anything.

Set for individual work and pairwork checking. Feed back, writing up complete phrases from students' dictation.

Answers

A play is *a* story at *a* theatre.

The name comes from *an* *Indian* word for 'take part in' – *dlegh*.

There were – theatres in Ancient – Greece before the 6th century BCE. However, there were no *real* plays at that time. – People told – stories, but they did not pretend to be other people. – Things changed on 23rd November, 534 BCE. On that day, Thespis, a Greek, became a person in *a* story. He was *the first* actor. *Two thousand* years later, Shakespeare wrote about *37 great* plays in English.

The *longest-running* play in the world is *The Mousetrap* by Agatha Christie. It opened in 1952 in *a* theatre in London. On 25th November, 2002, it completed *20,807* performances.

General note: As always, 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 on the next page.

If you are doing the work in a lesson, give students time to discuss the answers for C, 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. For Exercise D, give students time to discuss possible sentences in pairs, then work on individual answers.

Exercise C

| | | | |
|-------------------|--|-------------------------|---|
| I want | <i>to buy</i> | a pair of trainers. | <i>infinitive for second verb after want</i> |
| Do you like | <i>living</i> | in the capital? | <i>gerund for second verb after like</i> |
| What | <i>do you like</i> | doing in the evenings? | <i>word order in information questions; use of auxiliary</i> |
| She | <i>doesn't like</i> | listening to music. | <i>use of does with third person singular, present simple negative</i> |
| Where do you want | <i>to go</i> | this evening? | <i>infinitive for second verb after want</i> |
| There are over | <i>3,000 good surfing beaches</i> | worldwide. | <i>word order with numbers, adjectives and noun-noun phrases</i> |
| Tennis is | <i>an old ball game</i> | for two or four people. | <i>use of an when the next word begins with a vowel – even if you would normally not have a</i> |
| Sony made | <i>the first personal music player</i> | in 1979. | <i>word order with adjectives and noun-noun phrases</i> |

Exercise D

Students have seen in the unit all the patterns which will enable them to make a good attempt at an article. Refer them to the work they did in Lesson 4 and in this lesson so far.

Set for individual work and pairwork checking. Feed back, building up the text on the board or on an OHT or other visual medium.

Answers

Model answer

Volleyball is a ball game for two groups of six players. It is popular with men and women.

The name comes from two English words, *volley* and *ball*. *Volley* means 'to hit a ball in the air'.

William G. Morgan, an American, wrote the rules in 1895. People played the first game on 9th February that year.

Over 30 million people now play the game worldwide.

Closure

Feed back on some of the points raised by the encyclopedia article.

Tell students to go and look up in a real encyclopedia any of the items from this unit which they are interested in. They must find two more facts about the leisure activity.

Key vocabulary

bread (n)
butter (n)
cheese (n)
chicken (n)
coffee (n)
drink (v)
eat (v)
eggs (n pl)

fish (n)
food (n)
fruit (n)
ice cream (n)
juice (n)
meat (n)
milk (n)
potato (n)

rice (n)
sandwiches (n pl)
sugar (n)
tea (n)
vegetable (n)
water (n)

Lesson 1: Listening

Objectives

In this lesson, students will:

- listen for specific information: numbers and percentages;
- listen to identify /u:/ and /ʊ/.

General note: By the end of this unit, the students should be able to hear and identify, in isolation and in context, the key vocabulary linked with nutrition and health. They should be able to say the words with reasonable pronunciation. They should also be able to make simple SVO sentences, where O = countable or uncountable noun, e.g., *I like eggs / juice.*

Introduction

Take in realia/packaging/pictures of as many of the following as possible:

bread
butter
cheese
chicken (as a food)
coffee
eggs
ice cream

juice
milk
rice
sandwiches
sugar
tea
water

Pass them around and say the words as you do so. Say: *We're going to talk about these things today.* Arrange the items on your desk. If students want to name the items, encourage this, but do not put students on the spot.

Pick up some items and say *food*. Pick up other items and say *drink*. Get someone to come up and try to arrange the items into food and drink. Pick up items at random and say *food or drink* and get students to say *yes or no*. Say: *You can eat bread and butter and eggs. You can drink coffee and tea and milk. Can you eat rice? Can you drink tea? Can you drink ice cream?* Continue asking about other items at random.

Point out the usage of the nouns and the verbs again, highlighting the fact that *drink* can be a verb or a noun, i.e.,

You can eat food.

You can drink drinks.

Language and culture note

This activity may seem childishly simple, but in fact the way we divide comestibles into food and drink, and the verb we use with each item (*eat / drink*) is language-specific. Even in English we have a few problems. Do we drink soup or eat it?

Methodology note

These are useful hypernyms, as noted before. Saying something is a kind of food or a kind of drink narrows it down enough for people to be able to guess the actual item and help out the speaker.

chicken
milk
tea
sandwiches
butter
eggs
water
orange juice
coffee
cheese
sugar
potatoes

Exercise A

Refer students to the photographs. Students discuss in pairs. Quickly elicit ideas, e.g., A = food, L = drink. Try not to get involved in teaching the words for the different food items as this will pre-empt the next activity.

Exercise B

Hold up individual items from your realia or point at them. Name them. As before, if students name the items correctly before you do, acknowledge that, but do not insist that students repeat each item.

Refer students to the pictures on the page. Play the first part of 1:65, with the words in isolation. Students point to the part of the picture.

Play the second part of 1:65, with the words in context. Students point to the correct part or parts of the picture.

Transcript 1:65

Presenter: Unit 5: Nutrition and Health
Lesson 1: Listening
Exercise B. Listen and point.

Voices: ice cream
rice
bread

Voices: Would you like some coffee?
How about a cup of tea?
Do you take sugar?
I don't want milk, thank you.
Would you like some more potatoes?

Voice A: I had a cheese sandwich for lunch.
Voice B: Did you? I had chicken and rice.

Voices: Could I have a glass of water, please.
Do you have any orange juice?
My favourite food is boiled eggs.
I love them.
It's so hot. Do you fancy an ice cream?
I'd like some bread and butter with my meal, please.

Exercise C

Explain that students are going to hear a number of questions. They must give true answers for them. Play the first question. Do not allow students to shout out an answer. Wait a few seconds, then nominate a student. Continue with the rest of the questions. Elicit answers from several students in each case.

Transcript 1:66

Presenter: Exercise C. Listen and answer.

- Voices: Do you like rice?
Do you have milk in tea or coffee?
Do you put butter on your bread?
Do you prefer tea or coffee?
Do you have eggs in the morning?
What kind of potatoes do you like?
How many teas or coffees do you drink every day?
How much sugar do you have in your tea or coffee?
How much water do you drink every day?
What's your favourite ice cream?

Methodology note

Students may struggle to answer some of the questions because they do not have the language. Allow other students to help them, but then make them give the answer themselves.

Exercise D

Refer students to the table. Explain that they are going to hear a short lecture about the information in the table. Ask students to discuss this question in pairs: *What is the lecturer going to say?* If students ask *What does 'energy' mean?*, etc., say *Do you think the lecturer will explain that?* The answer, of course, is yes!

Monitor and assist. Elicit some ideas, but do not confirm or correct. Students should be able to work out that the lecturer is going to talk about the food items and the calories they contain.

Say: *Listen to the introduction. Circle any words you hear.* Play Part 1 of 1:67. Feed back, ideally onto an OHT or other visual medium of the table. Ask some questions about the meanings of the new words, i.e., *Where do we get energy from?* (mime energy if necessary)

Why do we need energy?

How do we measure energy? (mime the idea of measuring if necessary)

How much energy is there in a potato?

What about a portion of rice?

Refer students back to the table. Set for individual work and pairwork checking. Play Part 2 of 1:67. Feed back, building up the table on the board or using an OHT or other visual medium.

Methodology note

There are many words here that students will not be able to produce or even understand fully, e.g., *measure*, *portion*, but they will get the general idea and learn an important lesson, that you never understand everything.

Answers

| Food/Drink | Calories | Quantity |
|-------------|----------|-----------------------|
| potatoes | 270 | one, with skin |
| rice | 210 | one portion |
| chicken | 185 | one piece |
| bread | 160 | one piece |
| ice cream | 150 | one cone |
| milk | 130 | one glass |
| cheese | 125 | one small piece |
| soft drinks | 100 | one can |
| eggs | 90 | one |
| butter | 75 | on one piece of bread |
| sugar | 20 | one spoon |

Note that the calories given are for typical portion sizes. The calories for 100 grams of each type of food would give different results. For example, 100 grams of cheese would be more than 400 calories.

Transcript 1:67

Presenter: Exercise D. Listen and add the calories to the table.

Lecturer: Today I'm going to talk about food and drinks. Why do we eat food? Why do we drink drinks? The answer is obvious. We eat because we are hungry. And we drink because we are thirsty. Of course, we also enjoy food and drinks. But there is another reason for eating and drinking. We eat and drink to get energy. We need energy to do work. We need energy to do leisure activities. We get energy from food and drinks. Some food gives us a lot of energy. Some food only gives us a little energy. Today I'm going to tell you the energy value in certain foods and drinks. By the way, we measure energy value in calories. For example, one large potato has about 270 calories. But one portion of rice has about 210 calories. So there is more energy in one potato than in one portion of rice. Let's look at the energy value of some other foods. One piece of chicken has an energy value of 185 calories. But did you know that one piece of bread has almost as much energy? One hundred and sixty calories. And if you put butter on the bread, that's another 75 calories. Yes, that's right. 160 for the bread plus 75 for the butter. Add one small piece of cheese and that's another 125 calories. Do you like ice cream? Well, one ice cream has 150 calories. A glass of milk has slightly less at 140 calories. Sorry, I meant to say 130 calories. What about soft drinks, like cola or lemonade? Actually they have fewer calories than a glass of milk. There are about 100 calories in a can.

There are no calories in tea or coffee. These drinks are mostly hot water. But one spoonful of sugar is 20 calories, so if you have two spoons and some milk, perhaps your cup of coffee has 60 or 70 calories. Why is this important? Because some people eat and drink too many calories. Then they become too heavy and can have other problems too.

Exercise E

Put students into pairs. Make the following statement. Then ask if it is true or false.

One potato has more calories than one portion of rice.
(True)

Ask a few more questions of the same sort.

Have students study the two *how* questions. Elicit the answer to each question.

Students may already know the concept of countable and uncountable nouns, in which case, quickly elicit the answer. If not, refer them to Skills Check 1. Show students how the two adjectives *countable* and *uncountable* are formed from the verb *count*. This also may be the first time that students have met the prefix *-un* to form a negative noun.

Elicit examples. If it comes up, explain that the word *milk*, for example, is uncountable. However, *bottles of milk* becomes countable.

Students can make a list in pairs or they can mark items in their books with *c* (countable) or *u* (uncountable).

Elicit answers and ask students if they can think of any more words to go in each list, e.g., *chocolate, burger, cookie*.

Optional activity:

Ask students which food item on the page they like best. Repeat for drinks. Ask if there is a favourite food or drink not on the page. Ask if they hate or cannot eat or drink any item on the page.

Answers

- 1 How *many* potatoes do you eat every week?
How *much* rice do you eat every day?
- 2 *Potatoes* is a plural countable noun. *Rice* is an uncountable noun.
- 3 See table below.

| countable | uncountable |
|---|--|
| eggs chips sandwiches potatoes | bread butter cheese sugar rice milk coffee tea water coca cola ice cream juice chicken |

Exercise F

Ask students if they can name the items in the pictures on the page. Elicit ideas, but do not confirm or correct.

Focus on the words in the box and the heading *food groups*. Explain that this is one way of dividing food into groups. Divide the class into pairs to find examples of each group (students can look on page 64 too). Elicit ideas. Some food can go in more than one group, for example *butter* can go in *dairy* or *oil and fat*. Point out that the word *fat* can be a noun or an adjective. However, it is rude to describe a person as *fat* – students must be careful how they use it! If time, elicit more examples for some of the food groups.

Students discuss the questions in pairs. Elicit answers. Point out that the number of calories may depend on the size of the portion and the way that food is cooked.

Answers

1

| Food group | Examples |
|---------------|---------------------|
| meat and fish | chicken |
| cereals | bread, rice |
| oil and fat | butter, cheese, oil |

| | |
|----------------------|--|
| dairy | milk, butter, cheese, eggs |
| beans | beans |
| sugar | sugar |
| fruit and vegetables | fruit juice / orange juice potatoes chips salad (in sandwich) |

- 2 The highest calorie food per 100 grams is butter, cheese and oil.
The lowest calorie food per 100 grams is chicken (depending on how it is cooked), beans, salad, orange juice, water.

Methodology note

The words *oil* and *fat*, like many nouns in English, can be both countable and uncountable depending on the context. It is common for food scientists to use these two words as countable nouns in this context. However, we have decided to leave them as uncountable here in order not to confuse students at this level.

Exercise G

Refer students to Skills Check 2. Check comprehension. Refer students to Table 1. Check understanding of the noun *consumption*. Elicit the verb *consume*, pointing out the change in pronunciation of the vowel *u* from /ʌ/ to /u:/. You can explain that the verb *consume* is the more academic word for *eat*.

- 1/2 Set the task. Students can try to guess the calorie numbers before they listen. Play 1:68. Students complete individually then compare answers in pairs. Elicit answers. Discuss with the class their reactions to the information.
- 3 Give students time to study Figure 1. Ask a few questions to check understanding, e.g.,
What colour is the section for cereals? (blue)
Which is the biggest section? (cereals)
What is the purple section? (meat and fish)
Play 1:69. Students compare answers in pairs. Elicit answers, preferably using an OHT or other visual medium.

Ask students: *What can go in the 'other' group?*
(Possible suggestions: nuts, tea, coffee, cola, alcohol, artificial food additives, etc.)

Refer students to the transcript at the back of the book. Replay the whole lecture, with students following the transcript.

Answers

1 Table 1: Recommended daily calorie consumption

| | Calories |
|---------------|----------|
| Men | 2,500 |
| Women | 2,000 |
| Teenage boys | 2,750 |
| Teenage girls | 2,250 |

2 Average daily calories per person for USA: 3,654

| | |
|----------------------|------|
| 3 cereals | 23% |
| oil and fat | 18% |
| sugar | 18% |
| meat and fish | 16% |
| dairy | 10% |
| fruit and vegetables | 5% |
| beans | 4% |
| other | 6% |
| | 100% |

Transcript 1:68

Presenter: Exercise G1. Listen to the introduction to a talk about calorie consumption.

Lecturer: In today's lecture, I'm going to look at the main sources of energy from food. As you know, we need energy to do work. Food scientists say that adult women need about 2,000 calories every day, and men need about 2,500. Teenagers need more calories. For boys, the figure is 2,750, and for girls, it's about 2,250. Let's look in detail at one country, the USA. Later, we can compare the information with other countries.

In the USA, the average daily calories per person is 3,654. I'll repeat that. 3,654. So North Americans consume 30% more than the world average. Remember the figures I gave you in my introduction. A woman needs only 2,000 calories a day, and a man only 2,500. So where do people in the USA get all those calories from? Rice? Potatoes? Chicken? Or something else?

Transcript 1:69

Presenter: Exercise G3. Listen to the main part of the talk.

Lecturer: So we're going to look at the main food groups. The first group is cereals. What are cereals? Cereals are kinds of food like bread, pasta and rice, for example. This is usually the biggest energy source for most people. In the USA that's 23%.

Next we have vegetable oil and animal fat. In the USA people get 18% of their calories from oil and fat. Of course, oil and fat are very high in calories.

Sugar is the same amount: 18%. We put sugar in tea and coffee, of course. There is also lots of sugar in soft drinks, like Coca Cola. Obviously there is sugar in cakes and cookies. But there is sugar in most food from the supermarket too.

What's next? It's meat and fish. And the percentage is 16%.

After that we have milk and dairy items. What are dairy items? Well, mainly cheese, yoghurt and eggs. And the percentage for the USA? That's exactly 10%.

And now for the healthy food. Food scientists want us to eat five portions of fruit and vegetables

every day. But, in the USA, they only get 5% of their calories from them. And finally, at only 4%, there are beans. These are a healthy, low calorie food, but Americans eat very few. Many people in the USA have health problems. These figures show us the reason. Now let's compare these figures with one or two other countries in ...

Methodology note

The word *consumption* would normally be above the level of false beginner students, but its surrender value is much higher in academic English than in general English.

Refer students to Skills Check 3. Give students time to look at the list of words, but do not let them start to mark the table. Play 1:70. Feed back, building up the table on the board.

Answers

1

| | /u:/ | /ʊ/ |
|-------|------|-----|
| fruit | ✓ | |
| blue | ✓ | |
| book | | ✓ |
| cook | | ✓ |
| could | | ✓ |
| do | ✓ | |
| juice | ✓ | |
| look | | ✓ |
| new | ✓ | |
| sugar | | ✓ |
| would | | ✓ |

Transcript 1:70

Presenter: Skills Check 3. Listen. Tick the correct column.

Voice: fruit
blue
book
cook
could
do
juice
look
new
sugar
would

Exercise H

Put students into pairs or groups to discuss the question. Monitor and assist.

Closure

Elicit ideas from Exercise H.

Lesson 2: Speaking

Objectives

In this lesson, students will:

- do a survey on weekly consumption of soft drinks;
- focus on /u:/ and /ʊ/;
- look at questions and answers related to a survey.

Introduction

Use mimes to elicit the names of food and drinks, e.g.,
cutting bread
putting butter on bread
putting something inside to make a sandwich
making a cup of tea with a tea bag and adding milk and sugar
making a pot of coffee (in the traditional way for your students, if you know it)
pouring out a glass of water from a tap
squeezing juice
pouring milk from a bottle
opening a can and pouring cola
catching a fish
killing a chicken (if you can bear to do it!)
putting an ice cream in a cone
eating an apple
eating a boiled egg

Put students in pairs or groups to play the same game.

Exercise A

Remind students about countable and uncountable nouns. Exploit the visuals and highlight the uncountable nouns *cola, water, coffee, milk*.

Get students to make phrases. Drill them, especially the weak form of *of*.

Elicit as many phrases as possible. Get students to repeat any correct phrases and translate the items if you are working with a monolingual class. Otherwise just acknowledge to the student who suggests the item that it is correct.

Answers

- 1 a can of cola
a bottle of water
a cup of coffee
a glass of milk
- 2 Other possible drinks with containers:
a can of soda / lemonade / juice / tonic
a bottle of milk / whisky / gin / tequila ...
a cup of tea / hot chocolate
a glass of juice / cola / soda / beer ...

Exercise B

Elicit the meaning of *soft drinks* (it means 'not alcoholic'). Students discuss the answers to the questions in pairs. Do not elicit answers.

Play  1:71. Elicit answers. Ask two or three students how many colas or other soft drinks they have every day, but do not spend too long on this or you will preempt the final activity.

Answers

- 1 a3, b3, c3, d2

Transcript 1:71

- Presenter:** Lesson 2: Speaking
Exercise B2. Listen to the introduction to a lecture about soft drinks. Check your answers.
- Lecturer:** We are going to do a survey today into soft drinks. Soft drinks are sodas, like cola. They are also juice, water, and tea and coffee. There is a problem in some countries with soft drinks. People are thirsty so they drink a soda. They don't drink water. People drink too many sodas, and this is bad for their health. Why are sodas bad for your health? Because a can of soda has about ten spoons of sugar in it. That's right, ten

spoons. What is a healthy amount of sugar each day? Some doctors say it is about ten spoons. Ten spoons. So that's the same as one cola. What about water? What is a healthy amount of water every day? Doctors say it is six glasses of water. How many colas do teenagers in your country drink every day? How much water do they have every day? What about coffee and tea? In a minute, we are going to do a survey and find out. But first, look at some information from America ...

Exercise C

Divide the class into pairs, Student 1 and Student 2. Ask Student 1 to cover the figure and Student 2 to cover the table. This makes sure each student only looks at one piece of information (see Methodology note opposite).

Write the title of the table and figure on the board and check understanding. Students should know the meaning of *consumption* from the previous lesson, but will probably need reminding. In the last lesson, it meant 'eating'; in this lesson it means 'drinking'.

Check students understand all the headings; new ones include:

tap water – *tap* is British English for *faucet*

bottled water – the term *mineral water* is often used

energy drink – elicit the name of popular drinks of this type in the students' culture(s)

Practise the example questions with the class.

Highlight and remind students about when to use *much* and *many* (see Course Book page 64). Elicit other possible questions: *How about milk? What's the number for coffee?*

Students continue in pairs. Monitor. Elicit answers and give feedback on common errors.

Methodology note

This is an information gap activity and will need careful setting up. Students have the same information (about soft drinks consumption in the USA) but given in different forms. Each student has some information missing. They can find out the missing information from their partner.

If you prefer, make photocopies of the table and figure, and cut them up. Give the table to Student 1 and the figure to Student 2. Make sure students keep their books closed. In this way, students cannot 'cheat' and simply copy down the missing information.

Answers

Table 1: Consumption of soft drinks per week, USA

| Drink | Cups/cans/glasses |
|-------------------------|-------------------|
| Sodas | 15.8 |
| Tap water | 6.8 |
| Milk | 5.8 |
| Coffee | 5.8 |
| Bottled water | 3.3 |
| Fruit / vegetable juice | 2.9 |
| Energy drink | 1.9 |
| Tea | 1.9 |

Source: <http://www.beekmanwine.com/prevtopat.htm>

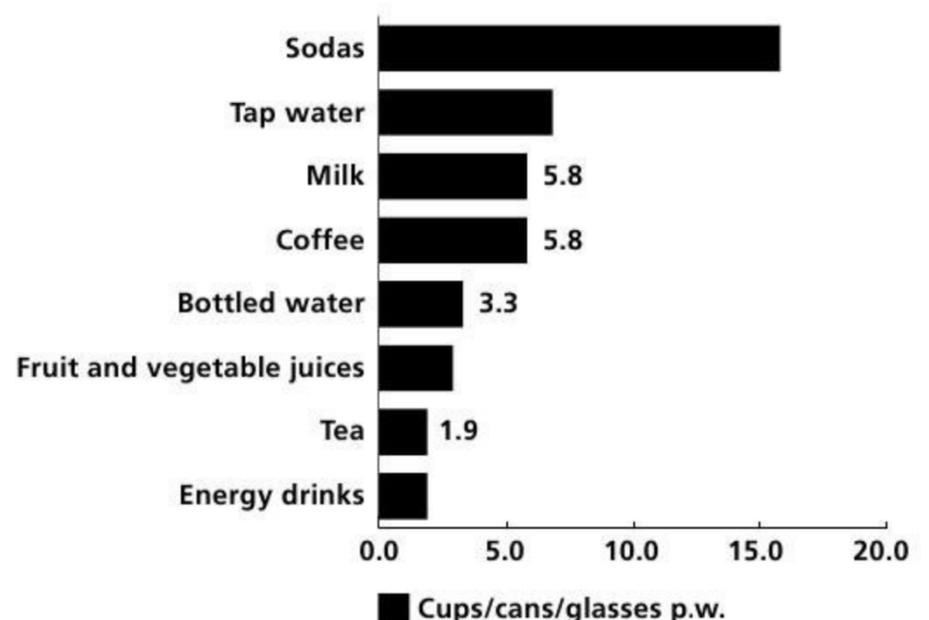


Figure 1: Consumption of soft drinks per week, USA.

Pronunciation Check

Remind students about these two sounds from Lesson 1. Put students into pairs to practise saying the sounds. Point out that spelling often does not help.

Drill the sounds and the words. Point out the spelling patterns.

- 1 *oo* can be either sound, e.g., *food* = /u:/, but *good* = /ʊ/
- 2 *ui* is usually /u:/, but it is /ɪ/ in *build* and its derivatives
- 3 *ou* can be /ʊ/, but has other sounds, e.g., *our* and *house*

Ask students for more words with the two sounds.

From this course, the following are possible:

/u:/ *flew, true, clue, clue, drew, student*

/ʊ/ *took, book, woman*

Exercise D

- 1 Give students two or three minutes only for this activity, as it is important to move on to the speaking practice. Do not elicit answers.
- 2 Play 1:72 and elicit answers.
- 3 Practise some of the questions and answers with the class. Then divide the class into pairs for practice. Monitor and give feedback.

Answers

See table below.

| | | |
|--|---|---|
| Could I ask you some questions? | b | Soft drinks? OK. |
| I want to ask you about soft drinks. | e | Bottled water? |
| How much soda do you drink every week? | c | How many cans? |
| Yes. Cans. | g | I don't drink any tea or coffee. I don't like them. Juice, maybe, one can a week. |
| OK. And what about water? How much water do you drink? | f | I don't drink much water. Maybe a glass a day. |
| Well, bottled water and tap water. | h | No problem. |
| OK. Do you drink anything else? Tea or coffee? | d | Well, I drink about three cans a day ... so that's 20 or 21. |
| That's great. Thanks very much. | a | Yes, sure. |

Methodology note

You can do D1 in a slightly more interesting way if you cut up the sentences from the right-hand side of the page and get students to match them by moving the pieces around.

Transcript 1:72

Presenter: Exercise D2. Listen and check.

A: Could I ask you some questions?

B: Yes, sure.

A: I want to ask you about soft drinks.

B: Soft drinks? OK.

A: How much soda do you drink every week?

B: How many cans?

A: Yes. Cans.

B: Well, I drink about three cans a day ... so that's 20 or 21.

A: OK. And what about water? How much water do you drink?

B: Bottled water?

A: Well, bottled water and tap water.

B: I don't drink much water. Maybe a glass a day.

A: OK. Do you drink anything else? Tea, coffee, juice?

B: I don't drink any coffee or tea. I don't like them. Juice ... maybe one can a week.

A: That's great. Thanks very much.

B: No problem.

Exercise E

Remind students they did a survey in the previous unit about leisure activities. Tell them they are going to do a different one about the consumption of soft drinks.

See notes from Unit 4 about the different ways the survey can be carried out.

The activity can be done individually, or in pairs or groups. Students can select their own categories.

- 2 Students should design a chart similar to the one shown in Exercise E3. Again, this can be done individually or in pairs or groups. Monitor and give help where necessary.
- 3 Remind students to use similar questions to the ones in Exercise D. Monitor once more. Stop the activity after a reasonable amount of time, even if not everyone has finished.
- 4/5 Make sure everyone understands how to do the maths!
- 6 Demonstrate how to do this on an OHT or other visual medium.

Methodology notes

Averages are a basic component of academic research. Students must be competent in and confident about calculating averages.

This is further deep-end strategy on the countable/uncountable issue.

Exercise F

Check understanding of the word *enough*. Do not go into grammar explanations at this point – it is for recognition only. Do the questions in groups.

Closure

Feed back on Exercise F.

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:

- role-play conversations in cafés and restaurants;
- practise pronunciation of unstressed *a*, *some* and *would*;
- study *much* and *many* with uncountable and countable nouns.

Introduction

Ask a few students to tell you what food they have eaten so far today, and what they have had to drink. Check pronunciation of the items they mention.

Exercise A

This activity focuses on international words in English. However, the pronunciation, particularly stressed syllables, may be different in your students' language(s).

- 1 Set the task. Elicit answers. Briefly discuss the differences between a café and a restaurant. For example, cafés are usually cheaper and serve food all day. They are often self-service. You can just have a drink if you want to.
- 2 Give students time to read all the words in the second box. They will probably recognize all of them. Play  1:73. Pause after each word and elicit the 'English' pronunciation. Discuss the difference(s) in pronunciation with students' own language. Discuss which nouns from the box are singular, plural or uncountable. *Alcohol* is an uncountable noun. It is an international word so students will probably recognize it.
- 3 Set the task and go over the example sentences. Students continue in pairs. Elicit ideas. Finally, elicit a few more things that can be bought in each place: *a meal*, *a glass of wine*, etc.

Methodology notes

Note that *chocolate* can be countable or uncountable. In this context, a *hot chocolate* implies a *cup* of hot chocolate, or a *drink* of hot chocolate, so it is countable.

The words *crisps* and *chips*, although international, can have different meanings in different countries. In British English, *crisps* are the snack sold in bags in many different flavours. They are very thin, round, slices of potato. In many countries, *crisps* are called *chips*, which is the cause of the confusion. In Britain, *chips* is only used for hot deep-fried long thin pieces of potatoes. However, in restaurants, they are sometimes called *French fries*.

Answers

- 1 A restaurant
B café
C bar
D takeaway
- 2 Answers depend on students.
- 3 Answers depend on students, but here are some examples:
You can get a hot chocolate in a café and a bar.
You can get a lemonade in a bar.
You can get a pizza in a café, a takeaway and maybe a restaurant.
You can't get a sandwich in a restaurant.
You can get a snack in a café or a bar.
You can get alcohol in a bar.
You can get some chips in a café or a takeaway.
You can get some crisps in a bar.

Transcript 1:73

Presenter: Lesson 3: Vocabulary and Pronunciation
Exercise A2. Listen to the words in the box.

Voice: a hot chocolate
a lemonade
a pizza
a sandwich

a snack
alcohol
some chips
some crisps

Exercise B

If you prefer, you can deal with one conversation at a time.

Make sure students realize each conversation takes place in a different place. Check understanding of the words for different kinds of people in each place: *customer, waiter, assistant, barman*.

- 1 Set the task. Give students time to read through the conversation(s). Reassure them it does not matter if they cannot think of a word for every space. Do not elicit answers.
- 2 Play 1:74. Elicit answers. Explain the following, highlighting on the board if you wish:
I'd (I would) like = I want
Would you like ...? = Do you want ...?
would like is a more polite and formal phrase

Check understanding of any other new vocabulary or phrases, e.g., *mushrooms, hungry, thirsty, anything else?*

Transcript & answers

Transcript 1:74

Presenter: Exercise B2. Listen and check your answers.
Conversation 1
Waiter: Would you like a drink?
Customer: Yes, please. Could I have an orange juice?
Waiter: Certainly. One orange juice.
Customer: Thank you.

Presenter: Conversation 2
Assistant: Next!
Customer: I'd like a large pizza, please. Cheese and tomato.

Assistant: Would you like mushrooms?
Customer: No, thanks. I don't like mushrooms.
Assistant: One large pizza. Anything else?
Customer: Could I have a large bottle of lemonade, please?
Assistant: That's £9.25, please.
Customer: Thank you.

Presenter: Conversation 3
Bartender: What can I get you?
Customer: Can I have a coke, please?
Bartender: Yes, sure.
Customer: Do you have any ice?
Bartender: Certainly.
Customer: And do you have any crisps?
Bartender: No, I'm sorry. We don't.

Presenter: Conversation 4
Customer 1: What would you like?
Customer 2: I'm not sure.
Customer 1: Would you like some tea?
Customer 2: No, thanks, I don't like tea.
Customer 1: Do you like coffee?
Customer 2: Yes, I do, but I'm really thirsty. I'd like a large glass of water.
Customer 1: Anything to eat?
Customer 2: No, I'm not hungry.

Exercise C

- 1 Students should find differences in meaning and in forms. Students discuss in pairs. Elicit ideas.
- 2 Write some words and phrases from the unit on the board and encourage students to add suggestions. Ask students to say some things they'd like now (but obviously cannot have at this moment because they are in class!): *I'd like a coke / sandwich / piece of cake / my dinner*, etc. Reinforce the meaning by saying *Do you want this food / drink now?* (yes) Drill some of the sentences. Write another list on the board, preferably of some more 'controversial' food or drink such as mushrooms, bananas, olives, vegetables, English

food, Chinese food, English tea, (un)healthy food, etc. Ask students to tell you some things they like or do not like.

Drill some of the sentences.

- Elicit some questions and write them on the board (see Exercise C4 below).
- Elicit possible questions. Write them on the board next to the questions from Exercise 3 above. This activity should really emphasize the difference in meaning between the two target forms.

Answers

| Questions | Answers |
|-------------------------------------|-----------------------------|
| Would you like some tea/a sandwich? | Yes, please. No, thanks. |
| Do you like tea/sandwiches? | Yes, I do. No, I don't. |

- There are differences in form and meaning. Forms – the two sentences on the left have 'd (*would*); the object of each sentence on the left has an article – *some / a*; the objects on the right have no article; the second object is plural.
I'd like some tea. I like tea.
I'd like a sandwich. I like sandwiches.
Meaning: *I'd like* = now, *I like* = all the time
- Answers depend on students.

Exercise D

Ask students to read Pronunciation Check 1. Practise the example sentences, making sure students pronounce *some /səm/*.

- Set the task. Students complete individually, then compare answers in pairs.
- Play 1:75 for students to check their ideas. Do not ask students to practise the questions until after the next activity.

Transcript 1:75

Presenter: Exercise D2. Listen and check.

- Voices:
- Would you like a drink?
 - I'd like a large pizza, please.
 - Could I have an orange juice?
 - What would you like?

- Can I have a coke, please?
- Would you like some mushrooms?

Language note

Native speakers often disagree about neutral stressing! For example, in the sentences in this exercise, some native speakers might say that *could*, *would* and *can* are always stressed in questions. The important thing is that the key information words are stressed, though.

Exercise E

Go over the information in Pronunciation Check 2. Practise the pronunciation of the example sentences. In particular, the phrase *would you* is difficult to pronounce: /wʊdʒu/. Play 1:75 again, getting students to repeat each question or sentence. Encourage students to copy the polite intonation.

Exercise F

- Play 1:75 of the conversations again, with students following the transcript. Practise some of the sentences from the conversations with the class, if necessary. There may not be time for students to practise all four conversations. If so, divide the class into four groups. Allocate one conversation for each group to practise. Remind students to use polite intonation. Monitor and give feedback.
- Check students understand the task. More able classes can improvise completely new conversations in one of the food places. Less able classes can choose a couple of the original conversations and simply change one or two food items.

Exercise G

Give students time to read the information in the Skills Check. Ask one or two questions to check understanding.

Refer students to the exercise. Do the first question as an example. Then students can continue in pairs.

Answers

1

| | | |
|--|---|---|
| a. How much time do you have? | | you can't see it |
| b. Is there much oil in the bottle? | | you can pour it |
| c. Do you do much reading? | | you can't see it |
| d. Do you read much books? | ✗ | you can see them |
| e. Do you have much work? | | you can't see it |
| f. There isn't much people in the class. | ✗ | you can see people |
| g. Do you have much money? | | you can't see it – although you can see coins and notes |
| h. I don't eat much chips. | ✗ | you can see it |

- 2 d. Do you read *many* books?
f. There aren't *many* people in the class.
h. I don't eat *many* chips.

Closure

Feed back on Exercise G.

Lesson 4: Reading

Objectives

In this lesson, students will:

- scan for information;
- mark text to develop active reading;
- understand maps.

Introduction

Make flashcards of foods and drinks. After flashing each card a few times, remove the words *food*, *drink* and *eat* and flash the rest. On this occasion, students must say *food* or *drink* rather than the word on the card itself, e.g., you flash *chicken* and students say *food*. Then repeat, but, this time, students have to say the verbs *eat* or *drink* rather than the word itself. Finally, flash the cards with all but the first two or three letters covered.

Exercise A

Use the visual to explain the meaning of the word *plant*; check students do not confuse it with the word *flower*. Flowers are plants, but not all plants are flowers!

Set the task. Students complete individually, then compare answers in pairs. If students do not have dictionaries, simply put the correct answers on an OHT or other visual medium for students to self-check.

Answers

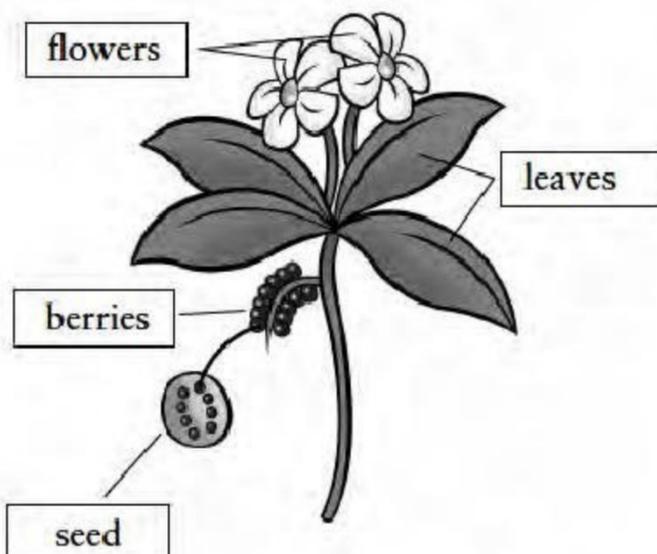


Figure 1: *The main parts of a plant*

Exercise B

Ask students to discuss the five questions in pairs or small groups. Tell them not to worry if they are not sure of the answers. Elicit answers, but do not confirm or correct at this point.

Exercise C

Use the visual of the woman picking tea leaves to teach the word *bush*. Check students understand the task. Tell students not to worry about the meaning of every word, they should just try to answer the questions. Divide the class into pairs, Student 1 and Student 2.

Students read their assigned text. In pairs, students tell each other about their text.

Elicit answers for each text.

Finally students can spend a minute or two reading the 'other' text.

You can do follow-up activities if there is time, either at this point or after Exercise F.

Deal with other new items of vocabulary, e.g., *goat*, *jump*, *boil*. Ask students to find and underline all the past tense verbs.

Answers

See table on next page.

Answers to questions in Exercise B:

| | Coffee | Tea |
|---|---|--------------------------------|
| What part of the plant does each drink come from? | berries | leaves |
| Where does the name of the drink come from? | <i>Kaffa</i> – Ethiopian town | <i>tai</i> – Chinese word |
| When did people start drinking each drink? | about 850 CE | about 2700 BCE |
| Where did people start drinking each drink? | Ethiopia | China |
| Where does each plant grow today? | Central and South America, Africa and Indonesia | Asia, Africa and South America |

Methodology note

The coffee text is harder than the tea text. You might want to put students into pairs with one more able and one less able student and allocate the texts accordingly.

Exercise D

- 1 Read the information in Skills Check 1 aloud, with students following in their books. Check understanding. Remind students about the structure of some encyclopedia texts:
Definition
Origins of name
History
The present day
- 2 Set the task. Monitor to check students are following it correctly.
- 3 Feed back, ideally onto an OHT or other visual medium of the texts. Clearly, the history section has more than one paragraph.

Answers

Students should have marked up the text with:

Definition

Origins of name

History

The present day

Both texts have the same topic structure.

Exercise E

This is largely revision of finding capital letters and numbers. Try to ensure that students are not reading the text in detail during the following exercises, but only scanning for words with capital letters and numbers.

Remind students about marking up text, with boxes, circles, underlining or different coloured highlighters.

Answers

| | Coffee | Tea |
|-------------------------|--|---|
| countries | Ethiopia America* Yemen Indonesia | China Japan Burma (Myanmar) India Sri Lanka |
| continents | Europe Central America South America Africa | Europe Asia Africa South America |
| nationalities | Ethiopian British | Chinese British |
| names | Kaldi | |
| towns / cities | Kaffa London | |
| dates | about 850 CE the 16 th century 1652 1690 17 th century 18 th century | about 2700 BCE 800 BCE the 18 th century 1820 |
| other numbers | 3,000 years | |
| other capitalised items | Arab Arabs | |

* not a country then – part of the British Empire

Language note

Point out that we can talk about a century in two ways:

1800–1899 = *the 1800s* or *the 19th century*

Try to establish whether students do the same in their language(s). Explain that you have to go to the next century to get its number, e.g., we are now in the 21st century.

Closure

Ask students which fact from all the information was the most surprising for them.

Use the flashcards again, of food and drink words and past tense forms.

Exercise F

- 1 Refer students to Skills Check 2 and work through the principles of drawing this sketch map. Notice that it is mainly triangles. Students practise and test each other in pairs. When they are reasonably proficient, ask them to add information about the spread of their drink.
- 2 Put students in the same pairs to complete the exercise.

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- focus on countable/uncountable nouns: spelling plurals; using *a*, *the*, *some* and zero article; sentence patterns with *like* and *would*.

Introduction

Use the flashcards again. This time flash some of the cards then ask students to write them down. You can hold each card up again for students to check their own work, or their partner's.

Exercise A

Remind students about making regular plurals (add *s* to the singular noun). Elicit a few around the class from other units. Then point out that sometimes the spelling is a little more complicated.

- 1 Set for individual work and pairwork checking. Do not elicit answers.
- 2 Students read Skills Check 1 and correct their own work.
- 3 Feed back, checking the pronunciation of the plural word in each case.

Language and culture note

Some authorities state that there are exceptions to the *f-ves* rule, e.g., *roof*, *hoof*. Others believe the rule stands. Certainly the small number of countable words with *ff* ending break the rule, e.g., *cuffs*.

Exercise B

Tell students not to worry about the meaning of the words here for the moment.

Set for individual work and pairwork checking. Allow students to look up words in their dictionaries. Feed back.

Dictate some more plural words for students to guess the spelling, e.g., *volcanoes*, *heroes*, *ferries*, *matches*, *lives* (n), *wishes*.

Answers

| | |
|--------|----------|
| tomato | tomatoes |
| cherry | cherries |
| shelf | shelves |
| dish | dishes |
| peach | peaches |
| knife | knives |

Language and culture note

Students may well have problems with the consonant cluster /vz/, saying /viz/ instead. Drill to an acceptable pronunciation.

Exercise C

Refer students to Skills Check 2. Set questions for pairwork. Feed back orally.

Answers

- 1 no – you cannot say *a sugar* (but see Language and culture note!)
- 2 yes – for both singular and plural countable and uncountable
- 3 yes
- 4 no

Language and culture note

Remember that count/non-count is a language-specific idea. It is unlikely that the same concept exists in your students' language(s), so they won't feel anything naturally 'wrong' with *sugars*. Clearly, we can talk about *sugars* if we are speaking elliptically about spoons or lumps of sugar. Explain this if you think your students will understand.

We can also talk about uncountables in the plural if we mean different varieties, e.g., cheeses on a cheeseboard.

Exercise D

Remind students of the main reason for using the indefinite article (first mention) and the definite article (second or subsequent mention).

Remind them also that plural words often do not need the article; we are thinking of the idea in general, not a particular example.

Set for individual work and pairwork checking. Feed back, ideally onto an OHT or other visual medium of the text. Deal with new vocabulary, especially *headaches* and *advertising*.

Answers

Coca-Cola is a kind of - cold drink. The name comes from two plants. At first, it was made from the leaves of the coca bush and the fruit of the kola bush.

In 1883, a man called Angelo Mariana made a coca drink. Three years later, on May 8th, 1886, an American, Dr John Pemberton, took the drink and added - kola fruit. The doctor started selling the drink a year later. In the first year, he sold \$50 worth of - Coca-Cola, but he spent just under \$74 on - advertising.

In 1888, another American, Asa Candler, bought Pemberton's company. He said the drink was good for - headaches. In the next 25 years, Candler made \$50 million from the Coca-Cola drink.

Coca-Cola is the most popular soft drink in the world. Every year, the company sells nearly 10 million litres.

Language and culture note

As mentioned before, we often do not need an article with uncountables, e.g., *advertising*.

Optional activity:

If you wish, get students to make notes from the encyclopedia article. You can set this for homework, but get the first couple of notes on the board – see Answers. Set for individual work and pairwork checking. Feed back at a later time, ideally onto an OHT or other visual medium.

Answers

| | |
|-----------------|---|
| Definition | cold drink |
| Origins of name | <i>coca</i> (leaves) and <i>kola</i> (fruit) |
| History | 1883 Angelo Mariana = coca drink 1886 (May 8 th) Dr John Pemberton (US) = + kola 1887 selling drink = \$50 but \$74 = advertising 1888 Asa Candler (US) bought co. 'Drink = good for headaches' 1889–1914 = \$50m |
| The present day | most popular = 10 m litres p.a. |

Exercises E and F

All the tables on page 73 can be set for group work (E) and then pairwork (F). Follow the procedure as written. Drill all the questions and sentences at the end.

Exercise G

Set for pairwork. Feed back. Drill the question form. Give a few more nouns as objects – some singular and some uncountable – and see if students can supply the correct form in a full question, e.g.,

T: Do you have any ice?

Ss: Do you have any ice?

T: You want a chip ...

Ss: Do you have any chips?

Continue pairwork. Monitor and assist. Feed back by going through each of the prompts at random and getting individual students to make full questions. Make sure they are using the correct fall-rise intonation pattern.

Answers

All countable nouns go to plural form in this question.

T: How much water do you drink every day?

Ss: How much water do you drink every day?

T: You want a chip ...

Ss: Do you have any chips?

Closure

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

Exercise H

Set the whole exercise for pairwork. Feed back, drilling the form with the words from the box, e.g.,

T: How much water do you drink every day?

Ss: How much water do you drink every day?

T: eggs

Ss: How many eggs do you eat every day?

Make sure they are using the correct – high start, low finish – intonation pattern.

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- write a short web article;
- organize sentences in a paragraph;
- study the use of reference words in subject position.

Introduction

Dictate some food and drink words.

Exercise A

Refer students to the pictures. Ask for the connection – you make chocolate from the seeds of the cacao tree. Ask what they know about chocolate. Elicit ideas, but do not confirm or correct. Set for pairwork or group work. Monitor and assist. Feed back, ideally onto an OHT or other visual medium of the text.

If you have time to prepare before this lesson and would like to spend more time on this text, see the alternative procedure opposite.

Answers

Possible answers:

| | |
|----|--|
| 8 | Christopher Columbus had hot chocolate in 1502 in the West Indies. |
| 2 | Chocolate is made from the seeds of the cacao tree. |
| 1 | Hot chocolate is a kind of hot drink. |
| 14 | Hot chocolate drinks are very popular with young people in many countries. |
| 15 | People buy nearly 900 million kilograms of chocolate drinks every year. |
| 9 | Sailors from Spain took the drink back home in 1544. |
| 11 | The drink became popular with people in many countries. |
| 12 | The first chocolate house opened in London in 1657. |
| 5 | The Mayans made a drink from the seeds in about 1500 BCE. |
| 6 | The Mayans believed that the drink gave them knowledge. |

| | |
|----|--|
| 4 | The Mayans lived in Mexico from 2000 BC to 1524 BCE. |
| 7 | The Mayans took the drink to Central America in about 600 BCE. |
| 3 | The name <i>chocolate</i> comes from a Mayan word, <i>xocolatl</i> . |
| 10 | The sailors added sugar to the drink. |
| 13 | There are now bushes in West Africa, Indonesia and Brazil. |

| | |
|----|--|
| 1 | Hot chocolate is a kind of hot drink. |
| 2 | Chocolate is made from the seeds of the cacao tree. |
| 3 | The name <i>chocolate</i> comes from a Mayan word, <i>xocolatl</i> . |
| 4 | The Mayans lived in Mexico from 2000 BC to 1524 BCE. |
| 5 | The Mayans made a drink from the seeds in about 1500 BCE. |
| 6 | The Mayans believed that the drink gave them knowledge. |
| 7 | The Mayans took the drink to Central America in about 600 BCE. |
| 8 | Christopher Columbus had hot chocolate in 1502 in the West Indies. |
| 9 | Sailors from Spain took the drink back home in 1544. |
| 10 | The sailors added sugar to the drink. |
| 11 | The drink became popular with people in many countries. |
| 12 | The first chocolate house opened in London in 1657. |
| 13 | There are now bushes in West Africa, Indonesia and Brazil. |
| 14 | Hot chocolate drinks are very popular with young people in many countries. |
| 15 | People buy nearly 900 million kilograms of chocolate drinks every year. |

Alternative procedure:

Do as a jigsaw task. Copy and cut up the sentences before the lesson and hand out to groups. Each group tries to put the text in the correct order – you can make it a competition. Go round and check and say, e.g., *three wrong!* until the students in each group have the correct order. You can flash the story in the correct order from time to time if you need to.

Then tell students that the story has four sections. Get them to try to separate out the sentences into the four sections. If they are struggling, write the four sections on the board – see Answers. Ask students to make notes from the text. Feed back, building up a model set of notes on the board. Monitor and assist.

Take in the pieces of paper and ask students to write the text again, from their notes.

Answers

| | |
|-----------------|--|
| Definition | hot drink; seeds of tree |
| Origins of name | <i>xocalatl</i> (Mayan) |
| History | 1500 BCE Mayans made drink 600 BCE took to Central America 1502 Columbus had drink 1544 Sailors took drink to Spain 1657 1st chocolate house in London |
| The present day | bushes in West Africa, Indonesia and Brazil 900 m k per year |

Exercise B

Point out that the text in Exercise A is not very good because it does not use pronouns to link sentences to previous sentences. Work through the first pair of sentences as an example.

Set for individual work and pairwork checking. Feed back onto the board.

Answers

- 1 *It*
- 2 *They*
- 3 *They / them*
- 4 *it*
- 5 *They / it*

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 Exercise C, 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. For Exercise D, give students time to discuss possible sentences in pairs, then work on individual answers.

Exercise C

See table on next page.

Exercise D

Students have seen in the unit all the patterns which would enable them to make a good attempt at an article. Refer them to the work they did in this unit so far.

Set for individual work and pairwork checking. Feed back, building up the text on the board. Ideally, use an OHT or other visual medium.

Answer

Model answer

Pepsi Cola is a kind of cold drink.

The name comes the kola bush.

In 1893, an American, Caleb Bradham, made a new soft drink with water, sugar and kola fruit. He called it 'Brad's drink'.

In 1898, he gave it a new name, Pepsi-Cola.

He sold 30,000 litres of the drink in the first year.

There were some bad times for the company in the 1920s and 1930s.

Finally, in the 1950s, the drink became a success in America and around the world.

Pepsi-Cola is second only to Coca-Cola in worldwide sales.

The company sells over 7.5 million litres every year.

Closure

Feed back on any problems you noticed during the construction of the text on the board.

Answers

| | | | |
|----------------|-------------------------|---------------------------|---|
| I love | <i>milk.</i> | | <i>no article with verbs like, love, hate</i> |
| I hate | <i>eggs.</i> | | <i>no article and plural of countable words with verbs like, love, hate</i> |
| <i>Could</i> | I have an orange juice? | | <i>could for polite requests in question form</i> |
| Would you like | <i>some tea?</i> | | <i>use of some with uncountables in polite offers</i> |
| She | <i>doesn't like</i> | tea. | <i>doesn't for third person singular present simple – and more generally, agreement between subject and auxiliary</i> |
| What | <i>would</i> | you like to drink? | <i>would for offers</i> |
| I | <i>'d like</i> | a glass of water, please. | <i>would or 'd in speech for polite requests in sentence form</i> |
| How much | <i>coffee</i> | do you drink every day? | <i>much for uncountables</i> |

Lesson 1: Listening

Introduction

This activity revises some common questions using the present simple. (Students may need to use the past tense if talking about how they got to the university this morning – that's fine. Give them the correct form of the verb, if necessary, without going into explanations.)

You can also revise prepositions for methods of transport: *by car, on foot, etc.*

Write the following questions on the board for students to discuss in pairs:

How do you get to the university everyday?

Is there usually much traffic? What about today?

How many kilometres do you travel?

How long does it take you? What about today?

After a few minutes, elicit ideas.

Exercise A

- 1 Students discuss the question in pairs for one minute. Elicit ideas:

in the street

in the town/city centre

at a bus stop, etc.

Check students are using the correct preposition each time.

Use the photographs to remind students of/teach the phrase *rush hour*. Ask:

What time of day is it? (8.30 in the morning or 5.30 in the evening – or the rush hour equivalent times for your country.)

Why is it so busy? (because most people start/finish work/school/university at the same time; people are 'rushing' to work/go home/get the bus/train, etc.)

- 2 Set the task; students discuss each item in pairs. Elicit answers. Practise pronunciation of any words that are difficult for the students. Ask if there are any other items in the photographs students know the word for, e.g., *pavement/sidewalk, bag/purse, case, etc.*

Methodology note

Students have not formally learnt the present continuous tense so far in this course. However, they have probably learnt it in previous English courses. They may wish to produce sentences describing the photographs, such as *They're walking down the street, he's getting off the bus, etc.* That's fine, but avoid going into lengthy explanations about the tense. Outside of EFL books, it is not very common!

Answers

| | | | |
|----------------|---|-----------------|---|
| a bus stop | ✓ | a car | ✓ |
| a cinema | | a shopping mall | |
| a train | | some bicycles | ✓ |
| some buildings | ✓ | some buses | ✓ |
| some children | | some flowers | |
| some men | ✓ | some trees | ✓ |
| some women | ✓ | the sea | |
| the sky | ✓ | walking | ✓ |
| riding | ✓ | waiting | |
| driving | ✓ | swimming | |

Exercise B

Focus students' attention on the rubrics for this exercise. Elicit the meaning of the word *transport* and also some examples of different types of transport: *buses, trains, cars, walking, etc.*

- 1 Students read the task. Elicit/teach the meaning of *rush hour* if you haven't already done so (see Exercise A above). Play 2:1. Students discuss the answer in pairs. Elicit answers. Point out that all three of the points are mentioned in the introduction to the lecture, but the lecture is about a solution to the problems.
- 2 Briefly elicit information students may already know about Brazil, for example, the language

(Portuguese), the capital city (Brasilia), etc. Ask if students know anything about Curitiba. Give students time to read the gapped summary before you set the task. Students can try to guess the answers before you play 2:2. Play 2:2. Elicit answers.

- 3 Give students time to read all the words. You may need to remind them of the meaning of one or two words, for example, *average*. Play 2:3, pause after each sentence for students to choose a word. This can be done individually or in pairs. If possible, try not to replay each sentence. Encourage students to find an answer in 'real time' after hearing once only. However, you can check with students that they are hearing the past tense for the sentences about the history of the transport system in Curitiba. Do not elicit every answer, but select a few that students had difficulty with.

Answers

- 1 one solution to traffic problems
- 2 Curitiba is a city in southern *Brazil*. It is about 400 kilometres from São Paolo. It has a population of 1.8 million. Eighty-five per cent travel to work by *bus*.

| | | |
|---|----|----------|
| 3 | 1 | 1968. |
| | 11 | average. |
| | 9 | buses. |
| | 5 | cars. |
| | 8 | centre. |
| | 16 | country? |
| | 12 | hour. |
| | 4 | ideas. |
| | 10 | on. |
| | 14 | parking. |
| | 3 | problem. |
| | 13 | quickly? |
| | 6 | roads. |
| | 15 | good. |
| | 7 | stops. |
| | 2 | traffic. |

Transcript 2:1

Presenter: Review

Lesson 1: Listening

Exercise B1. Listen to the introduction. What is the lecture about? Tick one subject.

Lecturer: In today's lecture, I'm going to talk about a big problem for cities all over the world. Perhaps it is the biggest problem. The problem is traffic, particularly traffic in the morning and the evening, during the rush hour. Millions of commuters move slowly to work every morning. They move slowly home in the evening. What is the answer? In this lecture, I'm going to talk about one solution. It comes from a city called Curitiba.

Transcript 2:2

Presenter: Exercise B2. Listen to the first part of the lecture. Complete the summary.

Lecturer: Curitiba is in southern Brazil. It's the capital of the state of Parana. The city is about 400 kilometres from São Paolo. Now, São Paolo is one of the biggest cities in the world with a population of about ... um ... 20 million people. But Curitiba is much, much smaller. It has a population of 1.8 million. That's still a big city. Many of the people work in the city centre. In this way, it is the same as every city in the world. Er ... but in one way, it is unusual. Curitiba has a very good public transport system. And it doesn't have many traffic problems. Most people don't use their cars to get to work. Eighty-five per cent of people travel to work by bus.

Transcript  **2:3**

Presenter: Exercise B3. Listen to the rest of the lecture. Choose the best way to complete each sentence.

- Lecturer:**
- 1 The bus system started in ...
 - 2 The government of the city was worried about ...
 - 3 They asked an architect, Jaime Lerner, to solve the ...
 - 4 He had several ideas. They agreed with his ...
 - 5 First, they closed the centre of the city to ...
 - 6 Secondly, they made a lot of new ...
 - 7 Finally, they put in special bus ...
 - 8 So how does the system work today? Firstly, the roads. The roads are in the shape of a star. The centre of the star is the centre of the city. So people can travel from any part of the city to the ...
 - 9 Each road has several lanes, but two lanes are only for ...
 - 10 Secondly, the special bus stops. You pay to enter the bus stop. When the bus comes, you get straight ...
 - 11 Buses wait only 20 seconds at each bus stop, on ...
 - 12 In the rush hour, buses in Curitiba travel at an average speed of 30 kilometres an ...
 - 13 Cars in most major cities travel at about 15 kilometres an hour. So people can get to work quickly, and they can get home ...
 - 14 They can leave their cars at home and save money on fuel and ...
 - 15 The bus system in Curitiba is very ...

16 Could this system work in large cities in your ...

Exercise C

Give students a few minutes to discuss in pairs. They may not have the language to express their ideas in English, so give help with this either by pre-teaching some phrases or by assisting when you monitor. You could also consider allowing students to discuss in their own language, then during the feedback, translate some ideas into English.

Answers

Answers depend on students, but here are some ideas:

- People may refuse to give up their cars.
- People may not want to travel on crowded, uncomfortable public buses.
- The government will need to demolish houses to build roads. (Brazil was able to do this because there was a military dictatorship at the time. In a democratic society, this would be more difficult.)
- It's very expensive to introduce new transport systems.

Exercise D

This exercise, and Exercises E and F, could be done at the beginning of the lesson, if you prefer.

Set each task individually, checking students understand what to do. Each time, students complete individually, then compare answers in pairs. In Exercise D2, give students time to say the pairs of numbers in their head each time before you play the item, so they know what each one will sound like.

Vary the feedback stage by, for example, writing the correct answers on the board so that students can self-check. Or replay  2:4 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 D1 and D2

Students can dictate numbers to each other.

Exercise D1

Students can practise the mini dialogues either by reading the transcript, or from prompts.

Exercise D3

Elicit the information/full sentence for each date.

Or students can work in pairs asking and answering questions about each date:

A: *What happened in 1853?*

B: *Vincent Van Gogh was born in Holland.*

Transcript & answers

Transcript 2:4

Presenter: Exercise D1. Write the numbers you hear.

a.

A: How old is your mother?

B: She's 49.

Presenter: b.

Voice: This is a picture of my daughter. She's 19 now. It was her birthday last week.

Presenter: c.

Voice: My grandfather still drives his car and looks after his garden. He's fantastic for his age. He's 87.

Presenter: d.

A: Our new teacher's very young – much younger than Mr Roberts.

B: How old do you think he is?

A: Mmm, only about 26 – something like that.

Presenter: e.

A: So, how old do you think Mary is?

B: Mm, I think she is about 35. She's older than me.

Presenter: f.

A: Did you know that Jenny's grandmother is 99?

B: Ninety-nine? I can't believe it.

Transcript 2:5

Presenter: Exercise D2. Tick the number you hear.

Voice: a. 517

b. 234

c. 2,300

d. 6,790

e. 8,529

f. 92,618

g. 327,000

h. 833,257

Transcript 2:6

Presenter: Exercise D3. Write the date you hear.

Voice: a. Vincent Van Gogh was born in Holland in 1853.

b. Shakespeare started writing *Romeo and Juliet* in 1591.

c. The Eiffel Tower, in Paris, was completed in 1889.

d. The Mexican artist, Frida Kahlo, was born in 1907.

e. The American writer, John Steinbeck, died in 1968.

f. The First World War ended in 1918.

Exercise E

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 2:7. Students complete individually, then compare answers in pairs. Elicit answers.

Optional activities:

Elicit the sentence from 2:7 for each word, e.g., you say *teenager* and the students say *a young person*, etc.

Elicit definitions for the other words in each group.

Transcript 2:7

Presenter: Exercise E. Listen and tick the correct word in each line.

- Voice:**
- 1 This is a young person between the ages of 13 and 19.
 - 2 It's a kind of boat that people use to travel from one place to another.
 - 3 It's a kind of car. You pay the driver and he or she takes you to your destination.
 - 4 This is a person that designs buildings.
 - 5 This is a painting of things from nature, things like fruit, for example, or flowers.
 - 6 It's the story of someone's life, usually a famous person.
 - 7 It's a very big building where people go to watch sporting events, like football matches.
 - 8 In this game, you have pieces that you move on a board. The aim is to take the other player's king.
 - 9 Some people put this in their tea or coffee to make it taste nicer.

Answers

- 1 *teenager*
- 2 *ferry*
- 3 *taxi*
- 4 *architect*
- 5 *still life*
- 6 *biography*
- 7 *stadium*
- 8 *chess*
- 9 *sugar*

Exercise F

There are several ways this activity could be carried out. This is a suggestion which would work particularly well with large classes.

Tell students that they will hear a question on the CD. Divide the class into pairs, A and B. Play 2:8. Pause after the first question.

Student A: [repeat question] *What's your name?*

Student B: [answer question] *My name's ...*

Continue to the last question. Now replay 2:8 with students swapping roles, so that Student B asks the questions, and Student A answers.

With smaller classes, you could try this:

Students should swap roles after each question. For example, play Question 2, then pause.

Student B: [repeat question] *How old are you?*

Student A: [answer question] *I'm X years old.*

Don't try to monitor or give feedback (beyond reminding students to use good intonation) at this point.

Finally, play 2:8 one more time. Pause after each question. Elicit the question. Elicit possible answers from two or three students each time. Alternatively, show the transcript on an OHT or other visual medium and elicit possible answers.

Answers

Answers depend on students.

Transcript 2:8

Presenter: Exercise F. Listen and answer the questions.

- Voice:**
- 1 What's your name?
 - 2 How many of the students in your class are male?
 - 3 In your country, at what age can you drive a car?
 - 4 How do you get to school or university in the morning?
 - 5 How long does it take to get to school or university from your home?
 - 6 Who is the most famous writer in your country?

-
- 7 What kind of paintings do you like?
 - 8 What kind of books do you like reading?
 - 9 Did you go to the cinema last week?
 - 10 What do you do in your leisure time?
 - 11 What sports do you watch on television?
 - 12 What's your favourite food?

Closure

Tell students which vocabulary from the lesson they need to review further.

Lesson 2: Speaking

Introduction

Say pairs of words, or hold up pairs of flashcards. Ask students if they have the same vowel sound or different, for example:

north *door* (same)
boat *don't* (same)
got good (different)
die sail (different)
ask first (different)
come *country* (same)
game *sky* (different)
story *person* (different)

Exercise A

Set the task. Students work in pairs, saying the words to each other and deciding the odd one out. Elicit answers and practise pronunciation of any words students have difficulty with. Ask students to think of more words with the same sound as the odd word, for example:

world – *first*
town – *down*, *round*
boy – *join*, *point*
lunch – *come*
who – *two*, *choose*

Optional activity:

Ask students to make sentences using at least two words from each row. Drill the sentences. For example:

Row 1: *The law is different in North America.*
Row 2: *Who knows the name of the boat?*
Row 3: *What does that boy want?*
Row 4: *They knew the food for lunch was ready.*
Row 5: *I would like to choose a good book for my holiday.*

If students can't think of any sentences, use the ones above. You could mix up the words on the board and ask students to put them in the correct order to make good sentences, and then say each sentence.

Answers

| | | | | |
|--------|--------|--------------|------------|--------------|
| 1 ball | sports | <i>world</i> | north | law |
| 2 boat | coast | <i>town</i> | know | go |
| 3 hot | got | want | <i>boy</i> | what |
| 4 food | fruit | knew | blue | <i>lunch</i> |
| 5 who | book | would | sugar | good |

Exercise B

If you wish, you can set this as a mini test, to see how many past tense verbs students know. Set a time limit of three or four minutes for the task. Note that the first two columns are regular verbs but, of course, students must say the ending correctly in each case.

Play  2:9, or say each verb. Elicit answers and which verbs are regular or irregular. Practise pronunciation. Make sure students are not adding an extra syllable to the regular past tense verbs, e.g.; *asked* = /ɑ:skt/ not /ɑ:skɪ:d/. Other problems here include discriminating between the pronunciation of the verbs *walked* and *worked*, *watched* and *washed*.

Elicit a full sentence for some of the problem verbs and practise, for example:

I watched too much TV last night.
I met my friend at the cinema yesterday.
My girlfriend sent me an e-mail this morning.

Transcript & answers

Transcript 2:9

Presenter: Lesson 2: Speaking
Exercise B. Listen and check your pronunciation.

Voice: ask asked
arrive arrived
die died
live lived
marry married
play played
sail sailed
walk walked

| | |
|-------|---------|
| work | worked |
| watch | watched |
| is | was |
| are | were |
| meet | met |
| sell | sold |
| have | had |
| send | sent |
| get | got |
| make | made |
| write | wrote |
| take | took |

- 3 In this photo, I'm with my family.
- 4 My mother doesn't have a good job.
- 5 My talk is about getting to work in my country.
- 6 Today, I want to tell you about a famous person in my culture.
- 7 Gaudi was born in Reus in 1852.
- 8 He designed a lot of beautiful buildings.

Exercise C

Remind students about stressing important words in a sentence. Go over sentence 1 as an example. Students discuss the other sentences in pairs. Play 2:10. Ask students to repeat each sentence and correct their underlined words, if necessary. Elicit which kinds of words are usually stressed or unstressed and make a summary list on the board.

Words that are usually stressed

- nouns
- verbs (but not the verb *be*)
- adjectives
- the verb *be* in negatives

Words that are usually unstressed

- prepositions
- articles
- *be – is, are, was, were* – except in negatives
- pronouns – *my, he*, etc.
- other words/phrases – *there, a lot of*

Transcript & answers

Transcript 2:10

Presenter: Exercise C. Listen and check your pronunciation.

- Voice: 1 I live with my parents in a small apartment.
- 2 There isn't a garden at the back of my house.

Exercise D

- 1 Set the task. Students complete individually, then compare answers in pairs.
- 2 Play 2:11. Students repeat each question. Make sure they are using polite intonation and stressing important words. After each question, students correct their work from Exercise 1, if necessary.

Transcript & answers

Transcript 2:11

Presenter: Exercise D2. Say the questions. Listen and check your pronunciation.

- Voice: a. What would you like to drink?
- b. Could I have an orange juice, please?
- c. Where do you live?
- d. How do you spend your free time?
- e. Who painted this picture?
- f. Do you like playing sports?
- g. Is this your book?
- h. When was she born?
- i. Are there any glasses on the table?

Exercise E

Spend a minute or two exploiting the visuals. For example, ask:

Who are the people?

Where are they?

What are they saying?

What are they doing?

As before, remember that the present continuous has not been formally presented so far, but the idea here is to elicit actual conversation or actions, rather than sentences with this tense.

- 1 Set the task. Students complete individually, then compare answers in pairs. Do not elicit answers.
- 2 Once again, students complete individually, then compare answers in pairs.
- 3 Play  2:12 so students can check their own answers. At this point, you could also elicit which photo goes with each conversation, if necessary.
- 4 Play  2:12 again and pause after a few selected sentences so that students can repeat. Highlight some of the grammar points for revision:

Sentences:

want + to do

There's a ...

like + ~ing

Questions

(Where) Can I + do ...?

What/How do you + do ...?

How long does it + do ...?

What do you want + to do ...?

Students practise the conversations in pairs.

Monitor and give feedback. Ask students to practise the conversations once more with books closed, perhaps with prompts on the board or an OHT or other visual medium.

Optional activities:

Exercise E1

For a change, with students' pens down, play  2:12 of the conversations before you set Exercise 1. You can still replay  2:12 for Exercise 2, as well for checking.

Exercise E3

Allocate a different conversation to different pairs. Ask each pair to practise their conversation and learn it by heart. After a few minutes, ask some of the pairs to say their conversation, without the book, in front of groups of students.

Follow up activity

Students' books closed. Write the first line/question of each conversation on the board. Or say each line. Elicit two or three possible answers for each question, for example:

Can I ask you a question?

- *Yes, of course / certainly.*
- *Yes, what is it?*
- *Sorry. I'm busy right now.*
- *Could you ask me later?*

Ask students to make up new conversations, starting with the same question, but continuing in a different way. Finally, ask students to write some new conversations.

Transcript & answers

Transcript 2:12

Presenter: Exercise E3. Listen and check.
Conversation 1

A: Can I ask you a question?

B: Yes, of course.

A: How do you say this word?

B: Oh, it's *law*. Like the word *or*.

Presenter: Conversation 2

A: What do you think of this painting?

B: It's crazy. Is it a joke?

A: I don't think so. The price is \$5,000.

B: Really? I don't believe it!

Presenter: Conversation 3

A: Would you like a cup of coffee?

B: OK. Thanks.

A: Here you are. Do you want any sugar?

B: Yes, please.

Presenter: Conversation 4

A: What do you want to do this weekend?

B: Well, on Saturday I want to watch the X Factor on television.

A: Why? It's terrible!

B: No, it isn't. I like watching it.

Presenter: Conversation 5

A: How long does the bus take to the city centre?

B: About 30 minutes.

A: Where can I buy a ticket?

B: There's a machine at the bus stop.

Exercise F

Go over the example. Remind students to stress the verb/auxiliary in each answer:

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

Divide the class into pairs. Play  2:13. Pause after each question. Students should turn to their partner and give a 'true' answer.

At the end, ask different students each question yourself, elicit answers. Correct their grammar and pronunciation if necessary. Ask the class if they gave different answers. Discuss if the answers are correct or not.

Replay  2:13 once more, giving students another chance to answer correctly.

Answers

Answers depend on students.

Transcript 2:13

Presenter: Exercise F. Listen and answer the questions.

Voice: 1 Do you have a credit card?

2 Can teenagers vote in your country?

3 What time is the morning rush hour in your city?

4 What's a tram?

5 What do you do in the evenings?

6 What kind of sports do you like?

7 Where's the nearest bank from here?

8 Where does chocolate come from?

Closure

Do a follow-up activity on Exercise F; see if students can remember any of the questions from  2:13.

Lesson 3: Vocabulary and Pronunciation

Introduction

Divide the class into groups of five. Allocate one unit of the course (1–5) to each student. Each student chooses a word from their unit. They must not say what it is. Each student gives ‘clues’ about their word until the other students guess what it is. For example:

It begins with ‘b’.

It has one syllable.

It’s a noun.

It’s a place.

The second letter is ‘a’.

The last letter is ‘k’.

Answer: a bank.

If it’s not practical to do group work, divide the class into pairs. Allow students to choose which units to select words from.

Methodology note

This review lesson, as in Level 1a, 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 also select one to use as an introduction or closure for any of the other lessons.

Exercise A

- 1 Set the task. Tell students to write one sentence for each photo. This is so they can add words in the next activity. If the task is easy, elicit other activities students can write about:
I can(‘t) knit / sew / make cakes / ride a bike / ice skate / ski / understand Chinese / pronounce English / change a car tyre

- 2 Show the meaning of the phrases in the box on the board:

| | |
|------------|-----|
| very well | 90% |
| well | 80% |
| quite well | 50% |
| a little | 10% |
| at all | 0% |

Go over the examples. Point out that *at all* is only used with a negative: *I can’t understand this at all*. The phrase *very well* can also be used with a negative: *I can’t hear you very well*. This means the same as *I can hear you a little*. Elicit some sentences from the class for each phrase. Then students add the phrases to their sentences in Exercise 1. As before, faster classes should think of some different activities to write about.

Answers

Answers depend on students.

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, or elicit another word for each vowel sound.

Answers

| | | | | |
|-----------|------------|------------|------------|-------------|
| hat | boat | four | nine | three |
| fat (a) | coast (n) | mall (n) | die (v) | jeans (n) |
| snack (n) | snow (n/v) | walk (v) | flight (n) | people (n) |
| food | good | eight | car | ten |
| fruit (n) | foot (n) | male (n/a) | aunt (n) | friend (n) |
| juice (n) | would (v) | train (n) | last (adj) | leisure (n) |

Exercise C

- 1 This activity reviews the meanings of vocabulary items. Set the task for individual completion. After a few minutes, allow students to compare answers in pairs. Elicit answers and help with pronunciation, if necessary.
- 2 Set the task. This can be done individually or in pairs. Elicit ideas.

Optional activity:

Ask students to choose one word from each topic. Students make a sentence with each word; this can be done orally, in writing, or set for a homework task.

Answers

| | | | |
|----------------|-----------|-----------|-------------|
| possessions | watch | cellphone | mp3 player |
| food and drink | cocoa | juice | potatoes |
| clothes | jacket | jeans | trainers |
| literature | biography | novel | poem |
| family | aunt | cousin | grandmother |

Exercise D

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 drink | 8 | a computer |
| 2 eat | 9 | a film |
| 3 get | 7 | a flat |
| 4 go | 1 | alcohol |
| 5 play | 6 | an engineer |
| 6 be | 10 | friends |
| 7 live in | 3 | married |
| 8 use | 2 | meat |
| 9 watch | 4 | shopping |
| 10 meet | 5 | volleyball |

Exercise E

- 1 Set the task. Students complete individually, then compare answers in pairs. Do not elicit answers.
- 2 Play  2:14. Students check their own work. Play  2:14 again, pause after each sentence for repetition. Note that, for some of the sentences, the prepositional phrases can go at the beginning, rather on the end as on the CD, e.g., sentences a., f., g., i. and j.
- 3 Elicit the patterns of some of the sentences. For example:
X was born in [date].
Many people go to work by [method].
A(n) X is a kind of Y.
Set the task. Monitor. Get some good sentences on the board. With a large class, ask students to read out sentences which they are happy with.

Transcript & answers

Transcript 2:14

Presenter: Lesson 3: Vocabulary and Pronunciation
Exercise E2. Listen and check your ideas.

- Voice: a. Monet was born in 1840.
b. Many people go to work by car.

- c. A ferry is a kind of boat.
- d. Mahfouz worked in Cairo all his life.
- e. Chess is a game for two players.
- f. India makes about 800 films every year.
- g. Shakespeare started writing his first play in 1589.
- h. Most teenagers in Britain live with their parents.
- i. You can buy a pet in Britain at 12.
- j. Sony made the first personal music player in 1979.
- k. My village has some very old houses in West Street.
- l. Tennis is a ball game for two or four people.

Answers

1/2

| | | | | |
|-----------|------------|--------------|----------|-----------|
| Oo | Ooo | Oooo | oOoo | ooOo |
| chocolate | literature | architecture | activity | realistic |
| | vegetable | television | | |

3 Answers depend on students.

Closure

Tell students which items from the lesson they need to review again at home.

Exercise F

- 1 Check that students understand the symbols in the first row. Do the first one – *architecture* – as an example. Set for individual work and pairwork checking. Feed back orally.
- 2 Play 2:15. Students check their own work.
- 3 Set for pairwork. Monitor and assist. Elicit some of the best sentences/questions for each word. Check stress and intonation.

Transcript 2:15

Presenter: Exercise F2. Listen and check.

- Voice:
- a. architecture
 - b. realistic
 - c. chocolate
 - d. literature
 - e. activity
 - f. television
 - g. vegetable

Lesson 4: Reading

Introduction

Students' books closed. Write the topics from Exercise A on the board:

Family

Transport

Literature

Leisure

Food and drink

Ask students, in pairs or small groups, to think of (or write down) as many words as they can for each topic. Stop the students after 3–4 minutes and elicit a few ideas.

Use the activity to show students how much vocabulary they have learnt on this course.

Exercise A

See Level 1a, Review, for one idea of how to exploit this activity.

Another idea is to allocate each row of words to different pairs or groups of students. Then reorganize the class so that students share their answers with students from different pairs or groups. With large classes, just get one student from each pair or group to read out the correct answers. For final checking of spelling, show the correct answers on the board or an OHT or other visual medium.

Answers

| | | | | | |
|----------------|--------------------------|----------------|-------------|---------------|-----------|
| Family | parent(s) | child / ldren | relative(s) | cousin | daughter |
| Transport | airport / airplane (AmE) | railway | station | ticket | flight |
| Literature | author | novel / velist | title | poem / et | play |
| Leisure | stadium | theatre | cinema | shops / pping | play / er |
| Food and drink | takeaway | sandwich | lemonade | coffee | snack |

Exercise B

This is a new activity, so take extra care when setting it up. If students find any answers difficult, you can give them the second letter or the last letter of the problem word. Students can look back through previous units if they want to, in order to help them find the answers. Students complete individually, then compare answers in pairs. Elicit answers and check spelling.

Answers

- 1 apartment
- 2 fifteen / fourteen
- 3 cities
- 4 plane
- 5 China
- 6 people
- 7 years
- 8 left
- 9 mall
- 10 century

Exercise C

- 1 Ask students to discuss in pairs before eliciting answers, or simply elicit.
- 2 Set the task. Give students time to read the first paragraph. Elicit answers.
- 3 Set the task. These are the topic sentences for each paragraph. Elicit answers.
- 4 Set the task. Students complete individually, then compare answers in pairs. Elicit answers.
- 5 With faster classes, you can set the activity as it is. With slower classes, you can give clues for the answers. Either provide the first letter for each answer, or write the answers on the board in the wrong order. Students match the correct answer to each part of the figure. Finally, elicit answers using an OHT or other visual medium.
- 6 Ask students about the word *table*. Elicit the two meanings. Set the task. Students discuss the questions in pairs. Elicit answers. You do not need to go into the meaning of the word *table* as a verb. It is there just to show it has more than one part of speech.

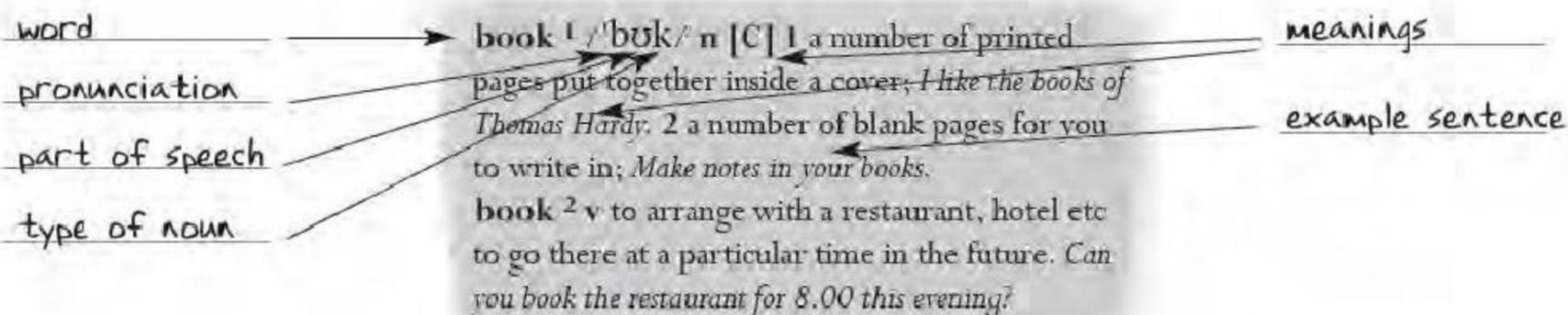
Answers

- 1 a. a teacher just for you – one to one tuition
b. a thing for holding credit cards, money, etc.
c. Answers depend on students.
- 2 a dictionary
- 3 a. 4
b. 2
c. 3
- 4 Listening and speaking – shows the pronunciation and stress
Reading and writing – shows you the grammatical information about a word and gives examples of the word in sentences
Vocabulary – shows you the different meanings/parts of speech of a word
- 5 See below.
- 6 a. noun or verb
b. countable [C]
c. 2 – *ta-ble*
d. the first – *ta*
e. 2 – a flat surface and information in rows and columns

Closure

Give students some more simple words in English with more than one meaning or part of speech. Ask them to look up the words and tell you the number of meanings or parts of speech. For example:

head
drink
play
train
walk
snow
watch



Lesson 5: Writing and Grammar

Introduction

Use Exercise A as the introduction or give a spelling test of 10–12 words. Try to avoid the words in the first part of this lesson.

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 correct their own work. Quickly check the meaning of some of the words.

Answers

- 1 beach
- 2 cereal
- 3 daughter
- 4 friend
- 5 journey
- 6 leisure
- 7 radio
- 8 railway
- 9 road
- 10 train
- 11 wheel
- 12 young

Exercise B

Repeat the procedure for Exercise A.

- 1 arrive
- 2 gallery
- 3 grass
- 4 marry
- 5 million
- 6 office
- 7 passport
- 8 pizza
- 9 pretty
- 10 swimming
- 11 tennis
- 12 yellow

Exercise C

Revise the meaning of the word *berry*, if necessary. It is in the text about coffee in Unit 5.

Repeat the procedure for Exercises A and B.

- 1 berries
- 2 boxes
- 3 children
- 4 houses
- 5 leaves
- 6 men
- 7 people
- 8 sandwiches
- 9 wives

Exercise D

Set the task. Elicit answers. During feedback, remind students about countable and uncountable words.

Elicit further examples of uncountable words: *water, sugar, tea, music, information*, etc.

Answers

- 1 some milk
- 2 an apple
- 3 some bread
- 4 some fruit
- 5 an egg
- 6 a snack
- 7 some shoes
- 8 some cheese
- 9 a potato
- 10 some beans
- 11 some juice
- 12 a drink

Exercise E

Note that a range of parts of speech is missing from the text. This reflects some of the points of focus in the course so far.

Briefly discuss with the class how often they go to the cinema. Set the task, explaining the text is about cinema advertising. Check understanding of the words *advertisement* and *advertising*. Tell students to read through the whole text quickly before they start to complete the missing words.

If you like, set the task in two halves. Ask students to complete as far as the end of the second paragraph. Then elicit answers and check understanding. Then set the rest of the task.

The items highlighted in Exercise E include:

- subject and object pronouns
- *a little over*
- *a little under*
- *want to do*
- *like/hate doing*

When you elicit answers, check which items students are having problems with and do some remedial work, if necessary.

Ask some comprehension questions about the text, for example:

How many people in the USA go to the cinema once a year? (about 70%)

Why do people watch cinema adverts? (because they have nothing else to do)

Finally, discuss with students if the information in the text about cinema advertising is true for their country.

Answers

Do you like *going* to the cinema? Do you watch the advertisements for local companies? Do/Can you remember any of them?

Many people don't *like* cinema adverts for local companies. They say 'I don't watch *them*.' or '*They're* stupid.' But many small companies buy advertising in their local cinemas. *Why?*

Firstly, adverts *in* local cinemas *are* cheap. A 15-second advert costs about \$1,000 per year. *Secondly*, most people in an area see a cinema advert. In the USA, a *little* under 70% of people go to the cinema at least once a year. A little over 40% of *them* go once a month. Thirdly, people watch cinema adverts. They don't want *to* watch them, but, on average, *they* arrive at a cinema 19 minutes before *the* start of the film.

They have nothing to do so *they* watch the adverts. Finally, 45% of people go to eat near *the* cinema. They go before the film or after *it*. Many *people* choose the restaurants in the adverts. Twenty-one *per cent* go shopping before or after the film. *Many* people buy the products in the adverts. Cinema adverts for local companies are *not* very good, but they *are* successful!

Exercise F

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 group. 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 re-teach a grammar point, or refer students back to the grammar tables in the relevant unit.

Answers

See table on next page.

Answers

| | |
|--|---|
| 1 Many people go to work by train. | ✓ |
| 2 When can people married in your country? | <i>When can people get married in your country?</i> |
| 3 Most people stop working at the age of 65. | ✓ |
| 4 How long time does it take you to get home? | How long does it take you to get home? |
| 5 I want to drive to university. | ✓ |
| 6 Did you went to the cinema last night? | Did you go to the cinema last night? |
| 7 Shakespeare wrote <i>Romeo and Juliet</i> in the 16 th century. | ✓ |
| 8 What did Charles Dickens write? | ✓ |
| 9 The painter, Monet, born in 1840. | The painter, Monet, was born in 1840. |
| 10 When died Monet? | When did Monet die? |
| 11 Are there any milks on the table? | Is there any milk on the table? |
| 12 Tea is made from the leaves of a plant. | ✓ |
| 13 How much water do you every day drink? | How much water do you drink every day? |
| 14 What you liking doing in the evenings? | What do you like doing in the evenings? |
| 15 A taxi is a kind of car. | ✓ |
| 16 There are 30 exactly people in my group. | There are exactly 30 people in my group. |
| 17 How far is it to the restaurant? | ✓ |
| 18 Mary Godwin met the poet, his name Shelley, in Scotland. | Mary Godwin met the poet, Shelley, in Scotland. |
| 19 Do you like meats? | Do you like meat? |
| 20 Would you like drink? | Would you like a drink? |

Closure

Use your feedback to Exercise F.

Lesson 6: Portfolio

Methodology note

As we stated in the notes for the Portfolio in Level 1a, this is a very flexible lesson and you can adapt it for your class depending on the time available, level of the class, students' needs and interests. You can focus mainly on speaking activities: discussion and giving a talk. Or you can use it for more reading and writing practice and ask students to make notes and write a poster or article about one of the topics. You can simply use one or two activities only for perhaps 20 minutes, or the activities could last for several lessons.

See further suggestions in the notes for individual activities for ideas on variations.

For the final portfolio activity, if students would prefer to do something different from transport, they could research one of these alternatives:

- an artist, or painting
- an author
- a film director
- a sport or leisure activity
- a kind of food (e.g., rice or pasta) or a drink

Note, however, that a different topic will require a different lexical set, so this should only be done with a stronger class.

However you decide to do the lesson, remember the objective is to encourage students to be more independent learners, so keep all activities as student centred as possible.

Introduction

Spend a few minutes revising vocabulary from Unit 2. You could also ask questions about the knowledge from this unit, for example:

How do most people in New Zealand travel to work?
(by car)

How do most people get to work in London? (on the Underground train service)

Exercise A

- 1/2 Elicit ideas from the class, or ask students to discuss the questions in pairs. Teach the word *pedestrian*.
- 3 Elicit and practise sentences students can make using target language. Select from the following, depending on the level of your class.
- It's a fast, modern train.*
Water taxis/boats are slow.
Boats are slow, but cheap.
It's a cheap form/method of transport.
It's a safe way to travel.
- Monitor while students practise in pairs.

Answers

- 1 A – water taxi
B – monorail
C – underground
D – walking (pedestrians)
- 2/3 Answers depend on students.

Exercise B

Set the task. Divide students into groups of four. Allocate a number (1–4) to each student. Make sure students understand they should read only the text allocated to them. Photocopy the texts on page 148, cut up and distribute them. Monitor while students are reading and give help where necessary.

Students then ask the questions and make notes of the answers, or you could ask them to fill in a table like the one given in the answers.

Optional activities:

- Students can make a poster for one of the cities.
- Practise some of the sentences from the texts with the class – this will help them with their talks in Exercise D.

Methodology notes

- 1 If you have a large class and/or are unable to move the desks and chairs around for the communicative activity, then ask students to work in pairs. Allocate two texts only to each pair. The activity can finish there. Or, once each pair has finished reading and asking/answering questions, if possible, ask each student to turn to a different partner so that they can find out information about a third text.
- 2 Here is a further variation with some of the work done as a home assignment. Allocate different texts to different students. These should be read and the information learnt at home. In the next lesson, in groups, students give the information as talks. Students should not read the texts aloud, but explain the information in their own words (they can refer to notes, but not full sentences).

Exercise C

Find out what students already know about these cities, especially transport. For example:

- *Venice – Northern Italy*
- *Canals = water taxis and the famous ‘gondolas’*
- *Many famous Renaissance buildings*
- *In danger of flooding*

If possible, show pictures using an OHT or other visual medium.

Set the task. Some of the research may have to be done at home. If so, set a deadline for the research to be completed.

Remind students how to design posters and/PowerPoint slides (see Level 1a, Review).

Answers

| | A | B | C | D |
|---|---------------------------------|-------------------------------------|--|-------------------------|
| 1 What is the name of the city? | Bangkok | Las Vegas | Budapest | Ghent |
| 2 Where is the city? | Thailand, southeast Asia | western USA | Hungary, central Europe | Belgium, western Europe |
| 3 What is the population of the city? | 12 m | 2 m | 1.7 m | 0.5 m |
| 4 What is the solution to transport problems in the city? | water taxis = boat on the river | monorail – train travels above road | underground – train travels under the ground | pedestrian zone |
| 5 Who uses the transport method? | workers, tourists | workers, tourists | workers, tourists | tourists, shoppers |
| 6 Why do they use the method? | cheap, fast | fast, clean | fast, cheap | safe |

Methodology note

Once again, this activity is very adaptable. Students can work individually, in pairs or in groups. They can choose one of the cities suggested, or can select a different city in their own country or a different one.

Students can do a poster, as suggested, or you may prefer them to write a text.

Exercise D

Students can practise their talks at home or in class. If done in class, students can work in pairs or groups, and help each other with pronunciation. Monitor and give help where necessary.

They follow the usual procedure for giving a talk as outlined in the notes for the Speaking, Vocabulary and Pronunciation lessons throughout the course.

Closure

Give feedback on talks or written work.

Bangkok

Bangkok is the capital city of Thailand in southeast Asia. There are a little over 12 million people in the city. Many people use water taxis to get to work. Tourists also use water taxis to visit interesting places in the city. A water taxi is a kind of boat. It travels on a river. The water taxis in Bangkok are very cheap. They cost about 8 cents for one journey. They are faster than taxis on the road.

Las Vegas

Las Vegas is a city in the western United States. There are a little under 2 million people in the city. Many people use the monorail to get to work. Tourists also use the monorail to get to the international hotels in the city. A monorail is a kind of train. It travels above a road. The monorail in Las Vegas travels 6.4 kilometres along Las Vegas Strip. It is very fast and very clean.

Budapest

Budapest is the capital city of Hungary in central Europe. There are a little over 1.7 million people in the city. Many people use the underground to get to work. Tourists also use the underground to travel around the city. An underground train travels under the ground. In Budapest, underground trains travel 7.3 kilometres into the centre. It is very fast and very cheap.

Ghent

Ghent is a large city in Belgium in western Europe. There are a little over half a million people in the city. Ghent has a very large pedestrian zone. A pedestrian is a person on foot, so a pedestrian zone is an area with no cars, buses or lorries. In Ghent, the pedestrian zone covers about 35 city blocks. It is the centre of the city with a lot of beautiful architecture, many cafes and restaurants, and many shops. Tourists and shoppers can walk around the centre safely.

Word list

| | | | | | |
|-------------------------------|---|------------------------------|---|------------------------------------|---|
| about (<i>adv</i>) | 2 | flight (<i>n</i>) | 2 | play (<i>n</i>) | 3 |
| adult (<i>n</i>) | 1 | fly (<i>v</i>) | 2 | play (<i>v</i>) | 4 |
| airport (<i>n</i>) | 2 | food (<i>n</i>) | 5 | poem (<i>n</i>) | 3 |
| architect (<i>n</i>) | 3 | football (<i>n</i>) | 4 | poet (<i>n</i>) | 3 |
| architecture (<i>n</i>) | 3 | friend (<i>n</i>) | 1 | potato (<i>n</i>) | 5 |
| arrive (<i>v</i>) | 2 | fruit (<i>n</i>) | 5 | public transport (<i>n</i>) | 2 |
| aunt (<i>n</i>) | 1 | girl (<i>n</i>) | 1 | radio (<i>n</i>) | 4 |
| author (<i>n</i>) | 3 | girlfriend (<i>n</i>) | 1 | railway station (<i>n</i>) | 2 |
| ball (<i>n</i>) | 4 | go (<i>v</i>) | 2 | read (<i>v</i>) | 4 |
| beach (<i>n</i>) | 4 | grandfather (<i>n</i>) | 1 | relatives (<i>n</i>) | 1 |
| bicycle (<i>n</i>) | 2 | grandmother (<i>n</i>) | 1 | rice (<i>n</i>) | 5 |
| biographer (<i>n</i>) | 3 | husband (<i>n</i>) | 1 | road (<i>n</i>) | 2 |
| biography (<i>n</i>) | 3 | ice cream (<i>n</i>) | 5 | rush hour (<i>n</i>) | 2 |
| boat (<i>n</i>) | 2 | introduction (<i>n</i>) | 3 | sail (<i>v</i>) | 2 |
| boy (<i>n</i>) | 1 | journey (<i>n</i>) | 2 | sandwiches (<i>n pl</i>) | 5 |
| boyfriend (<i>n</i>) | 1 | juice (<i>n</i>) | 5 | ship (<i>n</i>) | 2 |
| bread (<i>n</i>) | 5 | laptop computer (<i>n</i>) | 1 | sister (<i>n</i>) | 1 |
| brother (<i>n</i>) | 1 | leave (<i>v</i>) | 2 | son (<i>n</i>) | 1 |
| bus (<i>n</i>) | 2 | lecture (<i>n</i>) | 3 | speed (<i>n</i>) | 2 |
| bus station (<i>n</i>) | 2 | lecturer (<i>n</i>) | 3 | stadium (<i>n</i>) | 4 |
| butter (<i>n</i>) | 5 | listen to (<i>v</i>) | 4 | stop (<i>bus</i>) (<i>n/v</i>) | 2 |
| car (<i>n</i>) | 2 | male (<i>adj/n</i>) | 1 | street (<i>n</i>) | 2 |
| cat (<i>n</i>) | 1 | man / men (<i>n</i>) | 1 | sugar (<i>n</i>) | 5 |
| CD player (<i>n</i>) | 1 | meat (<i>n</i>) | 5 | surfing (<i>n</i>) | 4 |
| cellphone (<i>n</i>) | 1 | method (<i>n</i>) | 2 | swimming (<i>n</i>) | 4 |
| cheese (<i>n</i>) | 5 | milk (<i>n</i>) | 5 | taxi (<i>n</i>) | 2 |
| chicken (<i>n</i>) | 5 | million (<i>n</i>) | 2 | tea (<i>n</i>) | 5 |
| child / children (<i>n</i>) | 1 | mother (<i>n</i>) | 1 | teenager (<i>n</i>) | 1 |
| coffee (<i>n</i>) | 5 | motorbike (<i>n</i>) | 2 | television (<i>n</i>) | 4 |
| come (<i>v</i>) | 2 | mp3 player (<i>n</i>) | 1 | tennis (<i>n</i>) | 4 |
| cousin (<i>n</i>) | 1 | music (<i>n</i>) | 4 | theatre (<i>n</i>) | 3 |
| credit card (<i>n</i>) | 1 | nearly (<i>adv</i>) | 2 | ticket (<i>n</i>) | 2 |
| daughter (<i>n</i>) | 1 | non-fiction (<i>n</i>) | 3 | traffic (<i>n</i>) | 2 |
| digital watch (<i>n</i>) | 1 | novel (<i>n</i>) | 3 | train (<i>n</i>) | 2 |
| dog (<i>n</i>) | 1 | novelist (<i>n</i>) | 3 | uncle (<i>n</i>) | 1 |
| drink (<i>v</i>) | 5 | old (<i>adj</i>) | 1 | vegetable (<i>n</i>) | 5 |
| drive (<i>v</i>) | 2 | on foot (<i>n</i>) | 2 | walk (<i>v</i>) | 2 |
| eat (<i>v</i>) | 5 | on time (<i>n</i>) | 2 | watch (<i>v</i>) | 4 |
| eggs (<i>n pl</i>) | 5 | over (<i>adv</i>) | 2 | water (<i>n</i>) | 5 |
| exactly (<i>adv</i>) | 2 | painter (<i>n</i>) | 3 | wheel (<i>n</i>) | 2 |
| fast (<i>adj</i>) | 2 | painting (<i>n</i>) | 3 | wife (<i>n</i>) | 1 |
| father (<i>n</i>) | 1 | parents (<i>n</i>) | 1 | woman / women (<i>n</i>) | 1 |
| female (<i>adj/n</i>) | 1 | passport (<i>n</i>) | 1 | writer (<i>n</i>) | 3 |
| fiction (<i>n</i>) | 3 | per cent (<i>n</i>) | 2 | young (<i>adj</i>) | 1 |
| film (<i>n</i>) | 4 | person / people (<i>n</i>) | 1 | | |
| fish (<i>n</i>) | 5 | plane (<i>n</i>) | 2 | | |

Unit 1 Culture and Civilization

Listening and Speaking

Exercise A

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

Exercise B

Conversation 2

- 3: Where are you from, Esteban?
- 4: Barcelona.
- 3: Oh. So you are Spanish?
- 4: That's right.

Conversation 3

- 5: Are you in 2B?
- 6: Yes. What about you?
- 5: 2C. Which room are you in?
- 6: Room 4.

Conversation 4

- 7: It's my birthday today.
- 8: Really? How old are you?
- 7: I'm 13.
- 8: Happy birthday!

Conversation 5

- 9: What's your telephone number?
- 10: 506 734.
- 9: And your address?
- 10: PO Box 113, Greenhill.

Conversation 6

- 11: Do you want to be a doctor?
- 12: No, I don't.
- 11: What do you want to be?
- 12: A lawyer.

Conversation 7

- 13: Is your book red?
- 14: No, it isn't.
- 13: What colour is it?
- 14: It's blue.

Conversation 8

- 15: What's your hometown?
- 16: Milan.
- 15: Is it the capital city?
- 16: No. Rome is the capital.

Conversation 9

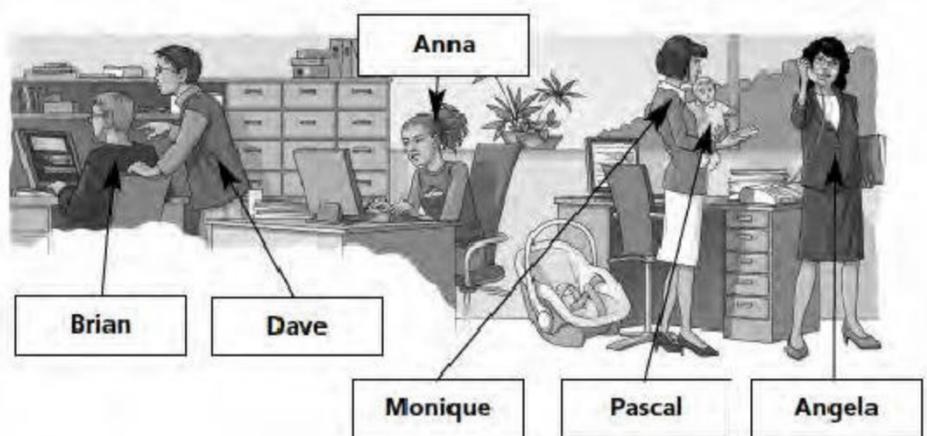
- 17: Are there any rivers in your country?
- 18: Yes, there are.
- 17: What about mountains?
- 18: No. There are no mountains.

Conversation 10

- 19: How do you spell *adult*?
- 20: A-D-U-L-T.
- 19: Where is the stress?
- 20: It's on *a*. We say *ad-ult*.

Reading and Writing

Exercise A



Exercise B

- | | | |
|-----|-----|------|
| 1 X | 5 ✓ | 9 ✓ |
| 2 ✓ | 6 ✓ | 10 ✓ |
| 3 X | 7 X | 11 X |
| 4 ✓ | 8 ✓ | 12 ✓ |

Exercise C

- 1 before
- 2 for, on
- 3 after
- 4 at, until

Exercise D

- 1 In my class, there are seven boys and ten *girls*.
- 2 At what *age* can people drive in your country?
- 3 When people are 18, they become *adults*.
- 4 Most engineers in my country are male, but some are *female*.
- 5 The teacher I have in the morning is *young*.
He is 22.
- 6 The teacher I have in the afternoon is *old*.
She is 60.
- 7 Look at the picture of my *baby / daughter*.
She's nine months old now.
- 8 My children are *teenagers* now. Jenny is 14 and
Joe is 16.
- 9 Tina is in my class. She is a good *student / friend*.

Exercise E

- 1 teenager
- 2 village
- 3 October
- 4 Sunday
- 5 first
- 6 west
- 7 week
- 8 year

Exercise F

1

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| U | P | P | U | D | E | L | N | P | U | W | I | D | Y | D | J | K | X |
| I | P | Q | M | K | U | F | A | M | J | H | Z | C | C | L | E | R | H |
| T | N | H | G | H | C | B | O | P | O | Q | P | W | W | F | P | P | X |
| W | H | N | O | A | Y | M | Z | C | T | U | Z | L | E | Y | L | A | V |
| Z | A | R | X | N | L | W | C | R | T | O | Q | L | U | U | A | S | J |
| T | Y | J | F | L | E | W | X | B | N | W | P | A | H | I | Y | S | O |
| T | J | U | E | Y | Q | C | A | R | D | V | H | L | D | C | E | P | J |
| M | I | C | H | O | J | U | I | Z | E | X | C | T | W | O | R | O | Q |
| H | J | H | U | T | F | T | K | A | L | O | O | F | C | M | Y | R | M |
| G | W | P | V | A | Y | W | Y | I | Y | S | L | N | W | P | N | T | X |
| Z | P | J | R | X | Q | S | V | B | T | J | D | O | A | U | B | C | G |
| H | E | V | G | Y | U | A | V | I | G | E | C | N | T | T | I | Z | N |
| V | T | J | Y | N | A | O | D | V | P | M | K | D | C | E | Y | H | E |
| A | M | U | Y | X | K | E | O | L | W | V | G | R | H | R | D | T | V |
| K | Y | F | N | E | R | A | Q | A | M | P | 3 | N | N | S | D | H | C |
| W | C | H | I | C | Q | K | D | I | G | I | T | A | L | K | F | B | T |

- 2 card phone
mp3 digital
player watch
passport computer
cell credit
pet laptop

Unit 2 Inventions and Discoveries

Listening and Speaking

Exercise A

- 1 driving licence
- 2 Answers depend on students.

Exercise B

| | |
|---|--------------------------|
| Which category are cars in? | B |
| Which category are large buses? | D |
| What kind of vehicle is in category A1? | light motorcycle |
| What kind of vehicle is in category D1? | small buses or minibuses |
| Which category are small lorries in? | C1 |
| What about large lorries? | C |
| What's the difference between A1 and A? | A1 is smaller / lighter |
| What's the difference between C and C1? | C is bigger |
| What's the difference between C and D1? | D has more seats |

Exercise C

| | |
|----|-------------|
| 3 | 16. |
| 8 | 17? |
| 10 | 21. |
| 2 | age. |
| 7 | car. |
| 9 | lorry. |
| 5 | motorcycle. |
| 4 | small. |
| 11 | test. |
| 1 | UK? |
| 6 | wheels. |

Exercise D

| | |
|----|-----------|
| A1 | 17 |
| A | 21 |
| B1 | 17 |
| B | 17 |
| C1 | 18 |
| C | 21 |
| D1 | 21 |
| D | 21 + test |

Exercise E

Answers depend on students.

Reading and Writing

Exercise A

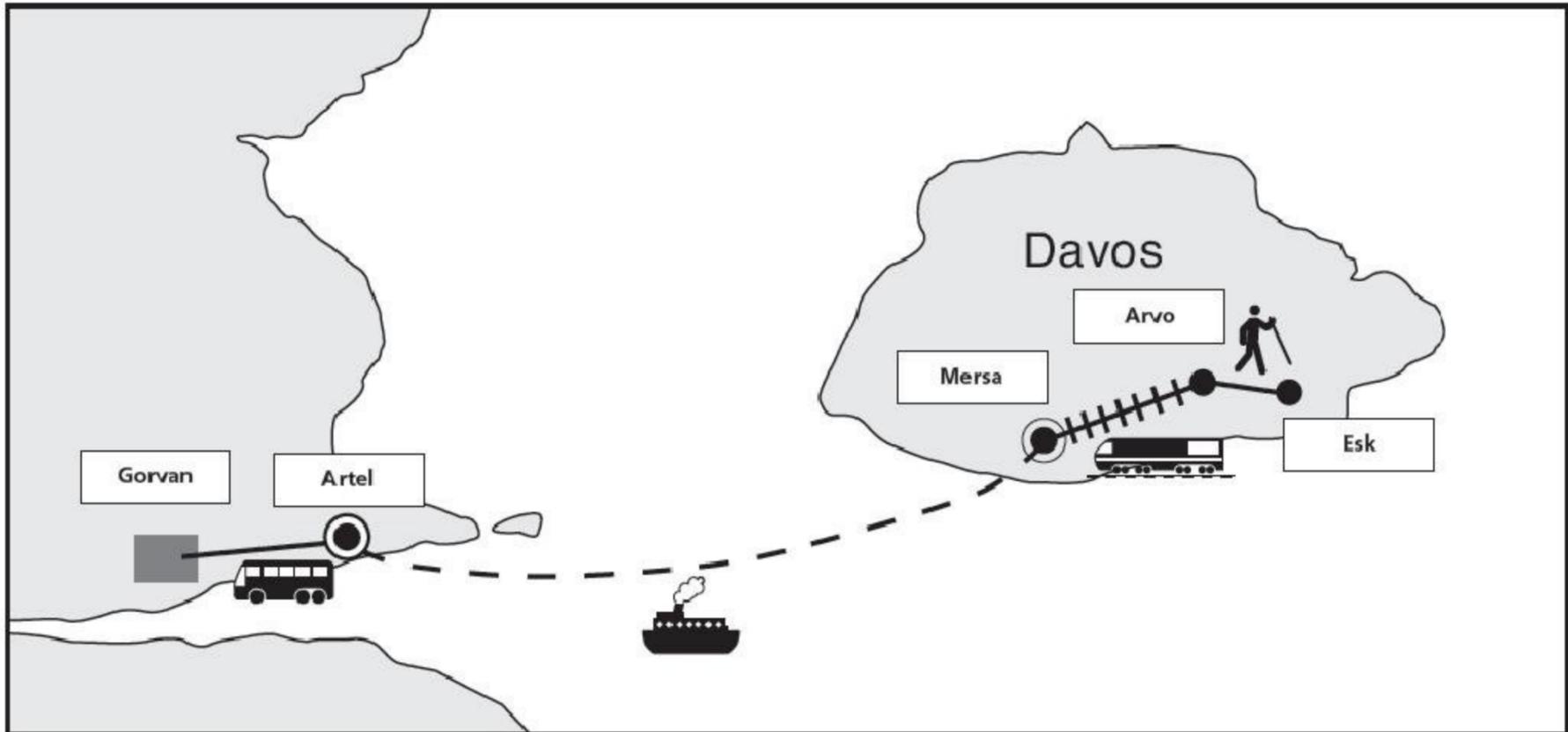
| | | |
|--|---|--|
| There are two planes in the sky. | ✗ | <i>There are three planes.</i> |
| The sky is blue with some black clouds. | ✗ | The sky is blue with some white clouds. |
| There is snow on one of the mountains. | ✓ | |
| There are two ships at sea. | ✓ | |
| There is a large town on the coast. | ✗ | There is a small town/village on the coast. |
| One of the trains is brown. | ✗ | One of the trains is green and the other is red and white. |
| The green train is on the right of the picture. | ✓ | |
| There are three people on motorcycles. | ✓ | |
| The motorcyclists are going to the village. | ✗ | The motorcyclists are going away from the village. |
| The bus is not going to the village. | ✓ | |
| There is a small boat on the lake. | ✓ | |
| The boat has three people in it. | ✗ | The boat has two people in it. |
| A train is travelling under the bridge. | ✓ | |
| There are two cyclists near the lake. | ✓ | |
| At the top of the picture, four people are walking. | ✗ | At the bottom of the picture, three people are walking. |
| It takes about five minutes to drive from the lake to the village. | ✓ | |
| There is a large island near the coast. | ✓ | (Students may spend time debating this point.) |
| The island is about 100 kilometres from the coast. | ✓ | (Students may spend time debating this point.) |

Exercise B

| | |
|------------------------|--|
| two size adjectives | <i>small, large</i> |
| four colour adjectives | blue, brown, green, black |
| six numbers | one, two, three, four, five, 100 |
| seven verbs | be, go, drive, walk, have, take, travel |
| eight prepositions | with, on, at, in, of, from, to, near |
| eleven plural nouns | planes, clouds, mountains, ships, trains, motorcycles, people, cyclists, minutes, kilometres |

Exercise C

1/2



Key

| | | | | | |
|---|---------|---|-------|---|------------|
| ● | village |  | walk |  | ship/ferry |
| ⊙ | town |  | train |  | bus |
| ■ | city | | | | |

3 The best route back, with timing, is presumably:

Work ends: 5.30

Bus: Gorvan to Artel: 5.45

Ferry: Artel to Mersa: 6.30

Train: Mersa to Arvo: 7.00

Walk: Arvo to Esk: 15 minutes?

So she gets home at 7.30

4 Model answer

Olga catches a bus at 5.45 from Gorvan to Artel. She gets to Artel at 6.15. She catches the 6.30 ferry to Mersa. It takes 30 minutes. She gets to Mersa at 7.00. She gets the train to Arvo. Then she walks to Esk. She gets home at 7.30.

Unit 3 Art and Literature

Listening and Speaking

Exercise A

- 1 a landscape
2 a portrait
3 a seascape
4 a landscape
5 a still life
6 a still life
7 a self-portrait
8 a seascape
- 2 Answers depend on students.

Exercise B

- 1 Painting 6
2 Painting 3
3 Painting 7
4 Painting 1
5 Painting 8
- 1 Van Gogh – *Sunflowers*
2 William Turner – *The Fighting Temeraire*
3 Van Gogh – *Self-portrait*
4 John Constable – *The Hay Wain*

Exercise C

Possible rhyming words:

| | |
|--------|---------------------|
| night | write / right |
| year | here / hear / we're |
| lake | take |
| town | down |
| west | best |
| friend | end |
| old | told |
| bus | us |
| car | far |
| fly | die |
| go | know / no / show |
| sail | male |
| walk | talk |
| see | be |

Exercise D

1

| | | |
|-----------|--------------|-------------|
| /ɪ/ (six) | /i:/ (three) | /aɪ/ (five) |
| ship | be | sky |
| give | me | child |
| river | people | drive |
| | read | time |

| | | |
|----------|--------------|-----------|
| /əʊ/(no) | /eɪ/ (eight) | /e/ (ten) |
| boat | late | end |
| coast | hate | send |
| go | male | test |
| road | today | west |

- 2 Answers depend on students.

Exercise E

1

| | | |
|--|---|----------------------------------|
| a. The painting on the right is beautiful. | f | I love landscapes. |
| b. What's it called? | d | Yes, I do. |
| c. Who painted it? | e | I don't like it. |
| d. Do you like the one on the left? | c | I don't know. |
| e. What do you think of the one in the centre? | b | I think it's <i>Sunflowers</i> . |
| f. What's your favourite kind of painting? | a | Yes, it is. |

Reading and Writing

Exercise A

Model questions

- When was he born?
- What did he paint?
- What nationality was he?
- Where did he live?
- Where was he born?
- (When) did he get married?
- When did he die?
- Who did he marry?
- Where did he die?
- Did he have any children?

Exercises B and C

| | |
|---------------|--|
| 6/3/1475 | Michelangelo Buonarrotti born in Caprese, near Florence father = lawyer |
| few wks later | moved to Florence |
| 1488 / age 13 | studied painting with Domenico Ghirlandaio family not happy worked in garden of ruler, Lorenzo, became a kind of son |
| 1489 | went to school for sculptors |
| 1492 | Lorenzo died, M. to Bologna |
| 1496 | M to Rome |
| 1501 / age 26 | M. moved back to Florence started work on David |
| 1508 | M. moved to Rome started work on the ceiling of a religious building / the Sistine Chapel took four years |
| 1534 | M. moved to Rome |
| 18/2/1564 | died in Rome; buried in Rome but family took body to Florence |

Exercise D

Answers depend on students.

Unit 4 Sports and Leisure

Listening and Speaking

Exercise A

Answers depend on students.

Exercise B

Answers depend on students.

Exercise C

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|-------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| ball? | | | | | | | | | ✓ | ✓ | ✓ | * | ✓ | ✓ |
| water? | | | | ? | ✓ | ✓ | ✓ | ✓ | | | | | | |
| alone | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| one person? | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| beach? | | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | | | | ✓ |
| 60? | | ✓ | ✓ | ? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ? | ✓ | ✓ | ? |

* You play 12 with a shuttlecock.

Exercise D

1

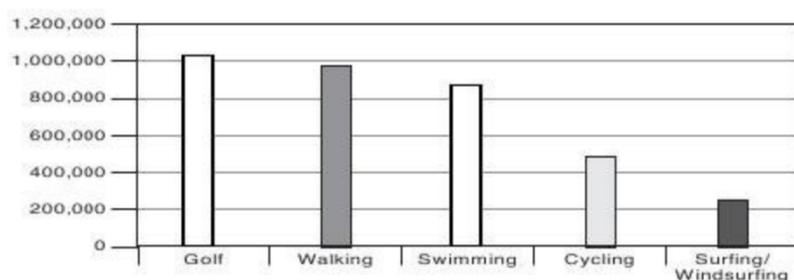


Figure 1: Leisure activities (adult males) in Australia

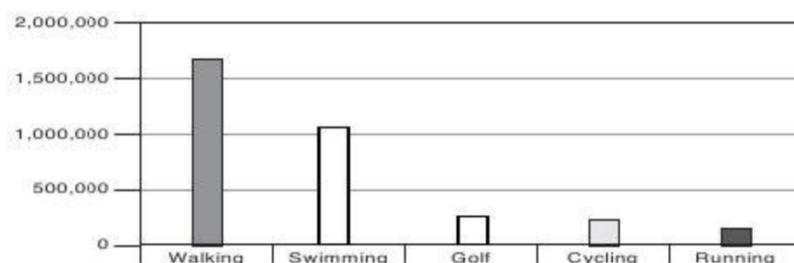


Figure 2: Leisure activities (adult females) in Australia

2 Answers depend on students.

Exercise E

Answers depend on students.

Exercise F

- 1 I don't like reading novels.
- 2 I don't want to go home later.
- 3 She doesn't like playing computer games.
- 4 Many people enjoy watching football.
- 5 How much are these shoes?
- 6 I want to buy some new clothes.

- 7 Do you take credit cards?
- 8 Where can I pay?
- 9 There's a cash machine outside the bank.
- 10 Please put your card in the machine.

Exercise G

- 1 Do you enjoy going shopping?
- 2 How much is that red jacket?
- 3 How do you want to pay?
- 4 Why does he hate playing football?
- 5 Where does the word *chess* come from?
- 6 How do you spend your free time?
- 7 What do you think of these shoes?
- 8 What do you want to do this evening?
- 9 Where does Maria want to go this weekend?
- 10 Do they want to get a new TV?

Reading and Writing

Exercise A

Model answers:

- What is it called?
- What is it?
- Where does the name come from?
- How / When / Where did it start?
- How popular is it today?

Exercise B

| | dates | money | numbers |
|---------------|-----------------------------------|----------------|------------------------|
| The DVD | 1994, 1996, 2004 | \$15.5 billion | |
| Golf | 15 th century, 940 BCE | | 50 million |
| Skateboarding | 1950s, 1960s | | 40 million, 50 million |

Exercise C

Model answer

Table 1: *Three leisure activities*

| | the DVD | golf | skateboarding |
|-----------------|---|---|--|
| definition | <i>a disk with lots of information on</i> | <i>ball game – two or more – hit ball into hole</i> | <i>skating on roads and pavements</i> |
| origins of name | <i>digital versatile disk; digital video disk</i> | <i>gouf = o. Sc. = stick / bat</i> | <i>skate = move on ice board = piece of wood</i> |
| history | <i>1994 Pioneer (Jap.) = 1st DVD 1996 in shops</i> | <i>Scotland in 15th C or China in 945 CE</i> | <i>1960s in Am. = 2 companies = surfing on the streets</i> |
| the present day | <i>2004 sales = \$15.5 billion</i> | <i>50 million around the world</i> | <i>50 million worldwide</i> |

Exercise D

| | | |
|-------------|---|--|
| 1 versatile | 2 | a flat, circular item |
| 2 disk | 4 | a long, thin piece of wood |
| 3 expensive | 7 | clever action |
| 4 stick | 6 | place beside a road for people to walk |
| 5 skate | 5 | move on ice |
| 6 pavement | 3 | with a high price |
| 7 trick | 1 | you can do many things with it |

Exercise E

Answers depend on students.

Unit 5 Nutrition and Health

Listening and Speaking

Exercise A

- types of food
- cereals

- 3 cereals _____
 potatoes _____
 sugar _____
 vegetables _____
 meat _____
 other _____

- 4 The figures are:

| | 1997-99 |
|------------|---------|
| Cereals | 1500 |
| Potatoes | 150 |
| Sugar | 200 |
| Vegetables | 300 |
| Meat | 100 |
| Others | 450 |

- 5 Answers depend on students, but the graph suggests that some kinds of food will stay the same and other will go up.

Exercise B

| | |
|----|-------------|
| 3 | calories. |
| 1 | day. |
| 7 | important. |
| 4 | low. |
| 2 | rice. |
| 8 | same. |
| 9 | sources. |
| 6 | up. |
| 10 | vegetables. |
| 5 | years? |

Exercise C

- good
- bad
- men
- our
- did

Exercise D

- How ~~much~~ many potatoes do you eat every week?
- ~~Do~~ Would you like some coffee?
- Could I have a sandwich~~es~~? OR Could I have *some* sandwiches?
- What would you like to ~~drinking~~?
- ~~Could~~ Would you like something to eat?
- Does she like eggs?
- Do you have ~~some~~ any ice?
- I ~~have~~ am really thirsty.
- I'd like a glass of water.

Exercise E

- I like tea.
- She likes chips.
- I'm really hungry.
- I'm not hungry.
- That's £11.65.
- I don't drink tea or coffee.

Exercise F

- Would you like fish?
- What would you like to eat?
- How many cans of soda do you have every day?
- Do you have any crisps?
- Do you have any milk?
- Would you like milk and sugar?

Reading and Writing

Exercise A

Possible questions

- How do you make it?
- When did it first appear?
- Where did it first appear?
- How did it spread around the world?
- How popular is the drink today?

Exercise B

| Text | Lemonade | Bottled water |
|-------------|----------|---------------|
| paragraphs | 6 | 6 |
| place names | 9 | 4 |
| dates | 2 | 5 |
| numbers | 1 | 1 |

Exercise C

1

Model answer

Table 1: *Two cold drinks*

| | lemonade | bottled water |
|---------------------------------|---|---|
| How do you make it? | <i>juice of lemons + sugar + water (+CO₂)</i> | <i>spring water in a bottle (sometimes water has CO₂ in)</i> |
| When did it first appear? | <i>don't know</i> | <i>1850</i> |
| Where did it first appear? | <i>Arab World</i> | <i>France</i> |
| How did it spread? | <i>Arabs brought to Spain and North Africa then to Europe</i> | <i>1970s – sc. said 'water is important'</i> |
| How popular is the drink today? | <i>250 brands</i> | <i>120 billion litres (2002)</i> |

Exercise D

Answers depend on students.

Review

Listening and Speaking

Exercise A

- | | | |
|-----|-----|-----|
| 1 b | 4 b | 7 b |
| 2 b | 5 b | 8 b |
| 3 a | 6 a | |

Exercise B

| | present | past | positive | negative |
|----|---------|------|----------|----------|
| 1 | ✓ | | | ✓ |
| 2 | | ✓ | | ✓ |
| 3 | ✓ | | ✓ | |
| 4 | | ✓ | ✓ | |
| 5 | | ✓ | | ✓ |
| 6 | ✓ | | ✓ | |
| 7 | | ✓ | | ✓ |
| 8 | | ✓ | ✓ | |
| 9 | ✓ | | | ✓ |
| 10 | ✓ | | ✓ | |

Exercise D

| | |
|--|--|
| a. Where do you live? | b About 20 minutes. |
| b. How long does it take to get to university? | f He's a manager. |
| c. Do you have a job? | h I read. I play computer games. I go to the cinema. |
| d. What did you do at the weekend? | d I went to a friend's house. |
| e. Do you go by bus? | a In the city centre. |
| f. What does your father do? | e No, I take a train. |
| g. What kind of books do you like? | i No, I'm a vegetarian. |
| h. What do you do in your spare time? | g Novels and short stories. |
| i. Do you eat meat? | j Three or four glasses on most days. |
| j. How much water do you drink every day? | c Yes, I work part-time in a shop. |

Reading and Writing

Exercise A

| | | | | | |
|---------|----------|--------|---------|------------|---------|
| clothes | food | travel | family | literature | leisure |
| jacket | cereals | drive | husband | author | chess |
| jeans | sandwich | fly | sister | fiction | games |
| shoes | butter | street | uncle | title | surfing |

Exercise B

| | |
|--|--|
| 1 The man is French. | The men are French. |
| 2 The woman works in a bank. | The women work in a bank. |
| 3 A teenager can vote in my country. | Teenagers can vote in my country. |
| 4 This bus goes to the city centre. | These buses go to the city centre. |
| 5 A biography is a story of a person's life. | Biographies are stories of people's lives. |

Exercise C

- 1 I live in a large apartment with my parents.
- 2 Most people in my group love playing computer games.
- 3 I study Psychology at a small university.
- 4 Many teenagers in Mexico live with their parents.
- 5 Children can get a part-time job in a shop at 14.
- 6 The number 57 bus goes to the city centre.
- 7 It takes me 20 minutes to get to my work.
- 8 Many people in Britain go to work by car.

Exercise D

Answers depend on students.

Exercise E

Jane Austen was one of the most famous novelists in English literature.

She *was* born on 16th December, 1775 in the south of England. She started *writing* at the age of 12. She wrote plays, short stories and poems. She began her first novel, *Sense and Sensibility*, in about 1795.

Between October 1796 and August 1797, Austen *completed* *Pride and Prejudice*. In the same year, *her* father sent it to a London publisher but he *did* not reply. In 1801, the Austen family moved *to* Bath, but Jane did not go with *them*. For eight years, she lived in different towns, including Southampton on the *south coast*. In 1809, *her* brother, Edward, gave *her* a house in Chawton, near the town of her *birth*.

Sense and Sensibility appeared in 1811 and it *was* a success. Two years later, *Austen's* second novel, *Pride and Prejudice* appeared, and she *was* famous. The King of England liked *her* novel.

At 41, she became ill. She continued writing but she died *a* year later, *on* July 18th, 1817.

Exercise F

| | |
|-----------|---|
| 1775 | 16th Dec – born |
| 1787 | started writing – plays, short stories, poems |
| 1795 | began <i>Sense and Sensibility</i> |
| 1796–1797 | wrote <i>Pride and Prejudice</i> |
| 1801–1809 | lived in towns on south coast |
| 1809 | brother bought house in Chawton |
| 1811 | <i>Sense and Sensibility</i> appeared |
| 1813 | <i>Pride and Prejudice</i> |
| 1816 | became ill |
| 1817 | died |

