



Pilot

ENGLISH SKILLS FOR UNIVERSITY

Teacher's Book

1



Terry Phillips
and Anna Phillips

Garnet
EDUCATION



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Unit	Topic areas	Listening	Speaking	Reading	Writing
1 Education	The classroom Personal information	predicting next word hearing /e/ instructions for classwork	introducing self (1): name, nationality giving a talk (1): • <i>stressing important words</i> • <i>using good intonation</i> • <i>looking up and smiling</i>	text type: identity cards, personal statements scanning for proper nouns identifying parts of speech	text type: identity cards spelling vowels spelling consonants using capitals and full stops using pronouns
2 Daily Life	Calendars Timetables Invitations Places of entertainment	listening for days, times, dates hearing /ɪ/ and /aɪ/	introducing self (2): age, birthday giving a talk (2): • <i>pausing after a comma / full stop</i> greetings telling digital time	text type: invitations, notices scanning for numbers	text type: e-mails spelling vowels: /ɪ/ and /aɪ/ replacing nouns with pronouns
3 Work and Business	Jobs Places of work Careers Job advertisements Biography	using information to complete a form hearing the present simple	introducing self (3): job plans giving a talk (3): • <i>starting a talk</i> • <i>ending a talk</i>	text type: job advertisements scanning for names reading for established need	text type: personal descriptions job suffixes ~er, ~or, ~ist, ~ant s = plural or 3 rd person sing.
4 Science and Nature	Colours Shapes Temperature Living creatures Living spaces	understanding descriptions hearing /i:/	describing a drawing	text type: scientific articles understanding captions interpreting figures finding examples	text type: animal descriptions spelling /i:/ using <i>there</i> <i>there is/are</i> vs <i>it is/they are</i> <i>a/an</i> vs <i>some</i>
5 The Physical World	Maps Locations Size Countries Position	understanding features hearing /aʊ/	describing places giving a talk (4): • <i>showing enthusiasm</i> • <i>using stress and intonation</i>	text type: geographical article preparing to read: <i>What do I know?</i> identifying referents	text type: geographical descriptions spelling /aʊ/ subject and verb agreement
Review 1					

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

Unit	Topic areas	Listening	Speaking	Reading	Writing
6 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 a / e / i irregular plurals introduction to syntax – SVO joining sentences with <i>and</i> / <i>but</i>
7 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 a / e / i / o using <i>a</i> and <i>the</i> joining sentences with <i>is</i> and <i>are</i>
8 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
9 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</i> , etc., with gerund forming the gerund noun phrases with article/number noun phrases with adj + n / n + n
10 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
Review 2					

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

- 1 Education
- 2 Daily Life
- 3 Work and Business
- 4 Science and Nature
- 5 The Physical World
- 6 Culture and Civilization
- 7 Inventions and Discoveries
- 8 Art and Literature
- 9 Sports and Leisure
- 10 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

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

Lesson 1: Listening

Objectives

In this lesson, students will:

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

Introduction

Introduce yourself, and say hello to the students.

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

Hello. How are you?

What's your name?

Are you English?


Are you a student?


Where are you from? (eliciting nationality or hometown)

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

Exercise A

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

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

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

Transcript 1

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

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

Transcript 2

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

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

Methodology notes


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

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

Language and culture note

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

Exercise B

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

Transcript 3

Presenter: Exercise B. Listen and do.


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

Methodology notes

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

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

Exercise C

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

Transcript 4

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

Methodology note

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

Exercise D


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

Methodology note

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

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

Exercise E

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

Transcript 5

Presenter: Exercise E1. Listen and number.

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



Answers

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

Methodology notes

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

Exercise F

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

Transcript 6

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

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


Answers

ten	2
board	4
book	1
name	5
sentence	3

Methodology note

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

Exercise G

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

Transcript 7

Presenter: Exercise G. Listen and number the questions.

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

Methodology note

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


Answers

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

Skills Check

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

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

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

Transcript 8

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

Voice:

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

Answers

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

Closure

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

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

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

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

Lesson 2: Speaking

Objectives

In this lesson, students will:

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

General note: The focus now shifts to speaking.

Introduction

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

Exercise A

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

Methodology note

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

/p/ and /b/

/l/ and /r/ in *classroom*

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

Exercise B

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

Answers

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

Exercise C

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

You say: *name?*

Students say: *What's your name?*

You say: *English?*


etc.

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

Methodology note

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

Skills Check

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



Transcript 9

Presenter: Skills Check. Listen and check.

Voice: hello
test
check
question
sentence
pen
desk
end
yes

Exercise D

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

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

Methodology note

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

Transcript 10

Presenter: Exercise D1. Listen to a conversation.

Tutor: Hello. How are you?

Esteban: I'm fine, thanks.

Tutor: Are you a student?

Esteban: Yes, I am.

Tutor: Are you English?

Esteban: No, I'm not. I'm Spanish.

Tutor: Where are you from?

Esteban: I'm from Madrid.

Tutor: What's your name?

Esteban: My name's Esteban. Esteban Cortes.

Transcript 11

Presenter: Exercise D2. Listen and speak.

Tutor: Hello. How are you?

[PAUSE]

Esteban: I'm fine, thanks.

Tutor: Are you a student?

[PAUSE]

Esteban: Yes, I am.

Tutor: Are you English?


[PAUSE]

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

Exercise E

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


Pronunciation Check 1

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

Transcript 12

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

Exercise F

- 1 Refer students to the illustration of Xiu Xiu Li. Set the task for pairwork. Feed back.
- 2 Play  13. Ask questions to check the information.


What's her name?
What nationality is she?
Where is she from?

Transcript 13

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

Pronunciation Check 2

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

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

Transcript 14

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

Methodology note

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

Examples:

Teacher: student

Students: student

Teacher: a student

Students: a student

Teacher: I'm a student.

Students: I'm a student.

Teacher: student?

Students: student?

Teacher: a student?

Students: a student?

Teacher: Are you a student?

Students: Are you a student?

Exercise G

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

Closure

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

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:


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

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

Introduction

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

Exercise A

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

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

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

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

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

Transcript 15


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

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

Methodology note

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

Exercise B

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

Answers

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

Transcript 16

Presenter: Exercise B2. Listen and check.

Tutor: What's your name?

Claudia: My name's Claudia.

Tutor: What's your full name?

Claudia: It's Claudia Gomez.

Tutor: What's your class?

Claudia: B3.

Tutor: What's your job?

Claudia: I'm a student.

Tutor: What's your nationality?

Claudia: I'm Mexican, of course!

Tutor: What's your cell number?

Claudia: It's 55 2378 5913.

Tutor: What's your address?

Claudia: It's Avenida Hidalgo, Number 337.

Tutor: What's your e-mail?

Claudia: It's claudia4@hotmail.com.

Pronunciation Check 1

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

Transcript 17

Presenter: Pronunciation Check 1. Listen to the stress and intonation of the questions.

Tutor: What's your name?

[PAUSE]

What's your cell number?

Exercise C

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

Transcript 18

Presenter: Exercise C2. Listen and check.

Tutor: Hello.

Alonso: Hi.

Tutor: Are you a student?

Alonso: Yes, I am.

Tutor: What's your name?

Alonso: My name's Alonso.

Tutor: And what's your full name?

Alonso: Oh, it's Alonso Garcia Ramirez.

Tutor: Thanks.

Methodology note

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

Exercise D

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

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

Answers

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

Transcript 19

Presenter: Exercise D2. Listen and say the countries.

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

Exercise E

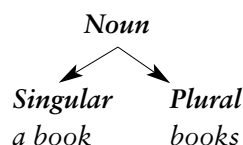
Model the example conversations with a good student. Then set for pairwork. Monitor and assist. Feed back on any points you notice.

Answers

Answers depend on students.

Exercise F

Draw the following diagram on the board:



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

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

Answers

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

Transcript 20

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

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

Closure

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

Lesson 4: Reading

Objectives

In this lesson, students will:

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

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

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

Introduction

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

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

Methodology note

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

Exercise A

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

Answers

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

Exercise B

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

Answers

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

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

Methodology note

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

Exercise C

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

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

Answers

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

Methodology note

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

Language and culture note

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

Skills Check 2

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

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

Exercise D

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

Answers

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

Exercise E

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

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

Answers

8

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

9

First name	Pierre
Family name	Florian
Nationality	French
Hometown	Paris

Language and culture note

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

Exercise F

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

Answers

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

Language note

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

Exercise G

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

Answers

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

Closure

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

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

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

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

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

Introduction

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

Methodology note

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

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

Exercise A

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

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

den
pest
bet
hem
tend

Answers

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

Methodology note

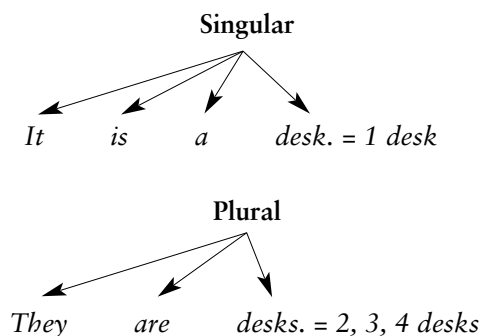
We do our students a disservice if we just say *English is a stupid language* when faced with spelling anomalies. There are a lot of patterns, many of which will be taught in this course. It is the most common words that tend to have the strangest sound-sight relationship, so a two-pronged attack should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

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

Exercise B

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

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



Answers

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

Exercise C

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

Answers

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

Exercise D

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

Answers

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

Methodology note

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

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

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

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

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

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

Exercise E

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

Answers

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

- 2 Answers depend on students.

Exercise F

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

Answers

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

- 2 Answers depend on students.

Exercise G

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

Answers

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

- 2 Answers depend on students.

Exercise H

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

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

Answers

1

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

2 Answers depend on students.

Closure

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

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

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

Introduction

- 1 Dictate some words with the /e/ sound and predictable spelling.
- 2 Point at objects and people in the room and start using pronouns, e.g., *he, it, they, she*. Continue until students can join in.
- 3 Play a guessing game. You look in a general direction and say *it, he, she* or *they*. Students have to guess what you are looking at. If they get the wrong kind of word, remind them of the pronoun you used, e.g.,

You say: *It*.

Student 1 says: *Carlos*.

You say: *No. It*.

Student 2 says: *Xiu Xiu*.

You say: (about to explode) *It, it, it, it, it!*

Student 3 says: *Desk*.

You say: *No*.

Student 4 says: *Chair*.

You say: *That's right*.

Exercise A

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

Answers

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

Exercise B

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

Answers

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

Exercise C

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

Answers

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

Exercises D, E, F

General note: The material on page 21 can be done as a test, in class or for homework. In this case, take in the students' books at the end and mark them. Make a note of problem areas, using the grid opposite.

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

Answers

D

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

E Answers depend on students.

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

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

Closure

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

Key vocabulary

afternoon (n)

beach (n)

birthday (n)

break (n)

café (n)

calendar (n)

cinema (n)

clock (n)

date (n)

day (n)

evening (n)

every (adj)

first (adj)

hour (n)

information (n)

invitation (n)

invite (v)

last (adj)

later (adv)

lunch (n)

mall (n)

month (n)

morning (n)

nice (adj)

night (n)

now (adv)

park (n)

swimming pool (n)

that (det)

that's fine

that's great

this (det)

time (n)

timetable (n)

today (n)

watch (n)

week (n)

year (n)

Lesson 1: Listening

Objectives

In this lesson, students will:

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

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

Introduction

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

Do some TPR with instructions from Unit 1.

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

Methodology note

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

Exercise A

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

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

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

Transcript 21

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

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

the month after January
the month before November

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

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

Language and culture note

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

Exercise B

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

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

Answers

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

Transcript 22

Presenter: Exercise B. Listen and write.

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

Exercise C

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

Transcript 23

Presenter: Exercise C. Listen and answer.

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

Exercise D

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

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

Language and culture note

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

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

Morning ends at twelve o'clock.


No, it ends at one.

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

Methodology note

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

Exercise E

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

Answers


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

Transcript 24

Presenter: Exercise E. Listen and number.

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

Exercise F

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

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

Transcript & answers

Transcript 25

Presenter: Exercise F. Which word?

Listen and circle.


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

Methodology note

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

Skills Check

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

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

Answers

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

Transcript 26

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

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

six
time
write

Methodology note

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

Closure

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

OK. Close your [PAUSE] books.

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

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

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

Lesson 2: Speaking

Objectives

In this lesson, students will:

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

Introduction

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

Exercise A

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

Answers

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

Methodology note

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

Vowels

/iː/ in *week, evening*

/ʌ/ in *month*

/eɪ/ in *day, date*

Consonants

clusters: *nth* and *ft*

/d/ vs /t/

/ŋ/

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

Exercise B

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

Language and culture note

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

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

Exercise C

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

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

Exercise D

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


date?

date today?

the date today?

What's

What's the date today?

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

Transcript & answers



Transcript 27

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

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

Exercise E

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

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

Transcript & answers

Transcript 28

Presenter: Exercise E1. Listen to a conversation.

Tutor: Good morning. How are you?

Student: I'm fine, thanks.

Tutor: Excuse me. What's the time?

Student: It's eight.

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

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

Tutor: Oh, is it your birthday today?

Student: Yes, it is.

Tutor: Really? Happy birthday!

Student: Thank you.

Tutor: How old are you?

Student: I'm eighteen.

Transcript 29

Presenter: Exercise E2. Listen and speak.

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

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

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

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

Tutor: Really? Happy birthday!
[PAUSE]

Tutor: How old are you?
[PAUSE]

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

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

Exercise G

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

Exercise F

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

Answers

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

Transcript 30

Presenter: Exercise F. Listen to a talk.

Tutor: Do you have birthday presents in your family?

Student: Yes, we do.

Tutor: Do you have birthday cards?

Student: Yes, we do.

Tutor: What about a birthday party?

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

Pronunciation Check

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

Closure

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

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

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:

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

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

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


Make flashcards also of:

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

Introduction

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

Exercise A

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

Answers


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

Transcript 31

Presenter: Lesson 3: Vocabulary and Pronunciation
Exercise A2. Listen and repeat.

Voice: beach [PAUSE]
mall [PAUSE]
park [PAUSE]
cinema [PAUSE]
swimming pool [PAUSE]
café [PAUSE]

Exercise B

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

Answers

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

Transcript 32

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

Exercise C

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

Transcript 33

Presenter: Exercise C2. Listen and repeat.

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

Language note

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

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

Exercise D

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

Transcript & answers

Transcript 34

Presenter: Exercise D1. Listen and check your answers.

Jane: Hi Adriana. This is for you.

Adriana: Hi! What is it?

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

Adriana: That's great! When is it?

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

Exercise E

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

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

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


Answers


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

Methodology note

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

Exercise F

Set for individual work. Play  35.

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

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

Transcript 35

Presenter: Exercise F. Listen and write the words.

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

Exercises G and H

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

Exercise I

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

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

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

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

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

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

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

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

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

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

Finally, ask students:

When do we use 'a'?

When do we use 'an'?

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

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

Answers

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

Exercises J, K and L

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

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

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

There are some:

three changes to *thir*

five changes to *fif*

eight loses the final *t*

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

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

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

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

Answers

Exercise J

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

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

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

Exercise K

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

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

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

Exercise L

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

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

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

Methodology note

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

Extra activity

Play with the numbers, e.g.,

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

Closure

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

Lesson 4: Reading

Objectives

In this lesson, students will:

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

Introduction

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

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

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

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

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

Exercise A

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

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

Answers

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

Exercise B

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

Answers

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

Methodology note

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

Exercise C

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

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

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

 Ask students to vary the information in the invitation.

Answers

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

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

Methodology note

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

Exercise D

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

Answers

See table below.

Skills Check

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

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

Language and culture note

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

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

Exercise E

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

Answers

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

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

Methodology note

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

Exercise F

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

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

Closure

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

Teacher's script

Information for new students

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

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

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

For more information:

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

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

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

Introduction

Use the flashcards again.

Exercise A

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

Highlight the patterns:

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

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

light
fight
tight
bright

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

might / mite

sight / site

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

Answers

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

Exercise B

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

What lesson is on Tuesday at 8.00?

When are the English lessons on Wednesday?

When do lessons end?

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

Set for individual work and pairwork checking. Monitor. Make sure students are writing numbers in the correct form. Feed back orally.

Methodology note

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

Answers

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

Exercise C

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

Answers

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

Exercise D

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

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

Answers

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

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

Exercise E

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

Answers

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

Exercise F

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

Answers

Students have six lectures each day.
We have 30 lectures each week.

Exercise G

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

Answers

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

Closure

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

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

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

Introduction

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

Exercise A

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

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

Methodology note

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

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

Exercise B

1/2 Set for individual work and pairwork checking.

Monitor and assist.

3 Set for individual work and pairwork checking. Go round and mark sentences.

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

Exercise C

Repeat the procedure for Exercise B.

General note: The material on page 35 can be done as a test, in class or for homework. In this case, take in the students' books at the end and mark them. Make a note of problem areas, using the grid on the next page.

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

Exercise D

Answers

See table on next page.

Exercise E

Answers

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

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

Exercise F

Answers depend on students.

Key vocabulary

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

Lesson 1: Listening

Objectives

In this lesson, students will:

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

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



Introduction

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

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

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

Exercise A

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

Transcript 36

Presenter: Unit 3: Work and Business.
Lesson 1: Listening.
Exercise A1. Listen to job names.
Point to the person.

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

Transcript 37

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

Exercise B

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

Transcript 38

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

Exercise C

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

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

Transcript 39

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

Methodology note

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

Exercise D

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

Transcript 40

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

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

Transcript 41

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

Answers

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

Exercise E

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

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

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

Transcript 42

Presenter: Exercise E. Listen and number the word to finish each sentence.

Presenter: a

Voice: Elena Markova lives in England, but she isn't [PAUSE] English. She's [PAUSE] Russian. She's from [PAUSE] Moscow. She's [PAUSE] 26. She's a [PAUSE] doctor. She works in Greenhill [PAUSE] Hospital.

Presenter: b

Voice: Pierre Auguste lives in Japan, but he isn't [PAUSE] Japanese. He's [PAUSE] French. He's from [PAUSE] Paris. He's [PAUSE] 33. He's an [PAUSE] engineer. He works in a car [PAUSE] factory.

Presenter: c

Voice: Bulent Okan is [PAUSE] Turkish. He's [PAUSE] 45. He's from Ankara, but he now lives in [PAUSE] Istanbul. He's an [PAUSE] accountant. He works in a large [PAUSE] bank. He likes his [PAUSE] job.

Presenter: d


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

2


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

Exercise F

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

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

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

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

Answers

1

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

Transcript 43

Presenter: Exercise F. Listen and complete the forms.

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

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


Methodology note

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

Additional activity

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

Skills Check

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

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

Transcript 44

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

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

Closure

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

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

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

Lesson 2: Speaking

Objectives

In this lesson, students will:

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

Introduction

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

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


Methodology note

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

Exercise A

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

Exercise B

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

Answers


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

Transcript 45

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

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

Exercise C

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

Answers

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

- g hospital
- h restaurant

Transcript 46


Presenter: Exercise C2. Listen and check.

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


Methodology note

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

Exercise D

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


Answers

Diana:  Hello. How 'are you?


Mike: 'Fine, thanks.

Diana: My name's Diana 'Jones.


Mike: Hi. I'm 'Mike.

Diana:  Do you 'work here?

Mike: No, I 'don't.

Diana:  Are you a 'teacher?

Mike: No, I'm 'not.

Diana:  What do you 'do?

Mike: I'm a 'student.

Diana: Me, 'too.

Transcript 47

Presenter: Exercise D2. Listen and complete the conversation.

Diana: Hello. How are you?

Mike: Fine, thanks.

Diana: My name's Diana Jones.

Mike: Hi. I'm Mike.

Diana: Do you work here?

Mike: No, I don't.

Diana: Are you a teacher?


Mike: No, I'm not.

Diana: What do you do?

Mike: I'm a student.

Diana: Me, too.

Exercise E



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

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

Transcript 48

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

Exercise F

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

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

Transcript 49

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

Transcript 50

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

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


Carl: I want a job with computers.

Mrs Dart: Programmer? Engineer?
[PAUSE]

Carl: Programmer, I think.

Mrs Dart: Well, the classes start on September
the 25th ...

Exercise G

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

Transcript 51

Presenter: Exercise G2. Listen and check.

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

Exercise H

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

Closure

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

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:

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

Introduction

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

Exercise A

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

Answers

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

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

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

Exercise B

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


Answers

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

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

- 3 Answers depend on students.

Exercise C

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

Transcript 52

Presenter: Lesson 3: Vocabulary and Pronunciation
Exercise C2. Listen and repeat.

Voice: room, right, receptionist
teacher, doctor, lawyer
park, mark, work
address, great, practise

Exercise D

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

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

Answers

After Exercise E.

Exercise E

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

Answers

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

Exercise F

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

Answers

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

Language and culture notes

Some native speakers pronounce *countries* as /kʌntrɪz/, others say /kʌntriːz/.

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

Numbers activity

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

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

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

Build up the table on the board.

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

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

Language and culture note

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

two and eighty

eighty and two

or even

four twenties and two.

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

Exercise G

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

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

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

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

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

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

Exercise H

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

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

Discuss any problems.

Closure

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

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

Lesson 4: Reading

Objectives

In this lesson, students will:

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

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

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

Introduction

Show the flashcards from this unit, as before.

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

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

You hold up *hotel*.

Students say *workplace*.

You hold up *receptionist*.

Students say *job*.

Language and culture note

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

Exercise A

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

Answers

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

Exercise B

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

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

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

What is Susan's family name?

What does she do?

Where does Maria Petrova come from?

Where does she work?

Answers

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

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

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

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

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

Methodology notes

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

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

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

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

Exercise C

Set for pairwork. Do not confirm or correct.

Exercise D

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

Answers

See table below.

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

Exercise E

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

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

Exercise F

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

Answers

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

Exercise G

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

Methodology notes

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

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

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

Exercise H

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

Closure

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

Teacher’s script

Do you like working with computers?

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

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

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

Do you want to be a lawyer?

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

Do you want to work in the hotel industry?

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

Can you type?

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

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

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

Introduction

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

Exercise A

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

Demonstrate how to do the activity.

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

Answers

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

Exercise B

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

Answers

The job starts on June 1st.

It ends on July 31st.

Exercise C

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

Answers

Answers depend on students.

Exercise D

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

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

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

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

Answers

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

- f receptionist
g waiter
h assistant

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

Exercise E

- Set for individual work and pairwork checking.
- Set for pairwork.
- Set for individual work. Monitor and assist.

Answers

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

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

Language and culture note

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

Exercise F

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

Answers

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

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

Exercise G

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

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

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

Answers

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

Language and culture note

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

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

Exercise H

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

Answers

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

Exercises I, J, K

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

Answers

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

Language and culture note

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

Closure

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

You say: *3.00 p.m.*

Students say: *At 3.00 p.m.*

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

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

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

Introduction

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

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

Methodology notes

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

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

Exercise A

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

Answers

After Exercise B.

Exercise B

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

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

Answers

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

Exercise C

Follow the same procedure as Exercise A.

Answers

After Exercise D.

Exercise D

Follow the same procedure as Exercise B.

Answers

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

Methodology note

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

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

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

Exercise E

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

Answers

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

Language and culture note

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

Exercise F

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

Methodology note

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

Exercise G

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

Methodology note

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

General note: The material on page 49 can be done as a test, in class or for homework. In this case, take in the students' books at the end and mark them. Make a note of problem areas, using the grid below.

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

Exercise H

Answers

See table on next page.

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

Exercise I

Answers

	Bill Gates
Age	59*
Nationality	<i>American</i>
Hometown	<i>Seattle</i>
Job	<i>computer programmer; owner of Microsoft</i>

Notes:

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

Exercise J

Answers

Model answer: She is 69*. She is Burmese. She comes from Rangoon. She is a politician.

Exercise K

Answers

Answers depend on students.

Notes:

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

Closure

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

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

Key vocabulary

COLOUR WORDS

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

NATURE WORDS

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

LIVING THINGS

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

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

Lesson 1: Listening

Objectives



In this lesson, students will:

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

Introduction

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

Exercise A

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

Transcript 53

Presenter: Unit 4: Science and Nature
Lesson 1: Listening
Exercise A1. Listen to some words.
Point to the items. Some items are in two or three pictures.


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

Transcript 54

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

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

Exercise B


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

Transcript 55

Presenter: Exercise B. Listen and find.

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

Exercise C

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

Answers


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

Transcript 56

Presenter: Exercise C. Listen and answer.

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

Exercise D

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

Answers

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

Transcript 57

Presenter: Exercise D2. Listen and check.

Picture 1.

Voice A: What is it?

Voice B: It is snow.

Voice A: What colour is it?

Voice B: It is white.

Picture 2.

Voice A: What are they?

Voice B: They're clouds.

Voice A: What colour are they?

Voice B: They're black.

Picture 3.

Voice A: What is it?

Voice B: It is grass.

Voice A: What colour is it?

Voice B: It is green.

Picture 4.

Voice A: What is it?

Voice B: It is the sun.

Voice A: What colour is it?

Voice B: It is yellow.

Picture 5.

Voice A: What are they?

Voice B: They are trees.

Voice A: What colour are they?

Voice B: They are brown.

Picture 6.

Voice A: What is it?

Voice B: It is sand.

Voice A: What colour is it?

Voice B: It is orange.

Language and culture note


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

snow, grass, sand – uncountable = *is*

cloud, tree – countable = *are*

sun – only one = *the*

Exercise E

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

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

Transcript 58

Presenter: Exercise E. Listen and draw.

Voice: Look at the picture.

You can see some mountains.

Draw the sun in the sky.

Draw four clouds in the sky.


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

Draw some snow on the mountains.

Draw some grass and some trees.

Draw three birds in the sky.

Exercise F

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

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

Transcript 59

Presenter: Exercise F. Listen and find.

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

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

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


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

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

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

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

Closure

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

Answers

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

Transcript 60

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

Voice: tree
blue
green
he
grey
see
she
we
listen

Methodology note

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

Lesson 2: Speaking

Objectives

In this lesson, students will:

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

Introduction

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

clouds – different colours

the sun – different colours

the sky – different colours

snow – falling and lying

sand – different colours

trees – with various coloured flowers and fruit on

grass – different colours

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

What is it? / What are they?

What colour is it? / What colour are they?

Deal with pronunciation problems.

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

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

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

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

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

Language and culture note

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

Exercise A


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

Answers

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

Exercise B

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

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

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

Highlight extra vocabulary points, as follows:

light / dark + colour

small / large + square / circle

Highlight new patterns, as follows:

There is / are ...

It has / They have ...

Answers

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

Transcript 61

Presenter: Lesson 2: Speaking

Exercise B. Listen. Which drawing
is it?

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

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

Exercise C

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



Methodology note

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

Exercise D

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

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

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

Refer students to the last part of the conversation. Repeat Kim's final section. Highlight the last question: *Why do they do that?* Elicit some ideas. If students are struggling, allow them (if feasible) to discuss the point in their own language. Otherwise, just say and mime:

You look at white. You can see white. You look at white in another place. You can see black. Your brain sees the opposite colour – white to black.

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

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

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

Methodology note

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

Transcript 62

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

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

Transcript 63

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



Transcript 64

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

Exercise E

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

Exercise F

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

Transcript 65

Presenter: Exercise F3. Listen and check your sentences.

Male student: Look at this drawing.

Female student: Which drawing?

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

Female student: I can see four squares.

Male student: What colour are they?

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

Male student: It's violet.

Female student: How do you say the word?

Male student: Violet.

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

[PAUSE]

Male student: What else can you see?

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

a black circle in the middle of the white square.

Transcript 66

Presenter: Exercise F4. Listen and follow the instructions.

Male student: OK. Cover the white square.

Female student: Yes.

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

Female student: OK. What next?

Male student: No! Look for 30 seconds.

Female student: Right.

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

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

Male student: Violet.

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

Exercise G

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

Closure

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

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:

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

Introduction

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


Answers

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

Language and culture note

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

Exercise A

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

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

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

Answers

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

Transcript 67

Presenter: Lesson 3: Vocabulary and Pronunciation


Exercise A2. Listen and mark the stress.

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

Methodology note

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

Exercise B

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

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

Grizzly bears are weak. (mime it!)

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

There aren't any grizzly bears in this classroom.

Answers

Section A

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

Section B

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

Section C

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

Transcript 68

Presenter: Exercise C2. Listen and check.

Voice: Section A

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


Section B

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

Section C

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

Exercise C

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

Transcript & answers

Transcript 69


Presenter: Exercise C2. Listen and check.

Voice: bear [PAUSE] square
eat [PAUSE] trees
bird [PAUSE] circle
strong [PAUSE] hot
live [PAUSE] fish
human [PAUSE] group
climb [PAUSE] like

Exercise D

Set for groupwork. Monitor and assist.

Exercise E

Dictate the example to show how the exercise works. Say *and* for *plus*. Do not worry about the answer yet. Play  70. Feed back, writing exactly what students say, until you get the correct answers.

General note: Use flashcards of individual numbers if you feel students are still struggling.

Answers

1	2	3	4
11 + 21	18 + 8	18 + 80	23 + 19
32	26	98	42

5	6	7	8
33 + 27	57 + 42	66 + 18	84 + 12
60	99	84	96

Transcript 70

Presenter: Exercise E. Listen and write. Do the sums.

- Voice: 1 11 and 21.
2 18 and 8.
3 18 and 80.
4 23 and 19.
5 33 and 27.
6 57 and 42.
7 66 and 18.
8 84 and 12.

Exercise F

Set for individual work. Monitor.

Exercise G

Set for pairwork. Assist individuals with the pronunciation of numbers, as required. Make sure in particular that they are pronouncing the /i:/ in *fifteen* /'fɪfˈti:/, and getting the stress in the right place in each type of word.

Language and culture note

Strictly speaking, the vowel at the end of *fifty* is not the same as the vowel at the end of *fifteen*.

However, they are close enough for the purposes of your students to be treated as one sound.

Methodology note

By now, students should be very accurate in their pronunciation and perception of numbers between 1 and 100. Insist on good pronunciation, and check perception.

Closure

Play What Is It? Describe an animal, etc., and see if students can guess it correctly. Do not restrict yourself only to items in this unit or lesson, but make sure there are enough simple sentences to let students work out the answer in their own language at least, then try to find the word in English.

Lesson 4: Reading

Objectives

In this lesson, students will:

- use diagrams and photos to help understand a text;
- use signposting to help reading.

General note: Make flashcards of these words, and a flashcard with the word *nature* on it, too.

Colour words	Nature words	Living things
black	cloud	animal
blue	cold	bird
brown	fruit	fish
colour	grass	human being
green	hot	insect
grey	leaves	plant
orange	sand	
pink	sky	
red	snow	
white	sun	
yellow	tree	

Introduction

Write the title *Science and Nature* on the board. Ask students to give you some words connected with the title, but do not insist if students are struggling.

Show the flashcards of words from this unit, as before.

- 1 Show the flashcards slowly. Students say the words, chorally and individually.
- 2 Show the flashcards faster. Students say the words, chorally and individually.
- 3 Hand out the flashcards. You say the words, students hold up the flashcards.
- 4 Tell students that the word *colour* covers many of the words. Hold up the word *colour* and get students with a colour word to hold it up. Tell students that the word *nature* covers many of the words. Hold up the word *nature* and get students with a nature word to hold it up, e.g., *tree*, *sky*, etc. Change between the two categories, holding up the words *colour* and *nature* faster and faster so that students have to react more and more quickly.

- 5 Get the nature words back from students, and *hot* and *cold*. Hold up a nature word and get students who still have flashcards to hold up appropriate colour words. Point out that one item can have more than one colour, e.g., the sky can be blue during the day, and black at night.

Language and culture note

Many languages require the equivalent of the word *colour* to follow the colour adjective, e.g., *It is red colour*. If you notice your students are consistently saying this, or later writing it, point out that we do not need the word *colour* in English.

Exercise A

Set for pairwork. Teach the word *ink*, with the help of the illustration. Feed back, eliciting ideas, but do not confirm or correct.

Methodology note

This is a preview of Skills Check 1. Encourage students to speculate or work out what everything means. In other words, encourage students to make sentences with the form:

R is / means ...

The drawing shows ...

I can see ...

Exercise B

Do the activities as teacher-paced pairwork. In other words, set each task for pairwork and feed back on it before moving all students on to the next task.

Sentences: You might get students to number the sentences for ease of reference later.

Numbers: Students should be able to find the numbers (in written form) quickly. Feed back, getting them to shout out the numbers in the order they appear in the text. Make sure they notice the word *no* meaning ‘zero’. Highlight also the fact that the verb and following noun is plural in this case, i.e., *There are no triangles* not *There is no triangle*.

Names: This is a trick! There are no names, but students should be able to identify this fact very quickly. Give only a few seconds for students to work this out. Point out that the only capital letters are initial capitals. This should help them with the next activity. Point out that you can say *There are no names*. This reinforces the point from above.

Colours: Get students to count quickly then feed back.

Answers

Sentences: There are 12 sentences.

Numbers: There are *seven* colours in Figure 1. There are also *seven* letters. There are *two* circles in the drawing. There is *one* square. There are *no* triangles.

Names: There are no names.

Colours: There are 11 colour words, relating to 5 different colours.

2 Set for pairwork. Feed back, ideally onto an electronic projection.

Answers

There are seven colours in Figure 1.	T
There are also seven letters.	F – There are six letters.
There are two circles in the drawing.	F – There are three circles.
There is one square.	F – There are no squares.
There are no triangles.	T
R means <i>red</i> .	T
B means <i>black</i> .	F – It means <i>blue</i> .
The drawing is called a figure.	T
From the figure, we can learn about making colours with ink.	T
For example, blue and yellow make green.	T
Red and yellow make orange.	T
Blue and red make yellow.	F – They make violet.

Methodology note

Encourage students to look from the text to the figure and back, to make sense of the text. This previews the points in the next lesson.

Exercise C

Set for pairwork. Feed back by allowing students to uncover the drawing and check their own work. Go round and see the differences and try to work out where pairs made a mistake.

Exercise D

- 1 Set for individual work and pairwork checking. Feed back, just eliciting whether sentences are true or false.

Exercise E

- 1 Try to ensure that students are not looking at the text. Set for pairwork.
- 2 Continue the pairwork. Feed back.

Answers

- 1 Making colours with light.
- 2 The sentences a, c, e are in the text, because these are correct for making colours with light.

Exercise F

- 1 Refer students to the text. Tell them **not** to read it yet! Only give students a few seconds to find the colour words. Feed back, confirming as you go. Students may well say *eight colours*, as they will not identify magenta and cyan as colours. Just point out the piece of text that indicates they are colours.
- 2 Set for individual work and pairwork checking. Feed back. Clearly, the heading and the first paragraph tell you all you need to know.
- 3 Continue pairwork. Feed back.

Answers

- 1 The colours, in the order they appear, are: red, blue, yellow, orange, green, violet, black, magenta, cyan, white.
- 2 It is about making colours in printers and monitors.
- 3 A = making colours with ink; B = making colours with light.

Exercise G

Pre-teach *primary* and *secondary*. Just point out that they are the adjectives from the cardinal numbers 1 and 2, or from the ordinals *first* and *second*.

Set for pairwork. Monitor and assist. Feed back, getting more examples. Refer students to the Skills Check to highlight how important examples are, and how you should use them to test your understanding of a text.

Allow students to read the other paragraph for themselves.

Methodology note

Most students are likely to know the primary colours of ink/paint, but are unlikely to realize that the primary colours of light are different. Be prepared for a considerable amount of astonishment when they realize that the text is making this point when it is saying that, e.g., red and green make yellow. This goes against most primary-school work with colour!

Language and culture note

You may be able to point out the meaning of *primary* and *secondary* by alluding to the school system in the students' country. But check first, as some systems have the equivalent of *beginner*, *preparatory* and *intermediate*, which could get confusing.

Closure

Work through the Skills Checks.

Get students to close their books. Read parts of the text and stop when you get to a colour or list of colours. See if students can give something suitable or the correct answer, as appropriate.

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- revise parts of speech and pronunciation;
- practise variations in spelling of the sound /i:/;
- study sentence patterns: *There is/It is; I can see/can't see*; present simple questions; *to be* + adjective questions; prepositional phrases.

Introduction

Use the flashcards of colour and nature words again. This will help students with the crossword. Now we are concentrating on writing, so you can flash some of the words and get students to write them down.

Hand out the flashcards and get students to put colour and nature words together appropriately, e.g., *orange sand*.

Exercise A

At first sight, this is just a crossword, but in fact students will have to work very hard to get the correct answers. They need to think about the part of speech as well as the picture to decide what the correct word is in each case. Set the crossword for pairwork. Monitor and give lots of assistance. Feed back, ideally with an electronic projection of the completed grid.

Answers

						¹ b	l	a	² c	k		³ r
	⁴ c	⁵ o	l	o	u	r			o			e
		r				o		⁶ c	l	o	u	d
		a				w			d			
⁷ s	a	n	d			⁸ s	n	o	⁹ w			
		g				k			h			¹⁰ g
¹¹ g	r	e	¹² y		y				i			r
r			e					¹³ t	r	e	e	
e		¹⁴ b	l	u	e			e			e	
e			l						¹⁵ s	u	n	
n		¹⁶ h	o	t								
			w									

Exercise B

- 1 Set for pairwork. Feed back. Give clues until someone spots the point.
- 2 Set for pairwork. Feed back, but do not confirm or correct.
- 3 Set for individual work and pairwork checking. Feed back, building up the table on the board. Point out that there is no logic – you just have to learn the spelling.

Answers

- 1 They all have the vowel sound /i:/.
- 2 Group 1 (*ee* spelling)
green
see
tree
week

Group 2 (*ea* spelling)

leave
mean
read
speak

Methodology note

Once again, the point of this exercise is focusing on sound-sight relationships. Just as students sometimes know the written form of a word but do not recognize it in sound, so they sometimes hear a word but are not able to render it in writing.

Exercise C

Work through the first two gaps as examples, pens down.

Ask students to identify the kind of word that is missing in each case. They might be able to recognize the sentence patterns and see that a noun is required

for the first gap and an adjective for the second. Elicit actual words.

Set for individual work and pairwork checking. Feed back, asking first about the kind of word missing (noun or adjective), then the actual word. Get students to dictate the words back to you, to show that they can spell them correctly with the correct letter names.

Answers

It is 2.00 in the *afternoon*. The sun is hot and the sky is *blue*. There are *clouds* in the sky. They are *black*. There are *grey* mountains. There is white *snow* on the mountains. I can see orange *sand*. I can also see six *brown* trees. There are *red* flowers on the trees. There is green *grass* around the trees.

Exercise D

Set for individual work and pairwork checking. Feed back as a class.

Exercise E

- 1 Set for individual work and pairwork checking. Feed back, highlighting the three prepositions of place, and what they mean.
- 2 Set for pairwork.
- 3 Refer students to the pictures. See if they recognize the singular word, the plural word and the special singular (i.e., uncountable) word. Set for individual work. Monitor and assist.
- 4 Refer students to the second part of Table 1. Point out the relationship between the first noun, i.e., *a flower*, and the form of the pronoun and verb *be*. Repeat for the other items. Set for individual work and pairwork checking.

Answers

There	is	a	<i>bird</i>	on	the tree
		-	<i>sand</i>	around	the house.
	are	-	<i>clouds</i>	in	the sky.

- 2 Singular nouns need *a/an* in this situation, except words like *sand*, *snow*, *water*. If students called them *uncountable*, that is fine, but for the moment you can just say they are special.
- 3/4 Model sentences:
There is grass around the house. It is (colour).
There are birds in the sky. They are (colour or size).
There is an insect on the food. It is (colour or size).

Methodology note

This is the first time *on* and *around* have been introduced in this course, so students may need a quick explanation or reminder.

Exercise F

Set for pairwork. Write the incorrect sentences on the board. Get students to come up and correct them.

Answers

Corrections and points to note:

- 1 *I can speak English.*
The infinitive without *to* after modals – teach the words.
- 2 *He can come in the afternoon.*
There is no agreement with the pronoun in number, unlike the 3rd person present simple.
- 3 *She can do the exercise.*
The combination of points 1 and 2.
- 4 *They can't close the door.*
The auxiliary is not required with modals; *not* follows *can* and is usually elided into *can't*.

Language and culture note

The special class ‘modal’ does not exist in all languages, so do not appeal to some universal logic of *can-ness*. The word carrying these meanings is a full verb in some languages, so students may well expect to need to make it agree with *he/she/it*, or use *don’t* to negate, for example.

Exercise G

- 1/2 Refer students to Table 3. Set for individual work and pairwork checking. Students can self-check by uncovering the table.
- 3 Elicit the question mark.
- 4 Set for individual work and pairwork checking. Feed back, getting students to come up and write good sentences on the board.

Answers

Why does the colour change?

When does the lesson start?

What does he do? (Idiomatic way of asking *What’s his job?*)

Where does it live?

Exercises H, I, J

These exercises are mainly revision and consolidation. All the points have been covered a great deal in this unit. Set for individual work. Monitor and assist. Perhaps put groups of Students 1s and Student 2s together to discuss.

Continue individual work or pairwork of Student 1s and Student 2s. Monitor the pairwork. Get the best pairs to explain in front of the class.

Answers

The key points are:

Table 4: verb *be* + adjective. This is called the predicative use of the adjective, but you should not use this terminology, of course.

Table 5: adjective + noun. This is called the attributive use of the adjective.

Language and culture note

Many languages place the adjective in a post-modifying position to nouns, i.e., afterwards. Find out if the language(s) of your students does this, and point out the difference or similarity to English, as appropriate.

Closure

Do some high-speed drilling of the two patterns in Tables 4 and 5, e.g.,

You say: *The grass.*

Students say: *The grass is green.*

You say: *Green grass.*

Students say: *I can see green grass.*

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

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- write a description of an animal;
- use *there is/there are*;
- grammar: *alan* and *some*.

Introduction

Remind students of the /i:/ sound. Elicit possible spellings, i.e., *ee*, *ea* or *e* (for pronouns and the verb *be*). Some students may also mention the *y* at the end of *eighty*, for example.

Dictate some words with the /i:/ sound and ask students to guess or remember the spelling. Use the list below or your own list of known words.

street
eat
east
cream
tea

Write the following pairs of words on the board. Point out that the words in each pair have the same sound, but different meanings. Ask students for the meaning of each word.

<i>sea</i>	<i>see</i>
<i>meat</i>	<i>meet</i>
<i>weak</i>	<i>week</i>

Exercise A

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

Answers

After Exercise B.

Exercise B

Refer students to Skills Check 1. Feed back again, confirming and correcting this time. Make sure students notice that the use of *an* is based on the next letter, so if an adjective beginning with a vowel interposes between *a* and a noun beginning with a consonant, *a* changes to *an*, e.g. *a flower*, but not *a orange flower*.

Write *sun* on the board and ask students what goes in front of it. Elicit or write *the*. Ask why. Elicit or explain that there is only one sun, so we must say *the*. Elicit other words we always use *the* with, e.g. *the sky*, *the moon*, *the stars*.

Answers

- 1 *a* cloud
- 2 *a* tree
- 3 - grass
- 4 - mountains
- 5 *a* brown tree
- 6 - orange sand
- 7 - sand
- 8 - snow
- 9 - three clouds
- 10 *an* orange flower

Methodology note

This is not the time to go into the whole issue of countable and uncountable nouns. However, students can begin to get a natural feel for using or not using *a*.

Language and culture note

Do not assume that uncountable words in English are also uncountable in other languages or, indeed, that the concept even exists in other languages.

Exercise C

Make sure students understand that there is nothing grammatically wrong with the sentences. They follow a pattern that the students have studied:

S + V + A = preposition + noun

Explain that the sentences just do not sound right. Ask students if they can remember the English way to write *the*.

Set for pairwork. Feed back, but do not confirm or correct.

Answers

After Exercise D.

Exercise D

Refer students to Skills Check 2. Feed back again, confirming and correcting this time.

Answers

- 1 There is a tree in the picture.
- 2 There is some sand in the picture.
- 3 There are some clouds in the sky.
- 4 There is some snow on the mountains.
- 5 There are red flowers on the trees.
- 6 There are black birds in the sky.

Exercise E

Follow the usual procedure as written.

Answers

There is a black mountain.

There are white animals.

Exercise F

- 1 Refer students to the photographs. Make sure the students realize they have to pick one photograph only. Set for individual work. Monitor and assist.
- 2 Set for pairwork. Feed back, getting some of the best sentences on the board.

Answers

Answers depend on students.

General note: The material on page 63 can be done as a test, in class or for homework. In this case, take in the students' books at the end and mark them. Make a note of problem areas, using the grid below.

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

Exercise G

Answers

See table below.

1	What	colour	<i>is it?</i>		Q word + noun + <i>be</i> with inversion
2	I	can	<i>see</i>	a small cloud.	<i>can</i> + infinitive
3	He	<i>can</i>	<i>do</i>	the exercise.	no <i>s</i> for third person with modals
4	There	<i>is a</i>	grey mountain.		<i>There is</i> + <i>a</i> + noun
5	There	<i>is</i>	some sand.		<i>There is</i> + uncountable noun
6	<i>It</i>	<i>is</i>	orange.		<i>It / They</i> vs <i>there</i>
7	There	<i>are</i>	ten trees.		<i>There are</i> + plural
8	<i>They</i>	<i>are</i>	tall.		<i>They</i> vs <i>There</i>
9	The grass	<i>is</i>	green.		predicative adjective
10	<i>Why</i>	<i>does</i>	the colour	change?	question with <i>does</i>
11	Where	<i>does</i>	she	<i>work?</i>	question with <i>does</i> = only one <i>s</i> in the 3rd person question
12	<i>What</i>	<i>does</i>	this word	mean?	question with <i>does</i> = need for auxiliary to make questions in present simple

Exercise H

Answers

	chimpanzees	gorillas
country?	Tanzania, Uganda	Congo, Nigeria
live?	trees	trees; ground
age?	50 years	30 years
hair?	long, black	brown with grey
body?	1–1½ m tall not very heavy	2 m tall 200 kg
food?	fruit, leaves, grass	fruit, leaves, grass
groups?	15–20	10–30
stand?	✓	✓
climb?	✓	✓
swim?	✗	✗
talk?	✗	✗
how many?	150,000	50,000

Exercise I

Answers

Model answer:

Gorillas are from the Democratic Republic of Congo and Nigeria. They live in trees and on the ground. They can live for 30 years.

They have brown hair with grey. They are about two metres tall. They are very heavy.

They eat fruit, leaves and grass. They live in groups of ten to thirty. They can stand. They can climb trees. They can't swim. They can't talk.

Today, there are only about 50,000 gorillas in the world.

Closure

Get a model answer for Exercise I on the board.

Key vocabulary

airport (n)	join (v)	street (n)
art gallery (n)	jungle (n)	swimmer (n)
boat (n)	lake (n)	take (v)
bus station (n)	left (n/adj)	thousand (n)
cathedral (n)	million (n)	toilet (n)
closed (adj)	mountain (n)	tourist (n)
coast (n)	museum (n)	tourist office (n)
country (n)	north (n/adj)	town (n)
desert (n)	open (adj)	turn (n)
east (n/adj)	railway station (n)	village (n)
flat (adj)	range (n)	visit (v)
flow (v)	restaurant (n)	waterfall (n)
forest (n)	right (n/adj)	west (n/adj)
hundred (n)	river (n)	zoo (n)
Internet café (n)	shopping mall (n)	
island (n)	south (n/adj)	

Lesson 1: Listening

Objectives

In this lesson, students will:

- listen to identify words referring to geographical features;
- listen to identify the /aʊ/ sound.

General note: By the end of this unit, students should be able to hear and identify, in isolation and in context, the following key vocabulary linked with the physical world and the built environment. They should also be able to say the words with reasonable pronunciation and to use the words in simple S V O A sentence patterns, e.g., *There are mountains in the north.*

Introduction

Tell the students ten things about yourself, using language from the first four units, e.g.,

My first name is Alan.

My family name is Dent.

I'm Canadian.

I'm from Toronto.

I'm 32.

I'm a language teacher.

I can speak French and Spanish.

My birthday is the 23rd of March.

I live in a flat.

My bedroom is green.

Ask students to tell each other ten things about themselves.

Methodology note

It may not have been self-evident to students that each unit has enabled them to say something extra about themselves. This exercise should reinforce this point.

Exercise A

Draw the standard legend symbols for city, town and village on the board. Elicit the names of each, i.e., *black square, black circle, white circle*.

Give the meaning of each, i.e., city, town and village. Show the size relationship and give examples from the students' own culture(s), or the area you are giving the lesson in, e.g., *Beijing is a city*.

Refer students to the illustration. Ask *What can you see?* Elicit some ideas. Confirm any correct points. Teach or elicit *map*.

Play 71, with the words in isolation. Students point to the correct part of the picture. Note that there is more than one correct place in several instances, e.g., for *city*. Pause the recording after each item and say *Anywhere else?*

Play 72, with the words in context. Students point to the correct part of the picture. In this case, there is only one correct place.

Transcript 71

Presenter: Unit 5: The Physical World
Lesson 1: Listening
Exercise A. Listen and point.

Voice: city
town
village
island
lake
mountain
river
coast
north
south
east
west
centre
northeast
southwest
northwest
southeast

Transcript 72

Presenter: Exercise A. Listen and point.

Voice: There are mountains in the northwest.
There is a lake in the southeast.
There is a large island.
There is a town in the north.
There are mountains in the south.
There is a city on the coast.
There is a city on a river.
There is a village on a lake.
There is a town in the centre.

Exercise B

Tell the students *Listen to these people*. Ask *Where does each person live?* Play 73. Write the number next to the place.

Answers

- 1 K
- 2 F
- 3 R
- 4 S
- 5 E

Transcript 73

Presenter: Exercise B. Listen and find.

- Voices:**
- 1 I live in a town. It is on the coast.
 - 2 I live in a village. It is on two rivers.
 - 3 I live on an island. It is a very small island. There is only one village.
 - 4 I live in a town. It is in the south of the country. I don't live on the coast. I live in the mountains.
 - 5 I live in a town in the east of the country. It is in the mountains.

Exercise C

Tell students to work in pairs. Each pair must look at the map and choose a place to live, then listen and answer questions about it. They can only answer *Yes* or *No* with the appropriate ending, e.g., *Yes, we do. No, it isn't.*

Work through an example with a good pair. Say the questions. Establish first whether the place is a village, town or city, then which part of the country it is in. The other students must listen to the answers and guess at any time. If they are right, repeat with another pair. If they are wrong, continue until the place is pinpointed.

Possible questions:




Do you live in a village / a town / a city?

Is it in the north / south / east / west of the country?

Is it in the mountains / on an island / on the coast / on a river / on a lake?

Try to get through at least five pairs. Repeat the activity with each student working on his/her own. Try to get round at least ten individuals.

Exercise D

- 1 Refer students to the eight pictures. Set for individual work and pairwork checking. Play  74. Students number the pictures. Feed back.
- 2 Refer students to the pictures again. Explain that they are going to hear a question about each picture. They should not shout out the answer, but agree an answer with their partner. Play the first question of  75 as an example. Play the rest of the questions. Pause after each question if necessary. Then ask the questions or play  75 again and elicit answers.

Methodology note

This is a Listening lesson, so the only important point is that students correctly identify words in context. Do not worry if students answer questions with *yes*, *no* or single words.

Answers

- 1 1C, 2A, 3E, 4D, 5B, 6F, 7G, 8H
- 2 Answers depend on students.

Transcript 74

Presenter: Exercise D1. Listen and number.


- Voices:**
- 1 My house is high up in the mountains.
 - 2 I live in a small house on a lake.
 - 3 I come from a tiny village on an island.
 - 4 There is a small river in my town.
 - 5 I come from the capital city of my country.
 - 6 There aren't any deserts in my country.
 - 7 I love going to the jungle and seeing all the animals and birds.
 - 8 There is a big forest in the south of my country.

Transcript 75

Presenter: Exercise D2. Listen and answer.

- Voices:** Picture A: Are there any clouds in the picture?
Picture B: What can you see in the picture?
Picture C: Is there any snow on the mountains?
Picture D: What time of day is it?
Picture E: Is the island big?
Picture F: Are there any animals in the picture?
Picture G: Can you see any birds?
Picture H: Are there any trees in the picture?

Exercise E

- 1 Give students time to look at the words and think about the sounds. Set for individual work and pairwork checking. Play  76. Do not pause on

this occasion, unless students are really struggling. The aim is for students to pick out a word from the stream of speech and then be ready for the next one. Clearly, the target words are key words from the text.

- 2 In the pairwork checking, ask students to remember what the speaker said, e.g.,
 - 1 country He said: 'I am from a large country called Polonia.'

Feed back, eliciting the answer and the memory of the exact sentence in each case.

Answers

coast	4
cold	5
country	1
jungle	8
hot	6
forest	9
south	7
town	3
village	2

Methodology note

This exercise is not an introduction to reported speech – there is no change of pronoun (i.e., *I* to *he*) and no backshifting (e.g., *he said he was ...*). The introductory expression *he said* can be taught as a phrase. The aim is for students to use a key word to reconstruct the actual words spoken, from aural memory and knowledge of English sentence patterns.

Transcript 76

- Presenter:** Exercise E1. Listen and number.
Voice: I'm from a large country called Polonia. I come from a village.

Well, no, it's not a village really. It's a small town. It is in the east. It isn't near the coast. It's high up in the mountains. It's very cold in December and January, but it's hot in June and July. In the south of the country, there is a large jungle. In the north, there is a very large forest.

Exercise F

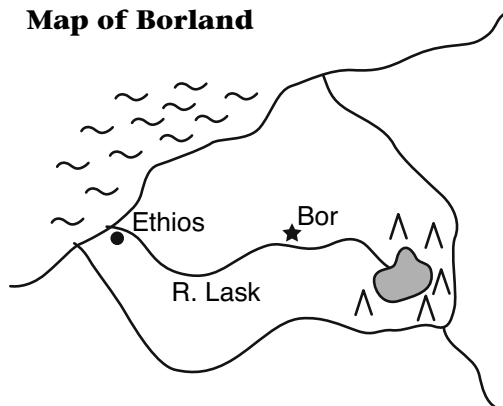
Explain that students are going to hear about another country. Refer them to the map of Borland. Set for individual work and pairwork checking. Play 77, ideally, all the way through, but pause after key points if students are struggling.

Feed back, getting students to complete a copy on the board. Their maps don't have to match the model exactly. The point of the exercise is for students to listen and pick out key information.

Answers

Model answer:

Map of Borland




Transcript 77

- Presenter:** Exercise F1. Listen and draw.
Voice: I come from a small country called Borland. The capital city is in the centre of the country. It is called

Bor – B-O-R. But I come from the west of the country. My town is on the coast. It is called Ethios – E-T-H-I-O-S. It's very hot in August but it's quite cold in February. My town is on a river. It is the river LASK – L-A-S-K. The river comes from a lake. The lake is in the mountains in the southeast of the country. Bor, the capital, is on the river Lask, too.

Skills Check

Refer students to the Skills Check. Model the target sound. Play  78.

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

Answers

south	✓
town	✓
country	
mountain	✓
coast	
hour	✓
now	✓
brown	✓
around	✓
snow	
yellow	
accountant	✓
cloud	✓
cold	

Possible patterns:

ou and *ow* sometimes = target sound, but cf. *country*, *snow*, *yellow*.

Transcript 78

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

Voice: south
town
country
mountain
coast
hour
now
brown
around
snow
yellow
accountant
cloud
cold

Closure

Make sure students can understand the four main points of the compass. Say *north*, *south*, *east*, *west*, and write up the first letters, N, S, E, W, on the board. Now say the four secondary points, *northeast*, *northwest*, *southeast*, *southwest*, and add the letters NE, NW, SE, SW. Make sure students can also understand the idea of *centre*. Write C at the centre of the compass.

Go through some of the words from Lesson 1, in isolation and context, getting students to point again to the correct place on the relevant page. Elicit the correct letter for different places, as follows:

You say: *It's a town in the south of the country.*
It's in the mountains.

Students say: *It's L.*

Then ask questions with the pattern *How many X are there in Polonia?* Encourage students to count in English as they are working it out. Get them to answer with *There are + number*.

Draw a compass indicator on the board – the kind that appears on the map in Lesson 1.

Lesson 2: Speaking

Objectives

In this lesson, students will:

- say phrases with linking pronunciation;
- give a talk to describe the tourist features of place.

Introduction

Draw a horizontal line on the board, and elicit *line*. Add a vertical line, and elicit *cross*. Point to the top of the vertical line, and elicit *north*. Repeat for the other main points.

Add two diagonal lines, dissecting the cross. Point to one of the points and elicit, e.g., *northeast*. Repeat for the other points.

Ask some general questions which require the use or understanding of these points of the compass, e.g.,
Give me the name of a city in the northeast of your country.
Where are we at the moment? (e.g., *In the northeast of Oman.*)

Exercise A


Refer students to the photograph and the map. Explain that they show the same place. Ask students if they know anything about the place, Corfu, or the country, Greece. Do not confirm or correct anything at this point – see Exercise C.

Ask *What can you see?* Elicit a few ideas, then point out that many of the things in the box are in the photograph or the map or both. Set for pairwork. Monitor. Feed back orally.

Methodology note

The use of articles in the box is designed to show that most nouns come with an article.

Exercise B

- 1 Refer students to the words again. Point out that the article – *a / an / the / some* – should not be stressed. Set for individual work and pairwork checking.
- 2 Play  79. Feed back.
- 3 Set for pairwork. Check that students are stressing the first syllable of the two-syllable nouns, apart from *hotel*. Do not let them get away with full vowels on the unstressed syllables in the following words:
mountains – unstressed vowel reduced to /ə/
village – unstressed vowel reduced to /ɪ/
island – unstressed vowel reduced to /ə/
river – unstressed vowel reduced to /ə/

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

mountains – /nt/ and /nz/
islands – /ndz/
coast – /st/
insects – /kts/
birds – /dz/

Drill phrases as required.

Transcript & answers

Transcript 79


Presenter: Exercise B2. Listen and check.

Voice: a beach
tourists
some fish
a city
a hotel
some animals
the sea
sand

a mountain
 some boats
 some trees
 some swimmers
 an airport
 a river
 some flowers
 the sky
 some birds
 some insects

you can do water sports. There isn't a zoo or a theme park. OK? There are some mountains in the north. There are many trees and flowers. In the summer it's very hot, about 40 degrees. There aren't any big cities. OK. That's it. Any questions? ...

Exercise C

Remind students that the photo and the map show Corfu. Refer them to the questions. Give them time to read and think about the kind of information they will hear. Point out they only have to take notes. Play  80, ideally straight through. Feed back orally. Get students to ask and answer about Corfu in pairs.

Answers

1 Where is it?	<i>west coast of Greece</i>
2 How big is it?	<i>very small</i>
3 Is it hot in summer?	<i>very hot, – 40 degrees</i>
4 What is the capital?	<i>Corfu Town</i>
5 Is there an airport?	<i>yes</i>
6 What can you do there?	<i>swimming, water sports</i>

Transcript 80

Presenter: Exercise C. Listen to a talk about Corfu. Make notes.

Voice: Are you ready? OK. Here's some information about Corfu.
 Corfu is a great holiday island. It's very small. It's on the west coast of Greece. Many tourists go on vacation there every year. The capital is ... um ... Corfu Town in the northeast. There's a small airport near the town. There are a lot of hotels and holiday villages near the coast. And there are many beautiful beaches. You can go swimming and

Exercise D

Refer students to the Pronunciation Check. Drill the sentences, with linking.

Go round the class, getting students to make sentences about Corfu. Get a perfect sentence in each case, then drill it with back-chaining.

Exercise E

Make sure students realize that this is a transfer to their own situation. Ask a good student the first couple of questions and try to elicit truthful answers. Work through the examples, if necessary.

If all the students come from the same town or city, do the exercise as whole-class work. Try to get a consensus on the correct answer.

Exercise F

- 1 Refer students to the map of Cozumel. Ask students if they know any extra information about the island. If so, they can add it at the bottom of the table. Students may know about Mayan ruins, coral reefs, jungle, etc. If not, tell them to research this before the next lesson and bring in some extra information.
- 2 Explain *travel agency*. Remind them of the talk they heard about Corfu. Set for pairwork. Monitor and assist. Feed back, and get a model talk on the board. Get students to practise sentences then give the talk one sentence at a time around the class.

Answers

Model answer:

Cozumel is a small island in the Caribbean Sea. It is near the southeast coast of Mexico. It is 800 square kilometres. It has many tourists every year. There are colourful fish and there are turtles. There are no mountains, but there are many lakes, rivers and waterfalls. There is one big town. It is called San Miguel de Cozumel. There is an airport near the town. There are many hotels and restaurants. You can swim and do many water sports.

Closure

Feed back on Exercise F, getting a model talk on the board. Get students to practise sentences then give the talk one sentence at a time around the class.

Lesson 3: Vocabulary and Pronunciation

Objectives

In this lesson, students will:

- develop vocabulary related to buildings and services;
- give directions;
- use *any* + noun in questions and negatives;
- say hundreds, thousands and millions.

Introduction

Refer students to the photos. Ask if they know the names of any of the things.

Exercise A

Set for pairwork. Feed back orally. Refer students to Skills Check 1. Drill the phrases. Make sure students are stressing the first noun.


Answers

- 1 bus station
- 2 art gallery
- 3 cathedral
- 4 shopping mall
- 5 museum
- 6 railway station

Language note

Some language teachers say (and it sometimes appears in course books) that words can be nouns or adjectives. So, for example, the word *tourist* is a noun normally, but an adjective in *tourist office*. This is not true. It is simply that nouns can be part of a noun–noun phrase. In fact, this is very common in English. In noun–noun phrases, the stress is on the first noun. In adjective–noun phrases, by contrast, e.g., *big shop*, the normal stress is on the noun.

Exercise B

Make sure students understand the situation. Give them time to read the questions. Set for individual work. Play  81. Feed back orally.

Answers

- 1 The tourist office.
- 2 In York Street.
- 3 9.00 a.m. to 8.00 p.m. every day; closed Sunday.
- 4 Ten minutes (walking).

Transcript 81

Presenter: Exercise B. Listen to the conversation and answer the questions.

R: Good morning. Can I help you?

T: Yes, please. Is there a tourist office here?

R: Yes, there is. It's in York Street.

T: Is it open today?

R: Yes, it's open every day from 9 o'clock to 8 in the evening. It's closed on Sundays.


T: Can I walk there from here?

R: Yes. It takes about ten minutes. Turn right outside the hotel. Then turn right into Westgate Street and then right into Stall Street. It's on your left.

T: OK. Thanks very much. That's great.

R: You're welcome. Have a nice day.

Exercise C


Set for individual work and pairwork checking. Play  82 again. Feed back orally. Work through Skills Check 2. Drill the sentences.

Transcript & answers

Transcript 82

Presenter: Exercise C2. Listen again and check your ideas.
[REPEAT OF 81]

Pronunciation check

Play  83. Ask students to pay attention to the polite intonation this time. Put students into pairs to role-play the conversation, copying the intonation. Make sure students are copying the intonation correctly.

Transcript 83

Presenter: Pronunciation Check. Listen to the conversation again. Notice the polite intonation. Practise the conversation and copy the intonation.
[REPEAT OF 81]

Exercise D

- 1 Refer students to the map of Bath city centre. Explain that Bath is a very old city in England. It is extremely popular with tourists. Ask students to find the tourist office and the hotel from the conversation in Exercise C.
- 2 Tell students to follow the directions in the conversation in Exercise C. Show students how they can put different places into the conversation, but they must make up information about when places are open and how long it takes to get there.

Work through this example as a whole class:

R: Good morning. Can I help you?

T: Yes, please. Is there a shopping mall here?

R: Yes, there is. It's in Monmouth Street.

T: Is it open today?

R: Yes, it's open every day from 9 o'clock to 8 in the evening. It's closed on Sundays.

T: Can I walk there from here?

R: Yes. It takes about five minutes. Turn left outside the hotel. Then turn left into Monmouth Street. It's on your right.

T: OK. Thanks very much. That's great.

R: You're welcome. Have a nice day.

Exercise E

- 1 Set for individual work and pairwork checking.
- 2 Refer students to Skills Check 3. Monitor and assist with self-checking. Feed back, writing the sentences on the board. Link with an arrow *any* with the following noun in each case, and highlight the plural *s*.

Methodology note

Do not go into the use of *any* with uncountables, unless students raise it. If they do, say you will look at this in the next unit.

Answers

- a Are there *any* lakes in your country?
- b There aren't *any* factories in the town.
- c Are there *any* questions?
- d Do you have *any* brothers or sisters?
- e We don't have *any* lessons in the afternoon.
- f There aren't *any* clouds in the sky today.

Language note

You may notice that one of the sentences sounds right even without the word *any*: *We don't have lessons in the afternoon*. This is because, in English, we can use plural nouns with no article to talk about general ideas and things that are always true.

Exercise F

Set for individual work and pairwork checking.
Monitor and assist. Elicit some of the best sentences
and write them on the board.

Exercises G, H, I

Follow one of the usual approaches for these number
activities. Either set each exercise for pairwork then
feed back, or put students into three groups to work
through their pattern and then 'teach' it to students
from the other two groups.

Write some more numbers on the board and get
students to say them, e.g.,

145	120,781
1,567	1,405,678
10,982	2,439,105

Say some numbers and get students to write them down.

415	210,319
6,486	10,567,235
22,834	20,546,312

Closure

Ask students questions about their countries. Elicit real
information.

Lesson 4: Reading

Objectives

In this lesson, students will:

- understand definitions;
- read a text to identify the location of geographical features;
- guess the meaning of words in context.

Introduction

Use flashcards of the key words.

Exercise A

- 1 Refer students to the outline maps. Ask students to read out the names of the countries and see if anyone knows anything about them. Tell students that it is important to use illustrations before you read. Set the task for pairwork. Do not confirm or correct.
- 2 Continue with the pairwork. Do not confirm or correct.
- 3 Continue with the pairwork. Do not confirm or correct.

Methodology note

As far as possible, reading in *English Skills for University* has a communicative purpose. In other words, students are required to read effectively in order to get the information they need to complete a task. This is a typical example of that approach.

Answers

1 There is a large river. It starts in a large lake in the south. It goes to the coast in the north.	Egypt
2 There are mountains on the west coast. There is a large lake in the centre of the country.	Mexico
3 There are mountains in the centre of the country. There are also mountains in the north. There are two large islands. One island is in the east and the other island is in the south.	Italy
4 There are two very long rivers. They start in the mountains in the centre of the country. They flow to the coast in the east.	China
5 There are mountains in the southeast. A large river starts in the mountains and goes to the coast in the west.	South Africa
6 There is a large lake in the northeast of the country. There are two large rivers. They go to the sea in the south of the country. There is a desert in the north and there is a jungle in the southeast.	Nigeria

Exercise B

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

Answers

See table below.

Exercise C

Set for pairwork. Feed back orally.

Answers

1 It is water. It moves from a high area to the sea.	river
2 It is water. There is land all around.	lake
3 It is a very high piece of land.	mountain
4 It is land. There is water all around.	island
5 The land meets the sea here.	coast
6 It is very hot in the daytime. There aren't any trees.	desert

Exercise D

- 1 Set for pairwork. Feed back, confirming the name of the country – Australia.
- 2 Whole-class work. If students know quite a lot about the country, let this exercise continue. If not, cut it short.

Exercise E

Check or teach the word *scan*. It means ‘look quickly at’, i.e., do not read word for word. Explain that you can easily scan for names, because of the capital letters in English.

Write the first sentence of the text on the board and demonstrate how you need to look forward to see what the capitalized word refers to, i.e.,


Australia is a very large country.

Write the second sentence on the board and demonstrate how you need to look back to see what the capitalized word refers to, i.e.,


The capital is Canberra.

- 1 Set for individual work and pairwork checking.
Feed back, making sure that students have found all the names.
- 2 Set for individual work and pairwork checking.
Feed back, ideally onto an electronic projection which enables you to link names and nouns with forward and backward arrows.

Answers

Name	What is it?
Australia	country
Canberra	capital
Australian Alps	mountains
Great Dividing Range	mountains
Darling	river
Murray	river
Eyre	lake
Gibson	desert
Tasmania	island
Hobart	city
Uluru	mountain

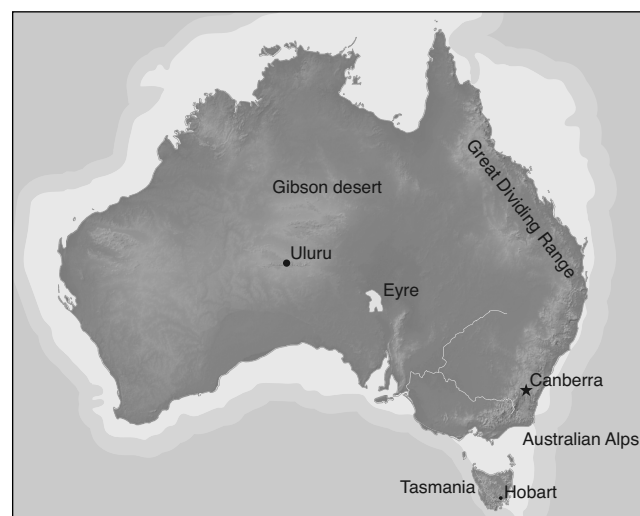
Methodology note

It is not always self-evident which noun is being referred to. It is certainly not as simple as ‘find the nearest noun’. For example, *It is called Eyre. A river ...* The use of *a* should alert students to the fact that this is a new piece of information and they must look back to find the referent of the previous noun (in this case, *a lake*). This is the first indication that articles are meaningful. Unless you understand that the indefinite article is used to introduce a new piece of information, you could easily misidentify the referent of Eyre in this case.

Exercise F

Explain that this is a piece of student writing. Say that, later in the unit, students are going to write a similar text about their own country. Make sure students understand the tasks. Set for individual work and pairwork checking. Feed back, ideally onto an enlargement of the Australia outline, or give out atlases to enable students to check for themselves.

Answers



Exercise G

Help students to find the first target word. Elicit the correct meaning. Set for individual work and pairwork checking. Feed back orally.

Answers

ranges	5	go to
called	4	goes along
join	1	groups of mountains
flows	6	like a straight line
visit	3	make two into one
flat	2	name

Closure

Take in a world map. Get students to find the countries in this lesson.

Lesson 5: Writing and Grammar

Objectives

In this lesson, students will:

- spell words with the sound /aʊ/;
- use prepositions of place at the sentence and paragraph level;
- study sentence patterns: *to be*; adjectives; prepositions.

Introduction

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

Exercise A

- 1 Get students to cover the right-hand side of the page. Set for individual work and pairwork checking.
- 2 Allow students to read the Skills Check and check their work. Feed back, building up the table on the board. Ask students if they know any other words with *ou* or *ow*. They may offer some of the following:

found, sound, ground, foul (in football)

how, cow, crowd, vowel

They may also say words that have the /əʊ/ sound but not the *ou* or *ow* spelling, e.g., *go, no, coast, most, post*. Deal with the spelling issue here.

Answers

south	mountain	cloud	hour
town	brown	down	now
yellow	snow	flow	know

Exercise B

Work through the first two gaps as examples, pens down. Set for individual work and pairwork checking.

Feed back, using an electronic projection. Highlight the patterns of preposition use here, as follows:

<i>in</i>	<i>the</i> + point of compass
<i>on</i>	a river, e.g., the Amazon; the coast
<i>of</i>	the country (= fixed phrase)
<i>from</i>	starting point
<i>to</i>	direction or end

Answers

Peru is a country *in* the west *of* South America. The capital is Lima. It is *on* the west coast of the country. The second largest city *in* Peru is Arequipa. It is *in* the south *of* the country. The Amazon river flows into Peru *from* Brazil *in* the northeast. There is a very large lake *in* the south *of* the country. It is called Lake Titicaca. Many tourists come *to* this lake each year. They also come to visit Macchu Pichu *in* the Andes Mountains.

Exercise C

Follow the usual procedure for this activity.

Answers

There is a city on the coast in the north.

There are mountains in the south of the country.

Exercise D

Set for individual work. Feed back as a class.

Exercise E

Work through Table 1, drilling the questions, answers and negative sentences. Demonstrate the activity with a good student, asking questions with *Are there ...?* until you get a *no* answer, then make the negative sentence. Set for pairwork. Monitor and assist.

Feed back, eliciting some sentences about their partner's countries.

Exercise F

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

Answers

The Po	is	a river	in	Italy.
The Tiber				
The Po and the Tiber	are	rivers		

Exercise G

Elicit the rewrite for the first sentence. Set for individual work and pairwork checking. Feed back, getting the sentences on the board. Get students to cover their books and try to remember the original sentence.

Point out that we use the two sentences in different ways, although they contain the same information:

- 1 The first pattern is used to introduce a new item.
- 2 The second pattern is used to give more information about an item.

Elicit the kind of sentence that could come after pattern 1 or before pattern 2, e.g., *There is a very large lake* could be followed by *it is called Nasser*; *The lake is very large* could be preceded by *I live on a lake* (although we would probably change *the lake* to *it* in the second instance).

Answers

- 1 The river is very long.
- 2 The village is very small.
- 3 The factories are very big.
- 4 The clouds are very black.
- 5 The cathedral is very large.
- 6 The shops are very small.

Exercise H

Elicit the rules and possible extra items.

Answers

Model rules:

Use *in a* with places to live – missing item therefore is *city* or *village* or *house*. Use *in the* with points of the compass – missing item therefore could be *west* or any other point, e.g., *northwest*.

Methodology note

Compass is probably a new word. Show the meaning or let students deduce it from context.

Exercise I

Elicit possible rules. Drill the expressions.

Answers

Model rules:

We use *on* with all these items (cf. *in* for *the mountains*).

We use *on a* with *lake* and *river*.

We use *on an* with *island*, because of the initial vowel sound/letter.

We use *on the* with *coast*, because there is only one in most cases. If there is more than one, we give a location, e.g., *on the north coast*.

We use *on your* for *left* and *right*, because there could be confusion otherwise.

Closure

Dictate the words from Exercise A for students to get the correct spelling. Dictate any other words that led to problems in this lesson.

Lesson 6: Writing and Grammar

Objectives

In this lesson, students will:

- show understanding of: subject/verb agreement; word order; prepositions of place;
- write a short text about own country.

Introduction

Remind students of the sound /aʊ/. Elicit possible spellings, i.e., *ou* and *ow*.

Point out that you have to learn the spelling in most cases, but when the sound occurs at the end of a word, it is spelt with *ow*, e.g., *now*, *cow*.

Dictate some words with /aʊ/ and ask students to guess or remember the spelling, e.g.,

ground
found
sound
how
allow
noun
vowel

Exercise A

Get students to cover the right-hand side of the page. Set for individual work and pairwork checking. Monitor and check that students are studying the subject carefully in order to determine the correct form of *be* in each case. Feed back, but do not confirm or correct.

Exercise B

Follow the same procedure as for Exercise A.

Exercise C

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

Answers

Exercise A:

- 1 There *are* two rivers in the east of China.
- 2 They *are* the Yangtze and the Yellow River.
- 3 The Yangtze *is* south of the Yellow River.
- 4 There *is* a range of mountains in the north of Italy.
- 5 The mountains in the north *are* called the Alps.
- 6 The big hotels *are* in the High Street.
- 7 The post office *is* on your left.

Exercise B:

- 1 The Amazon River *flows* into Peru from Brazil.
- 2 The Po *starts* in the Alps.
- 3 The Barcoo River *ends* in Lake Eyre.
- 4 Two rivers *join* in the southeast of Australia.
- 5 The Murray and the Darling *join* and *flow* to the west.
- 6 The tourist centre *opens* at 9 o'clock and *closes* at 8 in the evening.
- 7 It *takes* ten minutes to walk to the bus station.

Methodology note

For the purposes of this level, *called* is treated as an adjective, so *They are called X* is an example of an S V A sentence pattern, where A = adj + noun. Strictly speaking, *They are called ...* is a passivization of *People call them ...*

Exercise D

Refer students to Skills Check 2. When students have had a chance to read the information, build up the tables on the board, showing how the S and V can be deleted to add the name to the sentence.

Refer students back to the maps in Lesson 4. Elicit some example sentences. Set for individual work and pairwork checking. Feed back, eliciting some sentences and getting them on the board. Check the correct use of capitals and full stops as you go.

Exercise E

Make sure students realize that the correctness in this case relates to word order. Set for individual work and pairwork checking. Feed back, highlighting the reason for selecting these two sentences.

Answers

3, 4

Note: This shows that a prepositional phrase like *in the south* can come at the beginning or end of the sentence, but we must use a comma if we begin with the prepositional phrase.

Exercise F

This exercise brings together points from several different exercises. Set for pairwork.

Feed back, showing how the information can be slotted in and why it must go there.

Elicit some different information for each extra slot, e.g., *of China, very small / very long*, etc.

Answers

There is a very large lake called Titicaca in the south of Peru.

In the south of Peru, there is a very large lake called Titicaca.

Methodology note

Long complex sentences start off as short simple ones. In this course, students are taught to recognize the simple sentences that underlie long complex ones. This should help students with both their reading and their writing of more interesting paragraphs.

General note: The material on page 77 can be done as a test, in class or for homework. In this case, take in the students' books at the end and mark them. Make a note of problem areas, using the grid below.

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

Exercise G

Answers

See table on next page.

Exercise H

Tell students you want to know some things about their countries. Start sentences in different ways and elicit completions from different students. Possible sentence openers:

My country is called ...

The capital ...

In my country, there is ...

There are ...

There isn't ...

There aren't any ...

In the north / south / east / west ...

Get students to fill in the name of their country in the Table 1 caption.

1 Are there	<i>any</i>	mountains in your country?	<i>any</i> with plural nouns in questions
Yes,	<i>there are.</i>		short positive answers
2 Is there	<i>a</i>	river in the east?	no <i>any</i> with singular nouns
No,	<i>there isn't.</i>		short negative answers
There	<i>aren't any</i>	rivers in Monaco.	
3 The Murray	<i>is a</i>	river.	
4 There is	<i>a large lake</i>	called Victoria.	
5 Do you live	<i>in</i>	a village?	prep of place (1)
6 In the west	<i>of</i>	the country ...	fixed phrase
7 Paris is	<i>on</i>	the River Seine.	prep of place (2)
8 London is not	<i>on</i>	the coast.	prep of place (3)
9 Look at the	<i>picture at</i>	the top.	prep of place (4)

Set the task for individual work or, with students from the same country, for pairwork or group work.
Monitor and assist.

Exercise I

Set for homework. Collect in the work in a later lesson.
Display the best pieces of work.

Lesson 1: Listening

Methodology note

This lesson revises the topic of tourism, but includes vocabulary from Units 3, 4 and 5. Students listen to a lecture about tourism and revise the listening sub-skill of prediction. They also learn some new content, or knowledge, about tourist resources.

Introduction

Use one of the activities in Exercise E, or use Exercise F.

Exercise A

- Elicit ideas. Photograph 2 should be obvious. For photograph 1, students will have to make an educated guess. Accept any reasonable answers, for example, *In the Arab world*.
- Set the task. Students discuss in pairs. Elicit answers. Some students may know the word *camel* and want to use it. Students may have forgotten the word *ruins* (which is often used in plural). Pronounce the words with difficult pronunciations again for the students:
beach /iː/ (long 'e' sound)
cloud /aʊ/ (diphthong)
desert /de'zərt/ (should not be confused with *dessert*)
ruins /'ruːwɪn/ (with an intrusive 'w' sound between the two vowels)

Methodology note

This activity revises vocabulary from previous units. You could also use it to revise singular and plural words. However, there are deliberately some uncountable nouns used – *grass*, *sand*. Avoid going into lengthy explanations here about this type of noun, but you can point out these are special

words. Similarly, remind students that we nearly always use *sea* and *sky* with the definite article because there is only one.

Answers


- Photo 1: Possibly Libya or Jordan
Photo 2: The Leaning Tower of Pisa in Italy
- Possible answers

	Photo 1	Photo 2
a beach		
a cathedral		
a cloud		
a desert	✓	
an animal	✓	
an old building		✓
some grass		✓
some people		✓
some ruins	✓	
some sand	✓	
some tourists		✓
the sea		
the sky	✓	✓

Exercise B

Elicit some ideas from the class on what the lecture on tourism could be about. Give help where necessary on expressing ideas in English. Do not confirm or correct, but students could mention some of the following:

- tourist numbers
- tourism and the economy of a town or country
- most popular places to visit in a town or country
- jobs in tourism
- tourism and the environment
- tourism and local people
- advantages and disadvantages of tourism

Give students time to read the two gapped sentences. Teach/ elicit the meaning of *resource*, which is similar in Spanish – *recurso*. Say the two phrases *man-made resources* and *physical resources* for the class. Then allow students to read questions 2–4. Play  84. Students complete individually, then compare answers in pairs. Elicit answers. You may wish to teach the word *environment* when discussing the answer to question 4.

Methodology note

The word *man-made* should be taught as an adjective without going into explanations that *made* is a past participle.

Answers

- 1 a Man-made resources are things made by *people or humans*.
b Physical resources are things made by *nature*.
- 2 man-made resources: *Disneyland; museums; airports; Eiffel Tower; London Eye; Mayan ruins; buildings; food; drink; language; culture*.
physical resources: *beaches; mountains; lakes; beautiful, natural places; small islands; the sea; rivers; rainforests; jungles; desert; birds; animals; sunny warm weather*
- 3 Tourism brings money and employment.
- 4 It's not good for nature (the environment).

Transcript 84

Presenter: Review 1

Lesson 1: Listening

Exercise B. Listen to a lecture about tourism.

Lecturer: Today, I'm going to talk to you about two important areas of tourism. They are man-made resources and physical resources.

What are man-made resources?
Well, they are things made by people, or humans. So some examples of man-made resources

are Disneyland, museums, airports, and so on.

And physical resources? Well, in tourism, physical resources are beaches, mountains, lakes and other beautiful, natural places. They are all made by nature.

Let's look at man-made resources in more detail. Millions of tourists enjoy visiting the Eiffel Tower in Paris, the London Eye, or Mayan ruins in South America, for example. So man-made resources are buildings. But man-made resources also include food and drink, language and culture. Many people travel to other countries for the different food and drink. They also enjoy learning about different cultures. And they can learn about a different way of life.


Now, here's some information about physical resources. People on holiday like natural features, for example, small islands, the sea and rivers. More and more people enjoy rainforests and jungles. Some people even enjoy going to the desert! Tourists can see different birds and animals in all these places. The weather is very important too, of course. Most people want sunny, warm weather on holiday.

Tourism is very important for many countries. It brings a lot of money and gives jobs to many people. But it can also bring problems. What problems can tourism bring? Tourists need hotels, roads, parking, shops and restaurants.

These are not always good for nature. We need tourism. But we also need to look after our physical resources.

Exercise C

Students should be very familiar with this exercise at this point in the course. Set the task and give students time to read the words. Make sure students realize they are not going to hear the whole lecture again at this point, but some sentences from it.

Play  85. Elicit answer each time.

Finally, ask students if they can remember the full sentence for each word.

Answers

countries.	9
culture.	4
drink.	5
holiday.	8
humans.	3
life.	6
people.	10
places.	7
resources.	2
tourism.	1

Transcript 85


Presenter: Exercise C. Listen to some sentences which sum up the points from the lecture. A word is missing from the end of each sentence. Number the words.

- Lecturer:**
- 1 Today, I'm going to talk to you about two important areas of ...
 - 2 They are man-made resources and physical ...
 - 3 Man-made resources are things made by people, or ...
 - 4 But man-made resources also

include food and drink, language and ...

- 5 They enjoy learning about different food and ...
- 6 They can learn about a different way of ...
- 7 Tourists can see different birds and animals in all these ...
- 8 Most people want sunny, warm weather on ...
- 9 Tourism is very important for many ...
- 10 It brings a lot of money and gives jobs to many ...

Exercise D

- 1 Check students understand the task. Students complete individually, then compare answers in pairs. Do not elicit answers.
- 2 Play  86. Students check answers. If you wish, you can also ask students to mark the stressed syllable in each word. Note that in the noun-noun phrases *art gallery*, *railway station* and *shopping mall*, the first noun is stressed more strongly.
- 3 Students discuss in pairs. Elicit ideas.

Transcript & answers

Transcript 86

Presenter: Exercise D2. Listen and check.

Voice: Man-made resources:

an airport
an art gallery
hotels
music
pizza
a railway station
ruins
shopping malls


Physical resources:

animals
beaches

fish
forests
good weather
mountains
trees
waterfalls

Exercise E

This exercise, and Exercise F, could be done at the beginning of the lesson, if you prefer. Exercise E revises numbers and times.

Set each task individually, checking students understand what to do. Each time, students complete individually, then compare answers in pairs. Vary the feedback stage by, for example, writing the correct answers on the board so that students can self-check. Or replay  86 a second time – if you do this, however, don't then give every answer yourself; encourage the students not to be reliant on you for every answer. This is especially important if you have a large class.

Optional activities

Exercises E1 and E2

Students can dictate numbers and/or sums to each other.

Exercises E3 and E4

Give out copies of the transcript either with gaps or without. Students can practise the mini dialogues in pairs. Students can then either make up their own conversations based on times and dates, or simply substitute different times and dates in the original conversations.

Answers

- 1 a 25
b 98
c 72
d 49
e 13
f 50

- g 37
h 84
2 a N
b Y
c Y
d N
e N
f Y
3 a 10 p.m.
b 2 p.m.
c 6 a.m.
d 11.30 a.m.
e 9 p.m.
4 a 17/03
b 23/09
c 02/11
d 29/07
e 09/12
f 15/04

Transcript 87

Presenter: Exercise E1. Write the numbers you hear.

- Voice: a 25
b 98
c 72
d 49
e 13
f 50
g 37
h 84

Transcript 88

Presenter: Exercise E2. Is each sum correct? Write *yes* or *no*.

- Voice: a Eleven and five equals eighteen.
b Twelve and nine equals twenty-one.
c Thirty and twenty equals fifty.
d Twenty, eighteen and two equals forty.
e Forty-five and four equals forty-eight.
f Fifty-three and thirty-one equals eighty-four.

Transcript 89

Presenter: Exercise E3. Write the times with *a.m.* or *p.m.*

- Voices:**
- a A: What time does your party start?
B: At ten. Can you come?
 - b A: OK. I'll see you this afternoon.
B: What time exactly?
A: Um. Let's say two o'clock.
 - c A: Urgh! I have a really early start tomorrow!
B: Do you? What time?
A: Six o'clock!
 - d A: Do you want some lunch?
B: No, not yet. It's only eleven thirty. Let's wait another hour.
A: OK.
 - e A: There's a good film on television this evening.
B: Really? What time?
A: At nine, after the news.

Transcript 90

Presenter: Exercise E4. Write the date.


- Voices:**
- a A: What's the date today? Do you know?
B: Yes, it's the seventeenth. The seventeenth of March.
 - b A: It's your birthday soon, isn't it?
B: Yes, on September the twenty third.
 - c A: Is there a meeting this week?
B: No. It's next week, on Friday. That's the second. The second of November.
 - e A: I'm on holiday next week.
B: Really? I'm not!

A: July 29th. The 29th of July. I can't wait.

- f A: I love Christmas. Only three weeks to go.
B: Really? Only three weeks?
A: Yes. Today's the ninth. Three weeks to Christmas.
B: You're right!
- g A: Can you come to my party next week?
B: What date is it?
A: It's the fifteenth of April. It's a Saturday.
B: The fifteenth? No, sorry. I will be in Scotland that day.

Exercise F

Check students understand the task – they will not hear the word itself. They will hear definitions. If necessary, do the first answer with the class as an example.

Play  91. Students complete individually, then compare answers in pairs. Elicit answers.

Answers


1 factory		hospital	✓	office	
2 January	✓	February		December	
3 Tuesday		Thursday	✓	Friday	
4 snow		water		hot	✓
5 yellow	✓	blue		white	
6 a cloud		a lake		a rainbow	✓
7 Wilkins		Williams	✓	Watkins	
8 Russia	✓	India		The United States	

Transcript 91

Presenter: Exercise F. Listen and tick the correct word in each line.

- Voice:
- 1 Doctors and nurses work here.
 - 2 It's the first month of the year.
 - 3 It's the day after Wednesday.
 - 4 It's the opposite of cold.
 - 5 The sun is this colour.
 - 6 You see it in the sky. It has many colours.
 - 7 My name is Williams. That's W-I-L-L-I-A-M-S.
 - 8 This is a very big country. It's in Europe. The capital is Moscow.

Closure

Elicit the sentence from  91 for each definition in Exercise F.

Lesson 2: Speaking

Introduction

Ask students to tell you the colours in the photographs.
Ask students to name other things in the room and to say the colour.



Exercise A

- 1 Say the words in the blue box for the students. Teach the phrase 'parts of the body'. Set the task – students discuss in pairs. Students will probably know most of the words, the new ones will probably be *tail* and *skin*. Use an OHT or other visual medium of the photo to elicit answers from the photographs.
- 2 Check students understand the task. Students complete in pairs. Elicit answers.
- 3 Set the task and elicit possible phrases students can use:
The crocodile/It has ... a long nose.
It is ... big/ugly.
It is a ... strong/dangerous animal.
Remind students that the word order is *article + adjective + noun*.
Students can describe the crocodile orally in pairs and/or you can ask them to write a few sentences.
- 4 Students discuss 4a in pairs. Elicit answers – these will depend on the level of the class. However, the main point is that many things are made from crocodile skin, including purses, handbags, cases, shoes, wallets, belts, etc., (you do not need to teach all of these words!) This could lead into a short discussion about crocodiles being hunted and killed for their skin. Is this a good thing?
You can elicit or suggest more topics to discuss about crocodiles 4b for example:
Do they sleep?
Where?
How long can they live?
How many kilos do they weigh?
Why do they attack people?
Monitor during the discussion. After a few minutes, elicit ideas, but do not confirm or correct.

Answers

- | | |
|-------------|-------|
| 2 beautiful | ugly |
| big | small |
| long | short |

Exercise B

- 1 Try to deal with this listening activity as quickly as you can (see Methodology note opposite). Students should move on to the speaking task (B2) as soon as possible.
Introduce the talk. Ask students if they have seen crocodiles in their country. Give students time to read through the incomplete sentences. Play  92. Students complete individually, then compare answers in pairs. Elicit answers. Students may find the answer to 3 difficult – *underground*. Show how it is two words joined together meaning 'under the ground'.
Ask some follow-up questions:
What is Section A about? (Where crocodiles live – teach the word *habitat* to faster classes.)
What about Section B? (Their size, what they look like – teach physical features/appearance to faster classes.)
What new information did you learn from Section C?
- 2 Set the task. See how much extra information students can remember in their pairs. The activity should generate a lot of discussion. Elicit and practise some language students can use for the task:
What did she say about ... (the crocodile's eyes)?
What does species mean?
Did she say something about ...?
I didn't hear the first / next / last word?
Then ask students to turn and work with another partner. Can they add any more information to their list? Elicit ideas, and make notes of them on the board, but do not confirm or correct.
- 3 Play  93 so that students can add to or edit their lists. Either elicit answers, or ask students to read the transcript and check their answers there.
Briefly discuss with the class what new information they have learnt.

Answers

1	Section A	1 Morelet crocodiles come from <i>Mexico, Guatemala and Belize</i> .
		2 They live in lakes and rivers in <i>forests and jungles</i> .
		3 Sometimes they live <i>underground</i> .
		4 They can live for <i>50 or 60 years</i> .
	Section B	5 The adults have <i>dark brown or grey</i> skin.
		6 The young crocodiles <i>have yellow skin</i> .
		7 They are about <i>three metres</i> long.
		8 They have a very big <i>nose and mouth</i> with 66–68 teeth.
	Section C	9 These crocodiles can <i>hear, see and smell</i> under the water.
		10 The mother crocodile <i>lays 20–45 eggs</i> .
		11 The baby crocodiles are about <i>17cms</i> long.
		12 We don't know the exact <i>number</i> of Morelet crocodiles.

2 Students should have noted the following extra information:

- endangered species
- live freshwater
- 100 years old?
- skin – spots and stripes
- eyes and ears on top of head
- silver/brown eyes
- two arms, two short legs
- long tail
- eat fish, small animals, insects, birds, little crocodiles
- sometimes live alone, sometimes in groups
- stay under water 30 mins
- strong legs, walk/run 12 kph
- babies come out of eggs after 80 days
- mother carries babies in mouth
- crocodile numbers going down
- beautiful skin – killed for money

Methodology note

- 1 Morelet is the name of the French explorer who discovered this species of crocodiles in the 19th century. They are an endangered species because they are hunted extensively for their skin. It is relatively smooth for crocodiles, so it is highly valued.
- 2 There are different ways you can deal with the talk, depending on the level of your class. You can play it section by section, eliciting answers after each. Or, for higher levels, you can play the lecture all the way through and then elicit answers for the three sections. With a less able class, or if you are short of time, just do one or two sections.
- 3 The verb *lay* is often confused by native speakers, as well as ESOL students, with *lie* (as in *lie on a bed*). The forms are *lie, lay, lain* = put down and *lay, layed, layed* = produced an egg.

Transcript 92

Presenter: Lesson 2: Speaking

Exercise B1. Complete the sentences below.

Section A

Student: I'm going to tell you about the Morelet crocodile. It is an endangered species. That means maybe in the future there will be no crocodiles.

They come from Mexico, Guatemala and Belize. The crocodiles live in fresh water, mostly in rivers and lakes in forests and jungles. But sometimes they live underground.

Some people say that crocodiles can live to one hundred years old or more. But that's not true. The average age is 50 to 60 years.

Section B

The adult crocodiles have dark brown or grey skin. They have spots and stripes too. The young crocodiles have yellow skin.

Now, here's some information about the crocodile's body. These crocodiles are small, about three metres. Other kinds of crocodile are much longer. They have a big nose and mouth with 66 to 68 teeth. Their eyes and ears are on top of their head. They have silver/brown eyes. And what else? Oh yes, they have two arms and two short legs. They also have a very long tail.

Section C

Now, what do crocodiles eat? They have a very good diet. They eat fish, small animals, insects and birds. Sometimes they will eat cats and dogs! Big crocodiles sometimes eat little crocodiles!

Sometimes the crocodiles live alone, and sometimes they live in groups. Here is something really interesting, I think. They can hear, see and smell under the water. And they can stay under the water for 30 minutes.

I said before that crocodiles have very short legs. But they are very strong, so they can walk or run fast, at about 12 kph.

The mother crocodile lays about 20 to 45 eggs. After 80 days, the babies come out of the eggs. They are very small – about 17 centimetres long. The mother

carries the babies in her mouth and takes them to the water.

How many Morelet crocodiles are there? Nobody knows, but the number is going down. Their skin is very beautiful so many people kill them for money. I think that's really sad.

That's all. I hope you enjoyed my talk.

Transcript 93

Presenter: Exercise B3. Listen to the talk again and check your ideas.
[REPEAT OF 92]

Exercise C

Set the task. Students should say the word and the isolated vowel sound. So, in the first row, it is /ɪ/ and for the word *stripes*, it is /aɪ/. Students should work in pairs so that they get plenty of practice of saying the target sounds.

Elicit answers. Practise pronunciation of any words students had difficulty with.

Answers

- 1 stripes
- 2 cat
- 3 skin
- 4 know
- 5 have
- 6 ears
- 7 metre
- 8 silver

Exercise D

- 1 Tell students they are going to revise question forms. Go over the example questions and practise pronunciation – focus on:

- intonation
- unstressed auxiliary (*do*)
- short forms *What colour's ...*

In pairs, students think of a good question for each topic and practise it. Then they should write each question down.

Elicit each question and practise.

- 2 Students ask and answer in pairs. Monitor and give feedback.

Methodology note

This activity revises question forms. However, if you are short of time, it can be set as a written homework activity and skipped as a class activity. However if you do this, check understanding of the topic headings *location*, *skin*, etc., in preparation for the next activity.

Answers

Possible answers:

countries	Mexico, Guatemala, Belize
skin	grey, brown
live in	freshwater areas in forests, rivers, lakes, sometimes underground
age	50–60 years
body	adults – dark brown/grey; young – yellow small (3 metres), big nose and mouth with 66–68 teeth; silver/brown eyes two arms, two short legs, long tail, eyes and ears on top of head
food	fish, small animals, insects, birds
movement	(hear, see, smell) underwater; stay underwater for 30 minutes walk and run fast – 12 kph
babies	mother lays 20–45 eggs. after 80 days babies come out of the egg – 17 cms long mother crocodiles carry babies in their mouths.
groups	sometimes alone, sometimes in groups
numbers	low – hunted for skin for clothes, shoes, etc.

Exercise E

- 1 Set the task. Explain that each student will not give the complete talk. They will each talk about a section or topic. The talks do not have to be exactly the same as the talk they listened to earlier. Go over the information in the Pronunciation Check and remind students about any other points about giving a talk or pronunciation. Divide the class into groups. The number of topics students choose will depend on the size of the class and the number of students in each group. Monitor and give help where necessary.
- 2 Students should decide which order they are going to speak in. Monitor while students are giving their talks. Make a note of common errors. Give feedback.

Methodology note

- 1 If students do not want to talk about Morelet crocodiles, they can talk about another animal they know some information about. You could ask students to do some research for homework and then prepare the talk in another lesson.
- 2 With large classes, especially if you have chairs/desks which cannot be moved around, you may have to do the activity as pairwork. Each student takes it in turns to give part of the talk. You will not be able to monitor everyone, so just select a few. The feedback stage is very important for large classes, as they will have to be encouraged to evaluate their own performances, rather than relying on you.

Closure

Use your feedback from the students' talks.

Lesson 3: Vocabulary and Pronunciation

Introduction

Spend a few minutes discussing ways to review vocabulary. For example:

- Write each word or phrase for review on a card with a translation or meaning in English on the reverse; the students go through the cards regularly, testing themselves on the meaning.
- Students put the words they know in one pile (group) and put the others – words they don't know – in another pile. Check the meaning of the 'don't know' words; try again, keep repeating the procedure until there are no cards left in the 'don't know' pile. Then shuffle all the cards and start again.

Methodology note

This review lesson contains workbook-type activities. This is deliberate. It means you can pick and choose which activities you wish to do, according to the needs of your particular students. The activities can be done in more or less any order and can be set in class or for homework. You can select one to use as an introduction or closure for any of the other lessons.

Exercise A

Focus students' attention on the photographs. Elicit the word for each item, check pronunciation. Point out that some items are singular and some are plural. Elicit a full sentence for each photo and drill each. Set the written task. Students complete individually, then compare answers. Monitor. Write the correct answers on the board or use an OHT or other visual medium. Highlight areas where you have noted students continue to make errors. Then let students correct their own work.

Answers

- 1 They're cards
- 2 It's a park / slide.
- 3 She's a receptionist.
- 4 It's a factory.
- 5 It's an insect.
- 6 They're horses.
- 7 He's a doctor.
- 8 It's a rainbow.

Exercise B

- 1 Check students understand the task. In pairs, students discuss the parts of speech for each word. Elicit answers.
- 2 Check students understand the task. Monitor while students are working in pairs and give help where necessary. Elicit answers and practise any words students are having difficulty with.

Optional activity

Write more words on the board for students to match, for example, *pink*, *beach*, *end*, *hospital*, *bank*, *country*, *hour*, *date*, *climb*, *giraffe*.

Or elicit another word for each vowel sound.

Methodology note

If it comes up, you may have to deal with the fact that some of these words can be two or more parts of speech, e.g., *like* (n, v or prep), *live* (v or, with change of pronunciation, adj) and *test* (n and v). But do not mention this at this stage unless a student is confused from previous learning. Even then, only confirm with the student – do not make it a general learning point.

Answers

six	she	pen	not	map
<i>live (v)</i>	<i>green (adj)</i>	<i>test (n/v)</i>	<i>strong (adj)</i>	<i>have (v)</i>
bus	town	eight	right	are
<i>month (n)</i>	<i>cloud (n)</i>	<i>say (v)</i>	<i>like (v)</i>	<i>large (adj)</i>

Exercise C

Set the task. Students complete individually, then compare answers in pairs. Elicit answers. Ask students to write sentences with some of the phrases.

Answers

1 answer	6	a bank
2 ask for	7	a lawyer
3 give	4	a party
4 go to	1	a question
5 write	3	a talk
6 work in	5	an e-mail
7 be	2	help
8 come from	10	leaves
9 climb	8	the USA
10 eat	9	trees

Exercise D



Set a time limit of two minutes for this activity. Students should complete individually. Write the answers on the board for students to self-check.

Answers

- 1 cold *hot*
- 2 north *south*
- 3 come *go*
- 4 ask *answer*
- 5 begin *end*

- 6 left *right*
- 7 can *can't*
- 8 black *white*
- 9 speak *listen*
- 10 fast *slow*
- 11 open *close*
- 12 long *short*

Exercise E

- 1 Set the task. Students complete individually, then compare answers in pairs. Do not elicit answers.
- 2 Play  94. Students check their own work. Play  94 again, pausing after each question for repetition.

Transcript & answers

Transcript 94

Presenter: Lesson 3: Vocabulary and Pronunciation

Exercise E2. Listen and check your ideas.

- Voice:
- a What is your full name?
 - b How do you spell it?
 - c How are you?
 - d What time is it?
 - e What is the date today?
 - f Do you have lectures on Saturday?
 - g What do you do?
 - h Can you swim under the water?
 - i Where do gorillas live?
 - j How big is the island of Cozumel?
 - k Are there any interesting places near here?

Exercise F

Before you set the task, go over the information in the Pronunciation Check.

While students are working in pairs, monitor and make a note of common errors. Give feedback.

Answers

Answers depend on students.

Closure

Tell students which items from the lesson they need to review again at home.

Lesson 4: Reading

Introduction

Use flashcards from Units 1–5.

Exercise A

There are different ways this exercise can be done, but here is one suggestion.

Do one row at a time. Students look at the words. When a student thinks he or she knows all five words in the row, they put up their hand. Ask the student to say the words, the rest of the class say if they agree or disagree. Students can then write the five words for the row. Write the answers on the board using an OHT or other visual medium so that students can check their spelling.

Repeat the procedure for each row. Check the meanings of some words, if necessary.

The activity can be done orally or in writing. It can be done as a competition, with students in pairs or small groups – which student can say the complete word (or row of words) fastest?

Methodology note

Research has shown that native speakers of English look at nearly every word in a text when they are reading, but they do not look at every letter. They recognize the word from the first two or three letters and move on to the next word. This speed is essential as the brain only has a few seconds to make sense of a string of words before it needs to go back and look again. Context helps to predict what the word is. In this exercise, we only give

them thematic area context, not sentence and paragraph, but this should be enough to identify each word. For example, *stu* could be *stuff*, *stuck* or *stubble*, but only *study/student* work in this thematic area.

Answers

See table below.

Exercise B

Set the task. Students complete individually, then compare answers in pairs. Elicit answers.

Optional activity

Select some of the sentences, for example, sentences 3, 6, 7, and 10. (These are simple SVO sentences.) Ask students to tell you the subject, verb and object in each one.

Answers

- 1 In my town, there is a very large swimming *pool*.
- 2 There are also a lot of *hotels*.
- 3 Students in Year 1 have six lectures each *day*.
- 4 Pierre is French. He is from *Paris*.
- 5 There are no lectures on Wednesday *afternoon*.
- 6 He works in a bank. He's an *accountant*.
- 7 Bears eat fish, insects, grass and *leaves*.
- 8 Red ink and blue ink make *violet*.
- 9 Today, there are only about 150,000 chimpanzees in the *world*.
- 10 Six million tourists go to Australia every *year*.

1 Education	lecture	student / dy	board	desk	pencil
2 Time	January	Friday	August	evening	morning
3 Work	office	factory	restaurant	engineer	reception / eptionist
4 Nature	animal	insect	tree	human	bird
5 Geography	lake / nd	mountain	desert	jungle	island

Exercise C

- 1 Students can discuss the questions in pairs.
Students will probably not know the names of all the countries. It would be helpful to have a copy of the map on the board or OHT or other visual medium. However, do not confirm or correct.
- 2 Set the task and set a time limit of two minutes.
Remind students what scanning means – finding numbers and finding words that stand out from the text because they have a capital letter. This revises the skills of looking forwards and backwards in a text to find what numbers and nouns refer to. This is a vital research skill.
Elicit answers – preferably using an OHT or other visual medium.
- 3 Ask students to read the first paragraph and find the answer to question a. Elicit the answer. Then set question b. Students complete individually, then compare answers. Elicit answers.
- 4 Set the task. Students should read through the questions before they look at the text. Students complete individually and make notes. Then students can compare in pairs. Elicit answers.
- 5 Make sure students work out the parts of speech first. Elicit answers. Then in pairs, students discuss the meanings. Allow dictionaries if you wish. Elicit answers. Students may have to tell you in their own language.

Answers

- 1 Answers depend on students, but they should know a few names.

numbers	countries	languages
L1	the United States	English
400 million	the United Kingdom	Mandarin Chinese
L2	Canada	Spanish
1,400 million	Australia	French
2 billion	New Zealand	Arabic
30%	India	
one billion	South Africa	
26	Sudan	
21	Algeria	
17	Niger	
one million	Cameroon	
100,000	Spain	
21	Mexico	
75%	Saudi Arabia	
80%	Jordan	
sixty per cent	Iraq	

- 3 dark blue = English L1; light blue = English L2
- 4 a a language
b countries
c Arabic
d 1 million
e 75%
- 5 a (adj) from the country of the language
b (prep) for example
c (adv) the total
d (n) people in a country or city
e (v) introduces examples
f (adj) connected with science

Closure

Students' books closed. Write numbers and figures from the text on the board, see first column opposite. Elicit what each figure refers to (see answers in second column).

400 million	<i>the number of people with English as L1</i>
1,400 million	<i>the number of people with English as L2</i>
2 billion	<i>the number of people who speak English in the world</i>
30%	<i>the percentage of the world's population who speak English</i>
26	<i>French-speaking countries</i>
21	<i>Spanish-speaking countries</i>
17	<i>Arabic-speaking countries</i>
1 million	<i>words in English</i>
100,000	<i>English words that a native speaker knows by 21</i>
75%	<i>the percentage of e-mails written in English</i>
80%	<i>of information on computers in English</i>

Lesson 5: Writing and Grammar

Introduction

Select ten words from Units 1–5 that are not in Exercises A, B or C and give students a spelling test.

Exercise A

Set the task. Students complete individually, then compare answers in pairs. Write the correct answers on the board (or use an OHT or other visual medium) so that students can self-check.

Check the meanings of a few of the words.

Answers

- | | |
|------------|----------------|
| 1 beach | 10 information |
| 2 cloud | 11 lawyer |
| 3 coast | 12 museum |
| 4 doctor | 13 people |
| 5 factory | 14 picture |
| 6 February | 15 river |
| 7 forest | 16 thousand |
| 8 heavy | 17 tourist |
| 9 hospital | 18 village |

Exercise B

Set the task and do one or two answers with the class as examples. Students discuss in pairs. Elicit answers. Elicit the reason for the choice in each case – see Answers. Get students to tell you again which rules are different in their own language.

Answers

Andrew Jones	names
Brazil	countries
German	languages
History	when it is a school subject; otherwise not, e.g., <i>The history of my town is very interesting.</i>
hotel	not for nouns, except proper nouns

the Royal Hotel	names of companies
January	months of the year
Moscow	towns, cities
Mount Everest	mountains including Mount
River Nile	rivers, including word <i>River</i>
teacher	not for jobs
Wednesday	days of the week

Exercise C

Students can do the activity individually and then compare answers in pairs, as usual. Alternatively, ask students to close their books. Say each singular word, students write the plural:

Teacher: *city*

Students write: *cities*

Write the correct answers on the board so students can check their own work.

Answers

- 1 books
- 2 cities
- 3 companies
- 4 days
- 5 factories
- 6 families
- 7 jobs
- 8 offices
- 9 secretaries

Exercise D

Spend a couple of minutes discussing the map and the photograph of Jamaica, and finding out what students already know about the country: language, food, weather, size, etc.

You can do the activity in the usual way, with students completing the text individually and then comparing answers. Or you can try it as a wall dictation in the following way:

Make copies of the completed text on page 138 as large as possible.

- Students close their books.
- Pin the copies of the text to the wall around the classroom.
- Divide the class into groups.
- Each member of the group takes it in turns to get up, read and memorize one sentence of the dictation, return to the group and dictate the sentence. The person dictating can help with spelling and punctuation.
- Then the next person reads the next sentence, returns to the group and dictates it and so on until the text is complete.

This should work well even with a large class, providing you have enough copies of the text on the walls. You want to avoid lots of students crowding around one text.

For feedback, show the completed text on an OHT or other visual medium. Or students can open their books, do the gap-fill activity and, at the same time, correct their dictation.

Answers

Jamaica is *an* island in *the* Caribbean Sea. It is south of Cuba. It *has* a population of nearly 2.8 million people. *The* capital city is Kingston. *It* is also the largest city of *the* country. Most people *in* Jamaica speak English. *Each* year, many tourists visit Jamaica's white beaches *and* waterfalls.

They also go to *the* beautiful Blue Mountains *in* the east *of* the country.

The island *is* famous for music, *for* example reggae, dancehall and ragga.

Exercise E

There are several ways this exercise can be completed:

- You could do it almost like a test, with each student working individually.
- Students work in pairs or small groups and discuss each sentence or question.

- Divide the class into groups. Allocate two or three sentences to each. In their groups, students discuss which ones are incorrect and then correct them. Each group then reports back to the whole class. The rest of the class listen and say if they agree with the corrected sentences.
- You can do the activity as a grammar or sentence 'auction' – this always goes down well with students and it should be suitable for large classes too. (If you don't know how to do this, there is plenty of information on the Internet – type 'grammar auction ESL' into Google.)

Make a note of which answers students get wrong. When you give feedback, highlight the problem areas. If necessary, you may have to go back and reteach a grammar point, or refer students back to the grammar tables in the relevant unit.

Answers

- 1 ✓
- 2 He's from *England*./He's *English*.
- 3 I can ~~to~~ speak French.
- 4 *Lessons* begin at 9.00 a.m. each day.
- 5 ✓
- 6 Schools in my country *start* in September.
- 7 Leon is 21 years old and *he* comes from Mexico.
- 8 My father is *a* doctor.
- 9 ✓
- 10 My brother and I ~~we~~ are at Milton University.
- 11 ✓
- 12 There aren't any lessons *in* the afternoon.
- 13 ✓
- 14 *Do you have* lessons on Friday?
- 15 ✓
- 16 Are there any ~~of~~ lakes in your country?
- 17 ✓
- 18 Is *there* a river in your hometown?
- 19 Why *does the colour of the sky change*?
- 20 What do you *do*?/Where do you work?

Closure

Use your feedback for Exercise E.

- Jamaica is *an* island in *the* Caribbean Sea. It is south *of* Cuba. It *has* a population *of* nearly 2.8 million people.
- *The* capital city is Kingston. *It* is also the largest city *of the* country. Most people *in* Jamaica speak English.
- *Each* year, many tourists visit Jamaica's white beaches *and* waterfalls.
- *They* also go to *the* beautiful Blue Mountains *in* the east *of* the country.
- The island *is* famous for music, *for* example reggae, dancehall and ragga.

Lesson 6: Portfolio

Methodology note

This may be the first time that students have worked on a portfolio, or project, so will need careful setting up.

We have given information about the Taj Mahal, in India, as an example. But students can work on a tourist place in their country (as suggested in this lesson) or somewhere from a neighbouring country. The activity could also be easily adapted so students research/work on a different topic as long as it is still relevant to Units 1–5. Examples could be:

- an endangered animal or insect
- a job or place of work
- a university course or a particular university or college
- a historic building or ruin, a town or city

We have given a suggested procedure (Exercises A–C), but they can be adapted as you wish. You can ask students to produce posters individually, in pairs or in groups. You may wish students just to produce posters and not give a talk, or vice versa. The main objective should be for students to begin to learn to research a topic and then reproduce the information in speech and/or writing in an organized way. The lesson should remain as student-centred as possible, in order for students to become more independent.

Exercise A

Try not to spend too long on this activity. The aim is simply to familiarize the students with the poster format and the language for a talk.

- 1 Students complete the information either individually or in pairs. Elicit answers. Discuss with the class the way the poster is organized. Elicit other ways the poster could be presented and the information organized or displayed.
- 2 Elicit a few full sentences about the Taj Mahal:
It's a very large building.
It's nearly 500 years old.

Drill the sentences and/or tell students what areas of pronunciation to focus on. For example, stressing important words in each sentence, falling intonation at the end of each sentence. Students practise some sentences in pairs, helping each other to improve pronunciation.

Answers

Where is it?

- in northern *India*
- on the River *Yamuna*

What is it?

- a large building (171 m. high)
- an very large tomb for a king's wife
- a tomb is a place for a body

How old is it?

- nearly 500 years old

When is it open?

- 6 days a week
- closed *Fridays*
- 6 a.m. to 7 p.m.
- only take in to the building:
 - water
 - a camera
 - a *cellphone*
 - a very small bag

Interesting information

- white with a *gold* dome
- large *park*
- long *pool*
- you can see the building in the pool
- many beautiful things inside
- the walls are red, brown, *purple* and white
- 4 m. tourists every year
(200,000 from other countries)

Exercise B

- 1 Elicit some ideas from the class for places they could choose for the tasks. Discuss with the class how to do the research. For example, what words to type into the search engine to get the results they need. The research can be set for a home assignment.
Remind students to make notes and download pictures.
- 2 If you are setting the research as a homework assignment, then you can remind students to organize their notes at the same time as doing the research. If in class, monitor while students organize their notes and give help where necessary.

Exercise C

Monitor while students are working on their posters and give help only where necessary. If possible, display the posters around the class, or allow students to show their PowerPoint slides. Make a note of errors. Give feedback on errors and, if possible, give some controlled written practise of weak areas of grammar and syntax.

Exercise D

Follow the usual procedure for giving a talk as outlined in earlier units in Lessons 2 and 3.

Closure

Give feedback on how students performed in either the written or speaking activities.

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  95, 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 disk 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 95. This time, students should point to a complete group or to all the correct places.

Transcript 95

Presenter: Unit 6: 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 96. Feed back, ideally onto an OHT or other visual medium of the page, on which you can mark the correct circles.

Transcript 96

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 97: *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 97.

Transcript & answers

Transcript 97

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 98. 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 98

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?* Revise *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 99. Students number the pictures. Feed back. Use language from 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 99 again and then play the first question of 10 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 99

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 100

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  101. 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 101

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  102 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:/
(<i>ten</i>)	(<i>six</i>)	(<i>three</i>)	(<i>five</i>)	(<i>eight</i>)	(<i>thirty</i>)
men	children	female	child	baby	girl
friend	women	people		male	person

Transcript 102

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  103.

Feed back, building up the table on the board. Point out that *can* is also pronounced /kn/ 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 103

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  104. 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

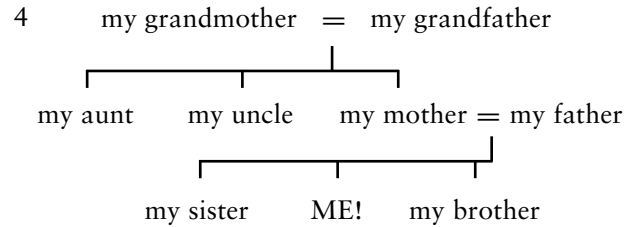
In Spanish and other Latin languages, the word *parent* is a 'false friend'. The word translates as *relative* in English. You therefore need to make it clear that, in English, *parents* is used for your mother and father only. All other family members are described as *relatives*.

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 104

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 105, pausing after each speaker. Students discuss the answer in pairs. Elicit answer and play 105 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 105

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 106. Discuss what students predicted correctly. Check the meanings of the words *difficult* and *part-time*.
- 2 Play 107. 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 106

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 107

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 108. Students discuss answers in pairs. Elicit answers, replaying the disk 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 108 again, with students following the transcript. Ask students to underline all the verbs.

Answers

adults	2 – father, mother
teenagers	2 – brother, me
sister	X
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 108

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  109 so that students can check their ideas.

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

Play  109 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 109

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
Most teenagers		<i>have</i>	an mp3 player		<i>in</i> Britain.
	<i>do</i> not (don't)	have	a CD player		
Teenagers	can	<i>drive</i>	a car	<i>at 17</i>	
	<i>cannot</i> (can't)	drive	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	<i>do</i>	Pronoun	Infinitive	O	
How	do	you	say	this word	?
			spell	<i>people</i>	
What			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 105 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 (adv)	go (v)	road (n)
airport (n)	journey (n)	rush hour (n)
arrive (v)	leave (v)	sail (v)
bicycle (n)	method (n)	ship (n)
boat (n)	million (n)	speed (n)
bus (n)	motorbike (n)	stop (bus) (n)
bus station (n)	nearly (adv)	stop (bus) (v)
car (n)	on foot (n)	street (n)
come (v)	on time (n)	taxi (n)
drive (v)	over (adv)	ticket (n)
exactly (adv)	per cent (n)	traffic (n)
fast (adj)	plane (n)	train (n)
flight (n)	public transport (n)	walk (v)
fly (v)	railway station (n)	wheel (n)

Lesson 1: Listening

Objectives

In this lesson, students will:

- listen to identify words connected with travel;
- revise /t/, /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  110, with the words in isolation. Students point to the part of the picture.

Play the second part of  110, with the words in context. Students point to the correct part of the picture. In this case, there is only one correct place.

Transcript 110

Presenter: Unit 7: 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 111. Elicit the number and show students how to write it in the space.

Play the second part of 111, 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 111. 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 6, 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 111

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  112. Elicit answers chorally then individually.

Transcript 112

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 113, 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 113

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 114. 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 115 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 114

Presenter: Exercise E1. Listen and number.

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

Transcript 115


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  **116**. 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 **116**

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  117 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/
(<i>six</i>)	(<i>tree</i>)	(<i>five</i>)	(<i>map</i>)	(<i>date</i>)
ship	street	bicycle	track	plane
		drive		sail
		fly		train
		motorbike		

Transcript 117

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  118.

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 118

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  119.
- 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.

How		do	you	get	to college?
	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 /ɪz/ 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 119

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  120. Students listen and complete the text. Elicit answers.

Discuss with students how the student on the disk 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 120

- 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 120 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, Berchem, 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  121. 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 121

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 122. Do not elicit answers at this point.
- 2 Set the task. Play 123. 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 122

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 123

Presenter: Exercise D2. Listen again.
[REPEAT OF 122]

Exercise E

Repeat the procedure for Exercise D; play  124 and point out that the announcements are about trains this time. Then play  125.

Answers

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

Transcript 124

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 125

Presenter: Exercise E2. Listen again.
[REPEAT OF 124]

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

- 1 Elicit the completions and get the sentences on the board. Drill them.
- 2 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	<i>by</i>	car.
They	come		bus.
He	goes		train.
She	comes	<i>on</i>	foot.

Table 2b

I They	catch	a bus.
	drive.	
	walk.	
He She	<i>catches</i>	the underground.
	<i>drives.</i>	
	<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 119 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)	writer (n)
fiction (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 /ɡɒf/; in American English it is /ɡəʊ/.

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  126, with the words in isolation. Students point to one or more items in the montage.

Play the second part of  126, with the words in context. Students point to one or more items in the montage.

Transcript 126

Presenter: Unit 8: 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 127, 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 127

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 128, 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 128, 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 128

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  129, 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 129


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  130. 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  130, 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 130


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  131. 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 131

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 *was/were* or replay  131 (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  132, pausing after each introduction. Elicit answers.
- Play  133 again. Students complete the table individually, then compare answers in pairs. Play  133 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 132

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 133

Presenter: Exercise J2. Listen again. Complete Table 1 with information about pieces of literature.
[REPEAT OF 132]

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 Unit 3. Point out that both *~er* and *~or* job names make the sound /ə/ at the end.

Methodology note

Students have previously learnt (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  134. (With less able classes you might need to pause the disk.)
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  134 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 134

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  135. 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 135

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  136. 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  137. 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 136

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 137

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  138, *beautiful*, as an example. Elicit the answer (*three syllables*). Play the remaining words. Students make a note of the number of syllables individually. Replay  138. 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 -

2	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 138

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  139. 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  140 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  139, 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.

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?

Transcript & answers

Transcript 139

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 140

Presenter: Pronunciation Check. Listen and repeat the questions.

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

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  141. 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  141 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.

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

Transcript 141

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.

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?	<i>1859</i>
6 When did he start work with Renoir?	1862
7 When did he marry Camille Doncieux?	<i>1870</i>
8 Did he and his wife have any children?	<i>2 boys, 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	1871
<i>between</i>		and	
			<i>two days / dates / years</i>

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 133 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 /ɔː/.

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  142, with the words in isolation. Students point to the correct pictures.

Play the second part of  142, with the words in context. Students point to the correct pictures.

Transcript 142

Presenter: Unit 9: 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  143, 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 143

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  144, 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 144



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  145. Students number the pictures. Feed back.
- 2 Play the first question of  146 as an example. Elicit an answer chorally. Continue with the other questions. Repeat, directing the question at individuals this time.

Transcript 145

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 146

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 147, the introduction to the lecture. Elicit ideas. Confirm and correct.

Answer

reading, going to cinema, etc.

Transcript 147

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 148 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 148.

Play 149, 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 148

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 149

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 150. Students complete individually, then compare answers in pairs.

Replay 150 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 151 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 151. 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 disk a final time if students found the activity difficult.

- 3 Repeat the procedure above, using 152.

Transcript & answers

Transcript 150

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 151

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 152

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 /ɒ/ 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 /ɒ/ 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,  153.

Play  153 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 153

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  154, 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 154

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  155. 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  155 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 155


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  156. 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 156 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 156

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 157. 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 158, 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 158 again so that students can listen for the intonation. Students practise the conversations in pairs.

Transcript & answers

Transcript 157

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 158

Presenter: Exercise D2. Listen again. Mark the stressed word in each question.
[REPEAT OF 157]

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 145 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 147 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

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 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 159, with the words in isolation. Students point to the part of the picture.

Play the second part of 159, with the words in context. Students point to the correct part or parts of the picture.

Transcript 159

Presenter: Unit 10: Nutrition and Health
Lesson 1: Listening
Exercise B. Listen and point.

Voices: ice cream
rice
bread

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 160

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 161. 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 161. 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 161

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 150 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  162. 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  163. 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 162

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 163

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  164. 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 164

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  165. 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 pre-empt the final activity.

Answers

- 1 a3, b3, c3, d2

Transcript 165

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>

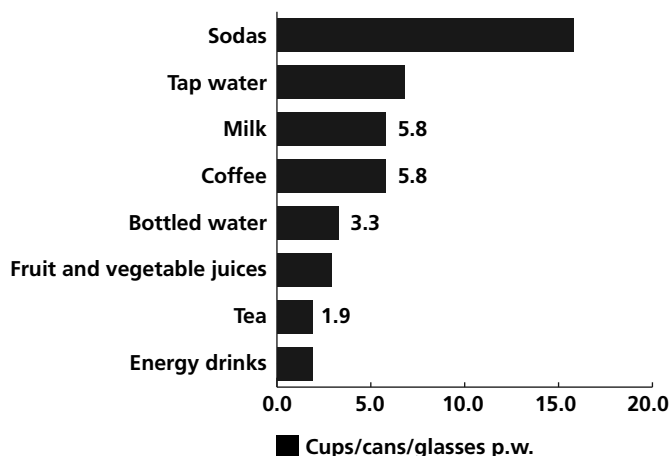


Figure 1: Consumption of soft drinks per week, USA.

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, 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  166 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 166

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 9 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  167. 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 167

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  168. 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 168

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.

- 3 Elicit some questions and write them on the board (see Exercise C4 below).
- 4 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.

- 1 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
- 2–4 Answers depend on students.

Exercise D

Ask students to read Pronunciation Check 1. Practise the example sentences, making sure students pronounce *some* /səm/.

- 1 Set the task. Students complete individually, then compare answers in pairs.
- 2 Play  169 for students to check their ideas. Do not ask students to practise the questions until after the next activity.

Transcript 169

Presenter: Exercise D2. Listen and check.


- Voices:
- a. Would you like a drink?
 - b. I'd like a large pizza, please.
 - c. Could I have an orange juice?
 - d. What would you like?

- e. Can I have a coke, please?
- f. 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  169 again, getting students to repeat each question or sentence. Encourage students to copy the polite intonation.

Exercise F

- 1 Play  168 – 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.
- 2 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

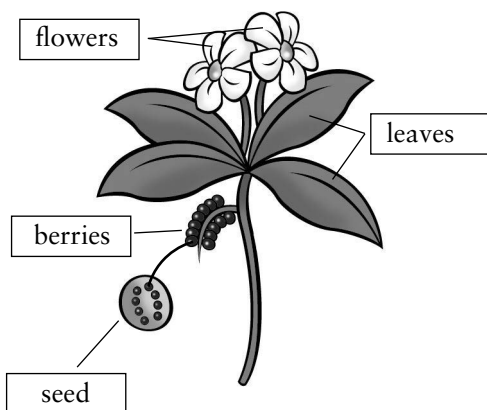


Figure 1: The main parts of a plant

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 159 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>xocalatl</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>xocalatl</i> .
4	The Mayans lived in Mexico from 2000 BC to 1524.
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 161 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

- 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.)

- 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.

- Students read the task. Elicit/teach the meaning of *rush hour* if you haven't already done so (see Exercise A above). Play  170. 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.
- 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  171. Play  171. 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  172, 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 Paulo. 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 170

Presenter: Review 2

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 171

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 Paulo. Now, São Paulo 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  **172**

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  173 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 173

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 174

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 175

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 176. Students complete individually, then compare answers in pairs. Elicit answers.

Optional activities:

Elicit the sentence from 176 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 176

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  177.

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  177 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  177 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 177

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 <i>who</i>	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  178, 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* = /ɑːskt/ not /ɑːski: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 178

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  179. 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 179

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  180. 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 180

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  181 so students can check their own answers. At this point, you could also elicit which photo goes with each conversation, if necessary.
- 4 Play  181 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  181 of the conversations before you set Exercise 1. You can still replay  181 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 181

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  182. 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  182 once more, giving students another chance to answer correctly.

Answers


Answers depend on students.

Transcript 182

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  182.

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 Review 1, 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  183. Students check their own work.
Play  183 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 disk, 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 183

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  184. 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 184

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.

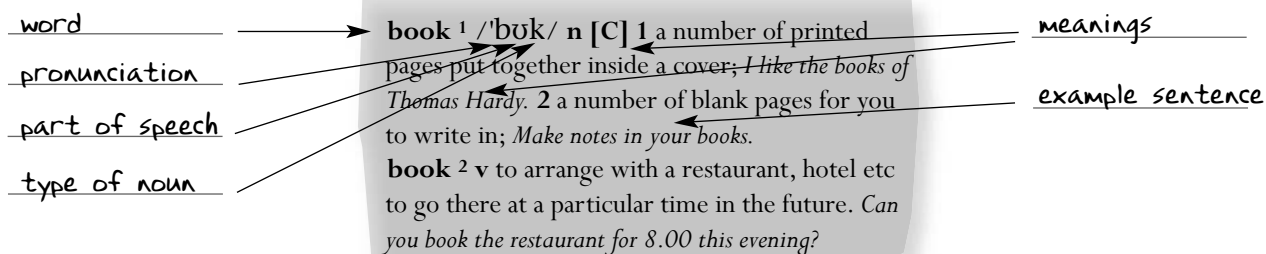
Answers

- 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 10.

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 7. 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 Review 1).

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

	Unit		Unit
about (<i>adv</i>)	7	cat (<i>n</i>)	6
accountant (<i>n</i>)	3	cathedral (<i>n</i>)	5
actor (<i>n</i>)	3	CD player (<i>n</i>)	6
address (<i>n</i>)	1	cellphone (<i>n</i>)	1
adult (<i>n</i>)	6	cheese (<i>n</i>)	10
afternoon (<i>n</i>)	2	chicken (<i>n</i>)	10
airport (<i>n</i>)	5	child / children (<i>n</i>)	6
animal (<i>n</i>)	4	chimpanzee (<i>n</i>)	4
answer (<i>n/v</i>)	1	cinema (<i>n</i>)	2
architect (<i>n</i>)	8	city (<i>n</i>)	1
architecture (<i>n</i>)	8	clock (<i>n</i>)	2
arrive (<i>v</i>)	7	closed (<i>adj</i>)	5
art gallery (<i>n</i>)	5	cloud (<i>n</i>)	4
ask (<i>v</i>)	1	coast (<i>n</i>)	5
aunt (<i>n</i>)	6	coffee (<i>n</i>)	10
author (<i>n</i>)	8	cold (<i>adj</i>)	4
ball (<i>n</i>)	9	colour (<i>n</i>)	4
bank (<i>n</i>)	3	come (<i>v</i>)	3
beach (<i>n</i>)	2	computer (<i>n</i>)	1
bear (<i>n</i>)	4	consonant (<i>n</i>)	1
begin (<i>v</i>)	1	country (<i>n</i>)	1/5
bicycle (<i>n</i>)	7	court (<i>n</i>)	3
biographer (<i>n</i>)	8	cousin (<i>n</i>)	6
biography (<i>n</i>)	8	credit card (<i>n</i>)	6
bird (<i>n</i>)	4	date (<i>n</i>)	2
birthday (<i>n</i>)	2	daughter (<i>n</i>)	6
black (<i>adj</i>)	4	day (<i>n</i>)	2
blue (<i>adj</i>)	4	desert (<i>n</i>)	5
boat (<i>n</i>)	5	digital watch (<i>n</i>)	6
boy (<i>n</i>)	1	do (<i>v</i>)	1
boyfriend (<i>n</i>)	6	doctor (<i>n</i>)	3
bread (<i>n</i>)	10	dog (<i>n</i>)	6
break (<i>n</i>)	2	drink (<i>v</i>)	10
brother (<i>n</i>)	6	drive (<i>v</i>)	7
brown (<i>adj</i>)	4	driver (<i>n</i>)	3
builder (<i>n</i>)	3	east (<i>n</i>)	5
bus (<i>n</i>)	7	eat (<i>v</i>)	10
bus station (<i>n</i>)	5	eggs (<i>n pl</i>)	10
butter (<i>n</i>)	10	e-mail (<i>n</i>)	1
café (<i>n</i>)	2	end (<i>v</i>)	1
calendar (<i>n</i>)	2	engineer (<i>n</i>)	3
capital (<i>n</i>)	1	evening (<i>n</i>)	2
car (<i>n</i>)	7	every (<i>adj</i>)	2
card (<i>n</i>)	1	exactly (<i>adv</i>)	7

factory (<i>n</i>)	3	invite (<i>v</i>)	2
family name (<i>n</i>)	3	island (<i>n</i>)	5
farmer (<i>n</i>)	3	job (<i>n</i>)	3
fast (<i>adj</i>)	7	join (<i>v</i>)	5
father (<i>n</i>)	6	journey (<i>n</i>)	7
female (<i>adj/n</i>)	6	juice (<i>n</i>)	10
fiction (<i>n</i>)	8	jungle (<i>n</i>)	5
film (<i>n</i>)	9	kangaroo (<i>n</i>)	4
first (<i>adj</i>)	2	lake (<i>n</i>)	5
fish (<i>n</i>)	4	laptop computer (<i>n</i>)	6
flat (<i>adj</i>)	5	last (<i>adj</i>)	2
flight (<i>n</i>)	7	later (<i>adv</i>)	2
flow (<i>v</i>)	5	lawyer (<i>n</i>)	3
fly (<i>v</i>)	7	leave (<i>v</i>)	7
food (<i>n</i>)	10	leaves (<i>n</i>)	4
football (<i>n</i>)	9	lecture (<i>n</i>)	8
forest (<i>n</i>)	5	lecturer (<i>n</i>)	8
friend (<i>n</i>)	6	left (<i>n/adj</i>)	5
fruit (<i>n</i>)	4	like (<i>n</i>)	3
full name (<i>n</i>)	1	listen (<i>v</i>)	1
girl (<i>n</i>)	1	listen to (<i>v</i>)	9
girlfriend (<i>n</i>)	6	lunch (<i>n</i>)	2
go (<i>v</i>)	3	male (<i>adj/n</i>)	6
gorilla (<i>n</i>)	4	mall (<i>n</i>)	2
grandfather (<i>n</i>)	6	man (<i>n</i>)	1
grandmother (<i>n</i>)	6	man / men (<i>n</i>)	6
grass (<i>n</i>)	4	map (<i>n</i>)	1
green (<i>adj</i>)	4	mean (<i>v</i>)	3
grey (<i>adj</i>)	4	meat (<i>n</i>)	10
hate (<i>v</i>)	3	method (<i>n</i>)	7
horse (<i>n</i>)	4	milk (<i>n</i>)	10
hospital (<i>n</i>)	3	million (<i>n</i>)	5
hot (<i>adj</i>)	4	monkey (<i>n</i>)	4
hotel (<i>n</i>)	3	month (<i>n</i>)	2
hour (<i>n</i>)	2	morning (<i>n</i>)	2
human being (<i>n</i>)	4	mother (<i>n</i>)	6
hundred (<i>n</i>)	5	motorbike (<i>n</i>)	7
husband (<i>n</i>)	6	mountain (<i>n</i>)	5
ice cream (<i>n</i>)	10	mp3 player (<i>n</i>)	6
information (<i>n</i>)	2	museum (<i>n</i>)	5
insect (<i>n</i>)	4	music (<i>n</i>)	9
Internet café (<i>n</i>)	5	nationality (<i>n</i>)	1
intonation (<i>n</i>)	1	nearly (<i>adv</i>)	7
introduction (<i>n</i>)	8	nice (<i>adj</i>)	2
invitation (<i>n</i>)	2	night (<i>n</i>)	2

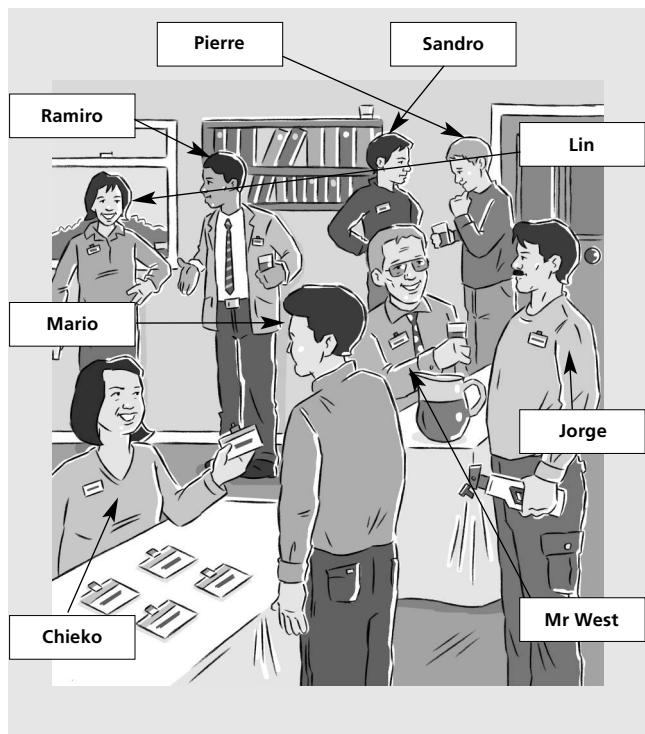
non-fiction (<i>n</i>)	8	rice (<i>n</i>)	10
north (<i>n/adj</i>)	5	right (<i>n/adj</i>)	1/5
novel (<i>n</i>)	8	river (<i>n</i>)	5
novelist (<i>n</i>)	8	road (<i>n</i>)	7
now (<i>adv</i>)	2	rush hour (<i>n</i>)	7
number (<i>n</i>)	1	sail (<i>v</i>)	7
office (<i>n</i>)	3	sailor (<i>n</i>)	3
old (<i>adj</i>)	6	sand (<i>n</i>)	4
on foot (<i>n</i>)	7	sandwiches (<i>n pl</i>)	10
on time (<i>n</i>)	7	say (<i>v</i>)	3
open (<i>adj</i>)	5	secretary (<i>n</i>)	3
orange (<i>adj</i>)	4	ship (<i>n</i>)	7
over (<i>adv</i>)	7	shop (<i>n</i>)	3
owner (<i>n</i>)	3	shopping mall (<i>n</i>)	5
painter (<i>n</i>)	3	singular (<i>n</i>)	1
painting (<i>n</i>)	8	sister (<i>n</i>)	6
parents (<i>n</i>)	6	sit (<i>v</i>)	1
park (<i>n</i>)	2	sky (<i>n</i>)	4
passport (<i>n</i>)	6	snow (<i>n</i>)	4
per cent (<i>n</i>)	7	son (<i>n</i>)	6
person / people (<i>n</i>)	6	south (<i>n/adj</i>)	5
personal assistant (PA) (<i>n</i>)	3	speed (<i>n</i>)	7
pink (<i>adj</i>)	4	spell (<i>v</i>)	3
plane (<i>n</i>)	7	stadium (<i>n</i>)	9
plant (<i>n</i>)	4	stand (<i>v</i>)	1
play (<i>v</i>)	3	start (<i>v</i>)	3
player (<i>n</i>)	3	stop (bus) (<i>n/v</i>)	7
plural (<i>n</i>)	1	street (<i>n</i>)	5
poem (<i>n</i>)	8	stress (<i>n</i>)	1
poet (<i>n</i>)	8	student (<i>n</i>)	1
point (<i>v</i>)	1	sugar (<i>n</i>)	10
potato (<i>n</i>)	10	sun (<i>n</i>)	4
programmer (<i>n</i>)	3	surfing (<i>n</i>)	9
pronunciation (<i>n</i>)	1	swimmer (<i>n</i>)	5
public transport (<i>n</i>)	7	swimming (<i>n</i>)	9
question (<i>n</i>)	1	swimming pool (<i>n</i>)	2
radio (<i>n</i>)	9	table (= information) (<i>n</i>)	1
railway station (<i>n</i>)	5	take (<i>v</i>)	5
range (<i>n</i>)	5	taxi (<i>n</i>)	7
read (<i>v</i>)	1	tea (<i>n</i>)	10
receptionist (<i>n</i>)	3	teenager (<i>n</i>)	6
red (<i>adj</i>)	4	television (<i>n</i>)	9
relatives (<i>n</i>)	6	tennis (<i>n</i>)	9
repeat (<i>v</i>)	3	test (<i>n/v</i>)	1
restaurant (<i>n</i>)	5	that (<i>det</i>)	2

that's fine	2
that's great	2
theatre (n)	8
this (det)	2
thousand (n)	5
ticket (n)	7
time (n)	2
timetable (n)	2
today (n)	2
toilet (n)	5
tortoise (n)	4
tourist (n)	5
tourist office (n)	5
town (n)	5
traffic (n)	7
train (n)	7
tree (n)	4
turn (n/v)	5
uncle (n)	6
vegetable (n)	10
village (n)	5
visit (n/v)	5
vowel (n)	1
waiter (n)	3
walk (v)	7
want (v)	3
watch (n)	2
water (n)	10
waterfall (n)	5
week (n)	2
west (n/adj)	5
wheel (n)	7
white (adj)	4
wife (n)	6
woman (n)	1
woman / women (n)	6
work (n/v)	3
write (v)	1
writer (n)	3
wrong (adj)	1
year (n)	2
yellow (adj)	4
young (adj)	6
zoo (n)	5

Unit 1 Education

Listening and Speaking

Exercise A



Exercise B

3	D2
6	Mario Dionisi.
1	My name's Sandro. Sandro Perez.
7	A woman. Mrs Li.
2	Yes, I am.
5	Oh, thanks very much.
4	Me? Oh, no! I'm a student.

Exercise C

Answers depend on students.

Exercise D

Answers depend on students.

Reading and Writing

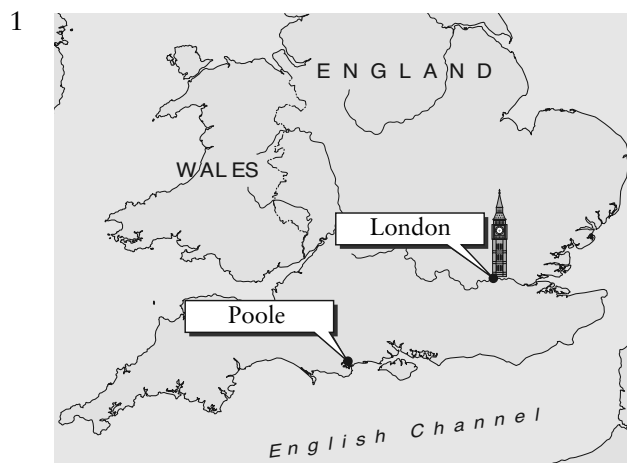
Exercise A

- ✗ This is a pen.
- ✓
- ✓ (a noticeboard)
- ✗ This is a table.
- ✗ This is a door.
- ✓
- ✗ This is a verb.
- ✓
- ✗ This is a consonant.

Exercise B

- It's a desk.
- They're cards.
- They're pens.
- It's a question.
- It's a map.
- It's a pencil.

Exercise C



2 Lucy Blair, English

3

ID CARD

First name: Lucy

Family name: Blair

Nationality: English

Hometown: Poole

Exercise D

Enrico and Tina are from Italy. They are students at Wessex University. It's a small university but it's very good. Enrico is from Milan. It's a big city in the north of Italy. Tina is from Rome. She is 18 years old.

Exercise E

Receptionist: Hello. How are you?
 Tina: *I'm fine, thanks.*
 Receptionist: Are you a student?
 Tina: *Yes, I am.*
 Receptionist: Are you Spanish?
 Tina: *No, I'm not. I'm Italian.*
 Receptionist: Where are you from?
 Tina: *I'm from Rome.*
 Receptionist: What's your name?
 Tina: *My name's Tina Zollo.*

Exercise F

Answers depend on students.

Unit 2 Daily Life

Listening and Speaking

Exercise A

1

The College Year							North House College						
September 2011							October 2011						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2						1	
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					
December 2011							January 2012						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	31				
March 2012							April 2012						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					
June 2012							July 2012						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				
November 2011							February 2012						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2					1	2	3
6	7	8	9	10	11	12	5	6	7	8	9	10	11
13	14	15	16	17	18	19	12	13	14	15	16	17	18
20	21	22	23	24	25	26	19	20	21	22	23	24	25
27	28	29	30				26	27	28	29			
May 2012							August 2012						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2					1	2	3
6	7	8	9	10	11	12	5	6	7	8	9	10	11
13	14	15	16	17	18	19	12	13	14	15	16	17	18
20	21	22	23	24	25	26	19	20	21	22	23	24	25
27	28	29	30	31			26	27	28	29	30	31	

2 See table at bottom of page.

Exercise B

5	Miss King.
4	C5.
3	It's the sixth.
2	It's Friday.
7	No, it's February.
1	It's 8 o'clock.
6	No, I'm not.

	Lecture 1	Lecture 2	Lecture 3	Lecture 4	Lecture 5
Begins	8.00 a.m.	9.00 a.m.	11.00 a.m.	2.00 p.m.	3.00 p.m.
Ends	9.00 a.m.	10.00 a.m.	12.00 p.m.	3.00 p.m.	4.00 p.m.

Exercise C

	Carla	Chieko
How old?	17	16
Birthday?	July 9 th	February 16 th

Exercise D

- 1 August fourth
- 2 clock watch
- 3 go October
- 4 July five
- 5 June Tuesday
- 6 March are
- 7 Monday Sunday
- 8 Saturday happy
- 9 Thursday third
- 10 Wednesday February

Reading and Writing

Exercise A

- 1 ✓
- 2 ✗ It is the ninth of May.
- 3 ✗ This month has 30 days.
- 4 ✗ It is three o'clock in the afternoon.
- 5 ✗ He is a student.
- 6 ✓

Exercise B

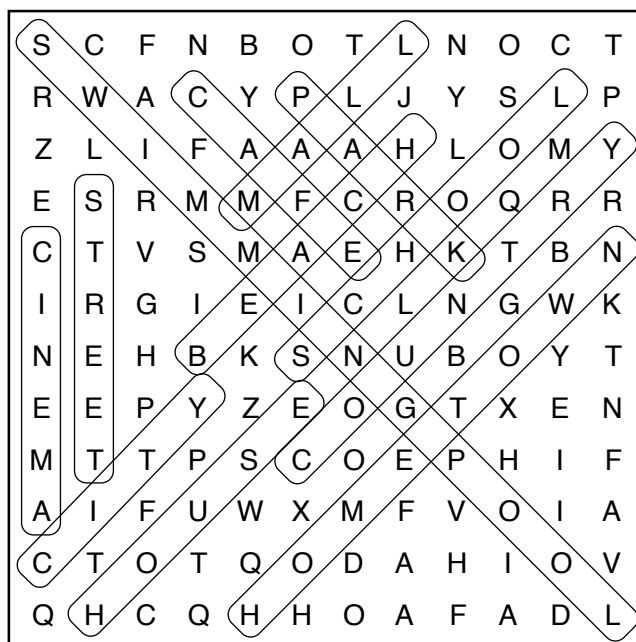
singular nouns	plural nouns	pronouns	prepositions	verbs
word	days	It	of	is
day	students	They	in	has
week		She		are
month				
morning				

Exercise C

1 Monday	<u>May</u>	Tuesday	Wednesday
2 February	April	July	<u>Friday</u>
3 2.00	3.00	<u>8/01</u>	7.00
4 1565	1985	<u>18432</u>	2012
5 morning	afternoon	evening	<u>today</u>
6 12 p.m.	<u>8 p.m.</u>	3 p.m.	4 p.m.

2	It isn't a month.
4	It isn't a year.
3	It isn't an hour.
5	It isn't part of a day.
6	It isn't part of an afternoon.
1	It isn't a day of the week.

Exercise D



Unit 3 Work and Business

Listening and Speaking

Exercise A

Nick: a programmer
Tom: (does not say)
Carla: a teacher
Ana: a teacher
Jose: an accountant
Esteban: a doctor

Exercise B

3	No, I'm Chinese.
5	Yes, I am.
6	No, I don't.
9	Fine, thanks.
7	I want a job in education.
2	No! It's April.
1	It's the tenth.
10	Yes, she is.
8	Yes, please.
4	I'm from Beijing.

Exercise C

Answers depend on students.

Exercise D

/e/	/i/	/ai/
ten	six	nine
end	begin	five
test	this	I
twelve	is	like
	it	night
		time

Reading and Writing

Exercise A

Mario Russo is Spanish. ✗ Italian
He is from Madrid. ✗ Rome
He works at the National
Hotel now. ✗ The International
Hotel
He is a manager. ✓
He lives at 23 High Road,
Greenhill. ✗ 23 High Street,
Greenhill

Virgie Lopez is Philippines. ✗ Filipina
She is from Vanilla in the
Philippines. ✗ Manilla
She is a nurse. ✗ doctor
She works at Rashid Hospital. ✓
She lives at 150 Zayed Road,
Dubai. ✗ 105

Exercise B

THE INTERNATIONAL HOTEL

FIRST NAME: Carl

FAMILY NAME: Warne



HOMETOWN: Canberra

NATIONALITY: Australian

JOB: Receptionist

DATE OF BIRTH: 04/03/94

ADDRESS: 43 Blackbird Road, Greenhill

Exercise C

- 1 My new job *starts* on January 2nd.
- 2 Banks *don't* open at the weekends in the UK.
- 3 *Does* she go to work by bus?
- 4 There are *green leaves* on that tree.
- 5 Bill Gates *comes* from Seattle in the USA.

- 6 When does the lesson *end*?
- 7 Aung San Suu Kyi is *Burmese*.
- 8 Maria is *a* nurse at Main City Hospital.
- 9 *Are* they English students?
- 10 What *is* the date today?

Exercise D

- 1 Where do you work?
- 2 What's your cell number?
- 3 The first lecture is at 9.00.
- 4 I have three lectures this afternoon.
- 5 He wants a job in education.
- 6 How do you spell your first name?
- 7 This is an invitation to my birthday party.
- 8 In some countries, shops don't open on Sunday.

Exercise E

Answers depend on students.

Unit 4 Science and Nature

Listening and Speaking

Exercise A

a black	h	light
b big	g	short
c fast	c	slow
d beautiful	b	small
e strong	f	stupid
f intelligent	d	ugly
g tall	e	weak
h heavy	a	white

Exercise B

- a The sand is not yellow. It is orange.
- b We are not Spanish. We are Mexican.
- c I speak English. I do not speak German.
- d He does not work in a bank. He works in an office.
- e I do not like the sea because I cannot swim very fast.
- f My phone number is 07957 367081.
- g I am from Mexico City.
- h What is your full name?
- i 'Are you at home?' 'No, I am not. I am on the bus.'
- j 'Does she have a car?' 'No, she does not. She has a bike.'

Exercise C

- a My brother is *a* student in New York.
- b Grizzly bears live in *the* mountains of Canada.
- c Do you have *a* new cell phone?
- d I live in *a* small house in *a/the* city.
- e I can see white circles in *the* picture.
- f There is *an* animal in *the* picture.
- g What colour is *the* sun?
- h Can you see *a/the* flower in *the* picture?
- i He goes to work by car in *the* morning.

Exercise D

9	Blue, I think.
7	He's a doctor.
6	8.00 a.m.
2	12. It's my birthday today.
8	An accountant or a lawyer.
5	Four in the morning and three in the afternoon.
4	Monday to Friday.
1	Pablo Vincente.
3	No, I'm Mexican.

Exercise E

- What colour *are* taxis in London?
- Elena *can* speak three languages.
- There *is* snow on the mountains in winter and in summer.
- Where *do* you live?
- Monkeys *have* two legs and two arms.
- Do* bears eat other animals?
- Can* monkeys speak?
- This drawing *has* four grey squares.
- What time *does* your party begin?
- Are* there any bears in the UK?
- Is* this your cell phone?

Reading and Writing

Exercise A

1 There is sand in the picture. The sand is yellow. ✗ (orange) The sky is blue. There is a rainbow in the picture.	2 There are mountains in the picture. There is snow on the mountains. There is one tree in the picture. ✗ (many trees) There is green grass.
3 There are mountains in the picture. There is snow on the mountains. There are two animals in the picture. ✗ (one) There is grass. It is brown and green.	4 There are clouds in the picture. There is grass in the picture. ✗ There are birds in the picture. We can see the sun in the picture.
	5 The sky is blue. There are white clouds in the picture. There are two animals in the picture. ✗ (three) There is green grass.

Exercise B

See table below.

singular nouns	plural nouns	pronouns	prepositions	adjectives	verbs
sand	mountains	it	in	yellow	is
picture	animals		on	blue	are
sky	clouds			green	
rainbow	birds			brown	
snow				white	
tree					
grass					
sun					

Exercise C

- A 3
- B 1
- C 6
- D 4

Exercise D

Answers depend on students.

Exercise E

Answers depend on students.

Unit 5 The Physical World

Listening and Speaking

Exercise A

- 1/2 T: Good morning. Can you give me some information?
O: Yes, of course.
T: Where can I buy tickets for the Big City Bus?
O: There's a bus stop near the cathedral. You can buy = tickets there.
T: Is the cathedral near here?
O: Yes, it is. Go = left outside the tourist office. Then take the first street on the left. Go down there. The cathedral is on your left.
T: How often does the bus come?
O: There's a bus every 15 minutes. Here's a timetable.
T: Oh, thanks!
O: No = problem.

3 4

Exercise B

Answers depend on students.

Exercise C

- | | |
|--------|----------|
| 1 do | 6 like |
| 2 how | 7 not |
| 3 leaf | 8 now |
| 4 end | 9 thanks |
| 5 east | 10 your |

Exercise D

1 Can I help you?	9	From 9 in the morning.
2 Can you give me a timetable?	10	In the bus station.
3 Is the bus station near here?	6	In the north.
4 Is there an Internet cafe in this street?	7	It's near the tourist office.
5 Are there any forests in your country?	12	No, I can't.
6 Where are they?	11	No, I don't.
7 Where's the bus stop?	8	No, they aren't?
8 Are the shops open on Sundays?	1	Yes, please.
9 When is the tourist office open?	3	Yes, it is.
10 Where are the toilets?	2	Yes, of course.
11 Do you live in the city centre?	5	Yes, there are.
12 Can you see a cash dispenser?	4	Yes, there is.

Exercise E

1 Answers depend on students.

2

	UAE
Capital	Abu Dhabi; coast – W
Mountains	east; Hajar
Rivers	no rivers
Lakes	no lakes; oasis at Liwa (S)
Islands	many small islands; the Gulf

Exercise F

Model answer

The capital of India is New Delhi. It is in the north of the country. There are mountains in the north. They are called the Himalayas. There is a very large river. It is called the Ganges. It starts in the Himalayas and flows to the east coast. There are small islands in the Indian Ocean.

Reading and Writing

Exercise A

1 China	4	a river
2 Beijing	2	the capital city
3 The Himalayas	5	a city
4 The Yangtze	3	mountains
5 Shanghai	6	a lake
6 Qinghai	1	a country

Exercise B

1/2

China is a very small country.	F	China is a very large country.
The capital city is Beijing.	T	
It is in the northwest of the country.	F	It is in the northeast of the country.
It is near a lake.	F	It is not near any lakes.
There is a lake in the centre of the country.	T	
It is called Qinghai.	T	
There are many high mountains in the centre and the northeast of the country.	F	There are many high mountains in the southwest of the country.
They are called the Everests.	F	They are called the Himalayas.
There are two large rivers.	T	
They flow from the Himalayas to the coast in the south.	F	They flow from Kunlan Shan to the coast in the east.
They are the Yangtze and the Red River.	F	They are the Yangtze and the Red River.
The Yangtze is north of the Yellow River.	F	The Yangtze is south of the Yellow River.
The city of Shanghai is on the Yellow River.	F	The city of Shanghai is on the Yangtze River.

Exercise C

- 1 New York, Washington and Dallas are *cities* in the United States.
- 2 The Thames, the Amazon and the Nile are *rivers*.
- 3 Everest, Kilimanjaro and Fuji are *mountains*.
- 4 Barbados, Grenada and Anguilla are *islands* in the Caribbean.
- 5 Superior, Nasser and Como are *lakes*.

- 6 The Himalayas is a mountain *range*.
- 7 The Sahara is the largest *desert* in the world.
- 8 All the tropical *rainforests* of the world are on or near the Equator.

Exercise D

- 1/2 a ✗ I live in a big city.
 b ✓
 c ✗ Are there any lakes in your country?
 d ✓
 e ✗ Westport is a large town on the coast.
 f ✗ There is a small village called Milford in the north.
 g ✗ The Murray and the Darling join and flow to the coast.
 h ✓

Exercise E

5	Appenines. There are also mountains
6	in the north of the country, called
9	is called Sardinia. One island, called
8	islands. One island is in the west. It
1	Italy is a small country. The capital,
4	of the country. They are called the
2	Rome, is in the east of the country.
10	Sicily, is in the south. Thirty-six million
7	the Alps. There are two large
3	There are mountains in the centre
11	tourists visited Italy in 2009.

Review 1

Listening and Speaking

Exercise A

- 1 a
- 2 b
- 3 a
- 4 a
- 5 b
- 6 a
- 7 a
- 8 b

Exercise B

Answers depend on students.

Exercise C

- 1 book
- 2 map
- 3 month
- 4 day
- 5 night
- 6 waiter
- 7 hotel
- 8 office
- 9 city
- 10 lake
- 11 yellow
- 12 bird

Exercise D

- 1 we
- 2 heavy
- 3 want
- 4 this
- 5 mall

Exercise E

1 What time is	4	address?
2 What's the date	3	birthday?
3 When's your	5	computers?
4 What's your e-mail	1	it?
5 Do you like working with	10	sisters?
6 Can you	9	start?
7 Where do you	2	today?
8 How do you say this	6	type?
9 When does the lesson	8	word?
10 Do you have any brothers or	7	work?

Exercise F

Writing	Speaking – short form	Writing	Speaking – short form
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
We are	We're	We are not	We aren't
They are	They're	They are not	They aren't

Reading and Writing

Exercise A

- 1 Thursday
- 2 April
- 3 4th
- 4 eight
- 5 fifty
- 6 month
- 7 blue?
- 8 ours/hers?

Exercise B

- | | |
|--------------|----------------|
| 1 nouns | 4 pronouns |
| 2 verbs | 5 prepositions |
| 3 adjectives | |

Exercise C

- 1 I don't have lectures on Monday.
- 2 The leaves aren't brown.
- 3 It isn't hot.
- 4 They don't eat fruit.
- 5 She doesn't come from Italy.
- 6 He can't speak French.
- 7 There isn't an airport in my city.
- 8 There aren't any mountains in the north.

Exercise D

Answers depend on students.

Exercise E

- 1 He is a History teacher.
- 2 I have three lectures every day.
- 3 Bears do not live in groups.
- 4 Students In Year 1 begin on Monday.
- 5 Lectures begin at 8.00 in the morning.
- 6 Six million tourists visit Australia every year.
- 7 There are about a thousand bears in North America.
- 8 The city of London is not on the coast.

Exercise F

- | | |
|-----|------|
| 1 d | 6 b |
| 2 b | 7 c |
| 3 c | 8 a |
| 4 b | 9 c |
| 5 c | 10 a |

Unit 6 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

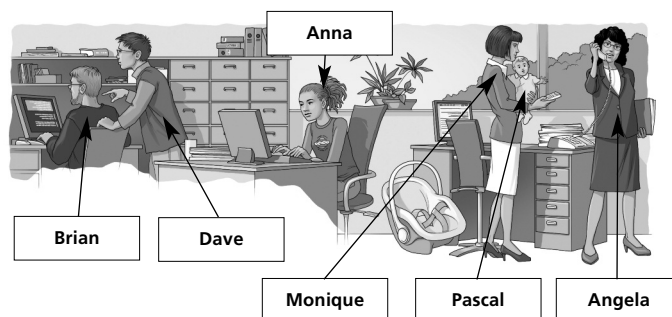
- 17: Are there any rivers in your country?
18: Yes, there are.
17: What about mountains?
18: No. There are no mountains.

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 ✗ | 5 ✓ | 9 ✓ |
| 2 ✓ | 6 ✓ | 10 ✓ |
| 3 ✗ | 7 ✗ | 11 ✗ |
| 4 ✓ | 8 ✓ | 12 ✓ |

Exercise C

- 1 before
- 2 for, on
- 3 after
- 4 at, until

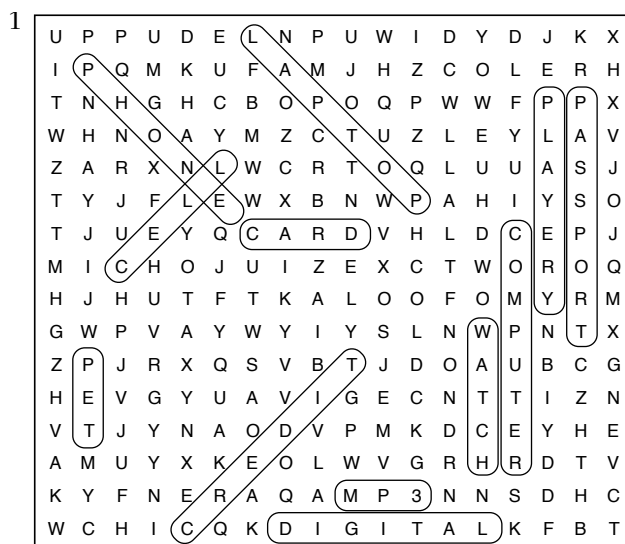
Exercise D

- 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



- 2 card phone
mp3 digital
player watch
passport computer
cell credit
pet laptop

Unit 7 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

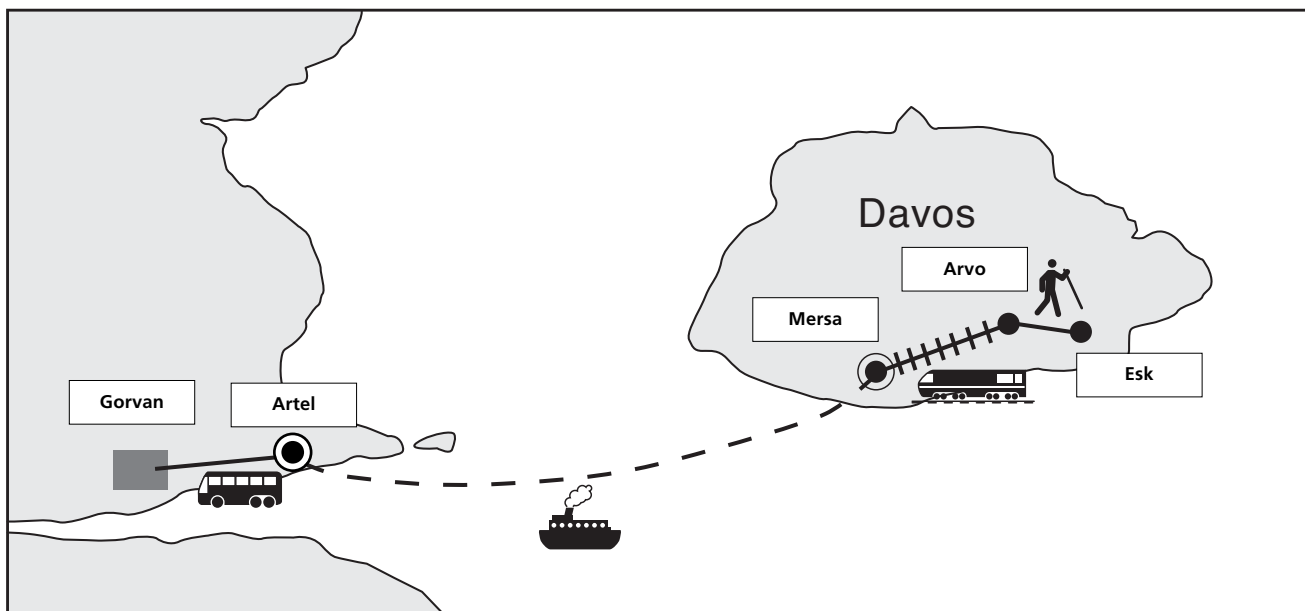
There are two planes in the sky.	✗	<i>There are three planes.</i>
The sky is blue with some black clouds.	✗	The sky is blue with some white clouds.
There is snow on one of the mountains.	✓	
There are two ships at sea.	✓	
There is a large town on the coast.	✗	There is a small town/village on the coast.
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</i> , large
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 8 Art and Literature

Listening and Speaking

Exercise A

- 1 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 1 Painting 6
2 Painting 3
3 Painting 7
4 Painting 1
5 Painting 8
- 2 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)	/ɪ/ (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 9 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

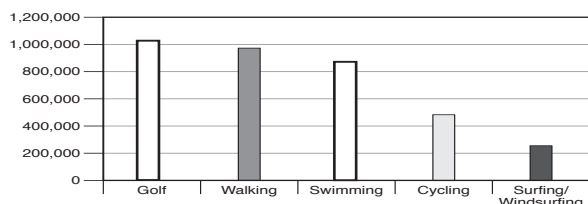


Figure 1: Leisure activities (adult males) in Australia

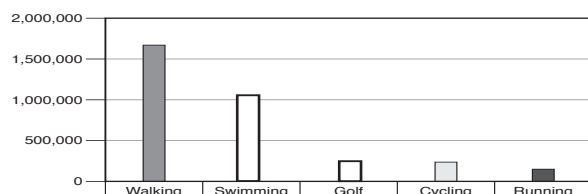


Figure 2: Leisure activities (adult females) in Australia

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 10 Nutrition and Health

Listening and Speaking

Exercise A

- types of food
- cereals

- | | |
|--|------------|
| | cereals |
| | potatoes |
| | sugar |
| | vegetables |
| | meat |
| | other |

- The figures are:

	1997-99
Cereals	1500
Potatoes	150
Sugar	200
Vegetables	300
Meat	100
Others	450

- 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 sandwiches? 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 2

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

