

Streamline **ENGLISH**

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DEPARTURES

An intensive English course for beginners
Teacher's Edition

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Index to units 1-16

Unit	Main teaching point	Expressions
1 Hello!	I'm/ he's/ she's/ you're a (student) from (England) • + Q + Neg. + Where ... from? • Numbers 1-4 • Letters A-H	Hello. How are you? I'm very well thanks. And you? I'm fine thanks.
2 Excuse me	We/ you/ they're (English) • - Q - Neg • Numbers 1-12	Excuse me. Yes? Pardon? Thank you. Yes, please. No, thanks. Please sit down.
3 What is it? What are they?	It/ this/ that's a (pen) • They/ these/ those are (books) • - Q + Neg. - What? • Letters I-Z	
4 What's your name?	What's/ are my/ your/ his/ her/ our/ their job(s)/ name(s) • Numbers 13-24 • here/ there	Good evening. Over there. Thank you very much. Here's your key.
5 I'm cold	to be + adjectives • + Q + Neg.	
6 A nice flat	There is/ are a/ some cup(s) on/ in/ under the fridge • + Q + Neg. + Where?	Good! Here's the kitchen.
7 Everyday conversation	Numbers 30/ 40/ 50 etc • first/ second/ third • near/ for/ with	Is there a (P.O.) near here? That's all right. No, thank you. Could you pass the salt please? How much is that? Are you on the phone? What's your number?
8 A family reunion	Who is it? It's (Tom) • (He)'s a (doctor) • What colour is it? It's (red) • It's (Tom's) (shirt).	Come in. This is a nice surprise. It's me. How do you do? This is (my wife).
9 Whose is it?	Whose (car) is it?	
10 Is there any wine in the bottle?	There's some (water) • - Q + Neg. There are some (apples) • + Q + Neg. How much/ many • A lot	
11 An English restaurant	I'd like a (menu): some (peas) • Which (wine) would you like?	
12 Do this! Don't do that!	(Do) (this)!: Don't (do) (that)! • Look at me/ him/ her/ us/ them • Take (it) off. Put (them) on.	Be quiet. O.K. Everybody That's fine. Action
13 Elton Kash and Mr Wilson (revision)	What make is (your car)? • 1978, etc.	
14 At the hairdresser's	(I) can (do it) • + Q + Neg.	Oh, yes. Really?
15 Everyday conversation	Times: 6.40/ 2.30, etc.	Would you like (a cup of tea)? How about a (biscuit)? Can I help you? On a diet. What size are you? Can I try it on? I'd love to. When? Where? What time? Is seven o'clock O.K.?
16 Gloria Gusto, Tom Atkins and Terry Archer	Has/ have got • + Q + Neg.	Life's great! Hi there!

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Unit	Main teaching point	Expressions
17 At the customs	What? How much? How many (have) (you) got? • 200: 300: 400 etc.	Have you got anything to declare? Fine. Oh dear!
18 Which one?	Which one(s) is/ are yours? mine? his/ hers/ ours/ theirs? John's • The (black) one's (mine) • I'd like the (blue) one.	Good night. Thank you for a lovely evening. How about some more (wine)?
19 Everyday conversation	Can you show (me) a/ some camera(s)? • Can you show (it) to (me) • 85: 72: 63 etc.	I see. I'm in a hurry. I'm very sorry. 'Bye. Don't forget. Oh dear. Have a good time.
20 A postcard (revision)	Letter format. Name: address etc.	
21 What are they doing?	What (are you) doing? • (I'm) (working) - Q - Neg.	
22 Can you help me?	What (is he) (reading)? • (He's) reading (something) • Who's (phoning)? (Tony is) • Who's she phoning?	What about (Kate)?
23 Everyday conversation	Days of the week.	Would you like to come to (a party)? I'd like to. . . . What a pity! Is it O.K. if I sit here? Another time perhaps? Thanks anyway. May I (borrow it)?
24 The fashion show (revision)	too/ either	Here's John.
25 At the cinema	Prepositions • Why? . . . because	
26 What's on television tonight?	What time is it? • It's five past one etc. • 1st-12th	What's on (T.V.) tonight? I'm home! . . . at (your mother's)
27 In prison	(I'm) going to (do it) • + Q + Neg.	
28 An English wedding	They're doing it • They're going to do it.	For ever and ever In a few months
29 Computer dating	I like/ he likes (music) • + Q + Neg.	For example. What about? How old are you? What!
30 I want you, Fiona	I/ He want(s), need(s), love(s) (you) • + Q + Neg.	Why not?
31 Everyday conversation		How long for? Just for (2 days) I'm going away. What kind is it? I think so. As soon as possible
32 An interview	Simple Present (Everyday habits)	
33 Every day	Simple Present (Everyday habits cont.)	
34 What's my job? (revision)	Simple Present Question forms	Ladies and Gentlemen. Welcome to . . .
35 Never on a Sunday	Simple Present + frequency adverbs	Why don't you . . . ?

Index to units 36-56

Unit	Main teaching point	Expressions
36 A questionnaire	Simple Present + frequency adverbs • + Q + Neg.	
37 What does he do every day?	Simple Present // Present Progressive	at the moment
38 Well or badly?	How (do you) do it? • I (do) (it) well.	
39 Everyday conversation	I think so • I don't think so.	How do you (come) to (school)? How long does it take? What's the matter? Would you like to dance?
40 A personal letter (revision)		Give my regards/ love/ best wishes to everybody. It's not bad.
41 Where were you yesterday?	I/ you/ he/ she was here • We/ you/ they/ were here • + Q + Neg. When? Where? • Months	
42 Holidays	There was/ were • - Q + Neg. • What was (it) like?	
43 Everyday conversation	It's too (big) for (me).	What's wrong with it? What size are you? I'm not sure. Are you sure? The right size. The wrong size. Can you measure me? Let me see.
44 Return from space	Simple Past 'to have' • + Q + Neg.	
45 Yes, dear!	Simple Past of Irregular verbs have/ go/ come/ get • + Q + Neg.	(John), is that you?
46 In the office	Simple Past of Regular verbs • + Q + Neg.	
47 The story of Willy the Kid	Simple Past of Regular verbs, contd.	
48 Foreign holidays	Simple Past of Irregular verbs, contd.	
49 Survivors	not much (food)/ not many (biscuits)/ only a little (food)/ only a few (biscuits)	
50 Robbie and the Rebels	Simple Past + adverbs of manner	I know!
51 Everyday conversation	Simple Past + ago	Thank goodness! I thought. Have a cigarette. I'm trying to stop. Come on! I insist. No, really.
52 The eight o'clock news	More verbs in the Simple Past	
53 Howard Hughes	Simple Past • Intensive Question Practice	He was born in (Houston) in (1905).
54 The boss and the secretary (revision)	Simple Present // Present Progressive	
55 An accident	(He) (was) (doing) it • + Q + Neg. + What Q	
56 An investigation	(He) (was) (doing) it when (something) (happened).	

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Unit	Main teaching point	Expressions
57 A photograph album	(I) could (do it) + Q + Neg. when (I was) ten.	
58 A spy story	(I) must/ mustn't/ needn't (do it) • + Q + Neg.	all the time Good luck!
59 Everyday conversation Telephoning		Hello. This is (Tom) here. Hang on a minute. I'll see. Mary's out. Could you take a message? Can I dial direct to (Zurich)? What's the S.T.D. code number please? What's the name? I'd like to make (a 3 minute call) to (Zurich). I'll call you back.
60 Another personal letter (revision)		I miss you a lot.
61 On the moon	(I've) (opened) it • (He's) (opened) it • - Q + Neg. + What?	
62 Where's he gone?	Present Perfect with been/ gone • - Q + Neg.	
63 Everyday conversation	More regular verbs in Present Perfect • just/ already	What's wrong? Be careful!
64 Town and country	too much/ too many • not enough	
65 A tour of Europe	(He has)n't been (there) yet • (Has he) been (there) yet? • (He's) never been there before • (Have you) ever been (there)?	
66 A call from home	How much/ many (has he) done?	
67 Have you ever . . . ?	Present Perfect // Simple Past	
68 Comparisons 1	Tommy's (older) than Billy • A car's (more expensive) than a motorcycle.	
69 A hard life	If you/ we/ they have to (do) it • He/ she has to (do) it • + Q + Neg • (I) had to do it + Q + Neg.	
70 Comparisons 2	Mary's the (tallest) • It's the (most expensive) coat.	
71 Brutus Cray — the greatest (revision)	How long (have you) been the champion? • I've been the champion for 10 years.	
72 George and Brenda	Will you (do it)? • Shall I (do it)? • Shall we (eat out)? • Let's go • No, you won't.	
73 Everyday conversation	It's the most (dangerous corner) I've ever (seen) • There's been (an accident) • It's the same as (yours) • He's as (rich) as (Rockefeller)	

Index to units 74-80

Unit	Main teaching point	Expressions
74 <i>Something/ anything/ nothing/ everything</i>	Something/ -body/ -where • – Q + Neg. • + Every • Are there any left?	Let me have a look.
75 Four lives	Present Perfect with for/ since	in love
76 A night out (revision)		
77 The election results	One/ some/ all/ both/ neither/ none	
78 The Daily News (revision)		
79 Everyday conversation		What kind of (flowers) would you like? What do you recommend? ... at this time of year. I'll have a (dozen roses). What a lovely surprise! Shall I open it now? I love chocolates. Thank you. Thank you very much indeed. I've got so much to do. Don't be silly! The last train.
80 A fourth letter (revision)		Anyway. All my love

1 Hello



Exercise 1



David Clark
Linda Martin

He's David Clark. . . .
She's Linda Martin. . . .



Alan Smith
Susan Smith

. . . .
. . . .



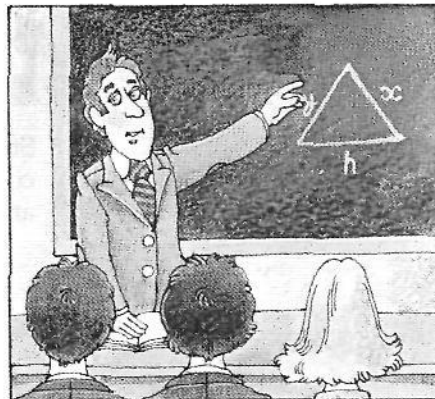
John Green
Carol Green

. . . .
. . . .

Exercise 2



Is she a teacher?
No, she isn't.
Is she a student?
Yes, she is.



. . . a student?
No, . . .
. . . a teacher?
Yes, . . .

Target Structures

I'm	a student.	Where	am I	from?
You're			are you	
He's	from England.		is he	
She's			is she	

Am I	a student?	Yes,	I am.
Are you			you are.
			he is.
			she is.

Is he	from England?	No,	I'm not.
Is she			you aren't
			he isn't.
			she isn't.

Vocabulary

Numbers: 1-4

Letters: A-H

student, teacher

Countries: Canada, Japan, England, France, and the countries of your students.

Expressions

Hello.

How are you?

I'm very well, thanks. And you?

I'm fine, thanks.

Note: This unit may be divided into two lessons, with a break after 1.16.

1 Greet the class.

T: Hello. C: Hello.

and use gesture to indicate (a) choral response, (b) individual response.

2 T: Open your books. Close your books.

Use gesture to demonstrate.

3 T: Open your books at Unit One. Indicate this in your open book.

Cover the text. Show them how to use a mask.

4 Dialogue 1 (A & B)

T: Look and Listen. Play the cassette or act out the text.

5 Listen and Repeat.**6** Use the pattern to introduce yourself to all the students individually. Get them to introduce themselves to you.**7** Pair Work. Students introduce themselves to their neighbours. Get them to circulate around the class introducing themselves.**8** T: Repeat: A . . . B . . . A . . . B. Now, read Conversation 1. (A/B/A/B)**9** Use the pattern *Hello, I'm . . .* to introduce yourself to students. They respond. T: Listen . . . *He's (Hans Schmidt) . . . Repeat!* Do the same with a number of students, both male and female. (In a single-sex class, use simple board drawings, or flashcards.)T: *I'm (Mary Smith).* Point to individual students, and feign ignorance of their names with gesture.C: *He's . . . , She's . . . , I'm . . .*T: *You're (Maria Garcia).* Indicate yourself to elicit *You're (Mary Smith).***10** Dialogue 2 (C&D) T: *Cover the text. Look and Listen.* Play the cassette or act out the text.**11** Listen and Repeat.**12** Ask several students *Are you a teacher? / Are you a student?*S: *Yes, I am / No, I'm not.*Use gesture to teach: *Ask him / Ask her.***13** Pair Work (on Dialogue 2).**14** T: Repeat C . . . D . . . C . . . D. Now, Read Conversation 2. (C/D/C/D).**15** T: Listen. Indicate a student.*Is he a teacher? . . . No, he isn't . . . Repeat.**Is she a student? . . . Yes, she is . . . Repeat.*

Ask questions about several students to elicit:

*Yes, he is / Yes, she is / No, he isn't / No, she isn't.*Use gesture to elicit questions and answers about individual students (i.e. point to (Maria), point to another student, who asks *Is she a teacher?*).

Select a third student, who replies.

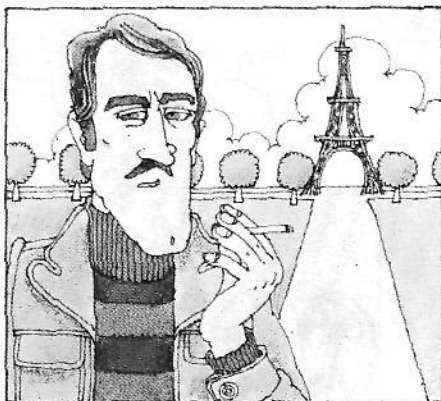
16 Pair Work. Students ask each other about other members of the class and answer.**This point could be the end of the first lesson.**



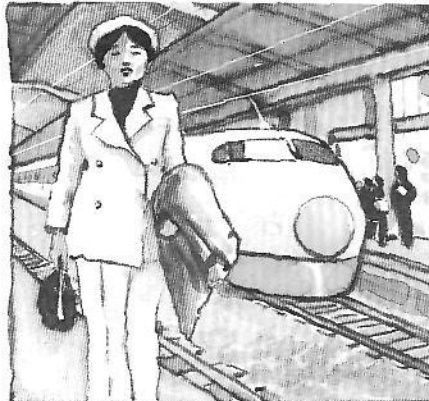
Exercise 3



Is he from England?
No, he isn't.
Where's he from?
He's from Canada.



... Canada?
No, ...
...?
... France.



... France?
...
...?
... Japan.

Exercise 4

Are you a teacher?
...
Are you a student?
...
Are you from England?
...
Where are you from?
...

17 Dialogue 3 (E & F) T: *Cover the text. Look and Listen.* Play the cassette or act out the text.

18 Listen and Repeat.

19 Use the pattern to ask the students where they are from. With a single nationality group use towns or districts.

T: *Ask him/Ask her/Ask me.*

20 Pair Work.

21 Use gesture to indicate individual students.

T: *Is he from England?* C: *No, he isn't.*

T: *Where's he from?* C: *He's from*

Use gesture to elicit questions and answers about individual students.

22 Pair Work. Students ask each other about individual students and answer.

23 T: *Repeat: E . . . F . . . E . . . F. Now, read Conversation 3.*
(E/F/E/F)

24 T: *Listen.*

Am I a teacher?

Am I a student?

Am I from England?

Am I from Canada?

C: *Yes, you are.*

No, you aren't.

Get students to ask questions about themselves.

25 Drill. Set this up very carefully. See the note on drills in the introduction.

T: *he*

T: *Where's he from?*

T: *I*

T: *Where am I from?*

T: *he*

C: *Where's he from?*

Continue:

I

she

you

John

Mary

26 Dialogue 4 (G & H) T: *Cover the text. Look and Listen.* Play the cassette or act out the text.

27 Listen and Repeat.

28 Leave the room briefly, re-enter and greet several individual students by name using the pattern.

29 Pair Work.

30 T: *Repeat: G . . . H . . . G . . . H. Now, read Conversation 4.*
(G/H/G/H)

31 Refer students to Exercises 1-4. Run through them orally. Set them in class or for homework.

2 Excuse me!

I Excuse me!

J Yes?

I Are you English?

J Pardon?

I Are you English?

J Oh, yes. Yes, we are.

I Oh, I'm English. Are you on holiday?

J No, we aren't. We're businessmen.



J Please, sit down . . .

I Thank you.



J Tea?

I Yes, please.



J Sugar?

I No, thanks.



J Where are you from?

I I'm from London.

J Are you a businessman?

I No, I'm not. I'm a tourist.

Target Structures

We	're English.	We	aren't American.
They		They	
You		You	

Are	we	Japanese?
	they	
	you	

Yes,	we	are.	No,	we	aren't.
	they			they	
	you			you	

Vocabulary

Numbers: 1-12	businessmen*
Nationalities	businessman
tea	tourist
sugar	on holiday

Expressions

Excuse me!	Thank you.
Yes?	Yes, please.
Pardon?	No, thanks.
Please sit down.	

*Note that these words have been chosen for the wide coverage which they provide. This unit may be divided into two lessons, with a break after 2.13.

- 1 Briefly revise the previous lesson
 - 2 Dialogue 1. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.
 - 3 Listen and Repeat.
 - 4 Silent Reading.
 - 5 Pair Work. T: Repeat. I . . . J . . . I . . . J. Then commence pair work.
 - 6 Transfer. Say to individual students, or to pairs of students:

Excuse me.	S: Yes?
Are you (French)?	S: Pardon?
Are you (French)?	S: Yes, I am/Yes, we are.
I'm English. Are you on holiday?	S: No, I'm not . . . I'm a student.
	SS: No, we aren't . . . We're students.
- Get the students to do it in pairs without the text.
- 7 T: Look at the picture. Look, listen and repeat.
They're English.
They aren't American.
They aren't on holiday.
 - 8 Transfer. Indicate pairs or groups of students to elicit:
They're French, etc.
They aren't English.
They're students.
They aren't businessmen.
 - 9 T: Look at the picture. Look, Listen and Repeat.
They're English. They aren't American.
Are they American? . . . No, they aren't.
Are they English? . . . Yes, they are.

10 Question and Answer:

T: Are they American? (C: No, they aren't).
Are they Italian?/Scottish?/Swiss?
Are they English? (C: Yes, they are)
Extend this pattern into the classroom. Ask questions about the students, using *Is he . . . ? Is she . . . ? Am I . . . ? Are they . . . ? Are you . . . ?* with the various nationalities.
Ask him/Ask her/Ask me/Ask them.

11 Drill

T: he
T: He's English.
T: they
T: They're English.
T: he
C: He's English.

Continue:

They
She
I
You
We

12 Drill

T: he
T: He isn't English.
T: they
T: They aren't English.
T: he
C: He isn't English.

Continue:

they
she
I
you
we

13 Drill

T: he
T: Is he English?
T: they
T: Are they English?
T: he
C: Is he English?

Continue:

they
she
I
you
we

This point could be the end of the first lesson.

- 14 Dialogue 2. Focus attention on the pictures. Ensure the text is masked. Play the cassette or act out the text.
- 15 Listen and Repeat.
- 16 Silent Reading.
- 17 Pair Work.

18 Transfer: Offer individual students items, to elicit *Yes, please/No, thanks* using *tea, sugar, Coca-Cola, whisky, vodka, coffee*.

T: Where are you from?/Are you a businessman?
Ask him/Ask her/Ask me.

Get them to do it in pairs without the text.

continued

Where are you from?



1 He's from New York.
He's American.



2 She's from Paris.
She's French.



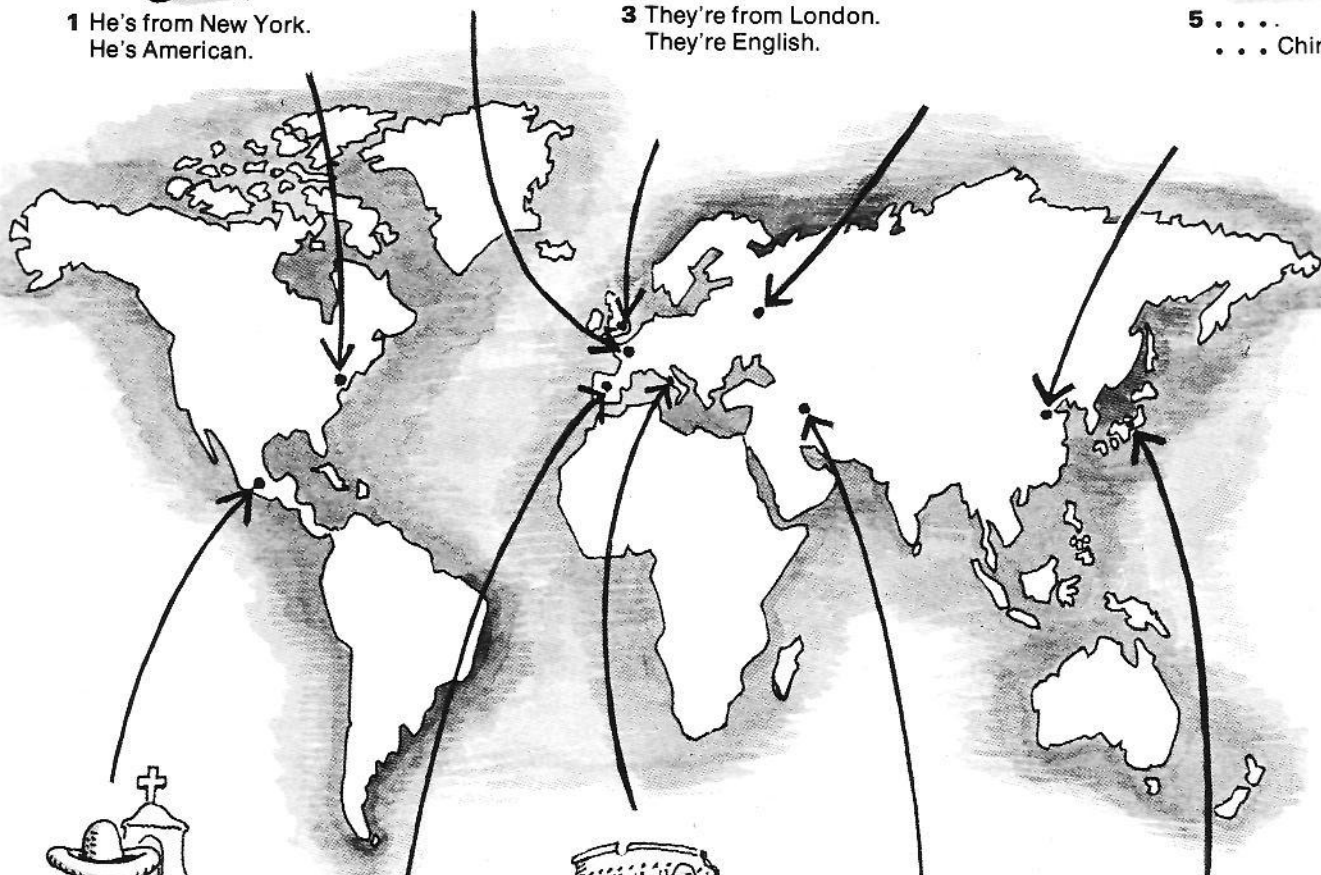
3 They're from London.
They're English.



4
. . . . Russian.



5
. . . . Chinese.



6
. . . . Mexican.



7
. . . . Spanish.



8
. . . . Italian.



9
. . . . Iranian.



10
. . . . Japanese.

19 Refer students to the second page of Unit 2. *Look, Listen and Repeat.*

T: *Picture 1. He's from New York. He's American.*

Run through Pictures 1-10.

20 T: *Picture 1. C: He's from New York. He's American.*

Run through Pictures 1-10.

21 *Look, Listen and Repeat.*

T: *Picture 1. Is he from New York? Is he American?*

Run through pictures 1-10.

22 T: *Picture 1. C: Is he from New York? Is he American?*

Run through Pictures 1-10.

23 T: *Is he from New York? Yes, he is.*

Is he from London? No, he isn't.

Is he English? No, he isn't.

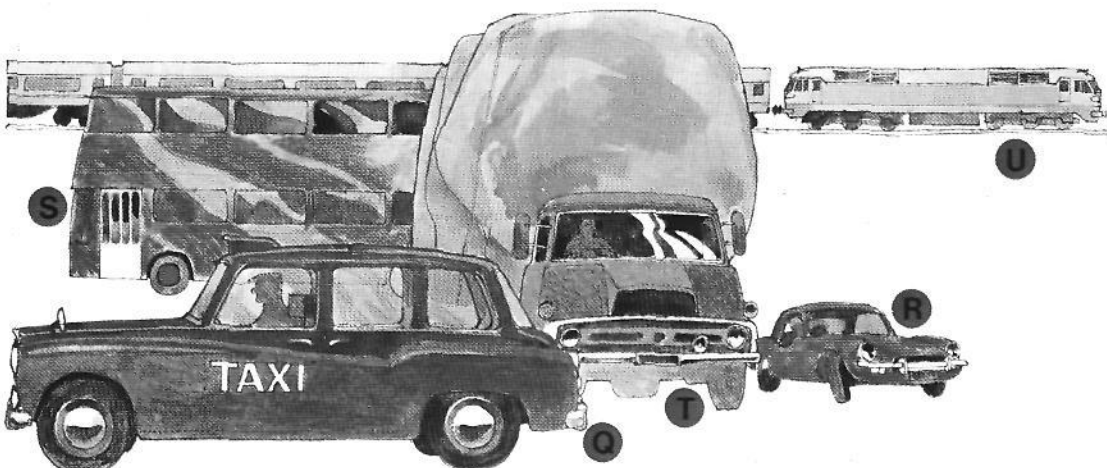
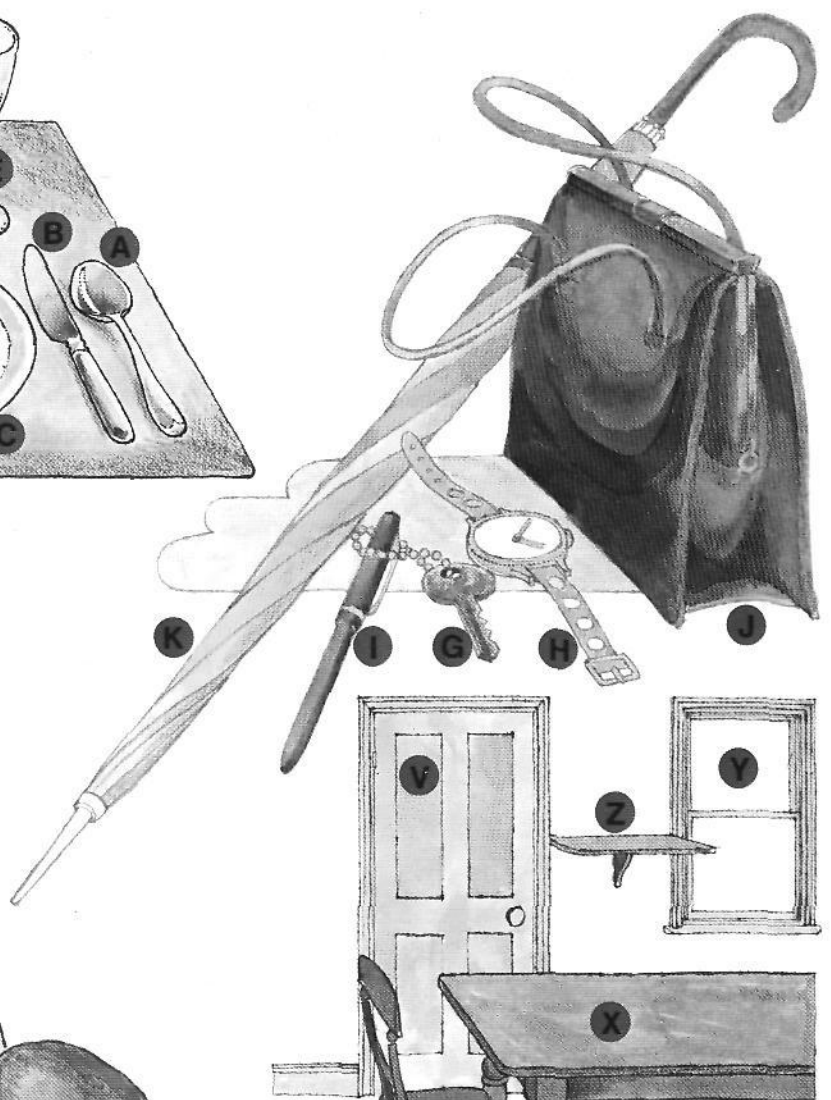
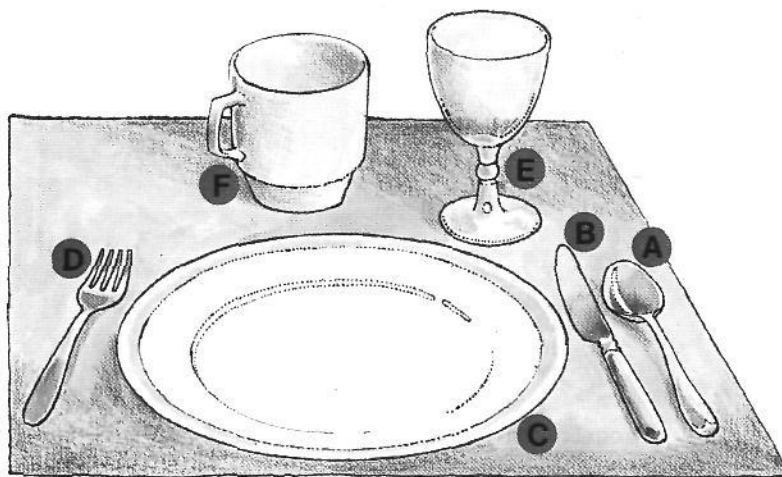
Is he American? Yes, he is.

Run through pictures 1-10 eliciting affirmative/negative responses.

24 Pair Work.

25 Set the exercise in class or for homework.

3 What is it?



Exercise 1

- Example
a car . R .
an egg . L .
- a glass . . .
 - a table . . .
 - a bus . . .
 - an apple . . .
 - a handbag . . .
 - a knife . . .
 - a key . . .
 - a chair . . .
 - a train . . .
 - an ice-cream . . .
 - a plate . . .
 - a cup . . .
 - an umbrella . . .
 - a window . . .
 - a watch . . .
 - a spoon . . .
 - an orange . . .
 - a fork . . .
 - a shelf . . .
 - a lorry . . .
 - a pen . . .
 - a door . . .
 - a lemon . . .
 - a taxi . . .

Target Structures

What is *it?*
this?
that?

What are *they?*
these?
those?

It *'s* a pen.
This *is*
That *is(n't)*

They *are(n't)* pens.
These
Those

Is *it* a pen?
this
that

Are *they* pens?
these
those

Yes, it is.
No, it isn't.

Yes, they are.
No, they aren't.

Vocabulary

The alphabet. Plural forms

clock	A spoon	N orange
radio	B knife	O ice-cream
ashtray	C plate	P lemon
bed	D fork	Q taxi
house	E glass	R car
towel	F cup	S bus
	G key	T lorry
cups	H watch	U train
keys	I pen	V door
glasses	J handbag	W chair
lorries	K umbrella	X table
knives	L egg	Y window
	M apple	Z shelf

Note: This unit may be divided into two lessons, with a break after 3.14.

1 Briefly revise the previous lesson by asking and getting students to ask each other questions.

2 A number of objects, including some pairs of objects, will be a useful teaching aid. Use several objects. Hold one up and say:

Look at this! It's a pen. What is it? It's a pen.

Listen and Repeat.

Follow the above procedure with all the objects.

3 Choose a classroom object. Point at it and say:

Look at that! It's a window. What is it? It's a window.

Listen and Repeat. Follow the above procedure with a number of classroom objects.

4 Demonstrate the difference between *this* and *that* by choosing one object close to you and one further away.

T: *This is a pen. That's a window.*

Give prompts if necessary, e.g. book, door.

This is a book. That's a door.

5 Using classroom objects, act out:

Is this a pen? Yes, it is. Is this a book? No, it isn't.

Is that a window? Yes, it is. Is that a door? No, it isn't.

Listen and Repeat.

Ask questions using *Is this/that . . . ?* C: Yes, it is/No, it isn't.

Ask him/Ask her/Ask me.

6 Pair Work.

7 Choose a pair of identical objects near to you.

Look at these. They're pens.

What are they? They're pens.

Follow the same procedure with a few pairs of identical objects near to you (books, shoes, trousers, etc).

Get individual students to do the same.

8 Choose a pair of identical objects away from you.

Look at those. They're windows.

What are they? They're windows.

Follow the above procedure with a few pairs of identical objects away from you (lights, chairs, books, pens, etc).

Get individual students to do the same.

9 Demonstrate the difference between *these* and *those* by choosing a pair of objects close to you and a pair further away.

These are pens. Those are windows.

Get individual students to do the same. Give prompts if necessary, e.g.: *books - lights:*

These are books. Those are lights.

10 Using classroom objects, act out:

Are these pens? Yes, they are. Are these chairs? No, they aren't.

Are those books? Yes, they are. Are those books? No, they aren't.

Listen and Repeat.

Ask questions using *Are these/those . . . ?* C: Yes, they are/

No, they aren't.

Ask him/Ask her/Ask me.

11 Pair Work.

12 Refer students to Picture Group 1.

Focus attention on A.

T: *Look at A. Repeat: A. It's a spoon. Repeat.*

Do the same for B, C, D, E, F.

T: *Look at A . . . What is it?* C: *It's a spoon.*

Do the same for B, C, D, E, F.

13 Look at A . . . Is it a spoon? C: Yes it is.

Look at B . . . Is it a cup? C: No, it isn't.

14 Pair Work.

Act out: *Look at A. What is it? It's a spoon.*

Students do this in pairs for Picture Group 1.

This point could be the end of the first lesson.

15 Picture Group 2. Follow the same procedure (3.12-3.14).

Note: *It's an umbrella.*

16 Picture Group 3. Follow the same procedure.

17 Picture Group 4. Follow the same procedure.

18 Picture Group 5. Follow the same procedure.

19 Now point out:

an apple/an egg/an ice-cream/an orange/an umbrella.

Write up an

a
e
i
o
u

Tell the students to write it down.

20 Drill:

T: *spoon*

T: *a spoon*

T: *egg*

T: *an egg*

T: *spoon*

C: *a spoon*

Continue:

egg

pen

window

umbrella

key

orange

ice-cream

handbag

apple

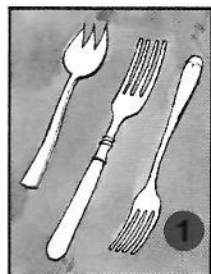
21 Refer students to Exercise 1.

Set it for homework or in class.

continued

What are they?

Exercise 2



1 They're forks.

2

3

4

5

6

7

8

Use these words:

watches

cups

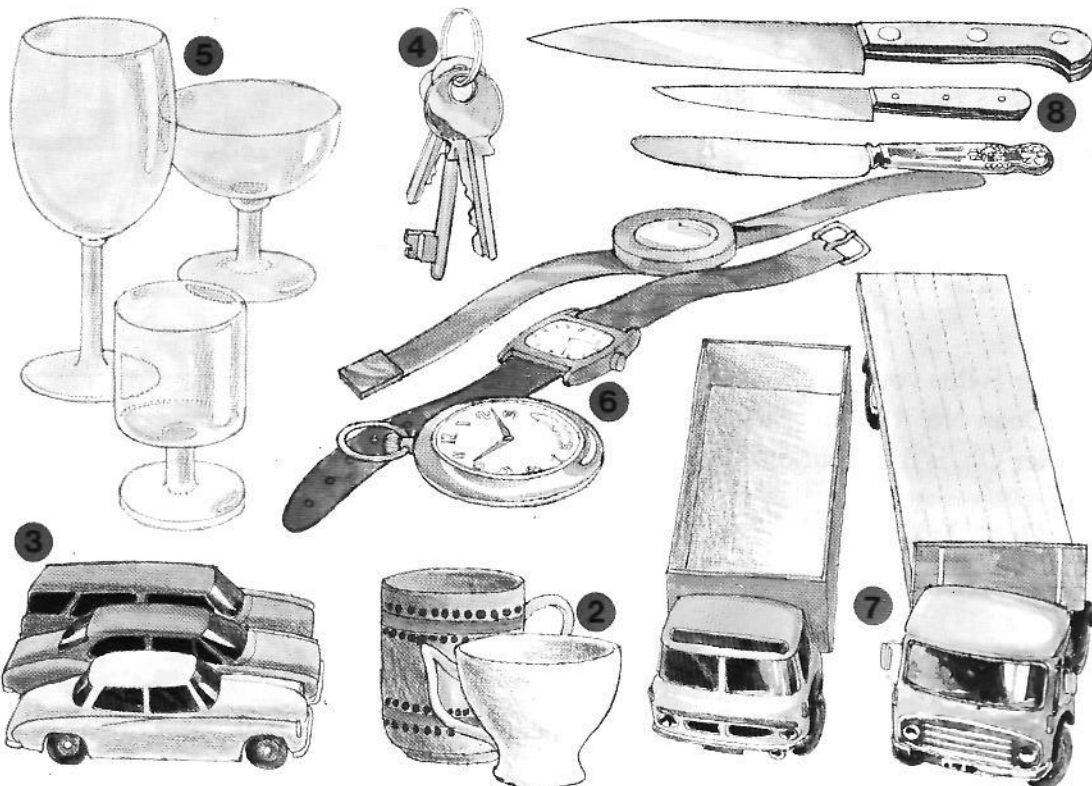
knives

keys

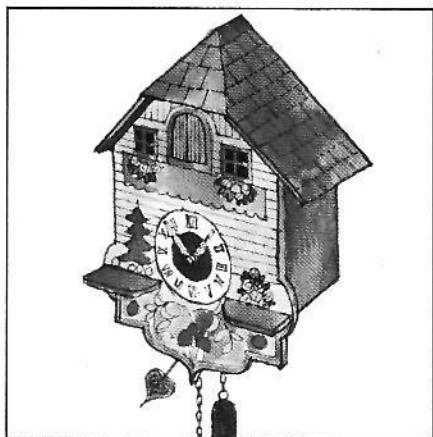
lorries

cars

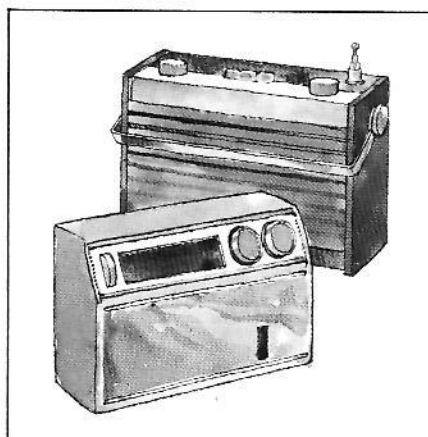
glasses



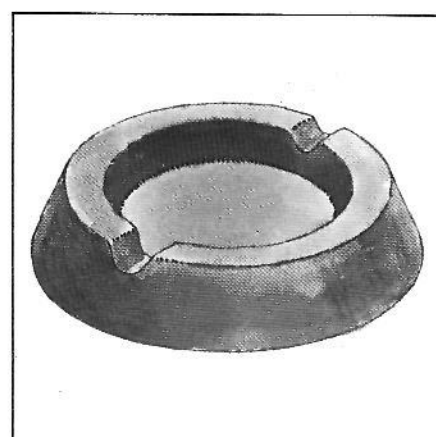
Exercise 3



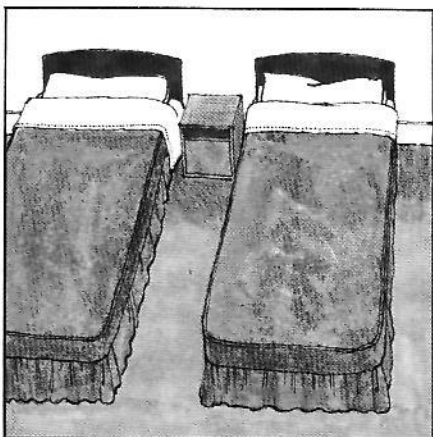
1 What is it?
It's a clock.



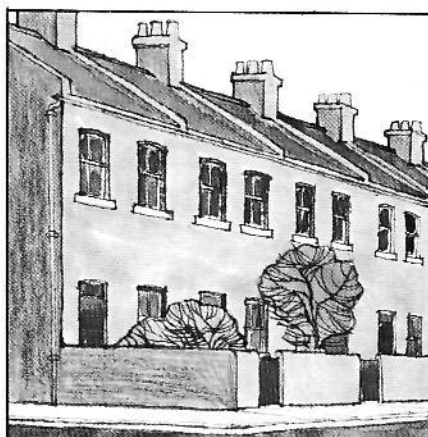
2 What are they?
They're radios.



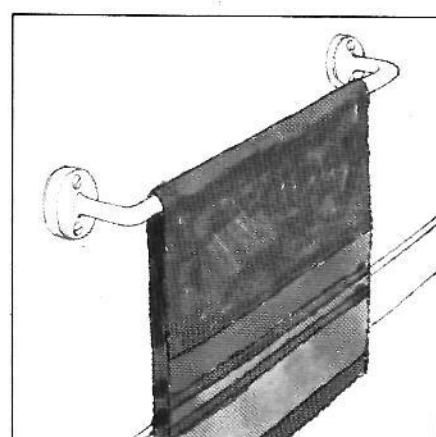
3 . . . ?
. . . ashtray.



4 . . . ?
. . . beds.



5 . . . ?
. . . houses.



6 . . . ?
. . . towel.

22 Focus attention on pictures 1-8 (Exercise 2).

Look, Listen and Repeat.

T: *Look at Picture 1. They're forks.*

Do the same for 2-8.

23 T: *Picture 1. What are they?* C: *They're forks.*

Do the same for 2-8.

24 Ask questions.

T: *Look at 1. Are they forks?* C: *Yes, they are.*

T: *Look at 2. Are they glasses?* C: *No, they aren't.*

25 Pair Work.

Act out: *Look at 1. What are they? They're forks.*

Students do this in pairs for Pictures 1-8.

26 Aural Discrimination.

Demonstrate the three plural endings by getting students to listen and repeat.

[s] = 1 [z] = 2 [ɪz] = 3

T: *cups = 1 cars = 2 watches = 3*

Give prompts to which the class responds (in chorus) 1, 2, or 3.

Prompts: *cups/cars/watches/oranges/forks/chairs/windows/buses/plates.*

27 Focus attention on Picture 1. Tell them to write answers for 2-8 in class or for homework.

28 Focus attention on Exercise 3.

Run through orally. Set in class or for homework.

4 What's your name?

Mr Dean Good evening.

Receptionist Good evening, sir.

What's your name, please?

Mr Dean My name's Dean.

Receptionist Ah, yes . . . Mr

Dean . . . Room 15. Here's your key.

Mr Dean Thank you.

Porter Is this your case?

Mr Dean No, it isn't.

Porter Oh, is that your case over there?

Mr Dean Yes, it is.

Mr Brown Good evening.

Receptionist Good evening.

What are your names, please?

Mr Brown Mr and Mrs Brown.

Receptionist Ah, yes . . . here's your key.

Porter Are these your cases here?

Mr Brown No, they aren't.

Porter Oh, I'm sorry. Are those your cases over there?

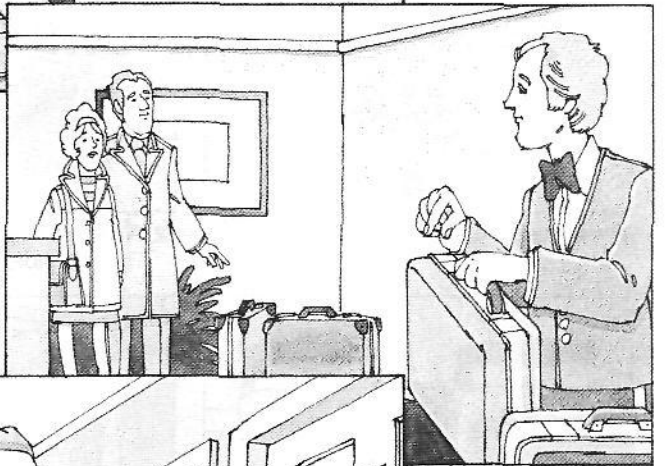
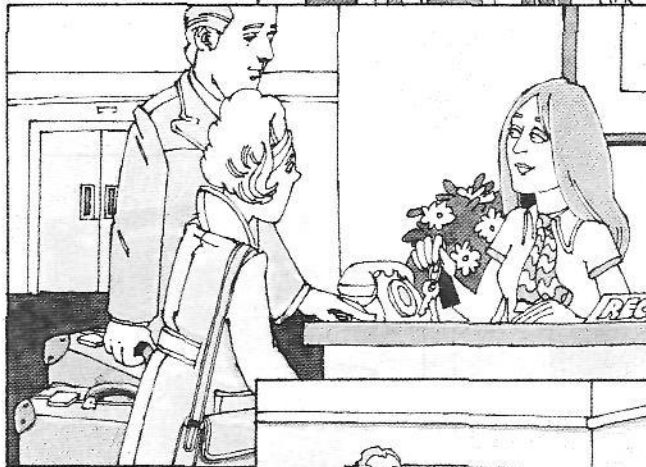
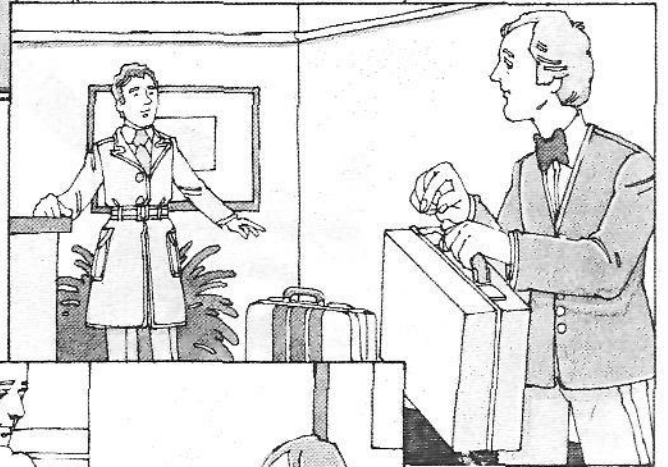
Mr Brown Yes, they are.

Mrs Brown Is this our room?

Mr Brown What's the number?

Mrs Brown 14.

Mr Brown Oh, no, it isn't. That's our room . . . number 13.



Target Structures

What's	my	job?	I'm a teacher.
	your		
	his	name?	My name's John.
	her		

What are	our	jobs?	They're teachers.
	your		
	their	names?	Their names are Mr & Mrs Smith.

Vocabulary

Numbers: 13-24

here	reception	porter
there	manager	cleaner
case	receptionist	pilot
room	waiter	air hostess
number	secretary	taxi-driver
airport	cook	mechanic
		policeman

Expressions

Good evening
Thank you very much
over there
Here's your key

Note: This unit may be divided into two lessons, with a break after 4.30.

- Briefly revise the previous lesson.
- Dialogue 1. Set the situation. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.
- Listen and Repeat.
- Silent Reading.
- Pair Work.
- Transfer.
Say *My name's (X). What's your name?* to several students. Get the students to go through the dialogue, in pairs substituting their own names.
- Dialogue 2. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.
- Listen and Repeat.
- Drill:
T: *case/here*
T: *Is this your case, here?*
T: *umbrella/there*
T: *Is that your umbrella there?*
T: *case/here*
C: *Is this your case here?*
- Silent Reading.
- Pair Work.

12 Transfer:
T: Is

this	your	case
that		bag
		etc.

 here? C: Yes, it is.
No, it isn't.

Get the students to do the same in pairs.

- Dialogue 3. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

- Listen and Repeat.

- Silent Reading.

- Pair Work.

- Transfer. Collect a number of objects from students, then return them saying, T: *Here's your key.* S: *Thank you very much.*

- Dialogue 4. Focus attention on the picture. Ensure the text is masked.

- Listen and Repeat.

- Drill:
T: *cases/here*
T: *Are these your cases, here?*
T: *keys/there*
T: *Are those your keys, there?*
T: *cases/here*
C: *Are these your cases, here?*

Continue:
keys/there
books/there
cigarettes/here
cases/there
pens/here

- Silent Reading.

- Pair Work.

- Transfer. Ask questions:
T: *Are those your pens there?* S: *Yes, they are.*
T: *Are these your books here?* S: *No, they aren't, etc.*
Get the students to do the same in pairs.

- Dialogue 5. Focus attention on the picture. Ensure the text is masked.

- Listen and Repeat.

- Silent Reading.

- Listen and Repeat.

- Transfer. Get the students to go through the dialogue in pairs, substituting different numbers.

- Say *Listen. My name's (X).*
Use gesture to elicit: *My name's (Y)* from several students. Point at a student. T: *Your name's (Y).*
Use gesture to elicit: *Your name's (X)* from several students. Point at a student. T: *His name's (Y), Her name's (Z).*
Use gesture to elicit: *His name's (Y), Her name's (Z), etc.*
Point at (Y) and (Z) T: *Their names are (Y) and (Z).*
Use gesture to elicit: *Their names are (Y) and (Z).*
Bring out a student to join you. T: *Our names are (X) and (Y).*
Point at pairs of students to elicit: *Our names are (A) and (B), etc.*

- Transfer. Ask questions:
T: *What's my/your/his/her name?* S: *My/your/his/her name's X/Y/Z.*
T: *What are our/their/your names?* S: *Our/Their/Your name's are X & Y/Z & X/Y & Z.*

This point could be the end of the first lesson.

What's your job?



Exercise 1

- Look at 13.
What's his job?
He's a manager.
- Look at 14.
What's her job?
She's a receptionist.
- Look at 15.
What are their jobs?
They're waiters.
- Look at 16.
....?
-
- Look at 17.
....?
-
- Look at 18.
....?
-
- Look at 19.
....?
-

Use these words:

cleaners
cook
secretary
porter



Exercise 2

- Look at 20.
What's his job?
He's a pilot.
- 21?
-
- 22?
-
- 23?
-
- 24?
-

Use these words:

pilot
policemen
air-hostess
taxi driver
mechanic

Exercise 3

- What's your name?
....
- What's your job?
....

31 Focus attention on the picture What's your job?

Look, Listen and Repeat.

13 ... *He's a manager.*

14 ... *She's a receptionist.*

15 ... *They're waiters.*

16 ... *He's a porter.*

17 ... *She's a secretary.*

18 ... *He's a cook.*

19 ... *They're cleaners.*

32 T: 13. C: *He's a manager.*

Do the same for Pictures 14-19.

33 *Look, Listen and Repeat.*

13 ... *What's his job?*

14 ... *What's her job?*

15 ... *What are their jobs?*

16 ... *What's his job?*

17 ... *What's her job?*

18 ... *What's his job?*

19 ... *What are their jobs?*

34 T: 13. C: *What's his job?*

Do the same for Pictures 14-19.

35 Pair Work. T: 13 ... *What's his job?* ... *He's a manager.*

Students do the same in pairs for pictures 13-19.

36 Set Exercise 1 in class or for homework.

37 Focus attention on the second picture (Exercise 2).

Look, Listen and Repeat.

20 ... *He's a pilot.*

21 ... *She's an air-hostess.*

22 ... *They're policemen.*

23 ... *He's a mechanic.*

24 ... *He's a taxi-driver.*

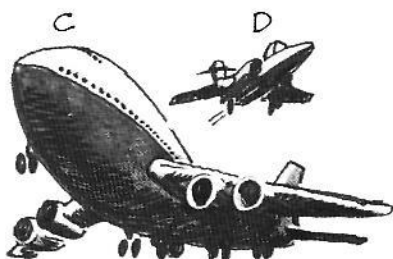
38 Pair Work. T: 20 ... *What's his job?* ... *He's a pilot.*

Students do the same in pairs for pictures 20-24.

39 Set Exercise 2 in class or for homework.

5 I'm cold

A Ooh! I'm cold!
 B Are you?
 A Yes, I am.
 B Oh, I'm not. I'm hot!



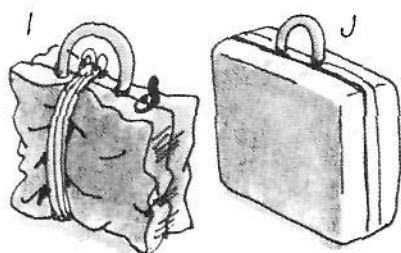
C It's big. D It's small.



E F



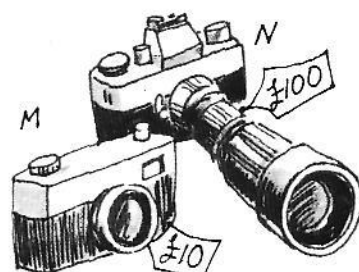
G H



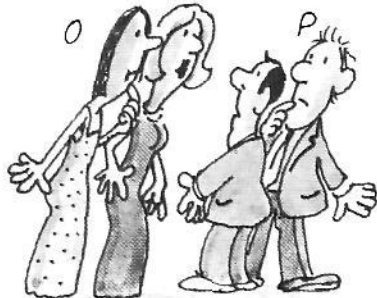
I J



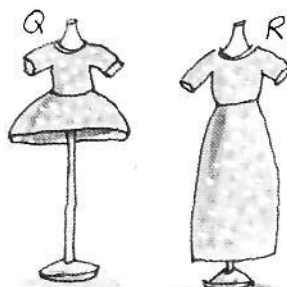
K L



M N



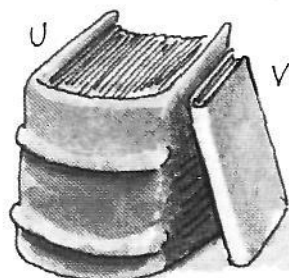
O P



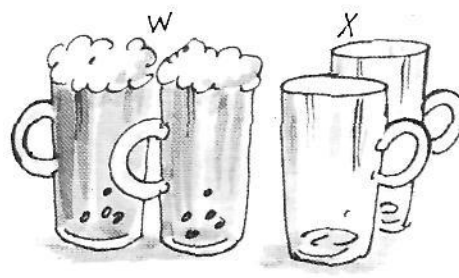
Q R



S T



U V



W X



Y Z

Use these words: full
 empty
 rich
 poor
 thick
 thin

old
 new
 cheap
 expensive

tall
 short
 fat
 thin

strong
 weak
 old
 young

beautiful
 ugly
 long
 short

Target Structures

High frequency adjectives.

He's cold.

He isn't cold.

Is he cold?

Vocabulary

A cold	N expensive	thirsty
B hot	O tall	hungry
C big	P short	angry
D small	Q long	sad
E beautiful	R short	tired
F ugly	S fat	light
G old	T thin	heavy
H young	U thick	kilo
I old	V thin	camera
J new	W full	dress
K rich	X empty	plane
L poor	Y strong	man/men
M cheap	Z weak	woman/women

Note: This unit may be divided into two lessons, with a break after 5.12.

- Briefly revise the previous lessons.
- Mini-dialogue. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.
- Listen and Repeat.
- Silent Reading.
- Pair Work.
- Transfer. Ask questions:
T: *Are you hot? Are you cold? Ask him. Ask her. Ask me.* S: *Yes, I am/No, I'm not.*
T: *Is he hot? Is she cold?* S: *Yes, he is/No, she isn't, etc.*
- Focus attention on C and D.
T: C. *Look at that plane . . . it's big . . . Repeat.*
T: D. *Look at that plane . . . it's small . . . Repeat.*
Continue:
E. *Look at that woman . . . she's beautiful.*
F. *Look at that man . . . he's ugly.*
G. *Look at that man . . . he's old.*
H. *Look at that woman . . . she's young.*
I. *Look at that case . . . it's old.*
J. *Look at that case . . . it's new.*
K. *Look at that man . . . he's rich.*
L. *Look at that man . . . he's poor.*
M. *Look at that camera . . . it's cheap.*
N. *Look at that camera . . . it's expensive.*
O. *Look at those women . . . they're tall.*
P. *Look at those men . . . they're short.*
Q. *Look at that dress . . . it's short.*
R. *Look at that dress . . . it's long.*
S. *Look at that man . . . he's fat.*
T. *Look at that man . . . he's thin.*
U. *Look at that book . . . it's thick.*
V. *Look at that book . . . it's thin.*
W. *Look at those glasses . . . they're full.*
X. *Look at those glasses . . . they're empty.*
Y. *Look at that man . . . he's strong.*
Z. *Look at that man . . . he's weak.*

- T: *Look at C. Is it small?* C: *No, it isn't.*
T: *Is it big?* C: *Yes, it is.*
Go through pictures D-Z.

- Drill:
T: C
T: *It's big.*
T: D
T: *It's small.*
T: C
C: *It's big.*

Go through D-Z in the same way.

- Pair Work. Students ask each other questions about the pictures.
S1: C . . . *Is it big?* S2: *Yes, it is.*
S2: D . . . *Is it big?* S3: *No, it isn't, etc.*

- Transfer: Use classroom objects to practise the adjectives: *big/small/old/new/cheap/expensive/thick/thin/full/empty*

Is	my	book	old?	Yes, it is.
	your	pen	new?	
	his	watch		No, it isn't.
	her	bag		

Ask him/ask her/ask me.

- Ask the students to write in the adjectives, in class or for homework.

This point could be the end of the first lesson.



Exercise 1

Helen Wilson's *thirsty*.
 Alan Wilson
 Mrs Wilson
 Miss Cook
 Mr Parker
 Mr Cooper
 Mr West
 and Mr Spencer

sad
 angry
 hungry
 thirsty
 tired
 cold
 hot
asleep



Exercise 2

Look at Steve King. Now write four sentences for:

He's weak.
 He's small.
 He's light.
 He's thin.
 He's young.

- a Big Joe Freezer
He's heavy.
- b Mrs Loot
- c Fred Penny



Mrs Loot

Fred Penny

13 Focus attention on the second page, the first picture.

Ensure the words are masked. Set the situation.

T: *Look at Helen Wilson . . . she's thirsty . . . Repeat.*

Look at Alan Wilson . . . he's hungry . . . Repeat.

Look at Mrs Wilson . . . she's angry . . . Repeat.

Look at Miss Cook . . . she's sad . . . Repeat.

Look at Mr Parker . . . he's hot . . . Repeat.

Look at Mr Cooper . . . he's cold . . . Repeat.

Look at Mr West and Mr Spencer . . . they're tired . . . Repeat.

14 T: *Look at Helen Wilson.* C: *She's thirsty.*

Do the same with the other characters.

15 Ask questions: *Is Helen Wilson thirsty?*

Is she sad?

Are you thirsty?

Are you sad? etc.

Ask him/her/ask me.

16 Pair Work. Students do the same in pairs.

17 Set the exercise in class or for homework.

18 Focus attention on the picture of the boxers. Set the situation.

T: *Look at Joe Freezer. Listen and Repeat: He's*

tall
old
fat
heavy
strong
short
young
thin
light
weak

T: *Look at Steve King. Listen and Repeat: He's*

19 Ask questions:

T: *Look at Joe Freezer: Is he short?*

T: *Look at Steve King: Is he tall?* etc.

20 Pair Work. Students ask each other about Joe Freezer and Steve King.

21 Focus attention on the picture of Mrs Loot and Fred Penny. Set the situation.

T: *Tell me about Mrs Loot.* C: *She's young/beautiful/rich/tall.*

T: *Tell me about Fred Penny.* C: *He's old/ugly/poor/short.*

22 Invention Exercise:

T: *Mr Rockefeller*

T: *He's rich*

T: *A Rolls-Royce*

T: *It's expensive*

T: *Mr Rockefeller*

S: *He's rich.*

Continue:

a Rolls-Royce

Alaska

Robert Redford

Switzerland

London

etc. (Choose topical prompts.)

23 Set Exercise 2 in class or for homework.

6 A nice flat

Agent This is a nice flat, Miss Wilkins. Here's a plan . . .

Miss Wilkins Mmm . . .

Agent There's a living-room.

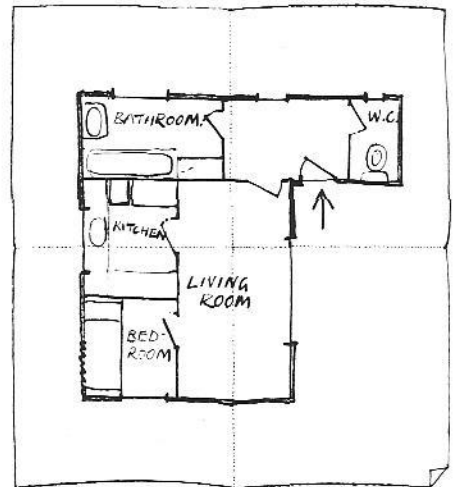
There's a kitchen, a bedroom, a bathroom, and there's a toilet.

Miss Wilkins Is there a balcony?

Agent No, there isn't.

Miss Wilkins . . . and a telephone?

Agent No, there isn't a telephone.



Agent Well here's the kitchen.

Miss Wilkins Hmm . . . it's very small.

Agent Yes, it isn't very large, but there's a cooker and a fridge. There are some cupboards under the sink.

Miss Wilkins Are there any plates?

Agent Yes, there are.

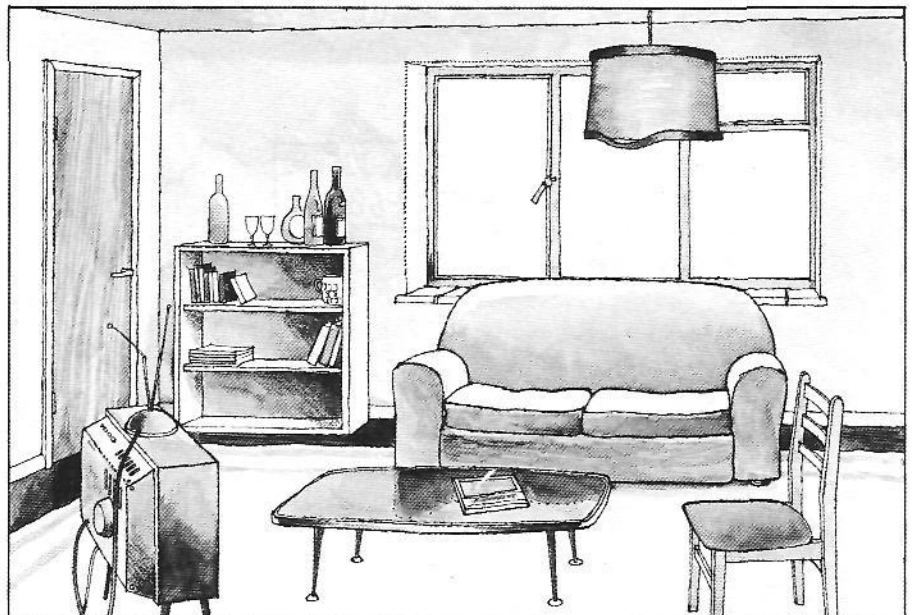
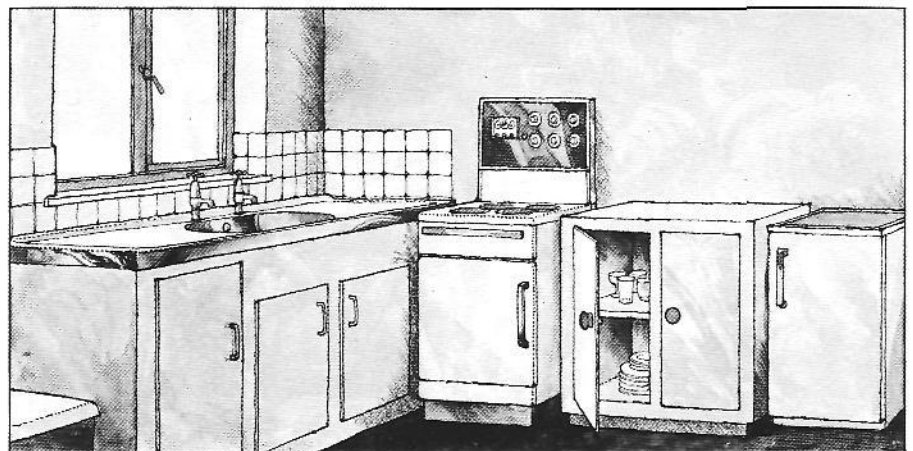
Miss Wilkins Good. Are there any chairs in here?

Agent No, there aren't, but there are some in the living-room.

Miss Wilkins Hmm. There aren't any glasses!

Agent Yes, there are! They're in the cupboard.

Miss Wilkins . . . and . . . er . . . where's the toilet?



Exercise 1

sofa

There's a sofa in the living-room.

radio

There isn't a radio in the living-room.

Write sentences with:

- | | |
|-------------|------------|
| 1 telephone | 3 cupboard |
| 2 chair | 4 table |

Exercise 2

books

There are some books on the shelf.

cups

There aren't any cups on the shelf.

Write sentences with:

- | | |
|-----------|-------------|
| 1 glasses | 3 magazines |
| 2 records | 4 bottles |

Exercise 3

magazine/table?

Is there a magazine on the table?

books/shelf?

Are there any books on the shelf?

Write questions with:

- | |
|-----------------|
| 1 radio/shelf |
| 2 bottles/table |
| 3 records/table |

Exercise 4

Where are the bottles? They're on the shelf.
Where's the chair? It's in the living-room.

Answer the questions:

- 1 Where's the television?
- 2 Where are the glasses?
- 3 Where are the books?
- 4 Where's the sofa?

Target Structures

There's a cooker.

There are some pans.

Is there a garden? | Yes, there is.
| No, there isn't.

Are there any chairs? | Yes, there are.
| No, there aren't.

There isn't a telephone.

There aren't any glasses.

Where is it?

Where are they?

It's in/on/under . . .

Vocabulary

agent	garden	record
flat	telephone	magazine
plan	cooker	table
living-room	fridge	bottle
kitchen	pan	television
bedroom	cupboard	sofa
bathroom	sink	nice
toilet	plate	large
balcony		

Expressions

Good! Here's the kitchen.

1 Briefly revise the previous lesson.

2 Dialogue 1. Set the situation. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out.

3 Listen and Repeat.

4 Drill:

T: living-room

T: There's a living-room.

T: kitchen

T: There's a kitchen.

T: living-room

C: There's a living-room.

Continue:

kitchen

bedroom

bathroom

toilet

5 Say *In the classroom . . .*

Drill:

T: telephone

T: There isn't a telephone.

T: radio

T: There isn't a radio.

T: telephone

C: There isn't a telephone.

Continue:

radio

television

bathroom

toilet

balcony

6 Transfer. T: *In the flat, there's a kitchen . . . Repeat.*

There isn't a telephone . . . Repeat.

T: *In your house . . . kitchen.* S: *There's a kitchen/There isn't a kitchen.*

Give prompts: *telephone/bathroom/balcony/garden/television/radio/bar, etc.*

7 Drill:

T: living-room

T: Is there a living-room?

T: garden

T: Is there a garden?

T: living-room

C: Is there a living-room?

Continue:

garden

kitchen

balcony

telephone

bathroom

8 Silent Reading.

9 Ask questions:

T: *Is there a living room?* C: *Yes, there is.*

T: *Is there a telephone?* C: *No, there isn't, etc.*

10 Pair Work.

11 Dialogue 2. Set the situation. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out.

12 Listen and Repeat.

13 Drill:

T: forks

T: *There are some forks.*

T: cupboards

T: *There are some cupboards.*

T: forks

C: *There are some forks.*

Continue:

cupboards

plates

cups

knives

14 Drill: T: *In the kitchen . . .*

T: eggs

T: *There aren't any eggs.*

T: spoons

T: *There aren't any spoons.*

T: eggs

C: *There aren't any eggs.*

Continue:

spoons

oranges

apples

towels

lemons

15 Transfer:

T: *In the kitchen . . . there are some cupboards . . . Repeat.*

There aren't any towels . . . Repeat.

T: *In the classroom . . . chairs.* C: *There are some chairs.*

T: *. . . pans . . .* C: *There aren't any pans.*

Give prompts: *pens/knives/books/forks/students/spoons/towels.*

16 Drill: T: *In the kitchen.*

T: glasses

T: *Are there any glasses?*

T: eggs

T: *Are there any eggs?*

T: pans

C: *Are there any pans?*

Continue:

eggs

knives

oranges

cupboards

forks

17 Silent Reading.

18 Ask questions:

T: *Are there any pans?* C: *Yes, there are.*

T: *Are there any eggs?* C: *No, there aren't, etc.*

19 Pair Work.

20 Transfer: T: *Ask me about my flat/kitchen:*

T: *television* S: *Is there a television?*

T: *pans* S: *Are there any pans?*

Give prompts if necessary.

21 T: *Look at the picture of the kitchen and listen.*

Drill:

T: *There's a fridge.*

T: *Oh, where is it?*

T: *There are some pans.*

T: *Oh, where are they?*

T: *There's a fridge.*

C: *Oh, where is it?*

Continue:

There are some pans.

There's a cooker.

There are some

cupboards.

There are some plates.

There's a sink.

22 Ask questions:

T: *Where's the fridge?* S: *It's in the kitchen.*

T: *Where are the glasses?* S: *They're on the shelf.*

T: *Where are the cupboards?* S: *They're under the sink.*

Now indicate classroom objects and ask questions:

T: *Where are your books?* S: *They're on my desk.*

T: *Where's your pen?* S: *It's in my pocket.*

T: *Where's your bag?* S: *It's under my chair, etc.*

You may wish to move classroom objects, to elicit *in/on/under*.

23 Pair Work. Students ask each other questions as above.

24 Refer to the picture of the living-room. Set the exercises.

7 Everyday Conversation

A Excuse me.

B Yes?

A Is there a post office near here?

B Yes, there is.

A Is it far?

B No, it isn't very far. First right, second left.

A Thank you very much.

B That's all right.

post office

bus stop

bank

café

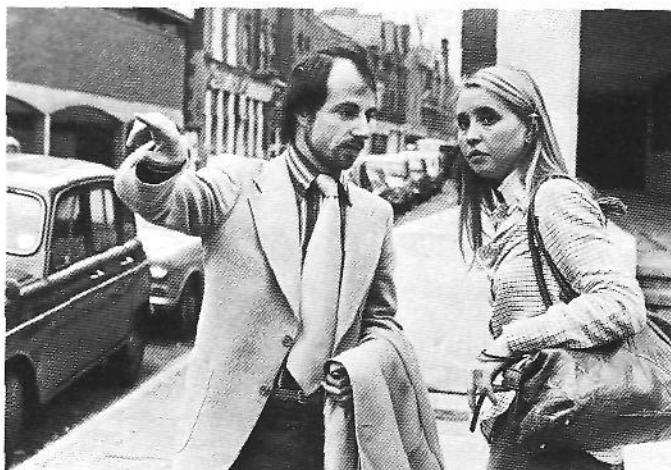
telephone box

supermarket

first

second

third



C Mrs Connor, could you pass the salt please?

D Certainly.

C Thank you very much.

D And the pepper?

C No, thank you.

salt

sugar

bread

vinegar

pepper?

milk?

butter?

oil?



E Good evening.

F Good evening.

E Half of bitter, please.

F Here you are, sir.

E Thank you very much. How much is that?

F 15p.

a pint

half a pint

a whisky

a double whisky

with lemon

with soda

with Coke

10p

£1.15

£1.50



G Are you on the phone?

H Yes, I am.

G What's your number?

H 23306

23306

66880

087432

72258

10443

90537

47925



Expressions

Is there a (post-office) near here?
 That's all right.
 Could you pass the (salt) please?
 Certainly.
 No, thank you.
 Here you are.
 How much is that?
 Are you on the phone?
 What's your number?

Vocabulary

bus-stop	vinegar	ice
bank	oil	first
café	half	second
telephone box	a pint	third
supermarket	a whisky	near
pepper	a double whisky	far
milk	lemon	with
bread	soda	
butter	cake	

Numbers: 30/40/50/60/70/80/90

1 Briefly revise the previous lesson.

2 Dialogue 1. Set the situation. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

3 Listen and Repeat.

4 Drill:

T: post-office

T: Is there a post-office near here?

T: bank

T: Is there a bank near here?

T: post-office

C: Is there a post-office near here?

Continue:

bank

bus-stop

café

telephone box

supermarket

5 Focus attention on Dialogue 1. The students look and listen. Play the cassette or act out the text.

6 Silent Reading.

7 The teacher takes the part of A. The class in chorus takes the part of B. Go through the dialogue. Then the teacher takes the part of B. The class in chorus takes the part of A. Go through the dialogue.

8 Pair Work.

9 Transfer. The teacher selects a student and acts out the dialogue, substituting other vocabulary items. Students do the same in pairs, using the prompts in the book.

10 Dialogue 2. Follow the same procedure as for Dialogue 1, but include this drill:

Drill:

T: salt

T: Could you pass the salt, please?

T: pepper

T: Could you pass the pepper, please?

T: salt

C: Could you pass the salt, please?

Continue:

pepper

sugar

milk

bread

butter

vinegar

oil

11 Dialogue 3. Follow the same procedure as for Dialogue 1, but:

12 Make sure of cultural background information, such as the opening and closing times of English pubs. the need to go to the bar to buy a drink. words: a half, a pint (0.57 litres in England, 0.47 litres in the USA) a whisky, a double whisky, with ice/lemon/soda. the need to be 18 to buy a drink in a British pub.

13 Pass objects to students saying *Here you are*. Get them to pass objects to other students saying *Here you are*.

14 Write on the board:

13, 14, 15, 16, 17, 18, 19
 30, 40, 50, 60, 70, 80, 90.

Say: *Listen and Repeat*. Go through the list.

Point at numbers at random, and get the class to say the number in chorus, and then individually.

15 Dialogue 4. Follow the same procedure as for Dialogue 1, but check *double three* and 0 (əʊ), not zero.

Write up the phone numbers in the student's book. Say: *Listen and repeat*.

Go through the list. Point at numbers at random and get the class to say the number in chorus, and then individually.

8 A family re-union

Mrs Turner Who's that? Who's that?

Tom It's me . . . Tom.

Mrs Turner Tom?

Tom Yes, Tom . . . your grandson, . . . from Canada!

Mrs Turner Oh, Tom! Come in!

Tom This is my wife, Mary.

Mrs Turner Oh, how do you do?

Tom . . . and these are our children, Jimmy and Ethel.

Mrs Turner Hello, Jimmy. Hello, Ethel. Well, this is a nice surprise!

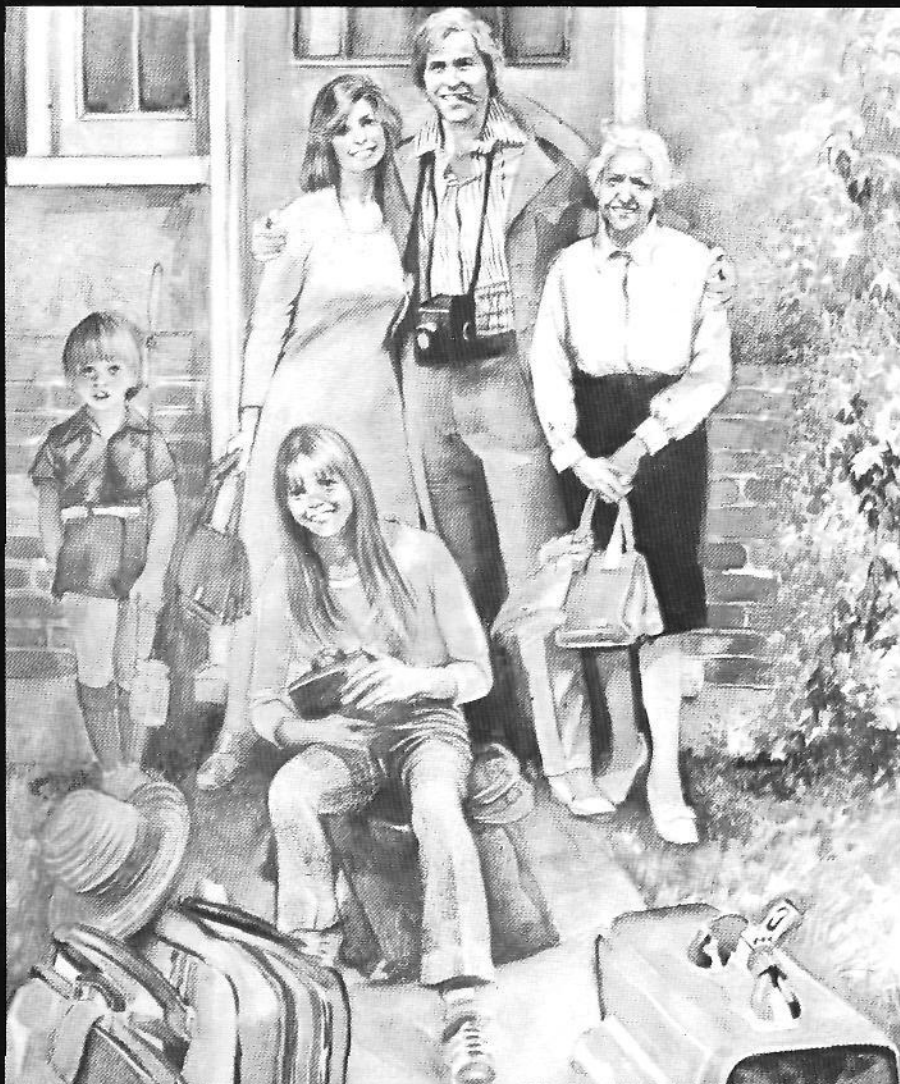
Look at Mrs Turner. Her skirt's black.
Her blouse is white.

Look at Tom. His jacket's brown.
His trousers are grey.

Look at Mary. Her dress is pink.
Her shoes are orange.

Look at Jimmy. His shirt's red.
His shorts are green.

Look at Ethel. Her T-shirt's yellow.
Her jeans are blue.



Exercise 1



Captain Adams

Who's this?
It's Captain Adams.
He's an astronaut.



Mrs Martin



Miss Prim



Dr Clark



Mr Smith

Use these words: housewife/policeman/secretary/doctor



What colour is it?
It's red.



What colour are they?
They're blue.



Target Structures

Who is it?
It's Tom.
He's a doctor.

What colour is it/are they?
It's/They're blue.

It's Tom's shirt.
They're Ethel's jeans.

Expressions

Come in!
This is a nice surprise!
It's me!
How do you do?
This is . . . (my wife).

Vocabulary

skirt	grandson	black
blouse	housewife	white
jacket	doctor	red
trousers	astronaut	yellow
dress	wife	green
shoe	children	blue
shirt	Captain	orange
shorts	Mr	brown
T-shirt	Mrs	grey
jeans	Miss	pink
socks	Dr	

1 Briefly revise the previous lesson.

2 Dialogue. Set the situation. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

3 Listen and Repeat.

4 Silent Reading.

5 Pair Work.

6 T: *What's that?* C: *It's a chair.*

Ask about several classroom objects. Pretend that you have forgotten the students' names.

T: *Who's that?* C: *It's Mary. She's a student.*

Ask several questions. Then get the students to test your memory of their names by asking: *Who's that? Who's this?*

7 Pair Work. Students test each other's memory of their classmates' names by asking: *Who's this? Who's that?*

8 Leave the room, re-enter and role-play a stranger.

T: *I'm a new teacher.*

Introduce yourself to a student.

T: *I'm (John Smith). How do you do?*

S: *I'm (Mary Jones). How do you do?*

Get that student to introduce you to other members of the class, by saying: *This is (X). She's a student.*

X then says *How do you do?* and shakes hands.

9 Refer students to Exercise 1 and go through it orally. Set the exercise in class, or for homework.

10 Text. Focus attention on the picture. Ensure the text is masked. Play the cassette or read the text.

11 T: *Look at Mrs Turner . . . Her skirt's black . . . Repeat.*
Go through the text in the same way.

12 Silent Reading.

13 Ask questions to elicit: *Her skirt's black, etc.*

T: *Look at Mrs Turner. What colour's her skirt?*

What colour's her blouse?

Look at Tom. What colour's his jacket?

What colour are his trousers?

Look at Mary. What colour's her dress?

What colour are her shoes?

Look at Ethel. What colour's her T-shirt?

What colour are her jeans?

14 Drill:

T: *Look at Mrs Turner. Look at her skirt.*

T: *Look at Mrs Turner's skirt.*

T: *Look at Tom. Look at his trousers.*

T: *Look at Tom's trousers.*

T: *Look at Mrs Turner. Look at her skirt.*

C: *Look at Mrs Turner's skirt.*

Continue:

Look at Tom. Look at his trousers.

Look at Mary. Look at her dress.

Look at Jimmy. Look at his shorts.

Look at Ethel. Look at her jeans.

Look at Mrs Turner. Look at her blouse.

15 Drill:

T: *Mrs Turner's skirt.*

T: *What colour's Mrs Turner's skirt?*

T: *Tom's trousers.*

T: *What colour are Tom's trousers?*

T: *Mrs Turner's skirt.*

C: *What colour's Mrs Turner's skirt?*

Continue:

Tom's trousers.

Mary's dress.

Jimmy's shorts.

Ethel's T-shirt.

Mrs Turner's blouse.

Tom's jacket.

Mary's shoes.

Jimmy's shirt.

Ethel's jeans.

16 Pair Work. Students ask each other about the picture.

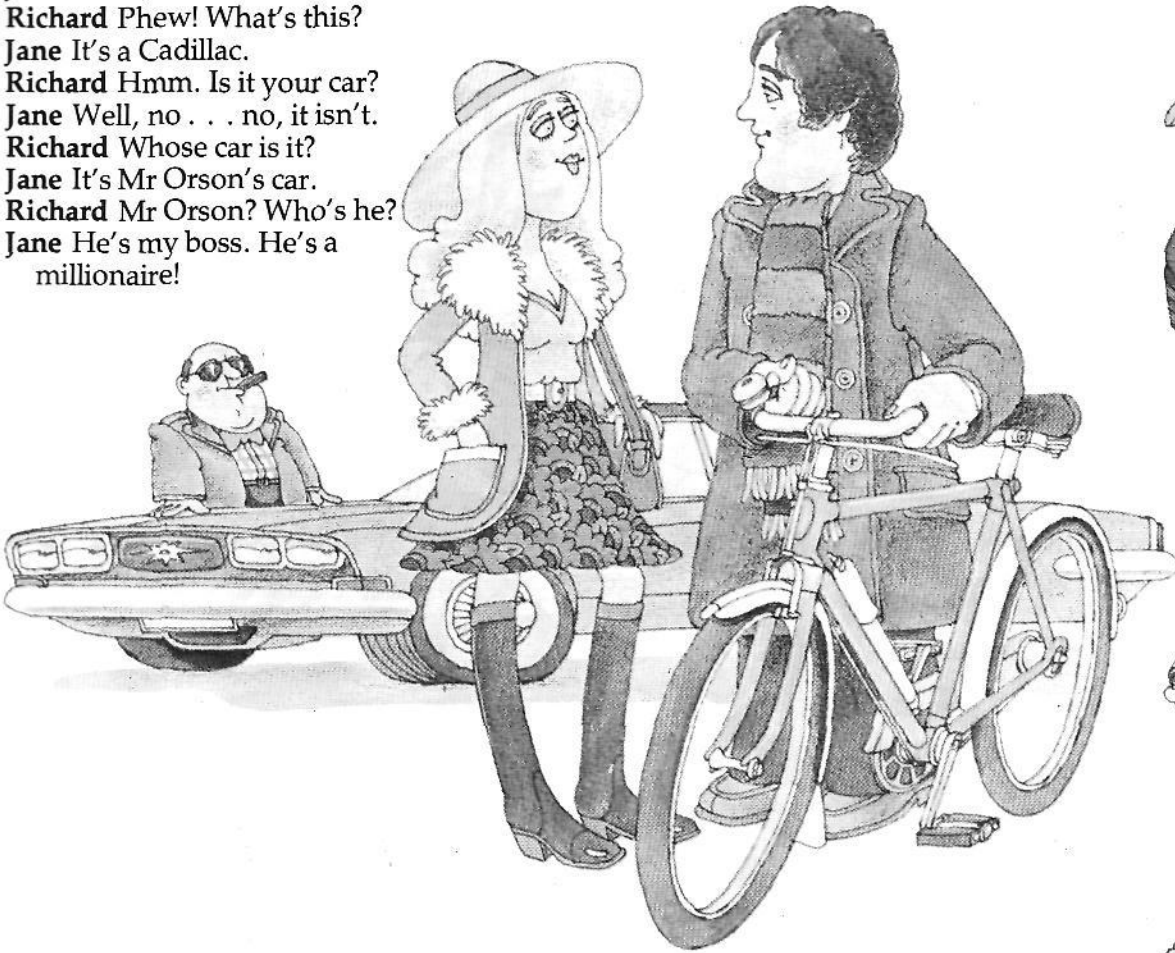
S: *What colour's Mrs Turner's skirt?*

17 Transfer. Students ask each other about their clothes/other objects.

18 Set Exercise 2 in class or for homework.

9 Whose is it?

Richard Hello, Jane.
 Jane Hello, Richard.
 Richard Phew! What's this?
 Jane It's a Cadillac.
 Richard Hmm. Is it your car?
 Jane Well, no . . . no, it isn't.
 Richard Whose car is it?
 Jane It's Mr Orson's car.
 Richard Mr Orson? Who's he?
 Jane He's my boss. He's a millionaire!



1



2



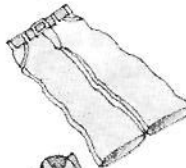
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6



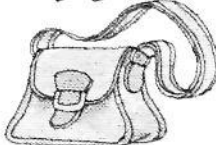
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8



9



10



11



12

Exercise 1

Who is it? It's Mr Orson.
 Write sentences for B and C.



Exercise 2

1 What is it? It's a cigar.
 2 What are they? They're glasses.
 Write sentences for 3-12.



Exercise 3

1 Whose cigar is it?
 It's Mr Orson's cigar.
 2 Whose glasses are they?
 They're Jane's glasses.
 Write sentences for 3-12.

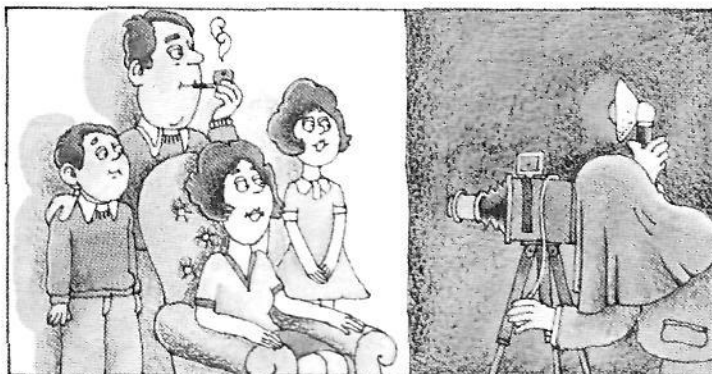
Look at this

Look at Dick:
 He's Anne's husband.
 He's Mike's father.

Look at Anne:
 She's Dick's wife.
 She's Sue's mother.

Look at Mike:
 He's their son.
 He's Sue's brother.

Look at Sue:
 She's their daughter.
 She's Mike's sister.



Target Structures

Whose (car) is it?

Vocabulary

boss	hat	son
millionaire	briefcase	daughter
cigar	husband	brother
glasses	father	sister
bicycle	mother	

1 Briefly revise the previous lesson.

2 Dialogue. Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.

3 Listen and Repeat.

4 Drill:

T: It's a Cadillac.

T: It's American.

T: It's a Datsun.

T: It's Japanese.

T: It's a Cadillac.

C: It's American.

Continue:

It's a Datsun

It's a Fiat

It's a Renault

It's a Volkswagen

It's a Rolls-Royce

5 Drill:

T: car

T: Whose car is it?

T: keys

T: Whose keys are they?

T: car

C: Whose car is it?

Continue:

keys

umbrella

pens

books

coat

6 Silent Reading.

7 Question and Answer:

What's his name?

What's her name?

Is it a Rolls-Royce or is it a Cadillac?

Is it an American car or is it an English car? What colour is it?

Is it Jane's car?

Whose car is it?

Is Mr Orson her teacher?

Who is he?

Is he rich or is he poor?

Is he very rich?

8 Pair Work.

9 Transfer. Indicate an object belonging to a student.

T: Whose pen is it? C: It's (John's) pen.

T: Whose books are they? C: They're (Mary's) books, etc.

Ask him/her ask each other.

10 Refer students to Exercises 1, 2 and 3.

Go through the exercises orally.

Set the exercises in class or for homework.

11 Drill:

T: What colour are these jeans?

T: They're blue.

T: Whose jeans are they?

T: They're Richard's jeans.

T: What colour are these jeans?

C: They're blue.

Continue:

What colour's this

T-shirt?

Whose T-shirt is it?

What colour are these

shoes?

Whose shoes are

they? etc.

12 Focus attention on the picture of Dick, Ann, Mike, and Sue.

T: Look at Dick. He's Ann's husband . . . Repeat.

He's Mike's father . . . Repeat.

Go through the text in the same way.

13 Pair Work. Get the students to respond to each other:

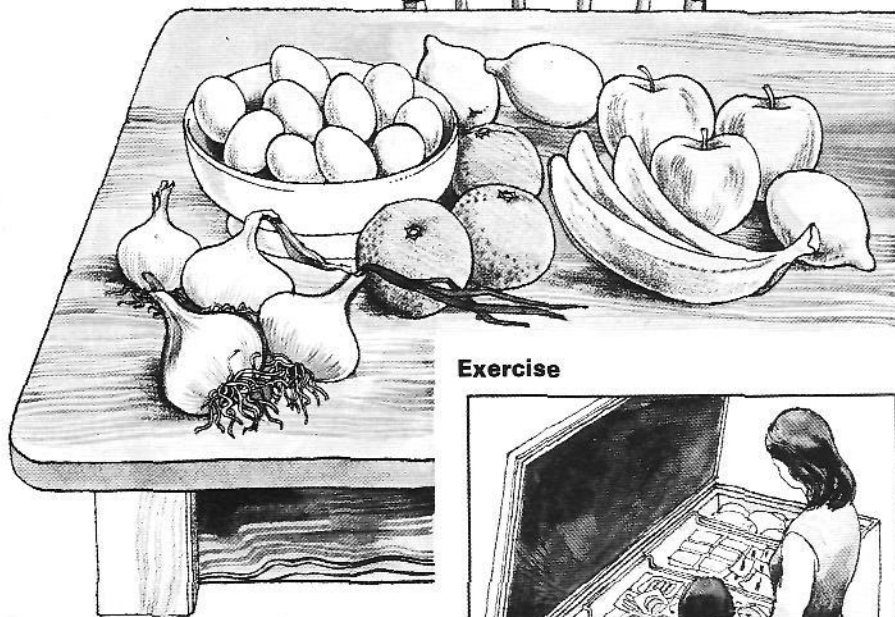
S1: Look at Ann. S2: She's Dick's wife, etc.

10 Is there any wine in the bottle?

There's some rice in the jar.
 There's some milk in the bottle.
 There's some sugar in the jar.
 There's some oil in the bottle.
 There's some water in the jug.
 There's some wine in the bottle.



There are some apples on the table.
 There are some eggs on the table.
 There are some oranges on the table.
 There are some bananas on the table.
 There are some lemons on the table.
 There are some onions on the table.



Exercise



butter

- A** There's some butter in the freezer.
B How much is there?
A There's a lot.



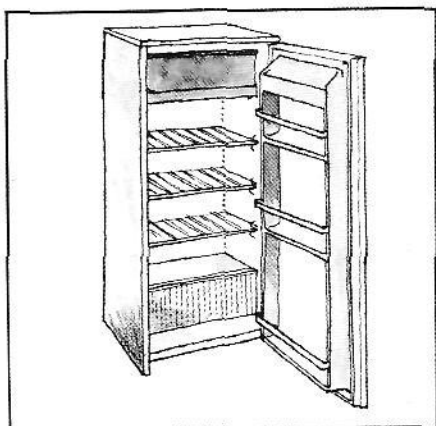
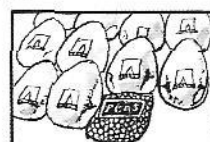
Write conversations with:
 ice-cream
 meat



hamburgers

- A** There are some hamburgers in the freezer.
B How many are there?
A There are a lot.

Write conversations with:
 peas
 chickens



There isn't any butter.



There isn't any cheese.

There isn't any beer.



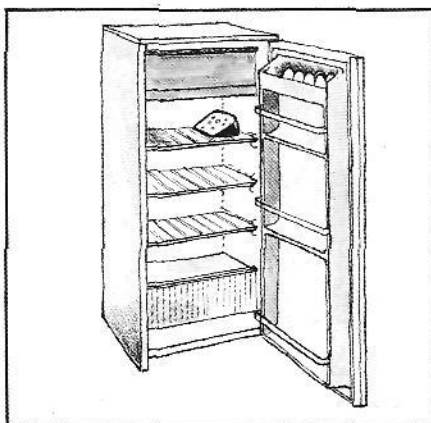
There aren't any tomatoes.

There aren't any mushrooms.



There aren't any eggs.

The fridge is empty!



Is there any cheese in the fridge?
 Yes, there is.

Is there any butter in the fridge?
 No, there isn't.

Are there any eggs in the fridge?
 Yes, there are.

Are there any tomatoes in the fridge?
 No, there aren't.

Target Structures

There's some water. Is there any water?
 There isn't any water. Yes, there is/No, there isn't.
 There are some apples. Are there any apples?
 There aren't any apples. Yes, there are/No, there aren't.
 How much (water) is there? How many (apples) are there?
 There's a lot/There are a lot.

Vocabulary

rice	jar	mushroom
wine	freezer	hamburger
cheese	banana	pea
beer	onion	chicken
meat	tomato	

1 Briefly revise Unit 6. *There's (a table). There are some (chairs).*

2 Text 1. Focus attention on Picture 1 (top). Ensure the text is masked. Play the cassette or read the text.

3 Listen and Repeat.

4 Drill:

T: rice . . . jar

T: There's some rice in the jar.

T: milk . . . bottle

T: There's some milk in the bottle.

T: rice . . . jar

C: There's some rice in the jar.

Continue:

milk . . . bottle.

sugar . . . jar.

oil . . . bottle.

water . . . jug.

wine . . . bottle.

5 Silent Reading. Ensure the text is masked.

6 T: Tell me about the picture. C: There's some rice in the jar, etc.

7 Text 2. Focus attention on Picture 1 (bottom). Ensure the text is masked. Play the cassette or read the text.

8 Listen and Repeat.

9 Drill:

T: apples

T: There are some apples on the table.

T: eggs

T: There are some eggs on the table.

T: apples

C: There are some apples on the table.

Continue:

eggs

oranges

bananas

lemons

onions

10 Silent Reading.

11 T: Tell me about the picture.

12 Write these two lists on the board:



rice/milk/sugar/oil/water/wine



apples/eggs/oranges/bananas/lemons/onions

Look, Listen and Repeat: *There's some rice . . . There are some apples.*

Explain that we can count one, but not the other.

13 Drill:

T: apples

T: There are some apples.

T: rice

T: There's some rice.

T: apples

T: There are some apples.

Continue:

rice

eggs

oranges

milk

lemons

water

14 Focus attention on Picture 2, the empty fridge. Play the cassette or read the text.

15 Listen and Repeat.

16 Drill:

T: butter

T: There isn't any butter.

T: tomatoes

T: There aren't any tomatoes.

T: butter

T: There isn't any butter.

Continue:

tomatoes

cheese

mushrooms

eggs

beer

milk

17 Silent Reading.

18 T: Tell me about the fridge.

C: There isn't any butter. There aren't any tomatoes, etc.

19 Focus attention on Picture 3. Play the cassette or read.

20 Listen and Repeat.

21 Drill:

T: cheese

T: Is there any cheese in the fridge?

T: eggs

T: Are there any eggs in the fridge?

T: cheese

C: Is there any cheese in the fridge?

Continue:

eggs

butter

tomatoes

mushrooms

beer

lemons

22 Silent Reading.

23 Focus attention on Picture 3.

T: Is there any cheese in the fridge? Are there any eggs in the fridge?

C: Yes, there is/No, there isn't. Yes, there are/No, there aren't.

Extend this practice to Pictures 1 and 2.

24 Transfer.

T: In my kitchen, there's a fridge. Ask me some questions.

Give prompts if necessary.

25 Focus attention on Picture 4. Play the first mini-conversation.

26 Listen and Repeat.

27 Drill:

T: There's some butter in the fridge.

T: Oh, how much is there?

T: There's some rice in the jar.

T: Oh, how much is there?

T: There's some butter in the freezer.

C: Oh, how much is there?

Continue:

There's some . . .

rice in the jar.

cheese in the fridge.

meat in the freezer.

water in the jug.

milk in the bottle.

28 Focus attention on Picture 4, again. Play the second mini-conversation.

29 Listen and Repeat.

30 Drill:

T: There are some hamburgers in the freezer.

C: Oh, how many are there? etc.

31 Drill:

T: There's some butter in the freezer.

C: Oh, how much is there? etc.

32 Drill:

T: How much butter is there?

C: There's a lot, etc.

33 Set the written exercise on Picture 4 for homework.

11 An English Restaurant

Customer Waiter! I'd like the menu, please.

Waiter Here you are, sir.

Customer Thanks . . . I'd like some soup . . .

Waiter Tomato soup?

Customer Yes, please . . . and I'd like a steak.

Waiter Rare, medium, or well-done?

Customer Medium, please.

Waiter Which vegetables would you like?

Customer I'd like some potatoes, some peas, and a salad, please.

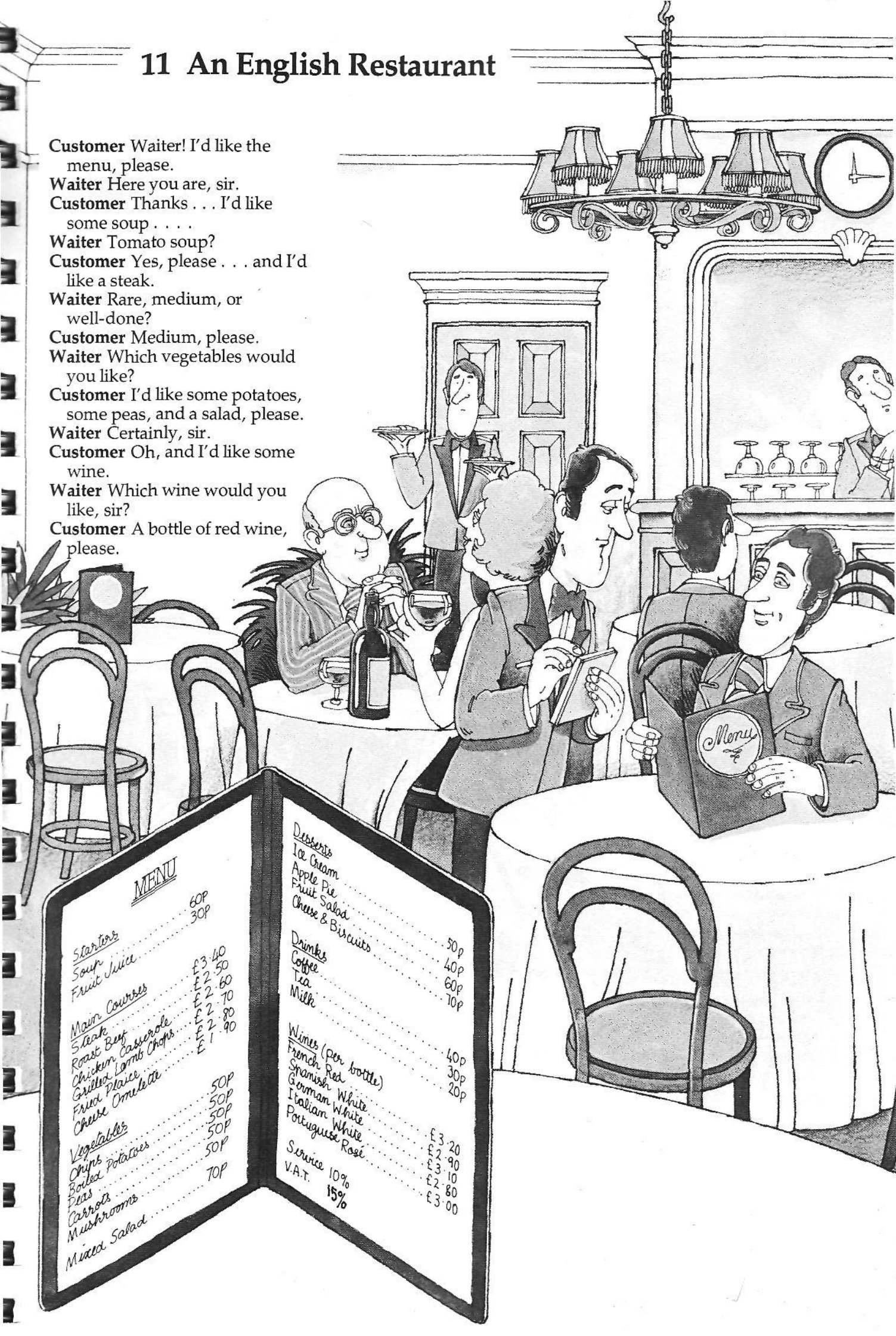
Waiter Certainly, sir.

Customer Oh, and I'd like some wine.

Waiter Which wine would you like, sir?

Customer A bottle of red wine, please.

MENU	
<u>Starters</u>	
Soup	60p
Fruit Juice	30p
<u>Main Courses</u>	
Steak	£3.40
Roast Beef	£2.50
Chicken Casserole	£2.60
Grilled Lamb Chops	£2.70
Fried Plaice	£2.80
Cheese Omelette	£1.90
<u>Vegetables</u>	
Chips	50p
Boiled Potatoes	50p
Peas	50p
Carrots	50p
Mushrooms	50p
Mixed Salad	70p
<u>Desserts</u>	
Ice Cream	50p
Apple Pie	40p
Fruit Pie	60p
Fruit Salad	70p
Cheese & Biscuits	50p
<u>Drinks</u>	
Coffee	40p
Tea	60p
Milk	70p
<u>Wines (per bottle)</u>	
French Red	40p
Spanish White	30p
German White	20p
Italian White	£3.20
Portuguese Rose	£2.90
Service 10%	£3.10
V.A.T. 15%	£2.80
	£3.00



Target structures

I'd like a (menu).

I'd like some (potatoes).

Which (wine) would you like?

Vocabulary

restaurant	coffee	plaice
customer	rosé	omelette
menu	Portuguese	chicken
a steak	starter	steak
vegetable	main course	rare
potato	dessert	medium
salad	drink	well-done
tomato soup	service	roast
fruit juice	V.A.T.	casserole
carrot	% (percent)	grilled
apple pie	beef	fried
fruit salad	lamb	boiled
biscuit	chop	mixed

1 Briefly revise the previous lesson.

2 Set the situation. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

3 Listen and Repeat.

4 Drill:

T: a menu

T: I'd like a menu, please.

T: some soup

T: I'd like some soup, please.

T: a menu

C: I'd like a menu, please.

Continue:

some soup

a steak

some potatoes

a salad

some peas

some cheese

a bottle of wine

5 Drill:

T: soup

T: Which soup would you like?

T: wine

T: Which wine would you like?

T: soup

C: Which soup would you like?

Continue:

wine

juice

vegetables

ice-cream

fruit

6 Listen and Repeat.

a menu

a steak

a bottle of wine

a cigar

a glass of water

an orange

some potatoes

some chips

some mushrooms

some cheese

some bread

some water

7 Drill:

T: menu

T: I'd like a menu.

T: chips

T: I'd like some chips.

T: menu

C: I'd like a menu.

Continue:

chips

cheese

bottle of wine

glass of water

cigar

bread

orange

8 T: Look and Listen. Ensure the menu is masked. Play the cassette.

9 Silent Reading.

10 Pair Work.

11 Listen and repeat:

10p, 20p, 30p, 40p, 50p, 60p, 70p, 80p, 90p, a pound, £1.10 (one pound, ten), £1.20, £1.30, £1.40, £1.50, £1.60, £1.70, £1.80, £1.90, two pounds, etc.

12 Now refer students to the menu. Explain:

1 soup: chicken/tomato/onion/vegetable.

2 juice: lemon/orange/tomato/grapefruit.

3 steak: rare/medium/well-done.

4 meat: boiled/roast/grilled/fried (beef/lamb/chicken).

5 plaice – a flat, white fish. (Illustrate on the board.)

6 potatoes: chips/boiled/roast/mashed.

7 desserts: ice-cream/apple pie/fruit salad.

8 drinks – coffee: black/white/with sugar.

tea: with milk/with lemon/with sugar.

9 wines: red/white/rosé

Check that the students understand *service* and *V.A.T.* (value added tax).

13 Drill:

T: soup

T: How much is the soup?

T: chips

T: How much are the chips?

T: soup

C: How much is the soup?

Continue:

chips

roast beef

carrots

fruit juice

apple pie

boiled potatoes

mixed salad

14 Ask questions:

T: How much is the soup? S: It's 60p.

T: How much are the chips? S: They're 50p, etc.

15 Pair Work. Students ask each other about the menu, as in 11.14.

16 Bring out a student, who takes the part of a customer. The teacher is the waiter. The student refers to the menu, and orders a meal.

17 Pair Work. Ordering a meal, using the menu.

18 Get two students to act out a situation, using the menu.

12 Do this! Don't do that!

Look at these pictures.

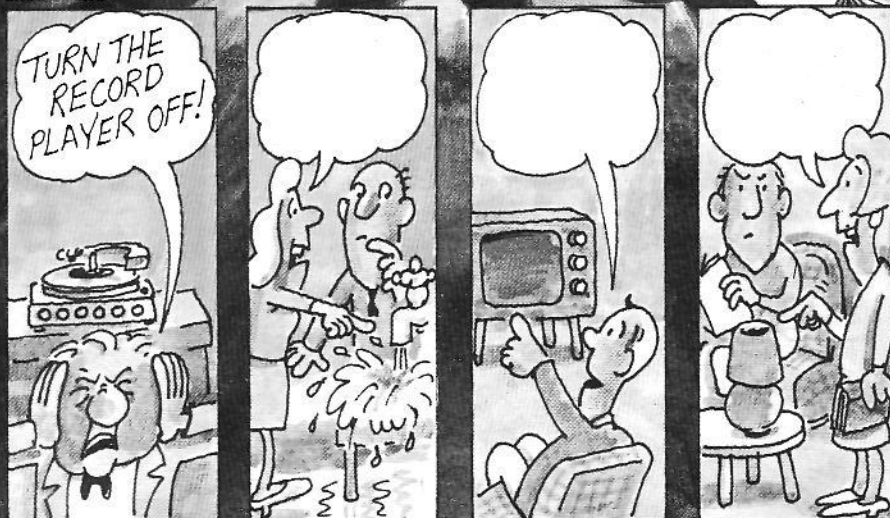


Charles Orson is a film director. He's in the studio. He's with Steve Newman and Raquel Evans. Steve's an actor. Raquel's an actress. They're film stars.

"Everybody! Be quiet, please! O.K., Steve, now open the door . . . come in . . . walk to the sofa . . . Walk! Don't run! . . . O.K., sit down . . . don't move . . . now, take Raquel's hand . . . look into her eyes . . . don't laugh! . . . smile!

Raquel! Smile at Steve . . . look into his eyes . . . don't laugh! . . . now, close your eyes. Steve! Kiss her! That's fine! Now, Steve, go to the door . . . go out, and close the door . . . O.K., turn the lights on . . . turn the microphones on . . . start the camera . . . action!"

Exercise



Target Structures

Do (this)!
 Don't do (that)!
 Look at me/him/her/it.
 Look at us/them.
 Take (it) off.
 Put (them) on.

Expressions

Be quiet!
 Everybody!
 O.K.
 That's fine!
 Action!

Vocabulary

open	smile	actress
come (in)	close	film star
walk	kiss	door
run	go (out)	hand
sit (down)	turn (on)	eye
move	turn (off)	light
take	start	microphone
look (at)	film director	camera
look (into)	studio	
laugh	actor	

1 Briefly revise the previous lesson.

2 Set the situation. Give a few instructions to the class, and to individuals.

T: *Don't look at your books! Close your books!*

John, open the door, please!

Mary, close the door, please! etc.

Get the students to give you a few instructions, in the affirmative and negative ... and act upon them.

3 Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

4 Listen and Repeat.

5 Bring out two students to role-play Steve and Raquel. Role-play the director and give the instructions again.

6 Silent Reading.

7 Pair Work. One student is a film director, and directs the other student. Then they reverse roles.

8 Written phase:

Close your books!

Look at the board!

Don't open your books!

Don't look at your books!

9 Bring out a student, and demonstrate.

Take your | shoes/jacket | off!

Put your | glasses/watch | on!

etc. |

Get the class to instruct you or another student.

10 Drill:

T: *jacket*

T: *Take it off.*

T: *shoes*

T: *Take them off.*

T: *jacket*

C: *Take it off.*

Continue:

shoes

watch

ring

glasses

tie

11 Drill:

T: *jacket*

T: *Put it on.*

T: *shoes*

T: *Put them on.*

T: *jacket*

C: *Put it on.*

Continue:

shoes

watch

ring

glasses

tie

12 Pair Work. Students give each other instructions in pairs, using:

Take (your jacket) off, etc.

Put (your jacket) on, etc.

13 The teacher starts to take his or her (jacket) off. The students respond:

C: *Don't take your jacket off!* etc.

14 Demonstrate with one student:

Turn the	light	on!
	cassette-recorder	off!
	central heating	
	etc.	

The teacher could mime taps, television, record player and radio. Get individuals to instruct you.

15 Written phase.

Take your shoes off!

Turn the light off!

Don't put your coat on!

Don't turn the light on!

16 Refer students to the exercise. Go through it orally. Get the students to complete it in class, or for homework.

17 Using gesture, demonstrate:

T: *Look at me. Look at him. Look at her. Look at it.*

Look at them. Look at us.

Get them to listen and repeat.

18 Focus attention on the pictures. Silent Reading.

19 Written phase.

Look at	me.
	him.
	her.
	John.
	Mr Smith.
	them.
	us.

13 Elton Kash

Look at this man.
 He's Elton Kash.
 He's a pop star.
 He's very rich and famous.
 Look at his house.
 It's large and expensive, and
 there's a swimming-pool in the
 garden.
 There are ten bedrooms in the
 house.
 Elton's car's American.
 It's a 1978 Lincoln Continental.
 It's fast and comfortable.
 In his car there's a radio, a stereo
 cassette-player, a cocktail cabinet,
 a cigar lighter and electric
 windows.
 But Elton isn't happy . . . he'd like
 a Rolls-Royce.



Look at this man.
 He's Mr Wilson.
 He's a teacher.
 He's very poor and he isn't
 famous.
 Look at his house.
 It's small and cheap and there isn't
 a garden.
 There are only two bedrooms in
 the house.
 Mr Wilson's car's English.
 It's a 1959 Mini.
 It's slow and uncomfortable.
 In his car there isn't a radio or a
 cassette-player . . . there's an
 engine, a steering-wheel, and
 there are four wheels and two
 doors.
 Mr Wilson isn't happy . . . he'd
 like a new Mini.



Exercise

Elton's a pop star. Mr Wilson's a teacher.

Elton's rich.
Elton's car's American.
Elton's house is large and expensive.
He'd like a Rolls-Royce.

Target Structures

Revision of previously taught structures and vocabulary.
Vocabulary extension.

What make is (your car)?

Vocabulary

famous	swimming pool	1978
large	stereo cassette-	1959
comfortable	player	etc.
fast	cocktail cabinet	
slow	cigar lighter	
happy	electric windows	
	engine	
	steering wheel	
	wheel	

9 Transfer:

T: *Are you a pop star/rich/famous?*

Ask me/him/her.

T: *What make is your car/watch/camera/radio/etc?*

Ask me/him/her.

T: *I'd like a Rolls-Royce. What about you?*

S: *I'd like a (Maserati).*

T: *Why?*

S: *Because it's fast/comfortable/expensive/etc.*

T: *Ask me about my car.*

S: *Is it fast/comfortable?*

Is there a . . . ?

Are there . . . ?

10 Set the exercise in class or for homework.

1 Briefly revise the previous lesson.

2 Set the situation for Text 1 (Elton Kash). Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

3 Listen and Repeat.

4 Silent Reading.

5 Question and Answer.

Ask short closed questions (*Is he rich? Is it new?*) about (a) Elton, (b) his house, (c) his car. The class replies, as appropriate.

Yes, he is/No, he isn't.

Yes, it is/No, it isn't.

Yes, there is/No, there isn't.

Yes, there are/No, there aren't.

Ask short open questions:

T: *What's his name?*

What is he?

What make's his car? (Explain this.)

Whose house/car is it? etc.

Ask long closed questions:

Is he rich or is he poor?

Is it cheap or is it expensive?

Is there a large garden or is there a small garden? etc.

Say: *Tell me about Elton/his car/his house.*

6 Pair Work. Get students to ask each other questions.

7 Set the situation for Text 2 (Mr Wilson). Follow the same procedure as in 13.2–13.6.

8 Write several dates on the board, e.g.

1978 1959 1963 1980 1982 1975

1947 1931 1996 1913 1900

Say *Listen and repeat* and go through the list. Point at different dates at random and the class responds in chorus.

14 At the hairdresser's



Jane . . . Oh, yes, my husband's wonderful!

Sally Really? Is he?

Jane Yes, he's big, strong and handsome!

Sally Well, my husband isn't very big, or very strong . . . but he's very intelligent.

Jane Intelligent?

Sally Yes, he can speak six languages.

Jane Can he? Which languages can he speak?

Sally He can speak French, Spanish, Italian, German, Arabic and Japanese.

Jane Oh! . . . My husband's very athletic.

Sally Athletic?

Jane Yes, he can swim, ski, play football, cricket and rugby . . .

Sally Can he cook?

Jane Pardon?

Sally Can your husband cook? My husband can't play sports . . . but he's an excellent cook.

Jane Is he?

Sally Yes, and he can sew, and iron . . . he's a very good husband.

Jane Really? Is he English?

Questions

- 1 Is Jane's husband big?
- 2 Is he ugly?
- 3 Can he play football?
- 4 Can he speak French?
- 5 Can he ski?
- 6 Can he sew?
- 7 Is Sally's husband athletic?
- 8 Is he intelligent?
- 9 Can he speak Arabic?
- 10 Can he play cricket?
- 11 Can he play rugby?
- 12 Can he iron?

Exercise

Example:

I can drive.

I can't swim.

Write ten sentences.



Target Structures

I can/I can't (do) it.
Can you (do) it?

Expressions

Oh, yes.
Really?

Vocabulary

speak	handsome	language
swim	wonderful	football
ski	intelligent	cricket
play	athletic	rugby
cook	excellent	sports
sew		hairdresser's
iron		
drive		
type		
sing		
dance		

Languages: French, Spanish, Arabic, etc.

1 T: I can speak English, but I can't speak Italian.
I can speak French, but I can't speak Arabic.

2 Invention exercise:

T: English
T: I can speak English.
T: Italian
T: I can't speak Italian.
T: English
C: I can speak English.

Continue:

French
Italian
Arabic
Spanish
Japanese

3 Hold up a small object. T: Look at this. Listen and repeat:
I can see it. Stress weak (kən).

You can see it.
We can see it.
He can see it.
She can see it.
They can see it.

4 Now hide the object in a pocket or handbag.

T: Now, I can't see it. Stress (kənt).
You can't see it.
We can't see it.
He can't see it.
She can't see it.
They can't see it.

5 Invention exercise:

T: window
T: I can see a window.
T: plane
T: I can't see a plane.
T: window
C: I can see a window.

Continue:

plane
camera
table
bus
chair
radio
door

6 T: Listen – Can you drive? (Gesture is useful here.)

Can you ski?
Can you type?
Can you dance?
Can you sing?
Can you cook?

Point out weak pronunciation (kən).

7 Now use gesture to indicate to students that they must ask you.

T: ski
C: Can you ski?
T: Yes I can. (kæn)

T: type
C: Can you type?
T: No I can't. (kənt)

Continue with:

drive
dance
sing
cook
play football
swim, etc.

8 Ask questions:

T: Can you (drive)? C: Yes, I can/No, I can't.
T: Can he drive? Can she drive? C: Yes, he can/No, he can't.
T: Ask him/her/ask me.

9 Pair Work. Students ask each other questions as in 14.8.

10 Written Phase.

I	can	drive.
You	can't	ski.
He		type.
She		dance.
It		sing.
We		swim.
They		play tennis.

Can	I	drive?
	you	ski?
	he	type?
	she	dance?
	it	sing?
	we	swim?
	they	play tennis?

Yes, I can.
No, I can't.

11 Focus attention on the picture. Ensure the text is masked.
Set the situation. Play the cassette or act out the text.

12 Listen and Repeat.

13 Silent Reading.

14 Question and Answer:

Is Jane's husband big?

Is he strong?

Is he ugly?

Can he play football?

Can he play cricket?

Can he play rugby?

Can he ski?

Can he sew?

Can he iron?

Is Sally's husband athletic?

Is he big?

Is he very strong?

Is he intelligent?

Can he speak Arabic?

Can he speak Spanish? Italian? French?

Can he play cricket? rugby? football?

Can he iron? cook? sew?

15 Pair Work.

16 Further pair work. Get the students to ask each other about their girlfriends, boyfriends, fathers, mothers, landlords, etc.

17 Set the exercise in class or for homework.

15 Everyday Conversation

I Please come in.

J Thank you.

I Please, . . . sit down. Would you like a cup of tea?

J Yes, please.

I How about a biscuit?

J No, thanks. I'm on a diet.

a cup of tea
a cup of coffee
a glass of milk
a glass of beer
a glass of water

a biscuit
a sandwich
a piece of cake
an orange
a chocolate



K Excuse me . . .

L Yes, Can I help you?

K Yes, I'd like some information about trains please.

L Where to?

K . . . to London.

L When?

K Tomorrow.

L Morning or afternoon?

K In the evening. About six o'clock.

L There's one at 6.40.

K Thank you.

trains
buses
planes
boats
excursions



M I'd like a pair of shoes, please.

N What colour would you like?

M Brown.

N And what size are you?

M Five. Can I try them on?

N Of course.

a pair of shoes
a raincoat
a pullover
a cardigan
a pair of jeans



O How about dinner, tonight?

P I'd love to.

O Where can we meet?

P How about the square?

O All right. What time?

P Is seven o'clock OK?

O Yes, that's fine.

dinner
a film
a walk
a concert
a drink



Expressions

Would you like (a cup of tea)?
 How about (a biscuit)?
 Can I help you?
 On a diet.
 What size are you?
 Can I try (it) on?
 I'd love to.
 That's fine.
 Where?
 When?
 What time?
 Is (seven o'clock) O.K.?

Vocabulary

tomorrow	biscuit	information
6.40/7.20, etc.	sandwich	excursion
	piece	boat
meet	cake	a pair of (shoes)
... about six.	a chocolate	a pullover
... about trains, etc.		a cardigan
one (a train)		a walk
		a drink

1 Briefly revise the previous lesson.

2 Dialogue 1. Set the situation. Focus attention on the picture, ensure the text is masked. Play the cassette or act out the text.

3 Listen and Repeat.

4 Drill:

T: a cup of tea
 T: Would you like a cup of tea?
 T: a cup of coffee
 T: Would you like a cup of coffee?
 T: a cup of tea
 C: Would you like a cup of tea?

Continue:

a cup of coffee
 a glass of water
 a glass of beer
 a cup of chocolate
 a glass of milk

5 Drill:

T: biscuit
 T: How about a biscuit?
 T: sandwich
 T: How about a sandwich?
 T: biscuit
 C: How about a biscuit?

Continue:

a sandwich
 a piece of cake
 an orange
 a chocolate
 an apple

6 Focus attention on Dialogue 1. The students look and listen. Play the cassette or act out the text.

7 Silent Reading.

8 The teacher takes the part of I. The class in chorus takes the part of J. Go through the dialogue. Then the teacher takes the part of J. The class in chorus takes the part of I. Go through the dialogue.

9 Pair Work.

10 Transfer. The teacher selects a student and acts out the dialogue, substituting other vocabulary items. Students do the same in pairs using the prompts in the book.

11 Dialogue 2. Follow the same procedure as for Dialogue 1, but include this drill.

12 Drill:

T: trains
 T: I'd like some information about trains, please.
 T: buses
 T: I'd like some information about buses, please.
 T: trains
 C: I'd like some information about trains, please.

Continue:
 buses
 planes
 boats
 excursions

13 Write these times on the board: 6.40, 7.20, 8.30, 9.50, 3.10.
 T: Listen and Repeat. (Six forty, etc.)
 Point at the times at random, to elicit a choral response.

14 Dialogue 3. Follow the same procedure as for Dialogue 1, but include this drill:

15 Drill:

T: a pair of shoes
 T: I'd like a pair of shoes, please.
 T: a pullover
 T: I'd like a pullover, please.
 T: a pair of shoes
 C: I'd like a pair of shoes, please.

Continue:

a pullover
 a pair of jeans
 a cardigan
 a pair of socks
 a pair of trousers

16 Dialogue 4. Follow the same procedure as for Dialogue 1, but include this drill.

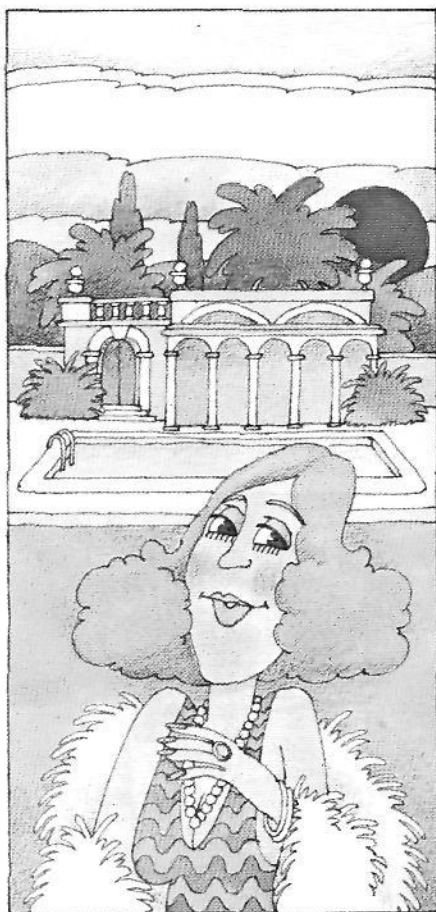
17 Drill:

T: dinner
 T: How about dinner tonight?
 T: a film
 T: How about a film tonight?
 T: dinner
 C: How about dinner tonight?

Continue:

a film
 a walk
 a concert
 a drink

16 Gloria Gusto, Tom Atkins and Terry Archer



Hi, there! My name's Gloria Gusto.
I'm an actress.
I'm from London.
I've got a flat in London and a house in Hollywood, with a swimming pool.
I've got a new Rolls-Royce and a lot of money in the bank.
I've got a husband, and three wonderful children in Hollywood.
Life's great!
I've got everything!

Hello, my name's Tom Atkins.
I'm from London, too.
I'm broke. I haven't got any money.
I haven't got a job or a house, or a car.
I haven't got a wife, and I haven't got any children.
Life's terrible!
I haven't got anything!

Look at this man.
His name's Terry Archer.
He isn't from London.
He's from Oxford.
He's a factory worker.
He's got a good job.
He's got a car.
He hasn't got a big house, he's got a flat.
He's got a wife, but he hasn't got any children.
Life's all right.

Exercise 1

Example: flat in London
Has she got a flat in London? Yes, she has.

- 1 house in Hollywood.
- 2 swimming-pool.
- 3 Rolls-Royce.
- 4 lot of money.
- 5 husband.
- 6 three children.

Exercise 3

Example:
brother *I've got a brother.*
Rolls-Royce *I haven't got a Rolls-Royce.*

Write four sentences:

- | | |
|----------|------------|
| 1 watch | 3 bicycle |
| 2 sister | 4 umbrella |

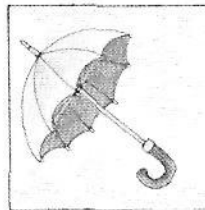
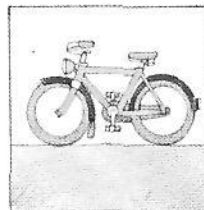
Exercise 2

Example: a job
Has he got a job? No, he hasn't.

- 1 a house.
- 2 a car.
- 3 a wife.
- 4 any money.
- 5 any children.

Questions

- 1 What's his name?
- 2 Where's he from?
- 3 What's his job?
- 4 Has he got a good job?
- 5 Has he got a car?
- 6 Has he got a flat or a house?
- 7 Has he got a wife?
- 8 Has he got any children?



Target Structures

I've got a car.
I haven't got a car.
He's got a car.
He hasn't got a car.

Have you got a car?
Has he got a car?

Yes, I have.
No, I haven't.

Yes, he has.
No, he hasn't.

Vocabulary

new
good
terrible

with
everything
broke
anything

factory
worker
money

Expressions

Life's great!
Hi, there!

1 Choose some objects.

T: I've got a watch/a handbag/a pen, etc.
Point at students. T: You've got a book/a pen/a handbag, etc.
Point at objects belonging to students, to elicit: I've got (a book).
Point at objects belonging to yourself, to elicit: You've got (a book), etc.

2 Listen and Repeat.

T: I've got a watch/You've got (a tie/a handbag)/We've got some books/They've got some pens.

3 Transfer:

T: I've got a watch . . . and you? to elicit true sentences.
S: I've got (a pen)/(some books), etc.

4 Point at students. Say: He's got a watch/She's got a handbag.

Point at objects belonging to students to elicit: He's got a (pen)/She's got (a book), etc.

T: Look at this room . . . It's got a door/two windows/a board, etc.

5 Listen and Repeat.

T: He's got a watch/She's got a handbag/It's got a door.

6 Transfer:

Point at students. T: He's got a watch/She's got some books.
Point at students to elicit: He's got a watch/some books, etc.
Indicate the room. Say: It's got a door . . . and . . . to elicit: It's got two windows, etc.

7 Drill:

T: I
T: I've got some money.
T: He
T: He's got some money.
T: I
C: I've got some money.

Continue:

He
You
She
They
We
I

8 T: I haven't got a new car/any children/etc.

Point at students. T: You haven't got a Rolls-Royce/a million pounds/etc.
Give prompts, e.g. a new car. C: You haven't got a new car.

9 Listen and Repeat.

I haven't got a new car/You haven't got a Rolls-Royce/They haven't got any money/We haven't got any oranges.

10 Transfer.

T: I haven't got any cigarettes . . . and you? (to elicit true sentences).
S: I haven't got (a car)/(any children), etc.

11 Point at students T: He hasn't got a Rolls-Royce/She hasn't got a million pounds.

Point at students. T: Rolls-Royce, children, etc.
C: He/She hasn't got a Rolls-Royce/any children/ etc.

12 Drill:

T: I
T: I haven't got any money.
T: He
T: He hasn't got any money.
T: I
C: I haven't got any money.

Continue:

He
You
She
They
We
I

13 Act out these mini-conversations.

A. Have you got (a car)?

B. Yes, I have.

A. Have you got (any children)?

B. No, I haven't.

Ask questions to elicit: Yes, I have. or No, I haven't.

14 Listen and Repeat: Have you got a car? Have you got any money?

Ask me/Ask him/Ask her. Give prompts if necessary.

15 Pair Work, as in 16.13.**16 Act out these mini-conversations:**

A. Has she got a car?

B. Yes, she has.

A. Has he got any children?

B. No, he hasn't.

Ask questions to elicit: Yes, he has/No, he hasn't.

17 Listen and Repeat: Has he got a car? Has she got any money?**18 Pair Work, as in 16.14.****19 Drill:**

T: you
T: Have you got any money?
T: he
T: Has he got any money?
T: you
C: Have you got any money?

Continue:

he
they
she
you
I
we

20 Focus attention on Picture 1 (Gloria Gusto). Ensure the text is masked. Set the situation. Play the cassette or read the text.**21 Listen and Repeat.****22 Silent Reading.****23 Exploitation (depending on time):**

Short Exploitation.

T: Tell me about Gloria Gusto. C: She's got . . .

Intensive Exploitation.

1 T: Has she got . . . ? C: Yes, she has/No, she hasn't.

2 Pair Work on above.

3 Transfer. T: Have you got a car? C: Yes, I have/No, I haven't.

24 Follow the same procedure for Tom Atkins and Terry Archer.**25 Set the three exercises and the questions in class or for homework.**

17 At the customs

Customs Officer Good morning.

Can I see your passport?

Man Certainly. Here it is.

C.O. Yes, that's all right. Have you got anything to declare?

Man Yes, I have.

C.O. What have you got?

Man I've got some whisky and some cigarettes.

C.O. How much whisky have you got?

Man A litre.

C.O. That's all right. And how many cigarettes have you got?

Man Two hundred.

C.O. Fine. What about perfume?

Have you got any perfume?

Man Er . . . No, I haven't.

C.O. Good. Open your case, please.

Man Pardon?

C.O. Open your case, please.

Open it now! Oh, dear! Look at this! You've got three bottles of whisky, four hundred cigarettes and a lot of perfume!

Questions

- 1 Has he got anything to declare?
- 2 Has he got any cigarettes?
- 3 Ask "How many?"
- 4 Has he got any perfume?
- 5 Ask "How much?"
- 6 Has he got any bottles of whisky?
- 7 Ask "How many?"

Exercise

How much wine has she got?

How many cameras has she got?

Write four questions:

- 1 . . . cigarettes . . . ?
- 2 . . . perfume . . . ?
- 3 . . . watches . . . ?
- 4 . . . money . . . ?



Target Structures*What have you got?**How much/How many has he got?***Expressions***Have you got anything to declare?**Fine.**Oh, dear!***Vocabulary**

a lot of	passport	identity card
200/300/400, etc.	whisky	visa
	cigarettes	ticket
Customs	perfume	vodka
Customs Officer	litre	tobacco

1 Briefly revise the previous unit.**2** Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.**3** Listen and Repeat.**4** Drill:T: *passport*T: *Can I see your passport?*T: *identity card*T: *Can I see your identity card?*T: *passport*C: *Can I see your passport?*

Continue:

*identity card**camera**watch**ticket**visa***5** Drill:T: *you*T: *What've you got?*T: *he*T: *What's he got?*T: *you*C: *What've you got?*

Continue:

*he**they**she**you**we***6** Drill:T: *I've got some whisky.*T: *Oh, how much whisky have you got?*T: *I've got some cigarettes.*T: *Oh, how many cigarettes have you got?*T: *I've got some whisky.*C: *Oh, how much whisky have you got?*

Continue:

*I've got some cigarettes.**I've got some perfume.**I've got some cigars.**I've got some wine.**I've got some bottles of vodka.**I've got some tobacco.***7** Play the cassette. The students listen and read.**8** Silent Reading.**9** Question and Answer.

Ask short closed questions.

T: *Has he got anything to declare?**Has he got any whisky?**Has he got any cigarettes?**Has he got any beer? etc.*C: *Yes, he has/No, he hasn't.*Ask questions with *How much?/How many?*T: *How many cigarettes has he got?**How much perfume has he got?**How much whisky has he got?**How many bottles of whisky has he got?***10** Pair Work.**11** Further pair work. Act out this mini-conversation:A: *Have you got anything to declare?*B: *Yes, I have.*A: *What have you got?*B: *I've got some*A: *Oh, how much/many . . . have you got?*B: *I've got*

Students then do this in pairs.

12 Written phase.

What	have	you	got?
How much		we	
How many		they	
	has	he	
		she	
		it	

13 Set the questions and exercise either in class or for homework.

18 Which one?

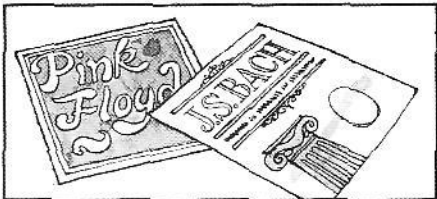
George How about some more wine?
Charles Please.
George Which glass is yours?
Charles That one's mine.
George Which one?
Charles The empty one!



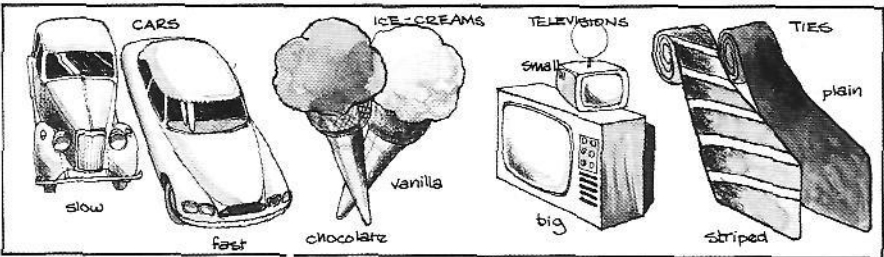
George Well, good night . . .
Charles Good night . . . thank you for a lovely evening.
George Now, which coats are yours?
Charles Oh, those coats are ours.
George Which ones?
Charles The black one and the grey one.
George Ah, yes . . . I've got them.
Charles Good. The grey one's mine, and the black one's hers.



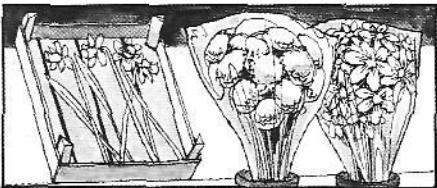
Exercise 1



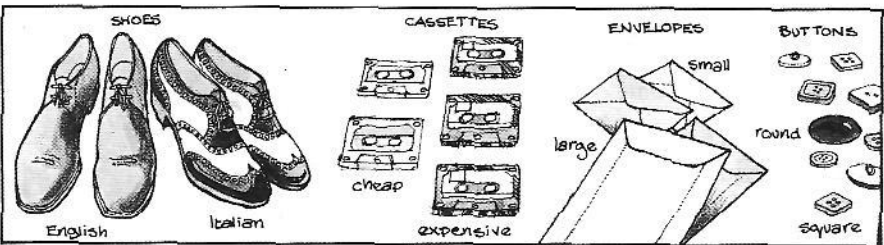
Which one would you like?
 I'd like the classical one.



Exercise 2



Which ones would you like?
 I'd like the expensive ones.



Exercise 3



Which house is theirs?
 The big one's theirs.

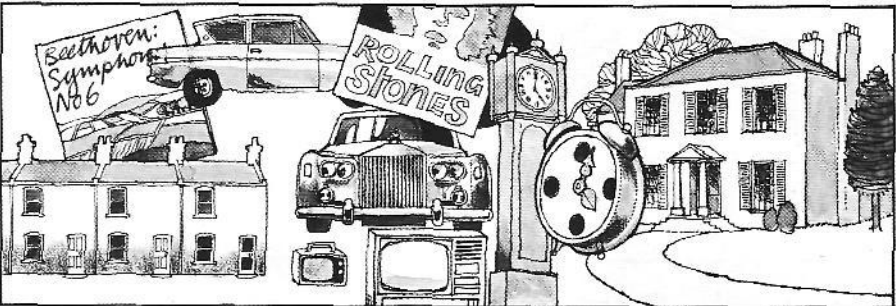


Which house is his?
 The small one's his.

Exercise 4

Example:
 It's my pen. It's mine.
 They're our books. They're ours.

- 1 It's his car
- 2 It's their house
- 3 It's John's coat
- 4 It's her hat
- 5 It's your flat
- 6 It's Mary's bag



Target Structures

Which one's mine? /yours? /his? /hers?
Which ones are ours? /theirs? /John's?

The (black) one's (mine).
The (blue) ones are (his).

Which one would you like?
I'd like the (big) one.

Vocabulary

classical
chocolate
vanilla

striped
plain
square
round

button
L.P.
coat

Expressions

Good night.
Thank you for a lovely evening.
How about some more (wine)?

- Briefly revise the previous lesson.
- Focus attention on the first picture. Ensure the text is masked. Play the first part of the dialogue or act out the text.
- Listen and Repeat.
- Silent Reading.
- Pair Work.
- Hold up a pen and say: *It's my pen . . . it's mine.* Point at students' pens. T: *It's his pen . . . it's his.* *It's her pen . . . it's hers.* *It's your pen . . . it's yours.* Students listen and repeat.
- Take two students' pens.
T: *The (red) one's his. The (blue) one's hers.*
The (black) one's mine. The (red) one's yours.
Students listen and repeat.
- T: *Which one's mine?*
Which one's his?
Which one's hers?
Which one's yours?
Students listen and repeat.
- Ask questions:
T: *Which one's yours? /mine? /his? /hers?*
S: *The red one's mine. The blue one's his, etc.*
T: *Ask me/Ask him/Ask her.*
- Pair Work. Students pool their possessions, and ask each other: *Which one's yours? /mine?*
- Collect several pens from students saying:
T: *Look at this pen . . . it's (John's). Look at this pen . . . it's (Mary's).*
Point at the collection and say:
T: *Which pen is John's? The blue one's John's, etc.*

12 Written phase.

Which one is	mine?	The red	one's	mine.
	yours?	The new		yours
	his?	This		his.
	hers?	That		hers.
	John's?			John's.

13 Focus attention on the second picture. Ensure the text is masked. Play the second part of the dialogue or act out the text.

14 Listen and Repeat.

15 Silent Reading.

16 Pair Work.

17 Bring out a student, add his pen to your own.
T: *These pens are ours.*
Bring out two students. Point at their pens.
T: *Those pens are yours. Those pens are theirs.*

18 Listen and Repeat.

It's my pen . . . it's mine.
It's your book . . . it's yours.
It's his watch . . . it's his.
It's her handbag . . . it's hers.
It's our classroom . . . it's ours.
It's your car . . . it's yours.
It's their house . . . it's theirs.
It's John's chair . . . it's John's.

19 Drill:

T: *It's my pen.*
T: *It's mine.*
T: *It's your book.*
T: *It's yours.*
T: *It's my pen.*
C: *It's mine.*

Continue:

It's your book.
It's his watch.
It's her handbag.
It's our classroom.
It's your car.
It's their house.
It's John's chair.

20 Drill:

T: *mine*
T: *Which one's mine?*
T: *ours*
T: *Which one's ours?*
T: *mine*
C: *Which one's mine?*

Continue:

ours
his
yours
John's
theirs
hers
yours

21 Drill:

T: *Look at John's car.*
T: *Which one's his?*
T: *Look at John's pens.*
T: *Which ones are his?*
T: *Look at John's car.*
C: *Which one's his?*

Continue:

Look at John's pens.
Look at their house.
Look at their coats.
Look at her books.
Look at her car.

22 T: *My car's red. I've got a red car, but I'd like a blue one.*

Drill:

T: *red/blue*
T: *I've got a red car, but I'd like a blue one.*
T: *white/black*
T: *I've got a white car, but I'd like a black one.*
T: *red/blue.*
C: *I've got a red car, but I'd like a blue one.*

Continue:

black/white
old/new
small/big
slow/fast
green/yellow

23 Transfer.

(a) T: *What kind of car would you like?*
Get students to make free sentences as above.
(b) The teacher gives two examples:
I've got a black and white television, but I'd like a colour one.
I've got an English watch, but I'd like a Swiss one.
The students make sentences.

24 Refer students to the exercises. Go through them orally and then set them in class or for homework.

19 Everyday Conversation

- O Can you show me some cameras, please?
 P Certainly, sir . . . this one's very good.
 O Yes, it is . . . How much is it?
 P £85, sir.
 O Oh, dear. That's very expensive.
 P Hmm, I see . . . that one isn't expensive, sir.
 O What make is it?
 P It's a Kodak . . . it's £47.
 O Hmm . . . Can you show it to me, please?

£85/£92/£78/£63
 £47/£39/£26/£51
 cameras (Kodak)
 radios (Sony)
 watches (Timex)
 cassette-recorders
 (Philips)



- Q Oh, excuse me!
 R Yes, sir?
 Q Could you bring us some more tea, please?
 R Of course, sir.
 Q . . . and could you bring me the bill, please? I'm in a hurry.

tea
 coffee
 cream
 brandy



- S Taxi!
 T Where to, madam?
 S Can you take me to the airport, please?
 T Certainly, madam. . . Have you got any luggage?
 S Yes. Can you get it for me? It's over there.
 T All right. . . Ooh! It's very heavy.
 S Yes, it is . . . I'm very sorry.

airport
 station
 bus station
 International Hotel



- U Goodnight, Andrew.
 V Goodnight, Colin.
 U Have a good holiday!
 V Thanks.
 U Don't forget . . . send me a postcard!
 V O.K. . . . Oh, I haven't got your address.
 U That's O.K. You can send it to me at the office.
 V All right . . . 'Bye.
 U 'Bye.

at the office
 at school
 at work
 here



Target Structures

Can you show (me) some cameras/it/them?
Can you show it/them to (me)?

Expressions

I see . . .
I'm in a hurry.
I'm very sorry.
Don't forget!
Have a good (holiday).
Oh, dear!
'Bye.

Vocabulary

show	cassette-recorder	international
bring	bill	85, 92, 63, 41, etc.
take	cream	madam
get	brandy	at the office
send	luggage	at school
	bus-station	
	address	
	postcard	

- Briefly revise the previous lesson.
- Dialogue. Set the situation. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.
- Listen and Repeat.
- T: *Eighty-five pounds . . . Repeat.* Write up £85.
Continue: £92, £78, £63, £47, £39, £26, £51.
Point at the numbers at random to elicit a choral response.
- Drill:
T: *cameras*
T: *Can you show me some cameras, please?*
T: *watches*
T: *Can you show me some watches, please?*
T: *cameras*
C: *Can you show me some cameras, please?*
Continue:
watches
radios
cassette-recorders
pens
clocks
- Drill:
T: *It's a nice camera.*
T: *Can you show it to me, please?*
T: *They're nice watches.*
T: *Can you show them to me, please?*
T: *It's a nice camera.*
C: *Can you show it to me, please?*
Continue:
They're nice watches.
It's a nice radio.
It's a nice cassette-recorder.
They're nice pens.
They're nice clocks.
- Focus attention on Dialogue 1. The students look and listen. Play the cassette or act out the text.
- Silent Reading.
- The teacher takes the part of O, the class in chorus takes the part of P. Go through the dialogue. Then the teacher takes the part of P, the class in chorus takes the part of O. Go through the dialogue.
- Pair Work.

11 Transfer. The teacher selects a student and acts out the dialogue, substituting other vocabulary items. Students do the same in pairs using the prompts in the book.

12 Dialogue 2. Follow the same procedure as for Dialogue 1, but include this drill.

- 13** Drill:
- | | |
|---|------------------------------|
| T: <i>some more tea</i> | Continue:
<i>the bill</i> |
| T: <i>Could you bring us some more tea, please?</i> | <i>some coffee</i> |
| T: <i>the bill</i> | <i>a bottle of wine</i> |
| T: <i>Could you bring us the bill, please?</i> | <i>some more cream</i> |
| T: <i>some more tea</i> | <i>the menu</i> |
| C: <i>Could you bring us some more tea, please?</i> | |

14 Dialogue 3. Follow the same procedure as for Dialogue 1, but include these drills.

- 15** Drill:
- | | |
|---|-------------------------------------|
| T: <i>the airport</i> | Continue:
<i>the bus-station</i> |
| T: <i>Can you take me to the airport, please?</i> | <i>the Bristol Hotel</i> |
| T: <i>the bus-station</i> | <i>the station</i> |
| T: <i>Can you take me to the bus-station, please?</i> | <i>Oxford Street</i> |
| T: <i>the airport</i> | <i>the university</i> |
| C: <i>Can you take me to the airport, please?</i> | |

- 16** Drill:
- | | |
|--|--|
| T: <i>Have you got any luggage?</i> | |
| T: <i>Yes, can you get it for me?</i> | |
| T: <i>Has he got any luggage?</i> | |
| T: <i>Yes, can you get it for him?</i> | |
| T: <i>Have you got any luggage?</i> | |
| C: <i>Yes, can you get it for me?</i> | |

Continue:
Has he got any luggage?
Have they got any luggage?
Has she got any luggage?
Has John got any luggage?
Have John and Mary got any luggage?

17 Dialogue 4. Follow the same procedure as for Dialogue 1, but include these drills.

- 18** Drill:
- | | |
|---------------------------------------|--|
| T: <i>Send me a postcard . . .</i> | |
| T: <i>I haven't got your address.</i> | |
| T: <i>Send him a postcard . . .</i> | |
| T: <i>I haven't got his address.</i> | |
| T: <i>Send me a postcard . . .</i> | |
| C: <i>I haven't got your address.</i> | |

Continue:
Send him a postcard . . .
Send them a postcard . . .
Send us a postcard . . .
Send her a postcard . . .
Send John a postcard . . .

- 19** Drill:
- | | |
|----------------------------------|---|
| T: <i>Send a postcard to me.</i> | Continue:
<i>Bring the bill to us.</i> |
| T: <i>Send me a postcard.</i> | <i>Take the book to him.</i> |
| T: <i>Bring the bill to us.</i> | <i>Show the pen to her.</i> |
| T: <i>Bring us the bill.</i> | <i>Get the coffee for me.</i> |
| T: <i>Send a postcard to me.</i> | <i>Take the tea to them.</i> |
| C: <i>Send me a postcard.</i> | |

20 A postcard

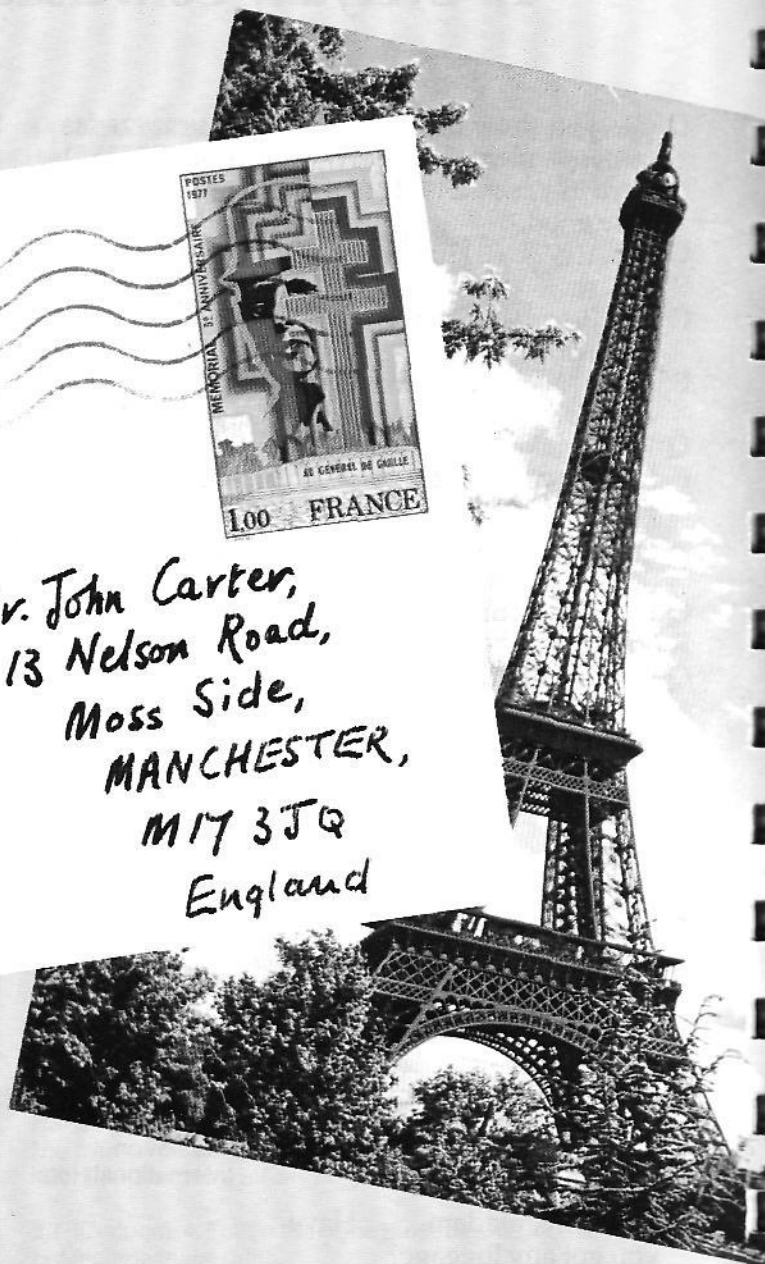
COULEURS ET LUMIERE DE FRANCE
75 - PARIS



Dear John,

This is a picture of Paris. The weather's beautiful. The hotel's excellent. In my hotel room there's a colour TV. and a shower. The food isn't very good. Paris is expensive. My French is terrible, but the people are friendly. See you soon.
Best wishes, Mary xxx

Mr. John Carter,
13 Nelson Road,
Moss Side,
MANCHESTER,
M17 3JQ
England



Dear Joe,
Anne,
Mother,
Father,

This is a picture of	Cambridge. Bournemouth. London. Oxford.	The weather's	hot. cold. sunny. rainy.	The school is very	good. bad. large. small.
----------------------	--	---------------	-----------------------------------	--------------------	-----------------------------------

I'm in class	A2. R17. B3. R50.	There are a lot of	Germans Italians Mexicans Brazilians	in my class. My	teacher's name teachers' names	is are	Michael. Pat. David. Sue.
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English is very	easy. difficult. interesting.	The town's	boring. exciting. busy. big.	There are a lot of	pubs, discos, theatres, cinemas,	and things are very
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cheap. expensive.	The food is	different, terrible, delicious, O.K.	and English people are very	friendly. reserved. warm. cold.	See you	soon. in 3 weeks. in 4 weeks. in 6 weeks.
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Best wishes,

Expressions

Letter Format: Names & addresses

Dear (John)

See you soon

Best wishes

See you in three weeks/soon.

Vocabulary

picture	busy	surname
hotel room	boring	married
weather	delicious	single
shower	excellent	
food	exciting	spell
class	friendly	
theatre	interesting	
cinema	quiet	
disco	rainy	
pub	reserved	
colour	sunny	
thing	warm	
	Brazilian	

1 T: *What's your surname? . . . Spell it* (Explain this.)
Write your own surname on the board. Get the students to ask each other:
T: *What's your surname?* followed by *Spell it*.

2 T: *What's your first name?*
Follow the procedure as for 20.1. Add your first name to your surname on the board.

3 T: *Are you Mr, Mrs or Miss?*
T: *Are you married or are you single?*
Add Mr/Mrs/Miss to your name on the board.

4 T: *What's your address?*
Get them to ask each other, and you.
Add your address to your name on the board.

5 T: *I'm from (London).*
Add it to your address on the board.
T: *Which town/country are you from?*
Get them to ask each other, and you.
Add it to the board.

6 Written phase.
Students write their full names and addresses.

7 T: *I've got a postcard from Paris.*
Read out the postcard. Substitute your name. Students listen.

8 Refer students to the postcard. They mask the rest of the text. Say: *Listen*. Read it again.

9 Silent Reading.

10 Question and Answer.
T: *Is this a picture of London, or a picture of Paris?*
What can you see in the picture?
What's the weather/hotel/food like?
What's her French like?
What are the people like?
What is there in her room?
Is Paris cheap or expensive?

11 Drill:

T: *Paris*

T: *What's Paris like?*

T: *the people*

T: *What are the people like?*

T: *Paris*

C: *What's Paris like?*

Continue:

the people

the weather

the food

the wine

his French

your landlady

your teachers

12 Pair Work. Get them to ask each other about their rooms, food, weather, teachers, etc.

13 Explain the idea: they are going to write a postcard. Vocabulary preview. Explain:

sunny/rainy

easy/difficult

interesting/boring/quiet

friendly/reserved

exciting/busy/delicious/different

T: *You can write a postcard now. This can help you.*

Go through giving a model.

Get them to prepare their postcard on a sheet of paper.

Watch this point: *My teachers' names are*

My teacher's name is

14 Closure. Get one or two students to read their versions. Get them to write an imaginary postcard for homework.

21 What are they doing?

Anne Hello, Linda. Is Jack here?

Linda No, he isn't.

Anne Is he working today?

Linda No, he isn't working today.

He's in the kitchen.

Anne What's he doing?

Linda He's cooking.

Anne What are you doing?

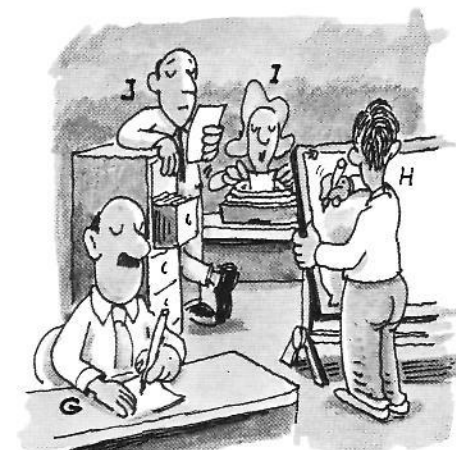
Linda I'm reading.

Look at the picture.

They're in the night club now.

Exercise 1

- | | |
|-----------------|-------|
| He's smoking | . B . |
| He's drinking | . . . |
| She's singing | . . . |
| He's sleeping | . . . |
| They're dancing | . . . |
| They're eating | . . . |



Exercise 2

G What's he doing? He's writing.

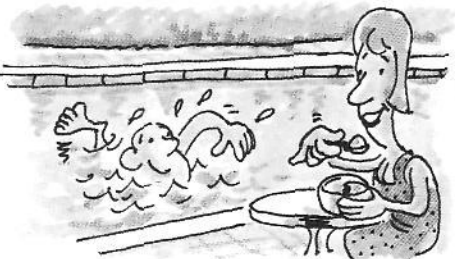
H

I

J

drawing/typing/reading

Exercise 3



swimming/eating

He's swimming

She isn't swimming

Is she eating? Yes, she is.

Is he eating? No, he isn't.



reading/writing

. . .

. . .

. . .

. . .

Look at these words:

work	working	smoke	smoking
cook	cooking	dance	dancing
read	reading	write	writing
eat	eating	type	typing
drink	drinking		
sing	singing	sit	sitting
sleep	sleeping	run	running
draw	drawing	swim	swimming

Target Structures

Present Progressive

*I'm/You're/He's working.**Am I/Are you/Is he working?**I'm not/He isn't working.**What am I/are you doing?*

Yes, I am

No, I'm not

New Vocabularywork
read
eat
drinksleep
draw
smoke
drawnight-club
stand up*/stand*
sit down*/sit*

*Note: These verbs are currently used interchangeably to indicate both an action and a state. In this Unit stand and sit are used simply to indicate a state, to avoid using a preposition in the present progressive tense.

1 Briefly revise the verb to be in the affirmative, question & negative forms by asking questions:

Are you tired?/hungry?/sleepy? etc. Ask me/Ask him/Ask her.

2 Choose a male student:

T: Stand up! . . . He's standing . . . Repeat.

Choose a female student:

T: Stand up! . . . She's standing . . . Repeat.

Choose two students:

T: Stand up! . . . They're standing . . . Repeat.

Choose two students, bring them to join you.

T: We're standing . . . Repeat. I'm standing.

Get individual students to generate this by saying *Stand up!*

Then say *Stand up! . . . You're standing.*

Indicate yourself to elicit *You're standing* from the class.

3 Repeat the above procedure using three verbs:

Sit down! (He's sitting.) Write your name! (He's writing.) Read your book! (He's reading.)

4 Drill:

T: I

T: I'm speaking.

T: He

T: He's speaking.

T: I

C: I'm speaking.

Continue:

he

you

she

we

they

I

5 *T: Look at him . . . he isn't standing . . . Repeat.*

Continue: *Look at her . . . she isn't standing . . . Repeat.*

Look at them . . . they aren't standing . . . Repeat.

Point at a student and say: *You aren't standing.* Sit down, point at yourself to elicit: *You aren't standing.*

T: I'm not standing. Point at students to elicit: *I'm not standing.*

T: We aren't standing. Repeat!

6 Repeat the above procedure using *sit, write* and *read*.

7 Drill:

T: I'm writing.

T: You aren't writing!

T: He's speaking.

T: He isn't speaking!

T: I'm writing.

C: You aren't writing!

Continue:

He's speaking.

They're reading.

She's standing.

We're walking.

You're reading. (Use

gesture to elicit *We*.)

8 Drill:

T: He's reading.

T: Is he reading?

T: They're writing.

T: Are they writing?

T: He's reading.

C: Is he reading?

Continue:

They're writing.

She's sitting.

I'm standing.

We're speaking.

They're listening.

9 Drill:

T: he

T: Is he sitting?

T: we

T: Are we sitting?

T: he

C: Is he sitting?

Continue:

we

I

she

they

you

10 Ask questions.

T: Are you listening? Ask him/Ask her/Ask me.

Is he writing? etc.

C: Yes, I am/No, I'm not/Yes, he is, etc.

11 Pair Work: Students ask each other questions as in 21.10.

12 Focus attention on the first picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.

13 Listen and Repeat.

14 Drill:

T: he

T: What's he doing?

T: you

T: What are you doing?

T: he

C: What's he doing?

Continue:

you

she

they

I

we

15 Silent Reading.

16 Pair Work.

17 Focus attention on the second picture (the night club). Ensure the text is masked.

T: This night club is in New York and these people are in the club now.

Look, Listen and Repeat.

(a) *She's singing.*

(b) *He's smoking.*

(c) *He's sleeping.*

(d) *He's drinking.*

(e) *They're eating.*

(f) *They're dancing.*

18 Ask questions:

T: Look at A. What's she doing? C: She's singing.

(Chorus & individual response). Do the same for B-F.

19 Pair Work. Students ask each other questions as in 21.18.

20 Ask questions:

T: Look at A. Is she drinking? C: No, she isn't.

T: Is she singing? C: Yes, she is.

21 Pair Work. Students ask each other questions as in 21.20.

22 Set Exercise 1 in class or for homework.

23 Focus attention on the third picture (the office). Follow the procedure 21.17 and 21.22.

24 Point out the spelling rules:

work/working smoke/smoking sit/sitting

Ask the class to study it for homework. Set Exercise 3 for homework.

22 Can you help me?

Thomas is a student. He's staying with the Taylors, an English family.

Thomas Hello, Mrs Taylor. Can you help me? I'm doing my homework and I can't understand this word.

Mrs Taylor Which one? Oh . . . that's difficult. I can't help you now . . . I'm watching something . . .

Thomas Oh? What are you watching?

Mrs Taylor I'm watching a cowboy film.

Thomas Can Mr Taylor help me?

Mrs Taylor No, he can't now, Thomas. He's reading.

Thomas What's he reading?

Mrs Taylor He's reading a magazine.

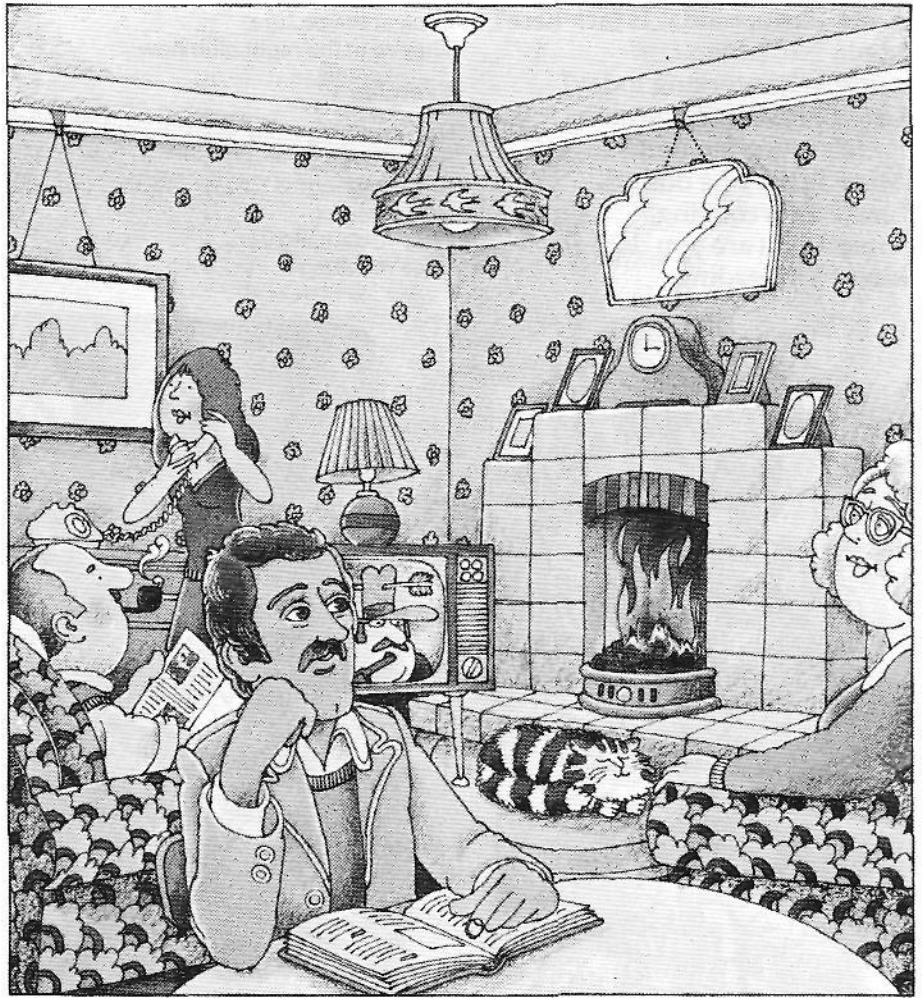
Thomas What about Kate?

Mrs Taylor Oh, she can't help you now . . . she's phoning someone.

Thomas Oh? Who's she phoning?

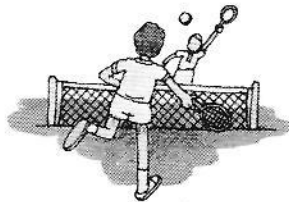
Mrs Taylor She's phoning her boyfriend . . . you're asking a lot of questions tonight, Thomas!

Thomas Am I? . . . Well, I'm practising my English!



Jill and John

Mary



Exercise

Jill and John/tennis.
What are Jill and John doing?
They're playing tennis.

Mr Smith/his car
Mary/a letter
Mr and Mrs Jones/television
Bob/a letter
Arthur and Mike/a box
Mrs Brown/the dishes
Tony/beer



Mr Smith



Arthur and Mike



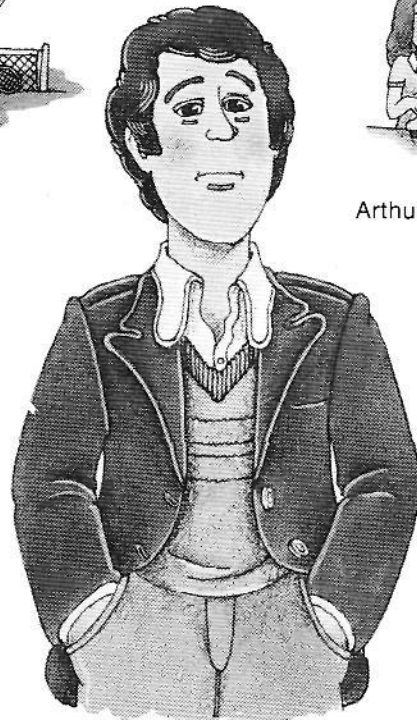
Mr & Mrs Jones



Tony



Bob



George is lonely and unhappy.
His friends are busy today.



Mrs Brown

drinking
watching
carrying
writing
typing
cleaning
washing

Target Structures

*He's reading (something). What's he reading?
She's phoning (someone). Who's she phoning?
Who's playing football? Tony is.*

Expressions

What about (Kate)?

New Vocabulary

understand	homework	lonely
watch	cowboy film	unhappy
phone	someone	
practise	something	
clean	box	
wash	dish	
ask	friend	tonight
carry	question	
stay	word	

1 Briefly revise the previous lesson.

2 Focus attention on the picture. Ensure the text is masked. Set the situation. Play the first part of the dialogue or act out the text.

3 Listen and Repeat.

4 Drill:

T: *Can you help me?*

T: *she*

T: *Can she help me?*

T: *us*

T: *Can she help us?*

T: *Can you help me? . . . Repeat!*

C: *Can you help me?*

Continue:

she

us

they

him

we

her

he

5 Drill:

T: *I*

T: *I'm doing my homework.*

T: *he*

T: *He's doing his homework.*

T: *I*

C: *I'm doing my homework.*

Continue:

he

they

she

you

we

6 Drill:

T: *I'm watching something.*

T: *What are you watching?*

T: *He's watching something.*

T: *What's he watching?*

T: *I'm watching something.*

C: *What are you watching?*

Continue:

He's watching something.

They're watching something.

She's watching something.

The children are watching something.

Mrs Taylor's watching something.

7 Silent Reading.

8 Question and answer:

Is Thomas a teacher? Ask What?

Is he watching television? Ask What?

Is there a difficult word? Can he understand it?

Can Mrs Taylor help him?

Is she reading? Ask What?

9 Pair Work.

10 Focus attention on the picture. Ensure the text is masked. Play the second part of the dialogue.

11 Listen and Repeat.

12 Silent Reading.

13 Question and Answer:

Is Mr Taylor watching television? Ask What?

Can he help Thomas now?

14 Pair Work.

15 Focus attention on the picture. Ensure the text is masked. Play the third part of the dialogue.

16 Listen and Repeat.

17 Drill:

T: *She's phoning someone.*

T: *Who's she phoning?*

T: *I'm phoning someone.*

T: *Who are you phoning?*

T: *She's phoning someone.*

C: *Who's she phoning?*

Continue:

I'm phoning someone.

They're phoning someone.

He's phoning someone.

Kate's phoning someone.

18 Silent Reading.

19 Question and Answer.

Can Kate help him now?

Is she phoning? Ask Who?

Is Thomas asking a lot of questions?

What is he practising?

20 Pair Work.

21 Play the cassette of the complete dialogue.

22 Refer students to the pictures for the exercise.

T: *Listen.*

Poor George. All his friends are busy today. He's lonely and unhappy.

Tony's drinking beer.

Mrs Brown's washing the dishes.

Arthur and Mike are carrying a box.

Bob's writing a letter.

Mr & Mrs Jones are watching television.

Mary's typing a letter.

Mr Smith's cleaning his car.

Jill & John are playing tennis.

T: *Listen and repeat.* Substitute pronouns for names, by going through the list again and saying:

T: *Look at Tony . . . He's drinking beer.*

Students repeat only: *He's drinking beer.*

23 Drill:

T: *Who's drinking beer?*

T: *Tony's drinking beer.*

T: *Who's playing tennis?*

T: *Jill & John are playing tennis.*

T: *Who's drinking beer?*

C: *Tony's drinking beer.*

Continue:

Who's playing tennis?

Who's cleaning his car?

Who's typing a letter?

Who's watching television?

Who's writing a letter?

Who's carrying a box?

Who's washing the dishes?

Now ask some individuals, but select pictures at random.

24 Pair Work. Students ask each other questions, as in 22.23.

25 T: *Who's drinking beer?* C: *Tony is.*

Go through the questions in 22.23.

C: *Jill & John are/Mr Smith is/etc.*

26 Pair Work. Students ask and answer questions as in 22.25.

27 Go through the exercise orally. Set it in class or for homework.

23 Everyday Conversation

- A Would you like to come to a party?
 B Well, I'd like to . . . but when is it?
 A On Saturday evening.
 B What a pity! I'm busy on Saturday.
 A What are you doing?
 B I'm doing my homework.
 A Really! . . . Another time perhaps?
 B Yes, thanks anyway.

a party
 a dance
 a picnic
 a pop concert
 a football match
 Saturday
 Sunday
 Monday
 Tuesday
 Wednesday
 Thursday
 Friday



- C Excuse me, is this seat free?
 D Yes, it is.
 C Is it O.K. if I sit here?
 D Yes, of course.
 C Er, . . . is that your newspaper?
 D Yes, it is.
 C May I borrow it for a minute, please?
 D Yes, certainly.

newspaper
 pen
 lighter
 umbrella
 magazine



- E Good morning.
 F Good morning. Can I help you?
 E Yes, I'm looking for a book.
 F What's the title?
 E *Instant English*. Have you got it?
 F Yes, we have.
 E How much is it?
 F £5.
 E May I see it?
 F Of course, here you are.

book
 (*Instant English*)
 record
 (*Love Story*)
 magazine
 (*Today*)
 cassette
 (*Instant English*)
 dictionary
 (*Oxford English Picture Dictionary*)

£5
 £1
 £4
 £7
 £3



Expressions

Would you like to come (to a party)?

I'd like to . . .

What a pity!

Is it O.K. if I sit here?

Another time, perhaps?

Thanks, anyway.

May I (borrow it)?

Vocabulary

come	title	picnic
borrow	free (unoccupied)	pop concert
look for	newspaper	football match
see	lighter	on Saturday
book	dictionary	When?
seat	cassette	Days of the week

1 Briefly revise the previous lesson.

2 Dialogue 1. Set the situation. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

3 Listen and Repeat.

4 Drill:

T: a party

T: Would you like to come to a party?

T: a dance

T: Would you like to come to a dance?

T: a party

C: Would you like to come to a party?

Continue:

a dance

a picnic

a pop concert

a football match

a disco

5 Drill:

T: Would you like to come to a party?

T: I'd like to . . . but when is it?

T: Would you like to come to a dance?

T: I'd like to . . . but when is it?

T: Would you like to come to a party?

C: I'd like to . . . but when is it?

Continue:

Would you like to come to a dance?

Would you like to come to a picnic?

Would you like to come to a pop concert?

Would you like to come to a football match?

Would you like to come to a disco?

6 Drill:

T: Sunday

T: I'm busy on Sunday.

T: Monday

T: I'm busy on Monday.

T: Sunday

C: I'm busy on Sunday.

Continue:

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

7 Invention Exercise:

T: homework

T: I'm doing my homework on Saturday.

T: letters

T: I'm writing letters on Saturday.

T: homework

S: I'm doing my homework on Saturday.

Continue:

letters

television

football

tennis

beer

8 Focus attention on Dialogue 1. The students look and listen. Play the cassette or act out the text.

9 Silent Reading.

10 The teacher takes the part of A. The class in chorus takes the part of B. Go through the dialogue. Then the teacher takes the part of B and the class in chorus takes the part of A. Go through the dialogue.

11 Pair Work.

12 Transfer. The teacher selects a student and acts out the dialogue, substituting other vocabulary items. Students do the same in pairs, using the prompts in the book.

13 Dialogue 2. Follow the same procedure as for Dialogue 1, but include these drills:

14 Drill:

T: newspaper

T: Is that your newspaper?

T: pen

T: Is that your pen?

T: newspaper

C: Is that your newspaper?

Continue:

pen

lighter

umbrella

magazine

15 Drill:

T: pen

T: May I borrow your pen?

T: newspaper

T: May I borrow your newspaper?

T: pen

C: May I borrow your pen?

Continue:

newspaper

book

lighter

car

umbrella

16 Dialogue 3. Follow the same procedure as for Dialogue 1, but include these drills:

17 Drill:

T: book

T: I'm looking for a book.

T: record

T: I'm looking for a record.

T: book

C: I'm looking for a book.

Continue:

record

magazine

cassette

dictionary

English book

18 Drill:

T: This is a good book.

T: May I see it, please?

T: This is a nice record.

T: May I see it, please?

T: This is a good book.

C: May I see it please?

Continue:

This is a nice record.

This is an interesting magazine.

This is a nice cassette.

This is an excellent dictionary.

This is a good English book.

24 The fashion show

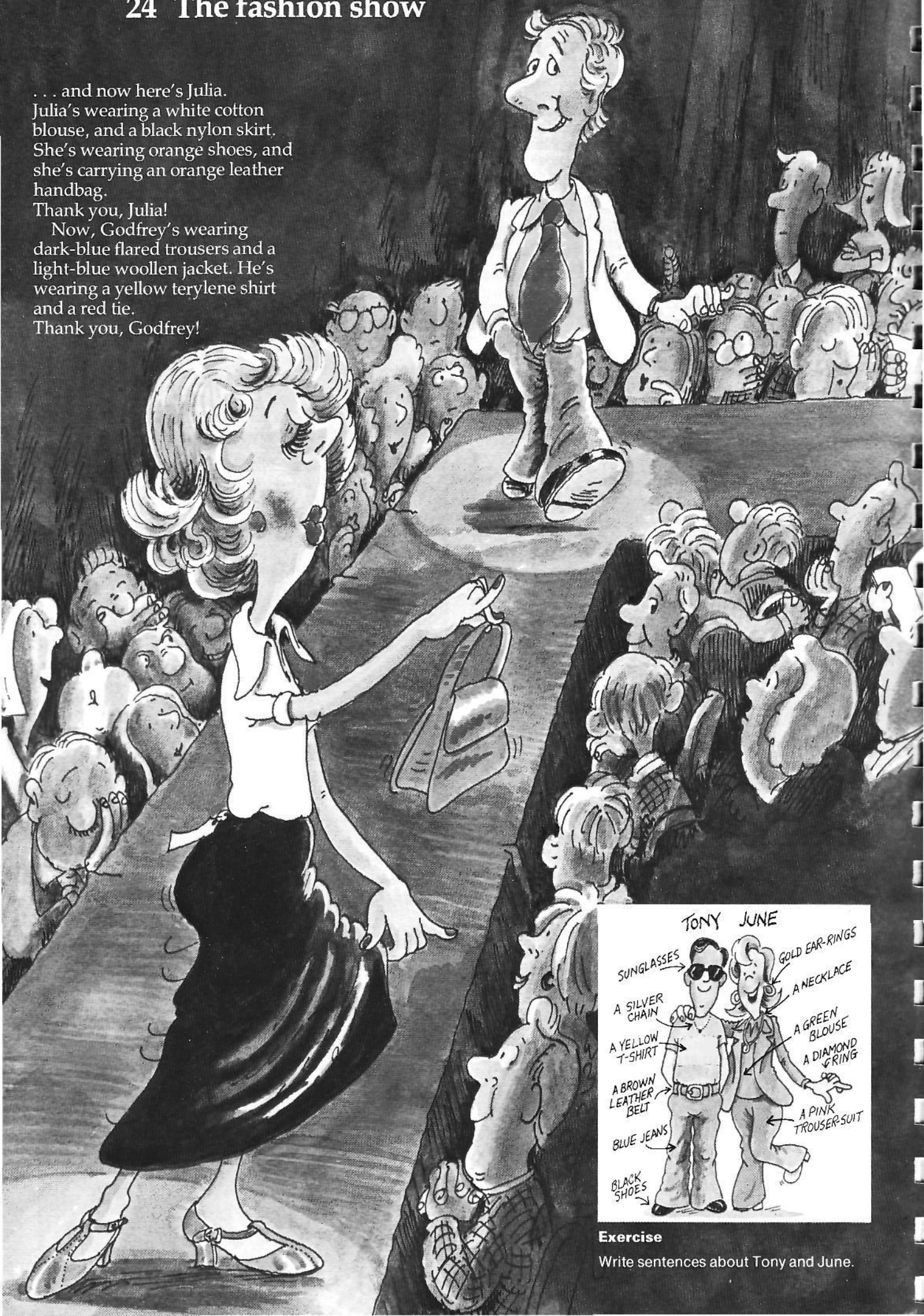
... and now here's Julia.

Julia's wearing a white cotton blouse, and a black nylon skirt. She's wearing orange shoes, and she's carrying an orange leather handbag.

Thank you, Julia!

Now, Godfrey's wearing dark-blue flared trousers and a light-blue woollen jacket. He's wearing a yellow terylene shirt and a red tie.

Thank you, Godfrey!



Exercise

Write sentences about Tony and June.

Target Structures

Revision and extension:
too/either

Expressions

Here's (John).

New Vocabulary

wear	silver	ring
cotton	diamond	chain
nylon	trouser suit	dark (blue)
leather	sunglasses	light (blue)
woollen	belt	flared
terylene	ear-rings	a fashion show
gold	necklace	model

11 T: *I'm wearing (a watch).*

Point at a student. T: *He's wearing a watch, too.*

T: *He's wearing (a tie). I'm wearing (a tie), too.*

Mary's wearing (shoes). Jane's wearing (shoes), too, etc.

T: *I'm wearing a (watch). He's wearing a (jacket).*

C: *I'm wearing a (jacket), too.*

C: *She's wearing a (watch), too, etc.*

12 Follow the same procedure with *either*.

T: *I'm not wearing a hat. He isn't wearing a hat, either, etc.*

13 Go through the exercise orally. Set it in class or for homework.

1 Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.

2 Listen and Repeat.

3 Silent Reading.

4 Question and Answer:

What's her name?

Is she wearing a blouse?

What colour is it?

Is it a cotton blouse or a nylon blouse?

Ask similar questions about her skirt, her shoes and her handbag.

Follow the same procedure with Godfrey.

5 Describe what you are wearing to the class.

T: *I'm wearing* | *a white shirt (a pink blouse).*
| *black flared trousers (a long black skirt).*
| *brown leather shoes (black leather shoes).*
| *a cheap watch (an expensive watch).*
| *etc.*

T: *Now describe me.* C: *You're wearing a . . .*

6 Describe a male student and a female student, explaining vocabulary, etc.

T: *Now you describe Fritz/Maria.*

7 Ask questions:

T: *Who's wearing blue jeans?*

C: *(Maria) is/(John) is/(John & Maria) are.*

S: *I am/He is/You are/etc.*

T: *Now ask each other questions.*

S1: *Who's wearing a red shirt?* S2: *Fritz is, etc.*

8 Ask questions and get students to ask each other and you questions.

T: *Are you wearing a chain?/socks?/a watch?/a ring?/etc.*

S1: *Yes, I am/No, I'm not.*

T: *Ask Maria.*

S1: *Maria, are you wearing a watch?*

S2: *Yes, I am/No, I'm not.*

9 Pair Work. Students question each other as in 24.8.

10 Choose two students, one male, one female.

Demonstrate a fashion model. T: *You're fashion models.*

Describe them. Ask the models to describe themselves.

Get students in groups of three to prepare their fashion show.

Get groups out to perform a fashion show.

25 At the cinema

Peter's standing outside the cinema. He's waiting for Lulu, his girlfriend, and he's looking at his watch because she's late. An old man's coming out of the cinema. A young man's going into the cinema. A boy's running up the steps. A woman's buying a ticket from the cashier. Some people are queueing outside the cinema.

Questions

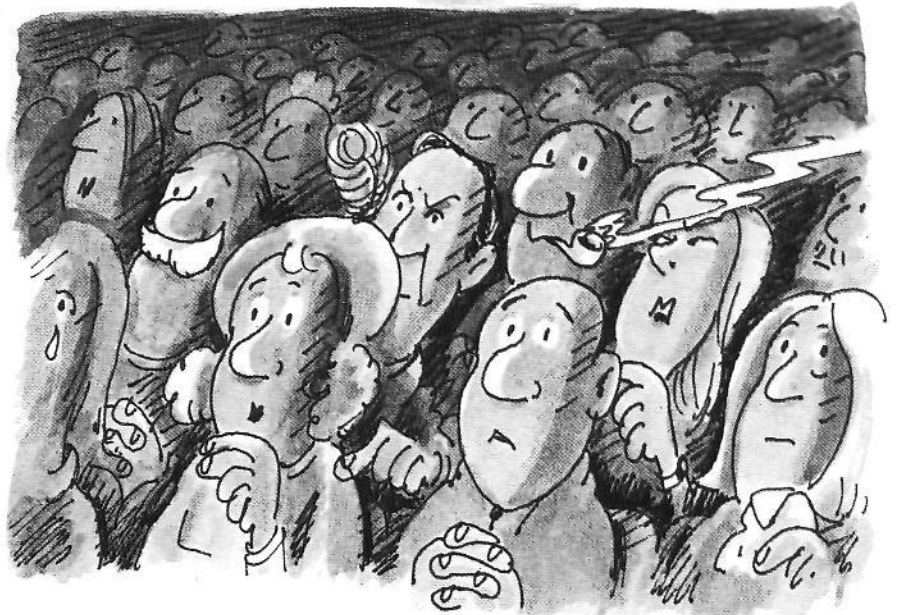
Where's Peter standing?
Who's he waiting for?
What's he looking at?
Why is he looking at his watch?
Who's coming out of the cinema?
Who's going into the cinema?
Who's buying a ticket?
Where are the people queueing?



Now Peter's in the cinema with Lulu. He's sitting between Lulu and a man with a moustache. A lady's sitting in front of him. She's wearing a large hat. Peter can't see the film. A man's sitting behind Peter. He's smoking a pipe. Lulu's unhappy because the smoke's going into her eyes.

Questions

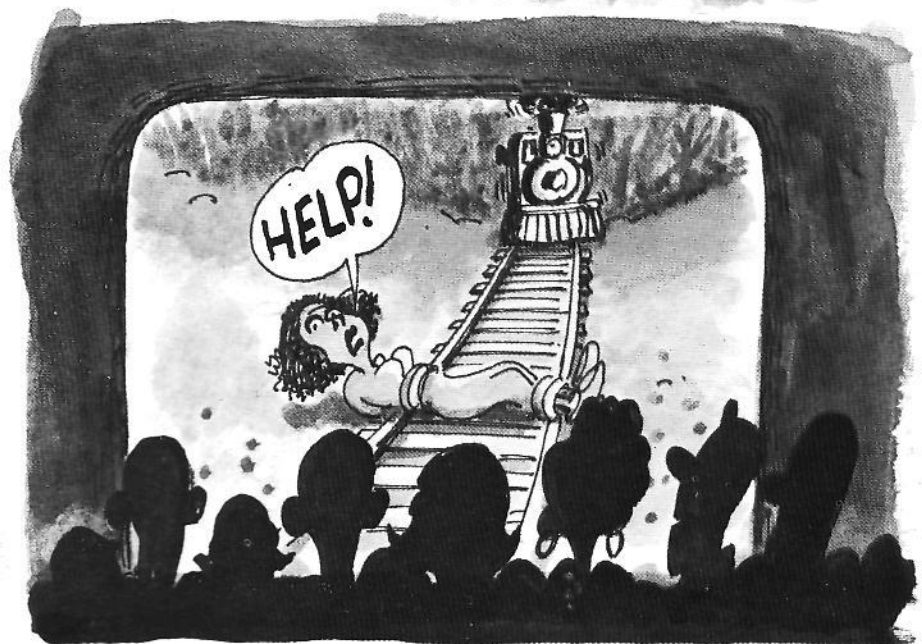
Where's Peter now?
Who's he with?
Where's he sitting?
Who's sitting in front of him?
What's the lady wearing?
Who's sitting behind him?
What's the man smoking?
Why is Lulu unhappy?



This is a scene from the film. In this scene, a beautiful young girl's lying across the lines. She's shouting 'Help!' because the train's coming along the lines. It's very near. It's coming round the bend now.

Questions

Where's the girl lying?
What's she shouting?
Why is she shouting?
Is the train near?
Can you see the train?
Where is it?



Target Structures

Present Progressive with prepositions:

<i>outside</i>	<i>in front of</i>
<i>into</i>	<i>behind</i>
<i>out of</i>	<i>across</i>
<i>up</i>	<i>along</i>
<i>from</i>	<i>near</i>
<i>in</i>	<i>round</i>
<i>between</i>	

Why? . . . Because . . .

New Vocabulary

<i>wait for</i>	<i>cinema</i>	<i>smoke</i>
<i>go</i>	<i>girlfriend</i>	<i>eye</i>
<i>buy</i>	<i>steps</i>	<i>scene</i>
<i>queue</i>	<i>cashier</i>	<i>line</i>
<i>smoke</i>	<i>boy</i>	<i>bend</i>
<i>lie</i>	<i>moustache</i>	
<i>shout</i>	<i>late</i>	

1 Briefly revise the previous lesson.

2 Focus attention on the first picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.

3 Listen and Repeat.

4 Silent Reading.

5 Question and Answer.

Who questions:

Who's standing outside the cinema? (to elicit: *Peter is.*)

Who's late?

Who's looking at his watch?

Who's coming out of the cinema?

Who's going into the cinema?

Who's running up the steps?

Who's buying a ticket?

Who's queueing outside the cinema?

Long closed questions:

Is Peter standing outside the cinema, or is he standing inside the cinema?

Is he waiting for his wife, or is he waiting for his girlfriend? etc.

Open questions:

Where's Peter standing?

Who's he waiting for?

What's he looking at?

Why's he looking at his watch?

Who's coming out of the cinema?

Where's the young man going?

Where's the boy running?

What's the woman buying?

Where are the people queueing?

6 Get the students to ask questions:

T: *Somebody's late. Ask Who?*

S: *Who's late?*

T: *Peter's standing. Ask Where?*

S: *Where's he standing?*

T: *A woman's buying something. Ask What?*

S: *What's she buying?*

T: *Peter's looking at his watch? Ask Why?*

S: *Why's he looking at his watch?*

7 Pair Work. Get the students to ask each other questions with *What? Where? Who? Why?*

8 Focus attention on the second picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text. Follow the same procedure as in 25.2–25.7. Ask questions with *What? Who? Where? Why?* Pay special attention to these two questions:

T: *Why is Peter/Lulu unhappy?* C: *Because . . .*

9 Focus attention on the third picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text. Follow the same procedure as 25.2–25.7. Ask questions with *What? Who? Where? Why?* Pay special attention to this question:

T: *Why is she shouting?* C: *Because . . .*

10 Play the complete recording. The students listen.

11 Refer students to the written questions in their books. Ask them to write answers for homework.

26 What's on television tonight?

John Hello, darling. . . I'm home!

Anne Hello, John. Are you tired, dear?

John Yes, I am. What time is it?

Anne It's six o'clock.

John Oh . . . What's on television tonight?

Anne There's a good programme at quarter past eight . . . 'Paul McCartney In Concert'.

John Yes . . . and there's a good film after the news.

Anne Ooh . . . and 'Mary in Love' at quarter to seven before 'Police Story'.

John Oh, I can't watch that! There's a football match on ITV at half past six.

Anne But, John, it's my favourite programme!

John Well, go and watch it at your mother's!

TV Page		
BBC-1		BBC-2
6.00	The South Today	6.00
6.45	Mary in Love (Romantic Comedy)	7.30
7.15	Police Story	8.00
8.15	In Concert Paul McCartney	9.00
9.00	The Nine O'Clock News	
9.30	Rock Around The Clock. (Film - 1955)	
		6.00 News and Weather
		6.30 Football England v. Brazil
		8.00 Film: Cleopatra
		10.15 Tonight in London
		10.45 The Detectives

International time



It's one o'clock in Mexico City



New York



Caracas



Rio de Janeiro



Greenland



The Azores



London



Rome



Istanbul



Baghdad

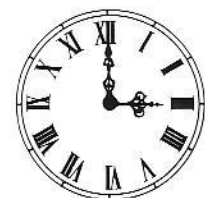


Abu Dhabi

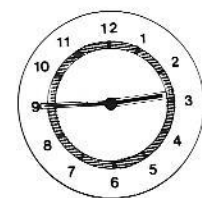


Karachi

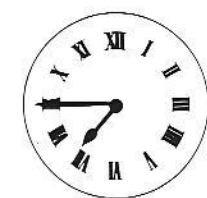
Exercise



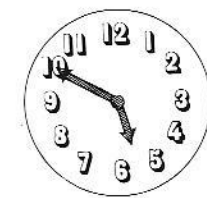
What time is it?
It's three o'clock.



...



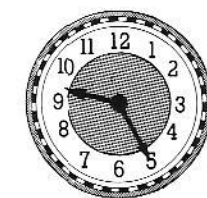
...



...



...



...

Target Structures

What time is it?

... at (one o'clock)

... in (Mexico)

It's
 one o'clock
 five past one
 quarter past one
 half past one
 quarter to two
 ten to two, etc.

New Vocabulary

1st-12th	before
darling	after
programme	favourite
news	

Expressions

What's on television tonight?

I'm home!

... at (your mother's).

1 Briefly revise the previous lesson.

2 Draw a clock on the board or use a clock with movable hands.

T: *What time is it?* ... Repeat.

Go through the hours:

T: *It's one o'clock/It's two o'clock*, etc.

Students listen and repeat. Using the clock, ask individuals

What time is it? S: *It's one o'clock*.

Follow the same procedure with: *It's quarter past one*, etc.

It's half past one, etc.

It's quarter to two, etc.

3 Using the clock, go through:

T: *It's five past one/It's ten past one/It's twenty past one/It's*

twenty-five past one/It's ten to two/It's five to two.

Students listen and repeat. Using the clock, ask individuals:

What time is it?

4 Focus attention on the picture. Ensure the text is masked.

Set the situation. Play the cassette or act out the text.

5 Listen and Repeat.

6 Silent Reading.

7 Question and Answer.

Is John tired?

What time is it?

What time is Mary in Love/Police Story/the football match on?

Which is Anne's favourite programme?

8 Pair Work.

9 Transfer.

T: *What's your favourite television programme? /colour? /*

food? /drink? /pop group? /magazine? /fruit? /car? /sport?

T: *Who's your favourite actor? /actress? /singer? /writer?*

Ask me/Ask him/Ask her.

10 Focus attention on the television guide. Explain B.B.C. (British Broadcasting Corporation) I.T.V. (Independent Television). Ask students to study it silently.

11 Ask: *What's on BBC-1 at six o'clock?*

What's on ITV at six o'clock? etc.

12 Pair Work. Students ask each other questions as in 26.11.

13 Ask *What's on before Police Story?*

What's on after Police Story? etc.

14 Pair Work. Students ask each other questions as in 26.13.

15 Focus attention on the International Time exercise.

T: *Look at the first clock.*

T: *The first clock.* ... Repeat!

C: *The first clock.*

T: *It's one o'clock in Mexico* ... Repeat!

C: *It's one o'clock in Mexico.*

Continue 2nd-12th. Pay careful attention to 5th.

16 T: *What time is it in New York? /Caracas? /The Azores?*

C: *It's two o'clock in New York.*

C: *It's three o'clock in Caracas*, etc.

17 Pair Work. Ask each other:

S1: *What time is it in Rome?* S2: *It's eight o'clock in Rome.*

18 T: *Mexico* ... *New York.*

T: *When it's one o'clock in Mexico, it's two o'clock in New York.*

C: *When it's one o'clock in Mexico, it's two o'clock in New York.*

Continue with individual students:

T: *New York* ... *Caracas*

Caracas ... *Rio de Janeiro*

Rio de Janeiro ... *Greenland*

Greenland ... *The Azores*, etc.

19 Set the exercise in class or for homework.

27 In prison

Tom Well. . . Tomorrow we're going to leave this place!

Fred Yes. What are you going to do first?

Tom Hmm . . . first, I'm going to rent a big car, meet my girlfriend and take her to an expensive restaurant. We're going to have steak and drink champagne. What about you, Fred?

Fred My wife's going to meet me outside the prison. Then we're going to have tea with her mother.

Tom With her mother! You're joking!

Fred No, I'm not. I'm going to work for my wife's mother.

Tom Really? You're not going to work for your mother-in-law!

Fred Yes. She's got a little café in London.

Tom What are you going to do there?

Fred I'm going to wash up.

Tom What! Wash up! I'm not going to work! I'm going to have a good time!

Fred You're lucky. . . I'm going to rob a bank next week.

Tom Why?

Fred Because I'm happy in prison!



Exercise 1

prison

He's going to leave prison.



Tom

Write sentences with:

- 1 car
- 2 girlfriend
- 3 good time

Exercise 2

car

He isn't going to rent a car.



Fred

Write sentences with:

- 1 steak
- 2 champagne
- 3 good time

Exercise 3

steak

They're going to have steak



Tom and his girlfriend

Write sentences with:

- 1 car
- 2 champagne
- 3 good time

Exercise 4

champagne

They aren't going to drink champagne.



Fred and his wife

Write sentences with:

- 1 good time
- 2 steak
- 3 car

Target Structures

I'm/he's going to (do it).
 I'm not/he isn't going to (do it).
 Is he going to (do it)?
 Yes, I am.
 No, I'm not.
 What (are you) going to do?

New Vocabulary

leave	lucky	prison
rent	little	place
joke	next week	champagne
work for		tea
wash up		mother-in-law
rob		café
		a good time

1 Briefly revise the previous lesson.

2 T: Look and Listen. I'm going to open the door.
 Open the door.

T: Now I'm opening it.

Follow the above procedure with:

I'm going to close the door. I'm going to read my book.

I'm going to write on the board. I'm going to sit down.

Bring out a male student.

T: He's going to open the door. . . . Repeat.

Say to the student: Open the door.

T: Now he's opening the door. . . . Repeat.

Bring out a female student.

T: She's going to close the door. . . . Repeat.

Say to the student: Close the door.

T: Now she's closing the door. . . . Repeat.

Point at two students.

T: They're going to stand up. . . . Repeat.

T: Stand up.

T: Now they're standing up. . . . Repeat.

3 Drill:

T: I

T: I'm going to do it.

T: we

T: We're going to do it.

T: I

C: I'm going to do it.

Continue:

we

he

you

she

they

4 Invention:

T: He/television

T: He's going to watch television.

T: They/football

T: They're going to play football.

T: He/television

S: He's going to watch television.

Continue:

They/football

We/a bottle of wine

He/a letter

She/a magazine

You/the door

5 T: Tonight I'm going to watch television.

What about you?

S: I'm going to

6 Drill:

T: I

T: I'm not going to do it.

T: we

T: We aren't going to do it.

T: I

C: I'm not going to do it.

Continue:

we

he

they

she

you

7 Drill:

T: He

T: Is he going to do it?

T: They

T: Are they going to do it?

T: He

C: Is he going to do it?

Continue:

they

she

you

I

we

8 Get students to ask you questions.

T: Television.

C: Are you going to watch television?

T: Yes, I am/No, I'm not, etc.

9 Ask students:

T: Are you going to watch television?

S: Yes, I am/No, I'm not, etc.

T: Is he going to watch television?

S: Yes, he is/No, he isn't, etc.

Ask him/Ask her/Ask me.

10 Pair Work. Students ask each other questions as in 27.9.

11 Focus attention on the picture. Ensure the text is masked.
 Set the situation. Play the cassette or act out the text.

12 Listen and Repeat.

13 Drill:

T: you

T: What are you going to do?

T: he

T: What's he going to do?

T: you

C: What are you going to do?

Continue:

he

they

she

we

they

you

14 Drill:

T: I'm going to have tea with the Queen.

T: With the Queen! You're joking!

T: I'm going to be a millionaire.

T: A millionaire! You're joking!

T: I'm going to have tea with the Queen.

C: With the Queen! You're joking!

Continue:

I'm going to be a millionaire.

I'm going to buy a yellow Rolls-Royce.

I'm going to live on the moon.

I'm going to have 20 children.

I'm going to be a pop star.

15 Silent Reading.

16 Question and Answer.

Are they going to leave prison today?

Is Tom going to rent a bicycle?

Is he going to meet his mother?

Is she going to take her to a cheap café?

Are they going to have an omelette?

Are they going to drink water?

Is Fred going to meet a girlfriend?

Are they going to have champagne?

Is he going to work for his father?

Has she got a big café?

Is he going to cook?

Is Tom going to work?

What's Fred going to do next week?

Ask When?

Ask What?

Ask Who?

Ask Where?

Ask What?

Ask What?

Ask Who?

Ask What?

Ask What?

Ask What?

Ask What?

Ask What?

Ask Why?

17 Play the complete recording. Students listen.

18 Refer students to Exercises 1-4. Go through them orally.
 Set them in class or for homework.

28 An English Wedding



1

This is an English wedding. They're standing on the steps outside the church. The bride is wearing a long white dress and is holding some blue flowers in her left hand. The groom is wearing a traditional morning suit and is holding a top hat in his right hand. They're both smiling because they're very happy.

2

In a few minutes, they're going to get into a Rolls-Royce and drive to a big hotel for the reception. At the reception they're going to cut the cake and drink champagne. Then they're going to open all their presents. Some people are going to make speeches and both of the mothers are going to cry.

3

At three o'clock they're going to leave the reception and drive to Heathrow Airport. They're going to fly to Bermuda. They're going to spend their honeymoon in a villa by the sea. They're going to be happy for ever and ever and have a lot of children.

1 What is this?

2 Where are they standing?

3 What's the bride wearing?

4 What's she holding?

5 What's the groom wearing?

6 What's he holding?

7 Why are they smiling?

1 What are they going to get into?

2 Where are they going to drive?

3 What are they going to cut?

4 What are they going to drink?

5 What are the mothers going to do?

1 What time are they going to leave the reception?

2 Where are they going to drive to?

3 Where are they going to fly to?

4 Where are they going to spend their honeymoon?

5 How many children are they going to have?

Target Structures

Revision and extension of Present Progressive and *going to*.

Expressions

In a few months . . . For ever and ever.

New Vocabulary

hold	flowers	villa
smile	hand	sea
get into	groom	best man
make (a speech)	morning suit	bridesmaid
cry	top hat	all
fly	reception	both
spend	presents	traditional
wedding	speech	left
church	honeymoon	right
bride		

1 Focus attention on the picture. Ensure the text is masked. Explain: *wedding/bride/best man/bridesmaid/the bride's parents/the groom's parents/church*. Play the cassette of Text 1 or read it.

2 Listen and Repeat.

3 Silent Reading.

4 Question and Answer.

Short closed questions.

T: *Is this a French wedding?* (C: *No, it isn't.*)

Are they inside the church?

Is the bride wearing a long dress or a short dress? etc.

Long closed questions.

T: *Is this a French wedding, or is it an English wedding?*

Are they standing outside the church or inside the church?

Is the bride wearing a long dress or a short dress? etc.

Open questions.

T: *Where are they standing?*

What's the bride wearing?

What's she holding? What colour are they? etc.

5 Reproduction of Text 1. Ensure the text is masked.

T: *English wedding*

T: *This is an English wedding.*

T: *they/steps/church*

T: *They're standing on the steps outside the church.*

T: *English wedding*

C: *This is an English wedding.*

Continue:

they/steps/church

bride/dress

flowers/left hand

groom/suit

hat/right hand

they/because/happy

6 Ensure Text 2 is masked. Play the cassette or read it.

7 Listen and Repeat.

8 Silent Reading.

9 Question and Answer.

Short closed questions

T: *Are they going to get into a Cadillac?*

Are they going to walk to the hotel? etc.

Long closed questions

T: *Are they going to get into a Cadillac or a Rolls-Royce?*

Are they going to walk to the hotel or are they going to drive? etc.

Open questions.

T: *What are they going to get into?*

Where are they going to drive?

When are they going to drive there?

What are they going to cut? etc.

10 Reproduction: Correct My Statement.

T: *In a few hours*

T: *In a few minutes.*

T: *They're going to get into a Mini.*

T: *They're going to get into a Rolls-Royce.*

T: *In a few hours.*

C: *In a few minutes.*

Continue:

They're going to get into a Mini.

They're going to drive to a small pub.

They're going to make the cake.

They're going to drink Coca-Cola.

They're going to buy their presents.

Some people are going to write speeches.

Both of the mothers are going to laugh.

11 Ensure Text 3 is masked. Play the cassette or read it.

12 Listen and Repeat.

13 Silent Reading.

14 Question and Answer.

Short closed questions.

T: *Are they going to leave the reception at four o'clock?*

Are they going to walk to the airport? etc.

Long closed questions.

T: *Are they going to leave at three o'clock or four o'clock?*

Are they going to walk to the airport or drive? etc.

Open questions.

T: *What time are they going to leave the reception?*

Where are they going to drive?

Where are they going to fly to? etc.

15 Reproduction: Complete My Statement.

T: *At three o'clock they're going to . . . ?*

T: *leave the reception*

T: *and drive to . . . ?*

T: *Heathrow Airport*

T: *At three o'clock they're going to . . . ?*

C: *leave the reception.*

Continue:

and drive to . . . ?

They're going to fly to . . . ?

where they're going to spend . . . ?

They're going to be happy for . . . ?

and have . . . ?

16 Play the complete recording.

17 Closure. Free Reproduction of the whole text.

T: *Tell me about the wedding.*

Individual students respond. Give occasional prompt words where necessary.

29 Computer dating

Interviewer Come in.

Mr Bull Ah, good afternoon. My name's Bull . . . John Bull. I'm looking for a girlfriend.

Interviewer Please sit down, Mr Bull. May I ask you some questions?

Mr Bull Oh, yes . . . what about?

Interviewer Ah . . . music, for example . . . do you like music?

Mr Bull Yes, I do. I like classical music.

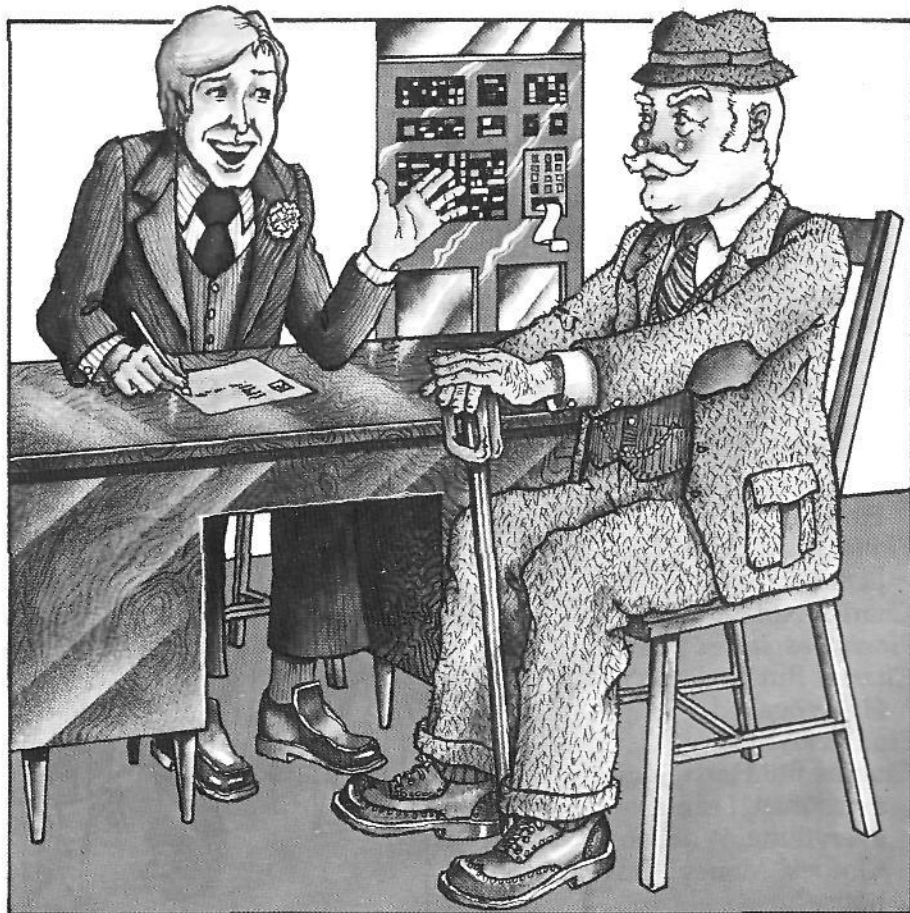
Interviewer Do you like pop music?

Mr Bull No, I don't . . . and I don't like jazz.

Interviewer How old are you, Mr Bull?

Mr Bull What! I don't like personal questions!

Interviewer Oh, well . . . can you complete this form later, and send it by post!



Passport photograph

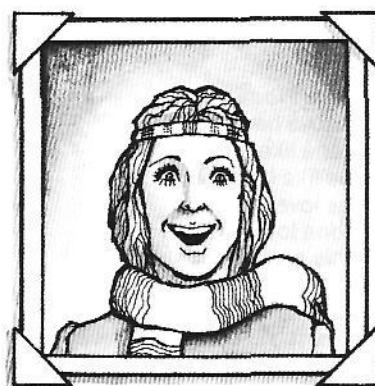
Surname: *Bull*
First Name(s): *John George*
Age: *65*
Occupation: *Farmer*

Likes:
Colours: *Red, white and blue.*
Food: *Roast beef, potatoes*
Drink: *Beer, whiskey*
Recreation: *Fishing, chess, golf*
Music: *Classical music*

Dislikes: *Pop music, dancing films, children.*

Date: *29.6.78*

Signature: *John Bull*



Passport photograph

Surname: *CHERRY*
First Name(s): *VIRGINIA*
Age: *18*
Occupation: *STUDENT*

Likes:
Colours: *PINK, YELLOW AND GREEN*
Food: *FRUIT, VEGETABLES*
Drink: *MILK, FRUIT JUICE*
Recreation: *DANCING, SWIMMING, TENNIS*
Music: *ROCK, JAZZ*

Dislikes: *POLITICS, TELEVISION, FOOTBALL, DOGS, BEARDS*

Date: *29TH JUNE 1978*

Signature: *Virginia Cherry*

Exercise 1

Look at John Bull:
Does he like beer?
Write 5 questions.

Exercise 2

Do you like football?
Write 5 questions.

Exercise 3

Look at Virginia Cherry:
1 *She likes dancing.*
2 *She doesn't like television.*
Write 10 sentences.

Exercise 4

1 *I like films.*
2 *I don't like dogs.*
Write 10 sentences.

Target Structures

<i>I like/don't like (music).</i>	<i>Yes, I do/No, I don't.</i>
<i>He likes/doesn't like (music).</i>	<i>Yes, he does/No, he doesn't.</i>
<i>Do you like (music)?</i>	

New Vocabulary

<i>music</i>	<i>occupation</i>	<i>signature</i>
<i>jazz</i>	<i>recreation</i>	<i>rock (music)</i>
<i>form</i>	<i>fishing</i>	<i>politics</i>
<i>dancing</i>	<i>chess</i>	<i>beard</i>
<i>dog</i>	<i>golf</i>	<i>June</i>
<i>farmer</i>	<i>teenagers</i>	<i>complete</i>
<i>photograph</i>	<i>opera</i>	<i>personal</i>
<i>computer</i>	<i>cat</i>	<i>by post</i>
<i>age</i>	<i>date</i>	

Expressions

<i>for example</i>	<i>What about?</i>
<i>How old are you?</i>	<i>What!</i>

1 Briefly revise the previous lesson.

2 T: *Listen.* Say these with appropriate expression:
I like tea, but I don't like coffee.
I like potatoes, but I don't like rice.
I like tennis, but I don't like golf.
I like pop music, but I don't like classical music.

3 Drill:
T: *tea* (nods head, indicates himself).
T: *You like tea.*
T: *coffee* (shakes head).
T: *You don't like coffee.*
T: *tea*
C: *You like tea.*
Continue:
coffee
potatoes
rice
tennis
football
pop music

4 Give prompts, for example *tea* to elicit *I like tea* or *I don't like tea* from individual students. Prompts: *coffee/potatoes/rice/tennis/football/pop music/classical music/spaghetti/wine/Coca-Cola/cowboy films/television/steak/champagne/milk/etc.*

5 Act out this mini-conversation:
A: *Do you like tea?* B: *Yes, I do.*
A: *Do you like coffee?* B: *No, I don't.*
Ask closed questions to elicit *Yes, I do/No, I don't.*
T: *Do you like tea? Do you like coffee?* etc, using the prompts.

6 Get students to ask you questions:
S: *Do you like tea?* etc. Prompt as in 29.4 only when necessary.

7 Pair Work.

8 Say: *In England, we/they like tea. We/They like fish and chips, and we/they like beer.*
T: *Where are you from?* S: *I'm from (France).*
T: *What about (Frenchmen)?* S: *We like (wine), etc.*

9 T: *In Scotland, they like whisky.*
Ask students about countries (other than their own) to elicit:
In (France) they like (wine), etc.

10 Written Phase:

<i>I</i>	<i>like tea.</i>	<i>I</i>	<i>don't like coffee.</i>
<i>You</i>		<i>You</i>	
<i>We</i>		<i>We</i>	
<i>They</i>		<i>They</i>	

<i>Do</i>	<i>I</i>	<i>like beer?</i>	<i>Yes,</i>	<i>I</i>	<i>do.</i>	<i>No,</i>	<i>I</i>	<i>don't.</i>
	<i>you</i>			<i>you</i>			<i>you</i>	
	<i>we</i>			<i>we</i>			<i>we</i>	
	<i>they</i>			<i>they</i>			<i>they</i>	

11 Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.

12 Listen and Repeat.

13 Silent Reading.

14 Pair Work.

15 Set the idea of computer dating forms. Focus attention on John Bull's form.

T: *What's his surname? What are his first names?*
How old is he? What's his job?

16 T: *He likes red.* *He likes whisky.*
He likes white. *He likes fishing.*
He likes blue. *He likes chess.*
He likes roast beef. *He likes golf.*
He likes potatoes. *He likes classical music.*
He likes beer. *He likes opera.*
T: *Listen and Repeat.* Go through the list again. Pay particular attention to *likes*.

19 Drill:
T: *pop music*
T: *He doesn't like pop music.*
T: *dancing*
T: *He doesn't like dancing.*
T: *pop music*
S: *He doesn't like pop music.*
Continue:
dancing
films
children
teenagers
students
cats

20 Act out this mini-conversation:
A: *Does he like potatoes?* B: *Yes, he does.*
A: *Does he like pop music?* B: *No, he doesn't.*
Ask questions about John Bull. T: *Does he like the colour blue?*
S: *Yes, he does./No, he doesn't.*

21 T: *Ask me about John Bull.* S: *Does he like the colour blue?*

22 Pair Work as in 29.20.

23 Focus attention on the second form.

T: *Tell me about Virginia Cherry.*
S: *She likes . . . /She doesn't like. . .*

24 Written Phase:

<i>He</i>	<i>likes</i>	<i>children.</i>	<i>He</i>	<i>doesn't like children.</i>
<i>She</i>			<i>She</i>	
<i>It</i>			<i>It</i>	

25 Drill:
T: *They*
C: *They like children.*
Continue:
He/We/I/She/It

26 Drill:
T: *They*
C: *They don't like tea.*
Continue:
She/I/We/He/John

27 Transfer. The class interviews you for a computer dating form. S: *Do you like . . . ?*

28 Pair Work. Students interview each other as in 29.27.

29 Set the exercises in class or for homework.

30 I want you, Fiona

Charles Please marry me, Fiona. I want you, I need you, I love you.

Fiona I'm sorry Charles, but I can't.

Charles Oh, Fiona. Why not?

Fiona Well, Charles. I like you . . . I like you a lot . . . but I don't love you.

Charles But Fiona, love isn't everything.

Fiona Oh, Charles, you don't understand . . . for me love is everything.

Charles Do you love another man Fiona?

Fiona Yes Charles, I do . . . James.

Charles Not James Milton!

Fiona Yes, James Milton.

Charles But he doesn't want you. He's engaged.

Fiona I know.

Charles But Fiona, James isn't a rich man. I can give you everything. What do you want? Clothes? Money? Travel? A big house?

Fiona No, Charles. I don't want those things. I only want James.

Questions

Who wants Fiona?
Does he love her?
Does Fiona like Charles?
Does she like him a lot?
Does she love him?
Does Fiona love another man?
What's his name?
Does James want Fiona?
Is he rich?
Is Charles rich?
What can he give Fiona?
Does she want clothes?
Does she want money?
What does she want?

Exercise 1

Who wants Fiona?
Charles wants Fiona.

Who loves Fiona?
Who needs Fiona?
Who wants James?
Who loves James?

Exercise 2

Who does Charles want?
Charles wants Fiona.

Who does Charles love?
Who does Fiona love?
Who does Fiona want?
Who does Charles need?



Target Structures

Extension of *I like* form to *want/need/love*.

Who loves (Fiona)?

Who does (Fiona) love?

(I) like (her).

New Vocabulary

marry	love	engaged
want	know	travel
need	give	

Expressions

Why not?

- 1 Briefly revise the previous lesson.
- 2 Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

- 3 Listen and Repeat.

- 4 Drill:

T: *I want you.*

T: *her*

T: *I want her.*

T: *He*

T: *He wants her.*

T: *I want you.*

C: *I want you.*

Continue:

her

He

needs

loves

I

him

she

- 5 Drill:

T: *clothes*

T: *Does she want clothes?*

T: *you*

T: *Do you want clothes?*

T: *clothes*

C: *Does she want clothes?*

Continue:

you

need

they

money

she

a big house

want

- 6 Drill:

T: *you*

T: *What do you want?*

T: *he*

T: *What does he want?*

T: *you*

C: *What do you want?*

Continue:

he

they

she

Charles and Fiona

James

Mrs Smith

the teacher

- 7 Silent Reading.

- 8 Question and Answer:

Short closed questions

Does Charles want Fiona?

Does Fiona want Charles?

Does he need her?

Does she need him?

Does he love her?

Does she love him?

Can she marry him?

Does he understand her?

Is she married? etc.

Long closed questions

Does she like him or does she love him?

Does she love Charles or does she love James?

Is James married or is he engaged?

Is James rich or is he poor, etc.

Open questions. Note here the contrast between subject *who* and object *who*. The form *whom* is not given in line with standard current usage.

Who wants Fiona?

Who does Charles want?

Who does Fiona want?

Who wants James?

(Repeat with *love* and *need*)

How much does she like him?

What does Fiona want?

What does Charles want? etc.

- 9 Pair Work.

- 10 Transfer. Ask short closed questions:

T: *Do you* | *want* | *money?*
 | *need* | *travel?*
 | *love* | *children?*
 | *a big house?*
 | *a Rolls-Royce?*

T: *Ask me/Ask him/Ask her*

- 11 Pair Work as in 30.10.

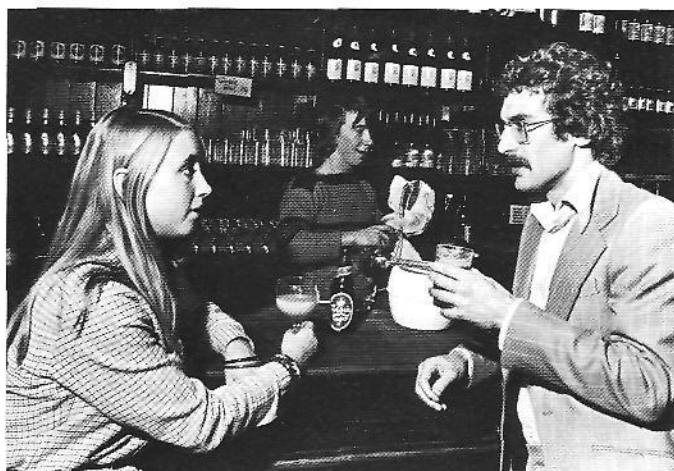
- 12 Play the complete recording.

- 13 Set the exercises in class or for homework.

31 Everyday Conversation

G What are you doing this weekend?
 H I'm going away.
 G Oh, where are you going?
 H I'm going to London.
 G How long for?
 H Just for two days.

this weekend
 on Saturday
 on Friday
 tomorrow
 next week
 London
 Wales
 Scotland
 Ireland
 Paris



I Have you got a car?
 J Yes, I have.
 I What kind is it?
 J It's a V.W.
 I Do you like it?
 J Yes, I do.
 I Why?
 J Because it's very economical.

V.W.
 Ford
 Datsun
 Fiat
 Jaguar
 economical
 big
 comfortable
 modern
 fast



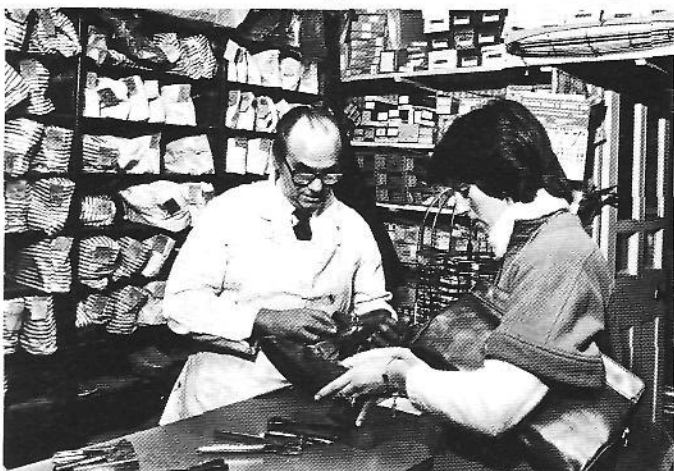
K Excuse me . . .
 L Yes?
 K Have you got any change?
 L What do you need?
 K I need some tens.
 L Oh, how many do you want?
 K Well, can you change a pound note?
 L Yes, I think so.

Coins: 1p, 2p, 5p,
 10p, 50p
 Notes: £1, £5, £10,
 £20
 a pound note
 a five-pound note
 a ten-pound note
 a twenty-pound note



M Good afternoon.
 N Good afternoon.
 M Could you repair these shoes, please?
 N Yes, certainly. When do you want them?
 M As soon as possible.
 N Is Thursday afternoon O.K?
 M Yes, that's fine.

these shoes
 these glasses
 these boots
 this camera
 this watch
 this radio
 Thursday
 afternoon
 Tuesday
 evening
 Wednesday
 morning



Expressions

How long for?
 just for (two days).
 I'm going away.
 What kind is it?
 I think so.
 As soon as possible.

New Vocabulary

weekend	a five-pound	modern
coin	note, etc.	(to) change
change	hoor	repair
a pound note	economical	

1 Briefly revise the previous lesson.

2 Dialogue 1. Set the situation. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

3 Listen and Repeat.

4 Drill:

T: *this weekend*
 T: *What are you doing this weekend?*
 T: *on Saturday*
 T: *What are you doing on Saturday?*
 T: *this weekend*
 C: *What are you doing this weekend?*

Continue:

on Saturday
tomorrow
this afternoon
on Tuesday
tonight
on Thursday
this evening

5 Drill:

T: *London* (Check stress on first syllable)
 T: *I'm going to London.*
 T: *the cinema*
 T: *I'm going to the cinema.*
 T: *London*
 C: *I'm going to London.*

Continue:

the cinema
Scotland
the opera
Wales
the concert
the dance
Oxford

6 Focus attention on Dialogue 1. The students look and listen. Play the cassette or act out the text.

7 Silent Reading.

8 The teacher takes the part of G. The class in chorus takes the part of H. Go through the dialogue. Then the teacher takes the part of H. The class in chorus takes the part of G. Go through the dialogue.

9 Pair Work.

10 Transfer. The teacher selects a student and acts out the dialogue, substituting other vocabulary items. Students do the same in pairs, using the prompts in the book.

11 Dialogue 2. Follow the same procedure as for Dialogue 1, but include this drill.

12 Drill:

T: *a car*
 T: *Have you got a car?*
 T: *a camera*
 T: *Have you got a camera?*
 T: *a car*
 C: *Have you got a car?*

Continue:

a camera
a watch
a radio
a cassette-player
a lighter

13 Ask: *Have you got a car? What kind is it?* etc.
 Use the prompts in 31.12.

14 Dialogue 3. Follow the same procedure for Dialogue 1, but include these drills.

15 Drill:

T: *ones*
 T: *I need some ones.*
 T: *twos*
 T: *I need some twos.*
 T: *ones*
 C: *I need some ones.*

Continue:

twos
fives
tens
fifties

16 Drill:

T: *50 pence*
 T: *Can you change fifty pence?*
 T: *a pound note*
 T: *Can you change a pound note?*
 T: *50 pence*
 C: *Can you change fifty pence?*

Continue:

a pound note
ten p [pi]
a five-pound note
a ten-pound note
a twenty-pound note

17 Dialogue 4. Follow the same procedure as for Dialogue 1, but include these drills.

18 Drill:

T: *shoes*
 T: *Could you repair these shoes?*
 T: *watch*
 T: *Could you repair this watch?*
 T: *shoes*
 C: *Could you repair these shoes?*

Continue:

watch
trousers
camera
glasses
radio

19 Drill:

T: *Monday afternoon*
 T: *Is Monday afternoon O.K.?*
 T: *Tuesday evening*
 T: *Is Tuesday evening O.K.?*
 T: *Monday afternoon*
 C: *Is Monday afternoon O.K.?*

Continue:

Tuesday evening
Wednesday morning
Thursday evening
Friday afternoon
Saturday morning

32 An interview

Robin Knight, the television reporter, is interviewing the Duchess of Wessex for the programme 'The English At Home'.

Robin Now, Duchess . . . tell us about an ordinary day in your life.

Duchess Well, I wake up at seven o'clock . . .

Robin Really? Do you get up then?

Duchess No, of course I don't get up at that time. I have breakfast in bed and I read 'The Times'.

Robin What time do you get up?

Duchess I get up at ten.

Robin What do you do then?

Duchess I read my letters and dictate the replies to my secretary.

Robin . . . and then?

Duchess At eleven I walk in the garden with Philip.

Robin Oh? Who's Philip?

Duchess Philip's my dog.

Robin What time do you have lunch?

Duchess I have lunch at twelve thirty.

Robin And after lunch?

Duchess Oh, I rest until six o'clock.

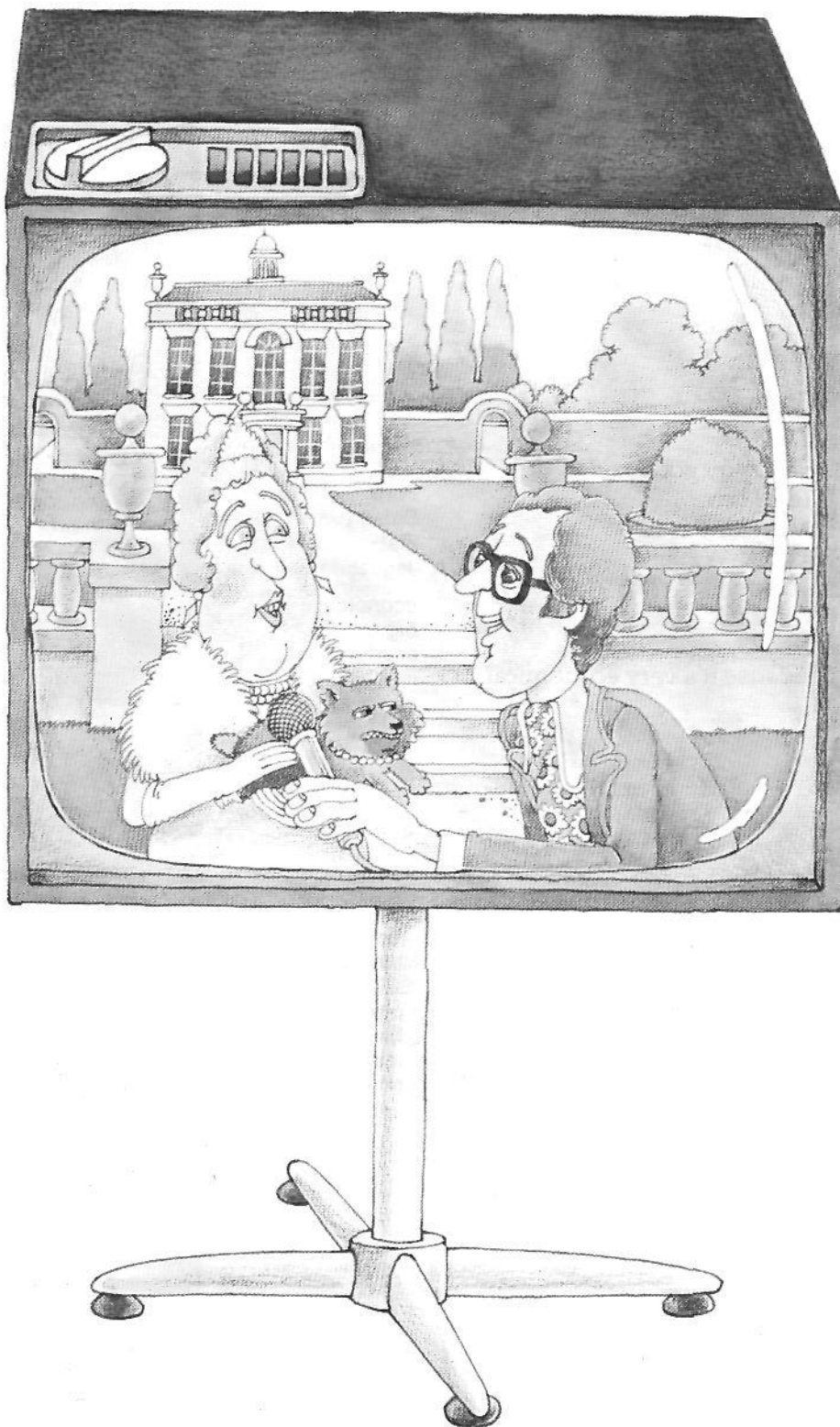
Robin . . . and at six? What do you do at six?

Duchess I dress for dinner. We have dinner at eight o'clock.

Robin What time do you go to bed?

Duchess Well, I have a bath at nine thirty, and I go to bed at ten.

Robin Thank you, Duchess . . . you certainly have a busy and interesting life!



Questions

Who's interviewing the Duchess of Wessex?

Does she wake up at eight o'clock?

Ask "What time?"

Does she have breakfast in the kitchen?

Ask "Where?"

Does she read 'Time' Magazine?

Ask "What?"

Does she read her letters?

Does she dictate the replies to her husband?

Does she walk in the garden with her secretary?

Ask "Who with?"

Does she have lunch at twelve?

Ask "What time?"

What does she do until six?

What does she do at six?

Does she have dinner at seven?

Ask "What time?"

Does she go to bed at nine thirty?

Ask "What time?"

Exercise

A She reads 'The Times'.

B She doesn't read 'Time' magazine.

C Does she read 'The Sun'?

A She walks with her dog.

B . . . with her secretary.

C . . . with her husband?

A She dresses for dinner.

B . . . breakfast.

C . . . lunch?

Target Structures

Simple Present

What	do you	do?	What time	do you	(do it)?
	does he			does he	

New Vocabulary

interview	wash	lunch
tell	catch	dinner
wake up	arrive	bath
get up	reporter	ordinary
dictate	day	until
rest	breakfast	then
dress	bed	
eat	reply	

1 T: Listen.

At seven o'clock in the morning I wake up. (Mime wake up if necessary.)

At ten past seven I get up.

I go to the bathroom and I wash.

At half past seven I go downstairs and I have breakfast.

I eat two eggs and drink a cup of coffee.

I leave home at half past eight and catch the bus/drive/walk to work.

I arrive at school at ten to nine.

2 T: What time do I wake up?

C: You wake up at seven o'clock.

What time do I get up?

What time do I go downstairs? etc.

3 Drill:

T: wake up

T: What time do you wake up?

T: get up

T: What time do you get up?

T: wake up

C: What time do you wake up?

Continue:

get up

have breakfast

leave home

arrive at school

have lunch

leave school

4 T: What time do you wake up?

get up?

have breakfast?

leave home?

arrive at school?

have lunch?

leave school?

have dinner?

go to bed?

S: I wake up at (seven o'clock), etc.

Ask him/Ask her/Ask me.

5 Pair Work. Students ask questions as in 32.4.**6** Invention Exercise:

T: coffee

T: I drink coffee.

T: wine

T: I don't drink wine.

T: coffee

S: I drink coffee.

Continue:

wine

football

cricket

television

a Rolls-Royce

Time magazine

7 Act out this mini-dialogue:

A: Do you drink tea? B: Yes, I do.

A: Do you play football? B: No, I don't.

Ask questions to elicit: Yes, I do/No, I don't.

8 Pair Work. Students ask each other questions as in 32.7.**9** Written Phase:

I	wake up	at 7 o'clock.
We	get up	at 6.30.
You	don't get up	
They	don't wake up	

Do	I	wake up	at 7 o'clock?
	we	get up	
	you		
	they		

Yes, I do.

Yes, they do.

No, we don't.

No, you don't.

10 Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.**11** Listen and Repeat.**12** Repetition Drill:

T: She wakes up at seven o'clock. (s)

C: She wakes up at seven o'clock. (s)

Continue:

She has breakfast in bed. (z)

She reads The Times. (z)

She gets up at ten. (s)

She reads her letters. (z)

She dictates the replies. (s)

She walks in the garden. (s)

She rests until six. (s)

She dresses for dinner. (1z)

She goes to bed at ten. (z)

13 Drill:

T: She wakes up at seven.

T: Does he wake up at seven?

T: She gets up at ten.

T: Does he get up at ten?

T: She wakes up at seven.

C: Does he wake up at seven?

Continue:

She gets up at ten.

She has breakfast in bed.

She reads The Times.

She walks in the garden.

She dresses for dinner.

She goes to bed at ten.

14 Drill:

T: She wakes up at seven.

T: He doesn't wake up at seven.

T: She gets up at ten.

T: He doesn't get up at ten.

T: She wakes up at seven.

C: He doesn't wake up at seven.

Continue:

She gets up at ten.

She has breakfast in bed.

She reads The Times.

She walks in the garden.

She dresses for dinner.

She goes to bed at ten.

15 Play the cassette or act out the dialogue.**16** Silent Reading.**17** Question and Answer. Go through the questions printed in the Student's Book.**18** Set the exercise in class or for homework.

33 Every day

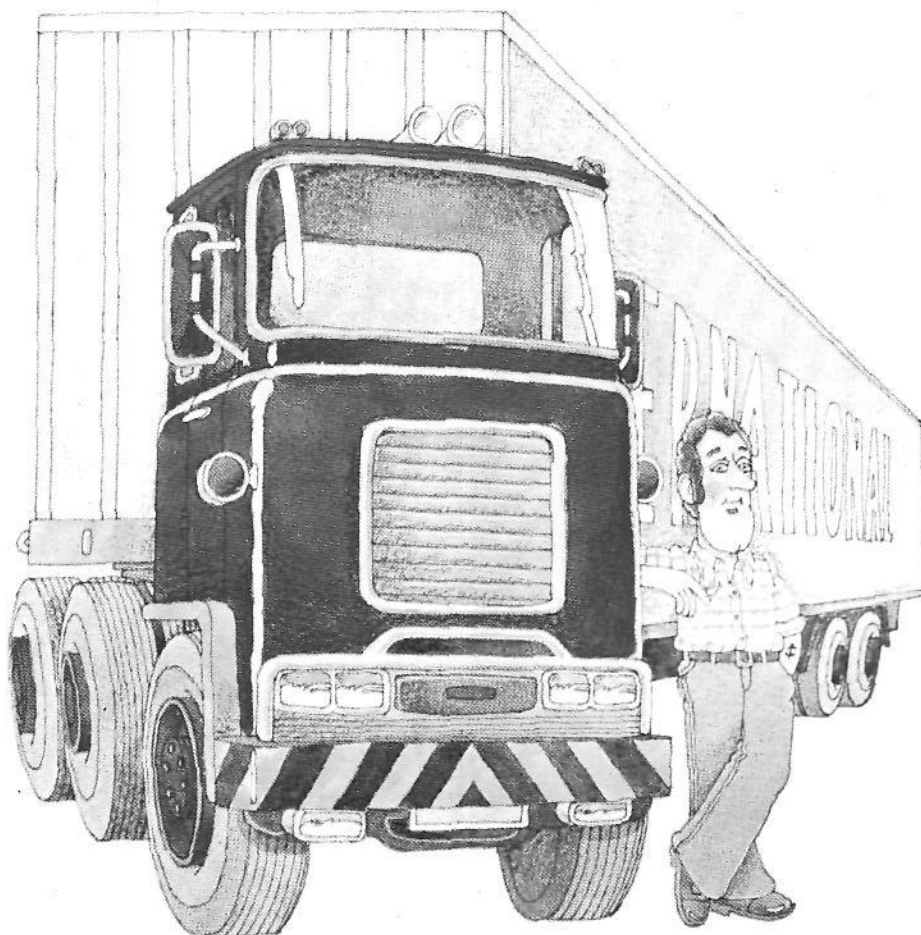
- 1 Alan's a lorry driver.
- 2 He's twenty-five years old.
- 3 He works five days a week.
- 4 He gets up at six o'clock every day.
- 5 He eats an enormous breakfast.
- 6 He drinks two cups of tea.
- 7 Then he kisses his wife.
- 8 He leaves for work at half past six.
- 9 He has lunch in a transport café.
- 10 He comes home at five o'clock.
- 11 In the evening he goes to the pub.
- 12 He goes to bed at ten o'clock.

Questions

- 1 What does Alan do?
- 2 How old is Alan?
- 3 How many days a week does he work?
- 4 What time does he get up?
- 5 What does he eat for breakfast?
- 6 What does he drink?
- 7 What does he do after breakfast?
- 8 What time does he leave for work?
- 9 Where does he have lunch?
- 10 What time does he come home?
- 11 Where does he go in the evening?
- 12 What time does he go to bed?

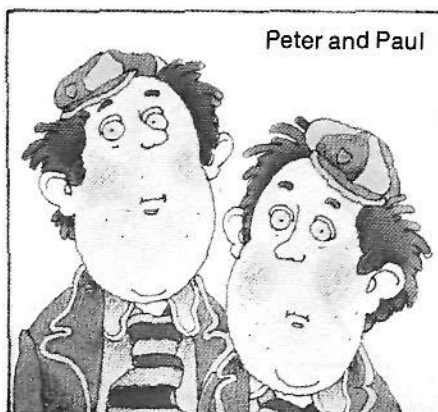
Exercise 1

Now ask (and answer) questions about these people:



Judith

- 1 secretary
- 2 18
- 3 the office/5 days a week
- 4 7.30
- 5 nothing
- 6 orange-juice
- 7 parents
- 8 the office/8.15
- 9 in the canteen
- 10 home/5.30
- 11 evening classes
- 12 eleven o'clock



Peter and Paul

- 1 schoolboys
- 2 12
- 3 school/5 days a week
- 4 eight o'clock
- 5 cornflakes
- 6 milk
- 7 mother
- 8 school/8.45
- 9 at school
- 10 home/four o'clock
- 11 television
- 12 nine o'clock



Cecil

- 1 playboy
- 2 42
- 3 not/work/5 days a week
- 4 eleven o'clock
- 5 caviare
- 6 vodka
- 7 fifth wife
- 8 the pub/twelve o'clock
- 9 in a pub
- 10 not/come home
- 11 casino
- 12 five o'clock in the morning

Exercise 2

Write twelve sentences about Cecil.

Target Structures

Simple Present (everyday habits) continued

New Vocabulary

lorry driver	enormous	every day
transport café		in (the evening)
orange juice		nothing
canteen		
evening class		
schoolboy		
cornflakes		
playboy		
caviare		
casino		

- 1 Briefly revise the previous lesson.
- 2 Focus attention on the first picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.

- 3 Listen and Repeat.

- 4 Aural Discrimination Drill. Demonstrate the three Third Person endings by getting students to listen and repeat.

(s)-1 (z)-2 (iz)-3

The teacher gives prompts, and the class responds in chorus:

T: *eats* Class responds: 1
 T: *comes* Class responds: 2
 T: *kisses* Class responds: 3

Continue:

works
leaves
has
goes
drinks
watches

- 5 Silent Reading.

- 6 Question and Answer:

- 1 What does Alan do? (i.e. What's his job?)
- 2 How old is Alan?
- 3 How many days a week does he work?
- 4 What time does he get up?
- 5 What does he eat for breakfast? (free answer)
- 6 What does he drink?
- 7 Who does he kiss?
- 8 What time does he leave for work?
- 9 Where does he have lunch?
- 10 What time does he come home?
- 11 Where does he go in the evening?
- 12 What time does he go to bed?

- 7 Drill:

T: Now I want you to ask me questions about Alan.

T: What?

T: What does Alan do?

T: How old?

T: How old is Alan?

T: What?

S: What does Alan do?

Continue:

How old? Who?
 How many? What time?
 What time? Where?
 What? What time?
 What? Where?
 What? What time?

- 8 Focus attention on Judith. Ask questions as in 33.6. Students ask you questions as in 33.7.

- 9 Focus attention on Peter and Paul. Correct My Statement.

T: 1. They're schoolgirls.

T: No, they aren't. They're schoolboys.

T: 2. They're 13.

T: No, they aren't. They're 12.

T: 3. They go to school six days a week.

T: No, they don't. They go to school five days a week.

T: 1. They're schoolgirls.

C: No, they aren't. They're schoolboys.

Continue:

2 They're 13.

3 They go to school six days a week.

4 They get up at nine o'clock.

5 They eat steak for breakfast.

6 They drink whisky.

7 They kiss the dog.

8 They leave for school at ten.

9 They have lunch at home.

10 They come home at midnight.

11 They play roulette in the evening.

12 They go to bed at eleven o'clock.

- 10 Say: Tell me about Cecil.

- 11 Pair Work. Students ask each other about Cecil.

- 12 Set the exercise in class or for homework.

34 What's My Job?

Chairman Good evening, Ladies and Gentlemen. Welcome to *What's My Job?* Here's our first competitor. We've got three famous people here — Professor Moore, the scientist — Jessica Gale, the film star — and Ken Carson, the pop singer. They're going to ask the questions. First, Professor Moore . . .

Professor Hmm. . . . Do you work outside?

Competitor No, I don't.

Professor Do you wear a uniform?

Competitor No, I don't.

Professor I see. Do you work in an office?

Competitor No, I don't.

Chairman Next . . . Jessica Gale.

Jessica Oh . . . Is your job important?

Competitor Yes, it is.

Jessica Do you get a big salary?

Competitor Yes, I do.

Jessica Have you got any special diplomas?

Competitor Yes, I have.

Chairman Thank you, Jessica . . . and now Ken Carson.

Ken Hello. Do you work with your hands?

Competitor Yes, I do.

Ken Do you work at weekends?

Competitor No, I don't.

Ken Do you travel?

Competitor No, I don't.

Chairman That's the ninth question! Now you can ask one last question.

Jessica Ha . . . Are you a doctor?

Competitor No, I'm not . . . I'm a dentist.



Electrician



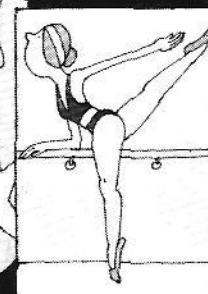
Teacher



Artist



Secretary



Ballet dancer



Bank manager

Target Structure

Revision of questions.

Expressions

Ladies and Gentlemen . . .

Welcome to . . .

New Vocabulary

competitor	get	last
scientist	work	important
Professor	travel	
uniform	guess	
salary		
diploma		
dentist		
chairman		

1 The purpose of this lesson is to get the students to play a game based on the old television series *What's My Line?* It should generate various question forms, especially *Do you . . . ?* questions. Set the concept of guessing by saying: *I've got something in my hand/in my pocket. Guess.* Students say, e.g. *It's a pen.*
T: *Do you know it's a pen. . . . No, you don't . . . you're guessing.*
Set the idea of *What's My Job?* Explain that it is a guessing game.

2 Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

3 Listen and Repeat.

4 Silent Reading.

5 Question and Answer:
T: *Ask me about the competitor.*

T: *outside*

T: *Does he work outside?*

T: *important*

T: *Is his job important?*

T: *outside*

C: *Does he work outside?*

Continue:

important *with his hands*

uniform *at weekends*

an office *travel*

a big salary *doctor*

special diplomas *dentist*

6 Invention Drill.

Get the students to practise asking questions.

T: *inside*

T: *Do you work inside?*

T: *a uniform*

T: *Do you wear a uniform?*

T: *inside*

S: *Do you work inside?*

Continue:

a uniform *an office* *at home*

a factory *with people* *a car*

five days a week *at weekends* *a hotel*

with your hands *in the evenings* *a shop*

a big salary *outside* *a hospital*

7 Ensure the text is masked.

T: *We're going to begin the game. I'm the first competitor. You've got twenty questions.*

Tick questions off on the board.

T: *I'm not (your name). . . . I'm not a teacher. . . . I've got a different job.*

Go out and come back into the room. Role-play the first job: a policeman/policewoman.

Encourage students to ask you questions. Ensure that the questions can only elicit a closed answer, e.g.

Yes, I do/No, I don't.

8 After they have guessed your role, ask for volunteers to be the next competitor. Give the volunteer a piece of paper with a job written on. The class question the volunteer with twenty questions. The volunteer answers.

Suitable jobs depending on the level of the class:

- | | |
|-----------------------|------------------------|
| a) <i>air hostess</i> | b) <i>film star</i> |
| <i>bank manager</i> | <i>footballer</i> |
| <i>milkman</i> | <i>barman</i> |
| <i>postman</i> | <i>taxi-driver</i> |
| <i>secretary</i> | <i>ballet dancer</i> |
| <i>nurse</i> | <i>teacher</i> |
| <i>pilot</i> | <i>waiter/waitress</i> |
| <i>receptionist</i> | <i>singer</i> |

35 Never on a Sunday

Vicar Ah, good evening, Mr Benson. I never see you in church nowadays.

Benson Oh! No, Vicar . . . but my wife always goes to church . . . she goes every Sunday.

Vicar I know . . . but you never come.

Benson Well, I sometimes come, Vicar. I come on Christmas Day and at Easter.

Vicar Hmm . . . But what about Sundays, Mr Benson?

Benson I usually wash my car on Sunday morning.

Vicar I see. Why don't you wash your car on Saturday next week, Mr Benson?

Benson Oh . . . I can't do that, Vicar.

Vicar Why not?

Benson It's my son's wedding next Saturday . . . I'm going to church!



Exercise 1

He/sometimes/football.
He sometimes *plays* football.

- 1 They/often/potatoes.
- 2 She/usually/a skirt.
- 3 I/never/a hat.
- 4 He/occasionally/radio.
- 5 We/rarely/vodka.
- 6 You/never/cigarettes.

Exercise 2

coffee
I *sometimes* drink coffee
or
I *never* drink coffee
or
I *often* drink coffee

Now, write true sentences:

- | | |
|--------------|---------------|
| 1 coffee | 7 a newspaper |
| 2 television | 8 cinema |
| 3 golf | 9 new clothes |
| 4 spaghetti | 10 a tie |
| 5 wine | 11 cigarettes |
| 6 caviare | 12 pop music |

1 Every morning he cleans his teeth. He *always* cleans his teeth in the morning.

2 She gets up at 7 o'clock from Monday to Saturday, but on Sunday she gets up at 11 o'clock. She *usually* gets up at 7 o'clock.

3 They like films. They see all the new films. They *often* go to the cinema.

4 He's got a radio and a television. He *sometimes* listens to the radio, and he *sometimes* watches television.

5 Her brother lives in London. She doesn't. She sees him four or five times every year. She *occasionally* sees him.

6 He doesn't usually smoke, but at Christmas, after dinner, he has a cigar. He *rarely* smokes cigars.

7 She doesn't like whisky. She *never* drinks whisky.

Target Structures

Frequency adverbs with the Simple Present.

always/usually/often/sometimes/occasionally/rarely/never

Expressions

Why don't you . . . ?

New Vocabulary

vicar	caviare	every (Sunday)
Christmas Day	teeth	nowadays
Easter		see

1 Briefly revise the previous lesson.

2 T: Listen.

I watch television on Mondays, I watch television on Tuesdays . . . and on Wednesdays . . . and on Thursdays . . . and on Fridays . . . and on Saturdays . . . and on Sundays.

I watch television every day.

I always watch television in the evenings.

I always read the newspaper in the mornings.

I always clean my teeth in the mornings.

Point at yourself. T: *television.*

C: *You always watch television in the evenings.*

Continue: *newspaper/teeth.*

3 T: *I don't like whisky! I never drink whisky.*

I don't like spaghetti! I never eat spaghetti.

I don't like cricket! I never play cricket.

Point at yourself. T: *whisky.*

C: *You never drink whisky.*

Continue: *spaghetti/cricket.*

4 T: *I like classical music, and I like pop music.*

I sometimes listen to classical music, and I sometimes listen to pop music.

I've got some brown shoes, and I've got some black shoes.

I sometimes wear brown shoes, and I sometimes wear black shoes.

Point at yourself. T: *classical music.*

C: *You sometimes listen to classical music.*

Continue: *pop music/brown shoes/black shoes.*

5 T: *On Mondays, Tuesdays, Wednesdays, Thursdays, Fridays*

and Saturdays I get up at seven o'clock.

On Sundays I get up at ten o'clock.

I usually get up at seven o'clock.

I usually have breakfast at 7.30.

I usually have dinner at six o'clock.

Point at yourself. T: *seven o'clock.*

C: *You usually get up at seven o'clock.*

Continue: *7.30/one o'clock/six o'clock.*

6 T: *I usually wear a skirt/a jacket/etc. but I occasionally wear trousers/a pullover/etc.*

I usually drink tea with breakfast, but I occasionally drink coffee.

Point at yourself. T: *(a pullover).*

C: *You occasionally wear (a pullover).*

Continue: *coffee/other items of clothing*

7 T: *I like films. I see all the new films. I often go to the cinema.*

I like tennis. I often play tennis.

I like oranges. I often eat oranges.

Point at yourself. T: *cinema*

C: *You often go to the cinema.*

Continue: *tennis/oranges*

8 T: *I don't usually smoke, but at Christmas, after dinner, I have a cigar. I rarely smoke cigars.*

I've got some friends in (Scotland). I go to (Scotland) every two or three years. I rarely see my (Scottish) friends.

I like caviare, but it's very expensive. I rarely eat caviare.

Point at yourself. T: *cigars.*

C: *You rarely smoke cigars.*

Continue: *(Scottish) friends/caviare*

9 Act out this mini-dialogue:

A: *Do you listen to classical music?* B: *Sometimes.*

A: *Do you smoke a pipe?* B: *Never.*

Now continue to ask questions to elicit one word responses:

Do you drink whisky/tea/coffee/beer/champagne/water?

Do you eat potatoes/caviare/steak/spaghetti/chicken/ chocolate?

Do you play football/tennis/golf/chess/cricket?

Do you go to the cinema/concerts/discotheques/football matches? etc.

10 Invention Exercise:

T: *He/sometimes/football*

T: *He sometimes plays football.*

T: *They/often/whisky*

T: *They often drink whisky.*

T: *He/sometimes/football*

S: *He sometimes plays football.*

Continue:

They/often/whisky

She/usually/a skirt

I/never/Russian

He/occasionally/radio

We/rarely/

restaurant

11 Invention Exercise:

T: *coffee*

T: *I often drink coffee.*

T: *vodka*

T: *I rarely drink vodka.*

T: *coffee*

S: *(free answer)*

Continue:

vodka

television

a tie

golf

caviare

pop music

12 Focus attention on the picture. Ensure the text is masked.

Set the situation. Play the cassette or act out the text.

13 Listen and Repeat.

14 Drill:

T: *She always goes to church.*

T: *I*

T: *I always go to church.*

T: *never*

T: *I never go to church.*

T: *She always goes to church.*

T: *I*

C: *I always go to church.*

Continue:

never

We

rarely

He

often

occasionally

They

15 Silent Reading.

16 Question and Answer:

Does the vicar see Mr Benson in church?

Does Mr Benson's wife go to church?

When does Mr Benson go to church?

What does he do on Sunday mornings?

Can he wash his car next Saturday?

Why can't he wash his car?

Where's he going next Saturday?

Whose wedding is it?

17 Pair Work.

18 Ensure the text is masked. Read the text of the seven mini-situations.

19 Listen and Repeat.

20 Silent Reading.

21 Go through the exercises orally. Set them in class or for homework.

36 A Questionnaire

Desmond Philton works for a Market Research company. He's asking people about their free time.

Desmond Good evening, sir.

Mr Norris Good evening.

Desmond I'm from Market Research Ltd. May I ask you some questions?

Mr Norris Yes, . . . yes, all right.

Desmond Thank you. . . . Now, what time do you usually arrive home from work?

Mr Norris Hmm . . . I usually arrive home at six o'clock.

Desmond When do you usually have dinner?

Mr Norris Oh, I usually eat at seven o'clock, but I sometimes eat at eight o'clock or nine o'clock. My wife works too!

Desmond What do you usually do after dinner?

Mr Norris Well, I sometimes go out, but I usually stay at home and watch television.

Desmond How often do you go out?

Mr Norris Oh, not often . . . once or twice a week.

Desmond Do you often visit your friends?

Mr Norris Yes, I do, quite often. I sometimes visit them, and they sometimes visit me.

Desmond Do you ever go to the cinema?

Mr Norris Oh, yes . . . yes, I do.

Desmond How often?

Mr Norris Well, I occasionally see a film . . . I like horror films . . . *Frankenstein* or *Dracula*!

Desmond . . . and the theatre? Do you ever go to the theatre?

Mr Norris Yes, I do . . . but not often. I rarely go to the theatre.

Desmond Hmm . . . Do you ever go to the ballet?

Mr Norris No, never. I don't like ballet.

Desmond Well, thank you Mr Norris . . .

Mr Norris May I ask you a question?

Desmond Yes?

Mr Norris What do you do in your free time?

Desmond I ask questions, Mr Norris. . . . I never answer them.

Mr Norris Oh!



QUESTIONNAIRE

1. What time do you usually arrive home?

before six o'clock	
at six o'clock	
after six o'clock	

2. What do you usually do after dinner?

watch television	
read	
go out	
visit friends	

3. How often do you
(a) go out?
(b) watch television?
(c) visit friends?

rarely	(a)	(b)	(c)
once or twice a week			
three or four times a week			
every night			

4. Do you ever go to

the cinema?	never	rarely	occasionally	sometimes	often
the ballet?					
the theatre?					
the opera?					

Target Structures

What time | do you usually (have dinner)?
 When
 What do you usually do (after dinner)?
 How often do you (go out)?
 Do you | ever | go to (the theatre)?
 often

New Vocabulary

Market Research	ballet	quite
company	opera	visit
Ltd (limited)	horror film	once
theatre	questionnaire	twice
		three times, etc.

1 Dialogue Part 1. Set the situation. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

2 Listen and Repeat.

3 Drill:
 T: you
 T: What time do you usually have dinner?
 T: he
 T: What time does he usually have dinner?
 T: you
 C: What time do you usually have dinner?

Continue:
 he
 they
 she
 we
 Mr Norris

4 Drill:
 T: six o'clock/half past six
 T: He usually eats at six o'clock, but he sometimes eats at half past six.
 T: six o'clock/half past seven
 T: He usually eats at six o'clock, but he sometimes eats at half past seven.
 T: six o'clock/half past six
 C: He usually eats at six o'clock, but he sometimes eats at half past six.

Continue:
 six o'clock/half past seven
 six o'clock/half past five
 six o'clock/half past eight
 six o'clock/half past nine
 six o'clock/half past six

5 Silent Reading.

6 Pair Work.

7 Transfer. Ask questions.

T: What time do you usually | arrive home?
 have breakfast?
 get up?
 have dinner? etc.

Ask me/Ask him/Ask her.

8 Dialogue Part 2. Ensure the text is masked. Play the cassette or act out the text.

9 Listen and Repeat.

10 Drill:
 T: you
 T: Do you often visit your friends?
 T: he
 T: Does he often visit his friends?
 T: you
 C: Do you often visit your friends?

Continue:
 he
 they
 she
 Mr Norris
 Mr and Mrs Norris

11 Drill:
 T: television
 T: How often do you watch television?
 T: the radio
 T: How often do you listen to the radio?
 T: television
 S: How often do you watch television?

Continue:
 the radio
 tennis
 the cinema
 champagne
 steak
 a newspaper

12 Drill:
 T: one
 T: Once a week.
 T: two
 T: Twice a week
 T: three
 T: Three times a week.
 T: one
 C: Once a week.

Continue:
 two
 three
 five
 four
 ten

13 Silent Reading.

14 Pair Work.

15 Transfer.
 T: Do you often visit your friends?
 S: Yes, I do/No, I don't.
 T: How often do you visit your friends?
 S: I visit them (twice a week).
 Continue: Do you often go to discotheques/play tennis/eat steak?
 Ask me/Ask him/Ask her.

16 Dialogue Part 3. Ensure the text is masked. Play the cassette or act out the text.

17 Listen and Repeat.

18 Drill:
 T: the cinema
 T: Do you ever go to the cinema?
 T: the theatre
 T: Do you ever go to the theatre?
 T: the cinema
 C: Do you ever go to the cinema?

Continue:
 the theatre
 restaurants
 the ballet
 discotheques
 the opera

19 Silent Reading.

20 Pair Work.

21 Transfer.
 T: Do you ever go to the cinema/the theatre? etc.
 Ask me/Ask him/Ask her.
 How often do you go to the cinema?
 Ask me/Ask him/Ask her.
 What do you do in your free time?
 Ask me/Ask him/Ask her/Ask each other.

22 Focus attention on the Questionnaire. Students ask each other in pairs.

37 What does he do every day?

Hello! My name's Douglas Hunter. I'm a pilot for British Airways. I fly Concorde's. I'm not working today. I'm playing golf. It's my favourite sport.

Questions

What's his name?
What's his job?
What does he do?
What's he doing now?
What's his favourite sport?

This man is a champion jockey. His name's Gordon Lester. He rides racehorses, but he isn't riding a racehorse at the moment. He's dancing with his sixth wife.

Questions

What's his name?
What's his job?
Is he a good jockey?
Where is he now?
What's he doing?
Who's he with?

This is a picture of Bob and Michael. They teach English in a language school. They aren't teaching at the moment. They're in the pub. They're talking and laughing about their students.

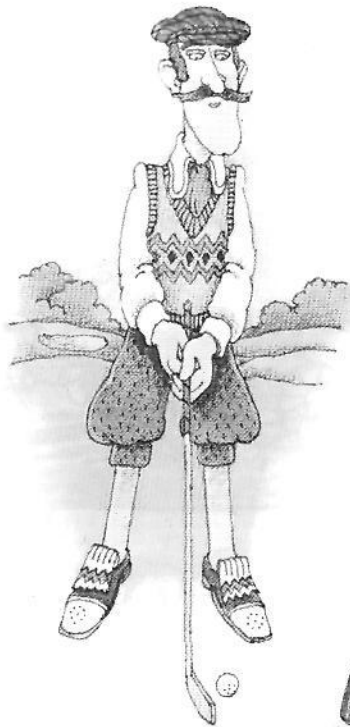
Questions

Who are they?
Do they teach?
What do they teach?
Where are they now?
What are they doing?

This is Rosalind Graham. She dances for the Royal Ballet. She isn't dancing now. She's having a bath. She's going to dance in front of the Queen this evening.

Questions

What's her name?
What does she do?
Is she dancing now?
What is she doing?
What is she going to do?



Exercise

Kevin Shannon, footballer.

Example:

a What does he do? He plays football.

b What's he doing? He's sleeping.

Kathleen and Kate, singers.

a

. . . .

b

. . . .

Lucy, typist.

a

. . . .

b

. . . .

Target Structures

Simple Present contrasted with Present Progressive.

Expressions

At the moment

New Vocabulary

jockey	champion	ride
racehorse	royal	teach
party		
language school		
the Queen		

1 Briefly revise the previous lesson.

2 Text 1. Set the situation. Ensure the text is masked. Play the cassette or act out the text.

3 Listen and Repeat.

4 Silent Reading.

5 Question and Answer:

What's his name?

What's his job?

What does he do?

Is he doing it now?

What is he doing?

What's his favourite sport?

6 Text 2. Set the situation. Ensure the text is masked. Play the cassette or act out the text.

7 Listen and Repeat.

8 Silent Reading.

9 Question and Answer:

What's his job?

Is he a good jockey?

What does he ride?

Is he riding now?

Where is he?

What is he doing?

Who's he with?

10 Text 3. Set the situation. Ensure the text is masked. Play the cassette or act out the text.

11 Listen and Repeat.

12 Silent Reading.

13 Question and Answer:

Who are they?

Do they teach?

What do they teach?

Where do they teach?

Where are they now?

What are they doing?

14 Text 4. Set the situation. Ensure the text is masked. Play the cassette or act out the text.

15 Listen and Repeat.

16 Silent Reading.

17 Question and Answer:

What's her name?

What does she do?

Is she dancing now?

What is she doing?

What is she going to do?

18 Pair Work. The students ask each other about each situation:

What does (he) do?

What's (he) doing now?

19 Transfer. Question and Answer.

Ask the students questions and get them to ask each other, i.e.

Ask Fritz. Ask Maria. Ask me.

Do you smoke?

Are you smoking now?

Do you drink whisky?

Are you drinking whisky now?

Do you drive?

Are you driving now?

What are you wearing?

Do you usually wear that?

Who are you sitting next to?

Do you always sit next to | *him?*
her?

Is it raining?

Does it often rain in England?

Ask these questions extensively.

20 Go through the exercise orally. Set it in class or for homework.

38 Well or badly?

There's an international football match on television. England are playing against Scotland. They are good teams. They usually play well. But today England are playing very well, and Scotland are playing badly.

Questions

What's on television?
Which teams are playing?
Are they good teams?
Do they usually play well or badly?
How are England playing today?
How are Scotland playing today?

Tom Morgan often has accidents. This is his fourth accident this year. He's a bad driver, because he's a fast and careless driver. He drives fast, carelessly and badly.

Questions

What's his name?
Does he often have accidents?
Is this his first accident this year?
Is he a good or a bad driver?
Does he drive well or badly?
Is he a fast or a slow driver?
Does he drive carefully or carelessly?

Bill Morris is a gentleman. He always drives slowly, carefully and well. All his friends say, 'Bill's a good driver! He's very careful.'

Questions

What's his name?
Is he a gentleman?
Is he a good driver or a bad driver?
Does he drive well or badly?
Is he a fast driver or a slow driver?
Does he drive carefully or does he drive carelessly?

Mr Johnson works very hard. He's a fast worker. His boss often says, 'Johnson works fast for 10 hours every day. He's a very hard worker.'

Questions

What's his name?
Is he a hard worker or a lazy worker?
Does he work hard or lazily?
Is he a fast or a slow worker?
Does he work fast or slowly?

Exercise

Kevin's a good player.
How does he play?
He plays well.

- 1 You're a bad swimmer.
- 2 She's a careful driver.
- 3 John's a slow learner.



Look at this:

bad	badly	happy	happily	good	well
slow	slowly	busy	busily	fast	fast
careful	carefully	noisy	noisily	hard	hard
careless	carelessly				

Target Structures

Adverbs of manner.
How (do you do it)?

New Vocabulary

well	happily	match
badly	busily	team
slowly	noisily	accident
carefully	careful	year
carelessly	careless	driver
fast	noisy	gentleman
hard	hard	worker
	against	

1 Briefly revise the previous lesson.

2 Text 1. Focus attention on the first picture. Set the situation. Ensure the text is masked. Play the cassette or act out the text.

3 Listen and Repeat.

4 Silent Reading.

5 Question and Answer:

What is there on television?
Which teams are playing?
Are England a good team?
Are Scotland a good team?
How do they usually play?
How are England playing? etc.

6 Drill. T: Listen and Repeat.

- | | |
|------------------------|------------------|
| 1 They're a good team. | They play well. |
| 2 They're a bad team. | They play badly. |
| 3 He's a good player. | He plays well. |
| 4 He's a bad player. | He plays badly. |
| 5 He's a good singer. | He sings well. |
| 6 He's a bad singer. | He sings badly. |

7 Drill:

T: They're a good team.
T: They play well.
T: He's a bad singer.
T: He sings badly.
T: They're a good team.
C: They play well.

Continue:

He's a bad singer.
He's a good player.
He's a good teacher.
They're bad skiers.
She's a good dancer.
He's a bad swimmer.

8 Act out these two situations to check How? :

- | | |
|----------------------|-----------------------|
| A: He's a singer. | A: They're dancers. |
| B: How does he sing? | B: How do they dance? |
| A: He sings well. | A: They dance well. |

9 Drill:

T: How does he sing?
T: they
T: How do they sing?
T: dance
T: How do they dance?
T: How does he sing? Repeat!
C: How does he sing?

Continue:

they
dance
she
swim
you
ski
he

10 Transfer. T: Listen. Act out this dialogue:

- A: Do you ski?
B: Yes, I do.
A: How do you ski?
B: I ski well.

Ask students and get them to ask each other and you:

Do you	swim? dance? play tennis? play football? type? speak English? sing? cook? etc.	How do you	swim? dance? play tennis? play football? type? speak English? sing? cook? etc.
--------	---	------------	---

Ask questions:

Paul McCartney . . .	How does he sing?
Kevin Keegan . . .	How does he play football?
Kate Bush . . .	How does she sing?
Nikki Lauda . . .	How does he drive?

Or any currently famous people.

11 Text 2. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

12 Listen and Repeat.

13 Silent Reading.

14 Question and Answer:

Does he often have accidents? Explain this.
Is he a good driver, or is he a bad driver?
Is he a fast driver, or is he a slow driver?

15 Transfer.

T: Do you drive? How do you drive?
Ask him/Ask her/Ask me.

16 Text 3. Focus attention on the picture. Set the situation. Ensure the text is masked. Play the cassette or act out the text.

17 Listen and Repeat.

18 Silent Reading.

19 Question and Answer. Use the questions in the Student's book.

20 Text 4. Focus attention on the picture. Set the situation. Ensure the text is masked. Play the cassette or act out the text.

21 Listen and Repeat.

22 Silent Reading.

23 T: Listen:

He's a hard worker . . . he works hard.
He's a fast worker . . . he works fast.
Note that these are exceptions to the -ly rule.

24 Question and Answer:

Is he a hard worker?
How does he work?
Is he a fast worker? etc.

25 Transfer. Ask the students questions:

Are you a hard worker?
Do you work hard? etc.

26 Check the grammar summary. Set the exercise in class or for homework.

39 Everyday Conversation

O How do you come to school?

P By bus.

O How much does it cost?

P Only 20p.

O How long does it take?

P About twenty minutes.

bus

train

tube

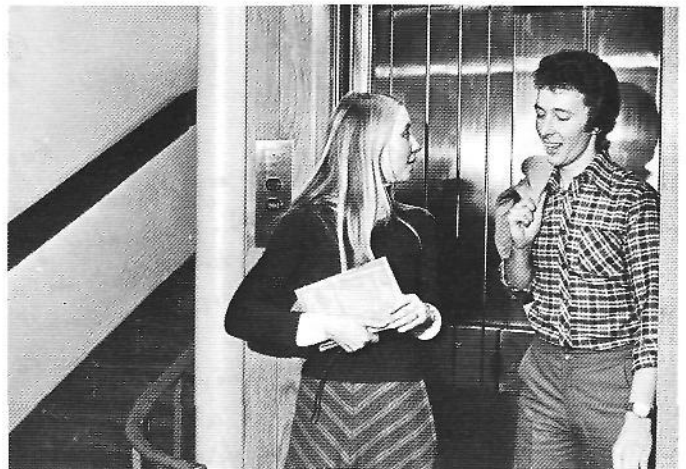
taxi

twenty minutes

an hour

half an hour

quarter of an hour



Q Is Maria Italian?

R Yes, I think so.

Q Does she speak English well?

R No, I don't think so.

Q Is she coming to the dance tonight?

R I hope so!

Italian

Portuguese

Venezuelan

Mexican

Iranian

dance

party

discotheque

pub

club



S What's the matter?

T I've got a cold.

S Why don't you see a doctor?

T I don't know any doctors.

S Why don't you ask your landlady?

T Yes. That's a good idea.

a cold

a sore throat

stomach-ache

back-ache

a temperature

your landlady

your teacher

the principal

your friends



U Would you like to dance?

V Yes.

U Do you come here often?

V Sometimes.

U Do you live here?

V Yes, I do.

U Where do you work?

V In a bank.

U Do you like it?

V It's O.K.

sometimes

once a week

twice a week

every night

occasionally

a bank

an office

a factory

a shop

a hospital



Target Structures

I think so/I don't think so.

Expressions

How do you come to school?

How long does it take?

What's the matter?

Would you like to (dance)?

New Vocabulary

by (bus)	club	landlady
on foot	a cold	Venezuelan
tube	a sore throat	Iranian
bicycle	stomach-ache	
	back-ache	
	a temperature	

1 Briefly revise the previous lesson.

2 Dialogue 1. Set the situation. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

3 Listen and Repeat.

4 Drill:

T: *I come to school by bus.*

T: *How much does it cost?*

T: *I come to school by tube.*

T: *How much does it cost?*

T: *I come to school by bus.*

C: *How much does it cost?*

Continue:

I come to school by tube.

I come to school by train.

I come to school by taxi.

5 Drill:

T: *I come to school by bus.*

T: *How long does it take?*

T: *I come to school on foot.*

T: *How long does it take?*

T: *I come to school by bus.*

C: *How long does it take?*

Continue:

I come to school on foot.

I come to school by car.

I come to school by bicycle.

I come to school by tube.

I come to school by train.

6 Focus attention on Dialogue 1. The students look and listen. Play the cassette or act out the text.

7 Silent Reading.

8 The teacher takes the part of O. The class in chorus takes the part of P. Go through the dialogue. Then the teacher takes the part of P. The class in chorus takes the part of O. Go through the dialogue.

9 Pair Work.

10 Transfer. The teacher selects a student and acts out the dialogue, substituting other vocabulary items. Students do the same in pairs, using the prompts in the book.

11 Dialogue 2. Follow the same procedure as for Dialogue 1, but include these drills:

12 Drill:

T: *Is she Italian?*

T: *Yes, I think so.*

T: *Does she speak good English?*

T: *No, I don't think so.*

T: *Is she Italian?*

S: *Yes, I think so.*

Continue (students give free responses):

Is London the biggest city in the world?

Is Glasgow the capital of Scotland?

Are Jaguars English cars?

Am I rich?

Am I handsome/beautiful?

Is England expensive?

13 Drill:

T: *Is it going to be a nice day tomorrow?*

T: *I hope so.*

T: *Are you going to learn a lot of English?*

T: *I hope so.*

T: *Is it going to be a nice day tomorrow?*

S: *I hope so.*

Continue:

Are you going to learn a lot of English?

Are you going to have a good dinner tonight?

Are you going to be happy?

Are you going to be rich?

Are you going to see me tomorrow?

14 Dialogue 3. Follow the same procedure as for Dialogue 1, but include this drill:

15 Drill:

T: *I feel ill.*

T: *Why don't you go to the doctor?*

T: *I need some money.*

T: *Why don't you go to the bank?*

T: *I feel ill.*

S: *Why don't you go to the doctor?*

Continue:

I need some money.

I've got toothache.

I'm hungry.

I'm thirsty.

My shoes are dirty.

16 Dialogue 4. Follow the same procedure as for Dialogue 1.

40 A personal letter

Dear John,

13 rue Pigalle,
Montmartre,
Paris.

August 9th, 1977

Well, this is my second week in Paris. I like it very much. I usually get up at ten o'clock and have breakfast in a street café. French breakfasts are very small, but the coffee's not bad. I always go to school by Metro. I usually arrive at school at twelve o'clock. I'm learning a lot of French. School usually finishes at five o'clock. In the evening I occasionally stay in the hotel, but I usually go out for dinner with a friend. Life is very interesting here. Next weekend I'm going to the coast. Give my regards to everybody.

Love, Mary xxx



1 Carter,
on Road,
Side,
MANCHESTER
M17 3JQ
England

Dear Joe,
Anne,
Mother,
Father,

Well, this is my	second	week	on holiday.	I	like it	very much.	I	usually	get up at
	third		in England.		don't like it			always	
	fourth		here.						

seven o'clock,	and have breakfast	with my landlady.	English breakfasts are very	big.
7.30,		in a restaurant.		small.
eight o'clock,		in the hotel.		good.

I	sometimes	go to school	on foot.	I usually arrive at school at	nine o'clock.	In the evenings
	usually		by bus.		eleven o'clock.	
	always		by car.		one o'clock.	

I	usually	stay at home, but	sometimes	I go out to	the cinema	and	see a film.
	sometimes		usually		a discotheque		dance.
	occasionally		occasionally		a restaurant		talk to my friends.

Life is very	busy	here.	Tomorrow	I'm going	to a pub.	Give my	best wishes	to
	boring		Next week		on an excursion.		regards	
	quiet		On Sunday		to the cinema.		love	

your parents.
Tom.
the family.

Love,

Expressions

Give my	regards	to (everybody).
	love	
	best wishes	

New Vocabulary

street café	coast	finish
Metro	on holiday	learn
		talk

1 Set the situation. Ensure the text is masked. Read the letter.

2 Listen. Read the letter again.

3 Silent Reading.

4 Question and Answer. Ask mixed questions, including *Ask him/Ask her*.

Is this her first week in Paris?

Does she like it?

What time does she usually get up?

Where does she have breakfast?

What are French breakfasts like?

What is French coffee like?

How does she go to school?

Does she arrive at eleven o'clock?

What time does she arrive?

What's she studying?

Does she finish school at four o'clock?

What time does she finish?

What does she do in the evening?

What's life like in Paris?

Is she going to the mountains?

Where is she going?

When is she going?

5 Pair Work. Students ask each other about their daily routine.

6 Explain the idea. They are going to write a letter.

T: *You can write a letter now . . . this can help you.*

Go through giving a model. Get them to prepare their letter on a sheet of paper.

7 Closure. Get one or two students to read their versions. Get them to write an imaginary letter for homework.

41 Where were you yesterday?

Detective Now, Mr Briggs . . .

where were you yesterday?

Briggs Yesterday? What time?

Detective At two o'clock. Where were you at two o'clock?

Briggs I was at home.

Detective You weren't at home, you were in central London.

Briggs No, I wasn't! I was at home! Ask my girlfriend! She was with me!

Detective Well, we're going to speak to her later. Where is she now?

Briggs Oh . . . I don't know . . .

Detective O.K. . . . now, where were you on January 12th?

Briggs January 12th?

Detective Yes, it was a Wednesday.

Briggs I can't remember.

Detective You were in Manchester.

Briggs Oh no, I wasn't.

Detective Oh yes, you were.

Briggs Oh no, I wasn't . . . I was in prison in January.

Detective Oh!



Questions

Where were you at one o'clock?

five past two?

ten past three?

quarter past four?

half past five?

twenty-five to six?

twenty to seven?

quarter to eight?

I was at home.

school.

work.

the pub.

the cinema.

the supermarket.

Questions

When were you in England?

Europe?

Mexico?

London?

Spain?

Holland?

Italy?

I was there in January.

February.

March.

April.

May.

June.

July.

August.

September.

October.

November.

December.

Exercise 1

Look at this example:

I/here/two o'clock

I was here at two o'clock.

1 He/Italy/July

2 They/home/Sunday

3 You/here/one o'clock

4 She/school/yesterday

5 It/cold/January

6 We/London/Wednesday

Exercise 2

Look at this example:

You/New York/February?

Were you in New York in February?

1 she/home/Thursday?

2 it/hot/June?

3 they/at work/five-thirty?

4 he/England/November?

5 you/there/four o'clock?

6 they/Russia/December?

Target Structures

I was here/there. I wasn't here/there.
You were here/there. You weren't here/there.
Was I here/there? Yes, I was.
Were you here/there? Yes, you were.
Where were you (yesterday)?
When were you (here)?

New Vocabulary

yesterday	central London	Names of the months
later	supermarket	

1 Place a small object on the table.T: *Where's the (pen)?*S: *It's on the table/It's there.*Remove the object, hide it and say: *It isn't there now . . . but it was there.*T: *Today's (Monday). I'm here now.**I was here last (Monday).*

Note the weak form of was (wəz).

Point to a student: *He was here last Monday.*Point to a student: *She was here last Monday.*Point to an object: *It was here last Monday.***2** Listen and Repeat:*I was here on Monday.**He was here on Tuesday.**She was here on Wednesday.**It was here on Thursday.***3** Drill:T: *Monday*T: *I was here on Monday.*T: *Tuesday*T: *I was here on Tuesday.*T: *Monday*C: *I was here on Monday.*

Continue:

*Tuesday**Wednesday**Thursday**Friday***4** Invention Exercise:T: *He/Monday*T: *He was here on Monday.*T: *He/Monday*S: *He was here on Monday.*

Continue:

*I/Tuesday**She/Wednesday**It/Thursday**He/Friday***5** T: *On Sunday**I wasn't here.**he wasn't here.**she wasn't here.**it wasn't here.*

Point to students and an object (a book).

6 Listen and Repeat:*I wasn't here. He wasn't here. She wasn't here. It wasn't here.***7** Drill:T: *Monday*T: *I was here.*T: *Sunday*T: *I wasn't here.*T: *Monday*S: *I was here.*

Continue:

*Sunday**Wednesday**Saturday**Thursday***8** T: *You were here on (Monday).* (to an individual).*You were here on (Monday).* (indicate a group).*We were here on (Monday).**They were here on (Monday).*

Listen and Repeat.

9 T: *You weren't here on Saturday.**We weren't here on Saturday. They weren't here on Sunday.*

Listen and Repeat.

10 Drill:T: *They/Monday*T: *They were here on Monday.*T: *We/Sunday*T: *We weren't here on Sunday.*T: *They/Monday*C: *They were here on Monday.*

Continue:

*We/Sunday**You/Thursday**They/Saturday**You/Friday***11** Drill:T: *I*T: *I was here.*T: *They*T: *They were here.*T: *I*C: *I was here.*

Continue:

*They**He**We**She**You**It***12** Drill:T: *He*T: *He wasn't here.*T: *You*T: *You weren't here.*T: *He*C: *He wasn't here.*

Continue:

*You**She**We**It**He**They***13** Act out this mini-conversation:A: *Were you here on Monday?* B: *Yes, I was.*A: *Were you here on Sunday?* B: *No, I wasn't.*T: *Ask each other/Ask Fritz/Ask me/etc.*Ask: *Was Maria here on Friday?**Were Fritz and Karl here on Saturday?**Was this book here on Sunday? Were we here on Thursday? etc.***14** Drill:T: *I*T: *Was I here yesterday?*T: *you*T: *Were you here yesterday?*T: *I*C: *Was I here yesterday?*

Continue:

*you**she**they**it**we**he***15** Say: Listen and Repeat:*January. January's the first month.**February. February's the second month.**March. March is the third month, etc.***16** Ask questions:T: *Which is the third/tenth/sixth month?*C: *March is the third month.*T: *Ask Fritz/Ask Maria/etc.***17** Focus attention on the picture. Ensure the text is masked.

Play the cassette or act out the text.

18 Listen and Repeat.**19** Drill:T: *you*T: *Where were you yesterday?*T: *she*T: *Where was she yesterday?*T: *you*C: *Where were you yesterday?*

Continue:

*she**I**we**he**they***20** Silent Reading.**21** Pair Work.**22** Focus attention on the first two practice situations. Ask some of the questions. Get the students to ask each other questions in pairs, using the written examples if necessary.**23** Set the written exercises in class or for homework.

42 Holidays

Donald Hello, John! Where were you last month?

John Oh, I was on holiday.

Donald Oh, really? . . . but you were on holiday in January.

John Yes, I was in Switzerland in January.

Donald Where were you last month?

John I was in Florida.

Donald Florida! What was it like?

John Fantastic! The weather was beautiful . . . the sea was warm.

Donald What was the hotel like?

John Excellent! There was a swimming-pool and private beach. There were three restaurants and two bars.

Donald What were the people like?

John They were very friendly.

Donald Was your wife with you?

John No, she wasn't. She never comes with me on holiday.

Donald What about the children? Were they with you?

John No, they weren't. They were with their grandparents.



Exercise 1

There was a swimming pool.
There were three restaurants.
Now you write sentences.

Exercise 2

weather

What was the weather like?

restaurants

What were the restaurants like?

1 service

4 beaches

2 shops

5 hotel

3 food

6 people

Target Structures

There was . . .
 There were . . .
 What was (it) like?

New Vocabulary

last (month)	beach	private
	orchestra	
	grandparent	
	tennis court	

1 Briefly revise the previous lesson.

2 Focus attention on the picture. Ensure the text is masked.
 Set the situation. Play the cassette or act out the text.

3 Listen and Repeat.

4 Drill:

T: I was on holiday.
 T: They
 T: They were on holiday.
 T: in London
 T: They were in London.
 T: I was on holiday.
 Repeat!

Continue:

They
 in London
 She
 Paris
 Was she . . . ?
 When . . . ?
 you
 on holiday
 he

5 Drill:

T: I was in Switzerland in January.
 T: We
 T: We were in Switzerland in January.
 T: April
 T: We were in Switzerland in April.
 T: I was in Switzerland in January.
 Repeat!

Continue:

We
 April
 Spain
 December
 She
 Japan
 August
 You
 February

6 Drill:

T: I was in Florida.
 T: Florida! What was it like?
 T: I was in Paris.
 T: Paris! What was it like?
 T: I was in Florida.
 C: Florida! What was it like?

Continue:

I was in Paris.
 I was in China.
 I was in Italy.
 I was in Amsterdam.
 I was in Canada.

7 Drill:

T: the hotel
 T: What was the hotel like?
 T: the people
 T: What were the people like?
 T: the hotel
 C: What was the hotel like?

Continue:

the people
 the weather
 the beaches
 the food
 the service

8 Drill:

T: swimming-pool
 T: There was a swimming-pool.
 T: two bars
 T: There were two bars.
 T: swimming-pool
 C: There was a swimming pool.

Continue:

two bars
 a private beach
 a casino
 three restaurants
 four tennis courts

9 Drill:

T: never
 T: She never comes with me on holiday.
 T: usually
 T: She usually comes with me on holiday.
 T: never
 C: She never comes with me on holiday.

Continue:

usually
 rarely
 always

10 Silent Reading.

11 Question and Answer.

Short closed questions.

T: Was John on holiday?
 Was he in France in January? etc.
 C: Yes, he was. / No, he wasn't. / Yes, they were. / No, they weren't.
 T: Was there a swimming-pool?
 Were there three bars? etc.
 C: Yes, there was. / No, there wasn't. / Yes, there were. / No, there weren't.

Open questions.

Where was John on holiday last month?
 Who was on holiday?
 When was he in Florida?
 What was the weather like?
 What was the hotel like?
 How many bars/restaurants were there?
 What were the people like?
 Where were his children?

12 Pair Work.

13 Transfer. Ask about the students' last holidays, using the same forms:

Where were you?

What was the	hotel	like?
	food	
	weather	

Ask me/Ask him/Ask her/Ask each other.

14 Set the exercises in class or for homework.

43 Everyday Conversation

W Can you change this pullover, please?

X Why? What's wrong with it?

W It's the wrong size.

X Is it too big, or too small?

W It's too small for me.

X What size are you?

W I'm not sure. Can you measure me?

X Yes, certainly. . . . You're a thirty-six. This one's the right size.

pullover
cardigan
nightdress
T-shirt
blouse



Y I'd like a room, please.

Z A single room or a double room sir?

Y A double, please.

Z With or without a private bathroom?

Y With, please.

Z For how many nights?

Y Just for one night, please.

a private bathroom
a shower
a balcony
a colour television



A Excuse me!

B Yes?

A I think my change is wrong!

B Are you sure? Let me see. Oh, yes . . . you need another 50p.

A Yes, that's right.

B I'm terribly sorry.

A That's O.K.

50p
21p
32p
43p
54p



C I think English food is excellent.

D Really! I don't think so.

C Why not?

D I prefer French food.

food
coffee
beer
butter
cheese

French
Turkish
German
Danish
Swiss



Target Structure

(It's) too (big) for (me).

Expressions

What's wrong with (it)?

What size are you?

I'm not sure.

Can you measure me?

The right size/the wrong size

Are you sure?

Let me see. . . .

New Vocabularycardigan
nightdresssingle
double
Turkish
Danishwithout
another
prefer
think

- 1 Briefly revise the previous lesson.
- 2 Dialogue 1. Set the situation. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

3 Listen and Repeat.**4 Drill:**

T: pullover

T: Can you change this pullover, please?

T: shoes

T: Can you change these shoes, please?

T: pullover

C: Can you change this pullover, please?

Continue:

shoes

shirt

skirt

trousers

blouse

socks

dress

5 Drill:

T: big

T: It's too big for me.

T: small

T: It's too small for me.

T: big

C: It's too big for me.

Continue:

small

long

short

big

small

- 6 Focus attention on Dialogue 1. The students look and listen. Play the cassette or act out the text.

7 Silent Reading.

- 8 The teacher takes the part of W. The class in chorus take the part of X. Go through the dialogue. Then the teacher takes the part of X. The class in chorus takes the part of W. Go through the dialogue.

9 Pair Work.

- 10 Transfer. The teacher selects a student and acts out the dialogue, substituting other vocabulary items. Students do the same in pairs, using the prompts in the book.

- 11 Dialogue 2. Follow the same procedure as for Dialogue 1, but include this drill:

12 Drill:

T: a private bathroom

T: With, or without a private bathroom?

T: a shower

T: With, or without a shower?

T: a private bathroom

C: With, or without a private bathroom?

Continue:

a shower

a balcony

a colour television

- 13 Dialogue 3. Follow the same procedure as for Dialogue 1, but include this drill:

14 Drill:

T: I

T: I think my change is wrong.

T: He

T: He thinks his change is wrong.

T: I

C: I think my change is wrong.

Continue:

He

They

We

She

This gentleman

- 15 Dialogue 4. Follow the same procedure as for Dialogue 1, but include these drills:

16 Drill:

T: English

T: I think English food is excellent.

T: Turkish

T: I think Turkish food is excellent.

T: English

C: I think English food is excellent.

Continue:

Turkish

German

Danish

Swiss

Spanish

44 Return from Space

Phil Strongarm, the American astronaut, is talking to a reporter about his journey to the moon.

Reporter Well, Phil . . . Welcome home!

Phil Thank you.

Reporter Did you have any problems on the journey?

Phil Well, we didn't have any serious problems . . . but it certainly wasn't a holiday!

Reporter Of course not . . .

Phil We didn't have a wash or a shave for two weeks!

Reporter Really?

Phil Yes. It wasn't very comfortable!

Reporter What about food? Was that a problem?

Phil Well, we didn't have any normal food.

Reporter What did you have?

Phil Well, we had some food tablets.

Reporter Are you going to the moon again?

Phil I hope so. It was wonderful!

Questions

Who's Phil Strongarm?

Who's he talking to?

What's he talking about?

Is he English or American?

Did he have any problems on the journey?

Were they serious problems?

Did they have a wash?

Did they have a shave?

Were they comfortable or uncomfortable?

Did they have any normal food?

What did they have?

Is Phil going to the moon again?



Exercise 1

I/breakfast/eight o'clock.

I had breakfast at eight o'clock.

1 You/coffee/eleven o'clock

2 He/lunch/12.30

3 She/tea/3.30

4 They/dinner/eight o'clock

5 We/supper/nine o'clock

Exercise 2

they/a holiday/last year?

Did they have a holiday last year?

1 he/a haircut/last week?

2 you/a good time/last night?

3 she/a birthday/last month?

4 they/a party/last weekend?

5 you/a swim/last Saturday?

Exercise 3

We/a lesson/Sunday

We didn't have a lesson on Sunday.

1 He/a shave/Saturday

2 She/a shower/Monday

3 We/a drink/Tuesday

4 I/a bath/Thursday

5 He/a lecture/Friday

Target Structures

I had (some food)/I didn't have (any food).
Did he have (any food)? Yes, he did/No, he didn't.

New Vocabulary

return	a wash	a swim
space	a shave	a shower
journey	supper	a bath
moon	haircut	a lecture
problem	birthday	normal
		uncomfortable

1 Briefly revise the previous lesson.

2 T: *We're having a lesson now.*
We have a lesson every day.
We had a lesson yesterday/on Friday.
 Now point and say: Listen:

He		<i>had a lesson (yesterday).</i>
She		
We		
They		
You		
I		

Listen and Repeat.

3 Drill:

T: *I*
 T: *I had a lesson yesterday.*
 T: *She*
 T: *She had a lesson yesterday.*
 T: *I*
 C: *I had a lesson yesterday.*

Continue:

She
We
They
You
He

4 T: Listen:

We don't have lessons on Sundays.
We didn't have a lesson last Sunday.
 Point and say:

He		<i>didn't have a lesson last Sunday.</i>
She		
We		
They		
You		
I		

Listen and Repeat.

5 Drill:

T: *She*
 T: *She didn't have a lesson last Sunday.*
 T: *You*
 T: *You didn't have a lesson last Sunday.*
 T: *She*
 C: *She didn't have a lesson last Sunday.*

Continue:

You
They
He
We
I

6 Act out this mini-conversation:

A: *Do you have a lesson on Mondays?* B: *Yes, I do.*
 A: *Did you have a lesson last Monday?* B: *Yes, I did.*
 A: *Did you have a lesson last Sunday?* B: *No, I didn't.*
 T: *Did you have a lesson last Monday?/Sunday?/Thursday? etc.*
 C: *Yes, I did/No, I didn't.*

7 Drill:

T: *He had a lesson last Monday.*
 T: *Did he have a lesson last Tuesday?*
 T: *She had a lesson last Tuesday.*
 T: *Did she have a lesson last Wednesday?*
 T: *He had a lesson last Monday.*
 C: *Did he have a lesson last Tuesday?*

Continue:

She had a lesson last Tuesday.
They had a lesson last Wednesday.
You had a lesson last Thursday.
We had a lesson last Friday.

8 Written Phase.

He had a lesson yesterday.
He didn't have a lesson last Sunday.
Did he have a lesson on Saturday? Yes, he did/No, he didn't.

9 T: *Every day I have breakfast at eight o'clock.*

I usually have a coffee at eleven o'clock.
I usually have lunch at 12.30.
I usually have tea at 3.30.
I usually have dinner at eight o'clock.
 Ask questions (including *Ask him/Ask her*):
When do you usually have breakfast? coffee? lunch? etc.

10 T: *I usually have breakfast at eight o'clock.*

Yesterday, I had | *breakfast at eight o'clock.*
 | *coffee at eleven o'clock.*
 | *lunch at 12.30.*
 | *tea at 3.30.*
 | *dinner at six o'clock.*

Ask questions:

T: *When did you have breakfast yesterday? etc.*

11 Ask questions:

T: *What did you have for breakfast/lunch/dinner yesterday?*
Ask him/Ask her/Ask me.

12 Focus attention on the picture. Ensure the text is masked.
 Set the situation. Play the cassette or act out the text.

13 Listen and Repeat.

14 Silent Reading.

15 Question and Answer. Use the questions in the Student's Book.

16 Pair Work.

17 Go through the exercises orally. Set them in class or for homework.

45 Yes, dear!

Every Saturday Mr Brown goes to town. He went to town last Saturday. He usually has a drink in the pub with his friends. Last Saturday he had four or five drinks. After the pub, he usually goes to the supermarket and gets the food for his wife. He got the food last Saturday. He usually comes home on foot. Last Saturday he came home by taxi. His wife was very angry.

Questions

Does he usually go to town on Saturday?
What about last Saturday?
Does he usually have a drink?
What about last Saturday?
Does he usually get the food?
What about last Saturday?
Does he usually come home on foot?
What about last Saturday?

Mrs Brown John! Is that you?

Mr Brown Yes, dear. I'm back.

Mrs Brown Did you come home by taxi?

Mr Brown Yes, dear. The bags were very heavy.

Mrs Brown Did you get everything?

Mr Brown Yes, dear. I got everything . . . nearly everything.

Mrs Brown Nearly everything?

Mr Brown Yes, dear . . . I went to the butcher's, but they didn't have any steak.

Mrs Brown They didn't have any steak!

Mr Brown No, dear, so I got some hamburgers.

Mrs Brown Did you go to the baker's?

Mr Brown Yes, dear . . . but I didn't get any bread.

Mrs Brown You didn't get any bread!

Mr Brown No, dear. They didn't have any bread, so I got some rolls.

Mrs Brown How many rolls did you get?

Mr Brown I can't remember, dear.

Mrs Brown John?

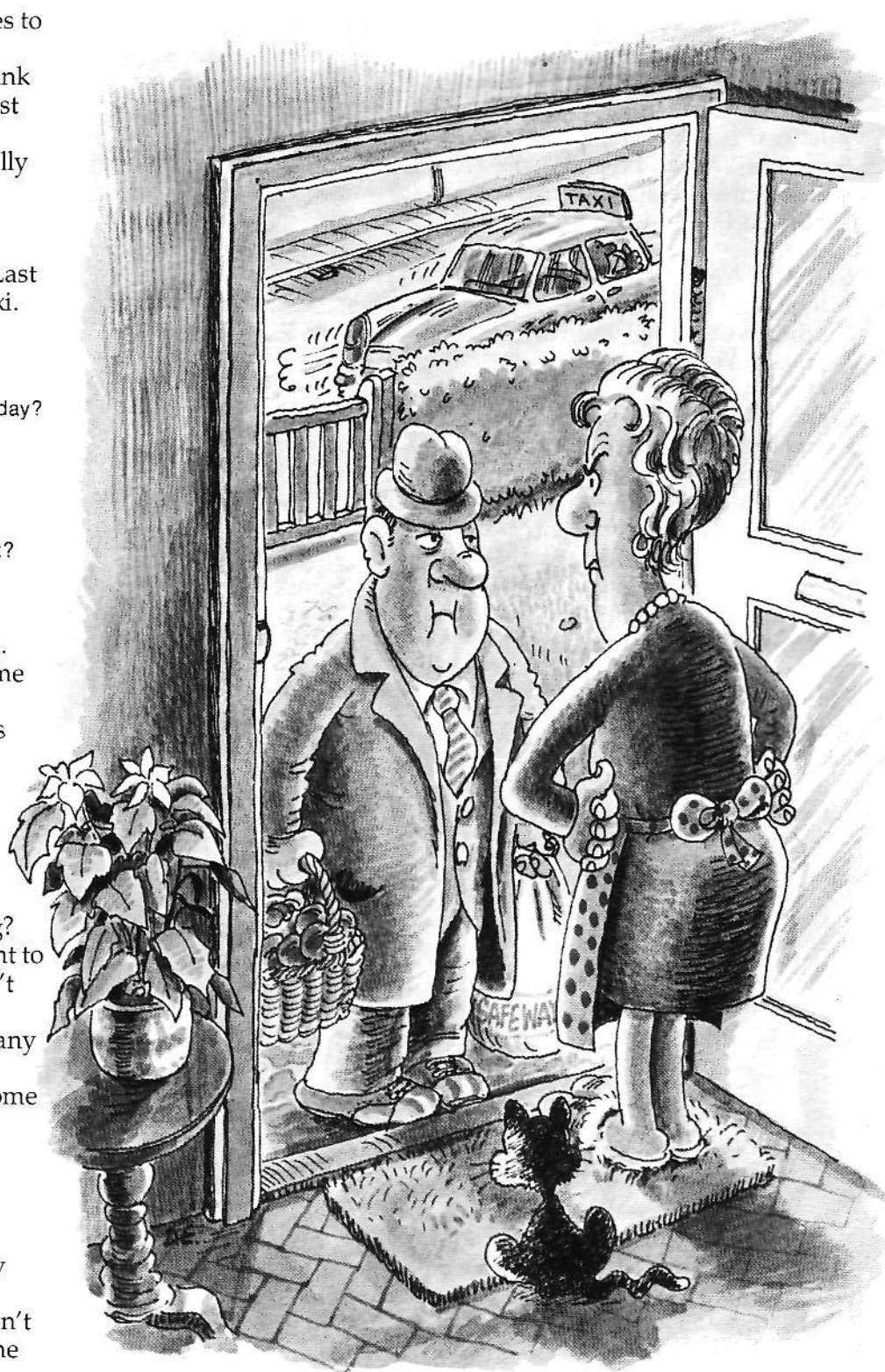
Mr Brown Yes, dear?

Mrs Brown Did you go to the pub again?

Mr Brown Yes, dear.

Mrs Brown How many drinks did you have?

Mr Brown Only four or five, dear, . . . small ones.



Exercise

They had some hamburgers.
They didn't have any steak.
Did they have any chicken?

1 He came home by taxi.

- . . . on foot.
- . . . by bus?

2 He went to the butcher's

- . . . chemist's.
- . . . baker's?

3 He got some rolls.

- . . . bread.
- . . . hamburgers?

Target Structures

Simple Past of irregular verbs: *have/go/come/get*

Expressions

(John), *is that you?*

New Vocabulary

town	nearly	again
butcher's		angry
baker's		
roll		
chemist's		

- 1 Briefly revise the previous lesson.
- 2 Focus attention on the picture. Ensure the text is masked. Set the situation for the introductory text. Play the cassette or act out the text.
- 3 Listen and Repeat.
- 4 Silent Reading.
- 5 T: *Every Saturday, Mr Brown goes to town. What about last Saturday?*
C: *He went to town.*
T: *He usually has one drink. What about last Saturday?*
C: *He had four or five drinks.*
T: *He usually gets the food. What about last Saturday?*
C: *He got the food.*
T: *He usually comes home on foot. What about last Saturday?*
C: *He came home by taxi.*
Get students to repeat:
He went to town.
He had four or five drinks.
He got the shopping.
He came home by taxi.
- 6 Question and Answer: Use the questions in the Student's Book.
- 7 Set the situation for the dialogue. Ensure the text is masked. Play the cassette or act out the text.
- 8 Listen and Repeat.
- 9 T: *Listen.* The teacher takes two parts.
He came home. *Did he come home?*
He got everything. *Did he get everything?*
He went to the butcher's. *Did he go to the butcher's?*
They had some steak. *Did they have any steak?*

- 10 Drill:
T: *He came home.*
C: *Did he come home?*

Continue:
He got everything.
He went to the butcher's.
They had some steak.
He went to the baker's.
They had some bread.
He got some rolls.
He came home by taxi.

11 Drill:

T: *Listen.* The teacher takes two parts.
T: *He came home by bus.*
T: *(with surprise and indignation) He didn't come home by bus!*
T: *He got some bread.*
T: *He didn't get any bread!*
T: *He came home by bus.*
C: *He didn't come home by bus!*

Continue:

He got some bread.
He went to a discotheque.
They had some steak.
He had ten drinks.
He came home on foot.
He went to his girlfriend's house.
He got some steak.

12 Silent Reading.**13 Question and Answer.**

Long closed questions.
T: *Did he come home by taxi or by bus?*
C: *He came home by taxi.*
Did he get everything, or did he get nearly everything?
Did he get steak or did he get hamburgers?
Did he get bread or did he get rolls?
Did he go to a pub, or did he go to a night-club?
Did he have four or five drinks, or did he have ten drinks?
Were the bags heavy, or were they light?

14 Act out this mini-conversation:

A: *Did he come home by taxi?* B: *Yes, he did.*
A: *Did he go to a discotheque?* B: *No, he didn't.*

15 Ask short closed questions:

T: *Did he get everything?*
Did the butcher have any steak? /any sausages?
Did the baker have any bread? /any rolls?
Did he go to a pub?
Did he have four or five drinks? etc.

16 Ask open questions:

How did he come home?
Where did he go?
What did he get at the butcher's?
What did he get at the baker's?
How many rolls did he get?
How many drinks did he have?

17 Pair Work.**18 Play the complete recording again.****19 Set the exercises in class or for homework.****20 Transfer:**

Did you go to the pub/supermarket/the cinema yesterday?
Did you have a drink last night?
Did you get the shopping/bread last week?
Did you come to school by bus/by taxi? etc.
Ask him/Ask her/Ask me etc.

46 In the office

Secretary Good afternoon, Mr Smith.

Mr Smith Good afternoon, Miss Wild. Did you finish those letters?

Secretary Yes, sir. I typed them and signed them for you.

Mr Smith Did you photo-copy them?

Secretary Yes, sir. I photo-copied them and posted them.

Mr Smith Did Mr Jackson arrive?

Secretary Yes, sir.

Mr Smith What time did he arrive?

Secretary About two o'clock, sir . . . but he didn't stay. He didn't have time.

Mr Smith What did he want?

Secretary Oh . . . I didn't ask, sir.

Mr Smith Er . . . Did you telephone Mrs Smith?

Secretary Yes, I did . . . but she wasn't in.

Mr Smith Hmm . . . And the table at "Mario's" for tonight?

Secretary Yes, sir, I reserved a table for two, at eight o'clock.

Mr Smith Good! Did Lulu telephone?

Secretary Yes, sir.

Exercise

Who typed the letters?
Miss Wild *typed the letters*.
Mr Smith *didn't type the letters*.
Did Lulu *type the letters*?

1 Who signed the letters?

Miss Wild
Mr Smith
. . . Lulu

2 Who posted the letters?

Miss Wild
Mr Smith
. . . Lulu

3 Who photo-copied the letters?

Miss Wild
Mr Smith
. . . Lulu



Target Structures

Simple Past of regular verbs: *finish/type/sign/photo-copy/arrive/stay/want/ask/telephone/reserve/post.*

- 1 Briefly revise the previous lesson.
- 2 Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.

- 3 Listen and Repeat.

- 4 Repetition Exercise.

Say: (t) (t) (t)

She typed the letters.

He asked a question.

She finished the letters.

Say: (d) (d) (d)

He arrived at two o'clock.

She telephoned his wife.

She reserved a table.

Say: (id) (id) (id)

He wanted something.

She posted the letters.

- 5 Aural Discrimination Drill:

Say: (t) = 1 (d) = 2 (id) = 3

Listen

T: *typed* . . . C: 1

T: *arrived* . . . C: 2

T: *wanted* . . . C: 3

Continue:

asked

finished

telephoned

posted

finished

reserved

signed

- 6 Drill:

T: *I*

T: *I arrived yesterday.*

T: *He*

T: *He arrived yesterday.*

T: *I*

C: *I arrived yesterday.*

Continue:

He

We

You

She

They

Mary

The letter

- 7 Drill:

T: *She typed the letters.*

T: *When did she type the letters?*

T: *I posted the letters.*

T: *When did you post the letters?*

T: *She typed the letters.*

C: *When did she type the letters?*

Continue:

I posted the letters.

He signed the letters.

She finished the letters.

She photo-copied the letters.

They arrived.

She reserved a table.

Lulu telephoned.

- 8 Drill:

T: *Who typed the letters?*

T: *I didn't type the letters!*

T: *Who posted the letters?*

T: *I didn't post the letters!*

T: *Who typed the letters?*

C: *I didn't type the letters!*

Continue:

Who posted the letters?

Who photo-copied the letters?

Who telephoned Lulu?

Who signed the letters?

Who reserved the table?

- 9 Play the cassette or act out the dialogue again. The students listen.

- 10 Silent Reading.

- 11 Question and Answer:

T: *Who finished the letters?* C: *Miss Wild finished the letters.*

Now continue:

Who typed the letters?

Who signed them?

Who photo-copied them?

Who posted them?

Who arrived?

Who telephoned Mrs Smith?

Who reserved the table?

Mixed questions:

Did Mr Smith type the letters?

Did Miss Wild sign them?

What did Miss Wild post?

What time did Mr Jackson arrive?

Did Mr Jackson stay?

Why not?

What did Miss Wild reserve?

Where did she reserve it?

Did Lulu telephone?

- 12 Pair Work. Get them to go through the dialogue in pairs.

- 13 Set the exercise in class or for homework.

- 14 Transfer:

What time did you finish school/work/your homework yesterday?

What time did you arrive (at school) this morning?

Did you sign your name yesterday? Where? When?

Did you ask any questions yesterday?

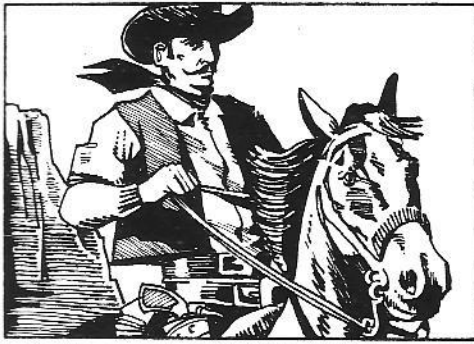
Who did you ask?

Did you post any letters yesterday?

Did you telephone anybody? Who? etc.

Ask him/Ask her/Ask me etc.

47 The Story of Willy The Kid



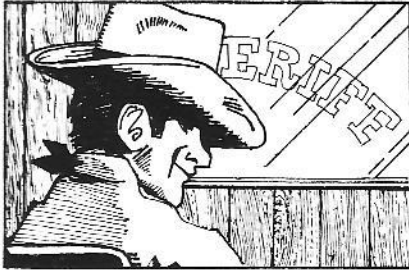
WILLY THE KID ARRIVED IN DODGE CITY ONE EVENING.



HE WALKED INTO THE SALOON, AND LOOKED SLOWLY ROUND THE ROOM.



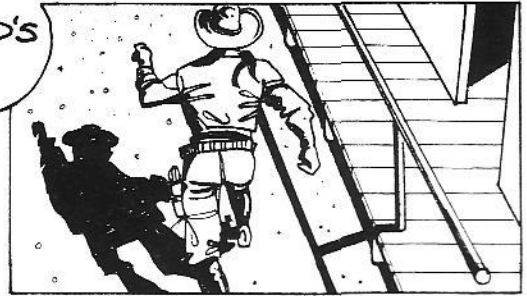
EVERYBODY WAS AFRAID. WILLY HAD TWO GUNS.



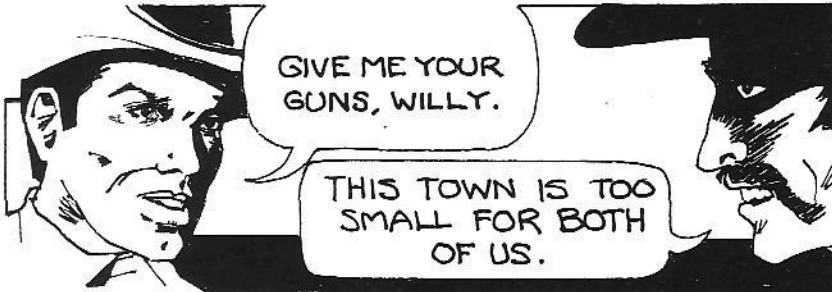
THE SHERIFF WAS IN HIS OFFICE. HE WAS ASLEEP.



THE SALOON BARMAN RUSHED INTO THE SHERIFF'S OFFICE.



THE SHERIFF HURRIED TO THE SALOON.



GIVE ME YOUR GUNS, WILLY.

THIS TOWN IS TOO SMALL FOR BOTH OF US.

THE SHERIFF SHOUTED TO WILLY.

WILLY REPLIED CALMLY.



THEY WALKED INTO THE STREET. THE SHERIFF WAITED. WILLY MOVED HIS HAND TOWARDS HIS GUN...

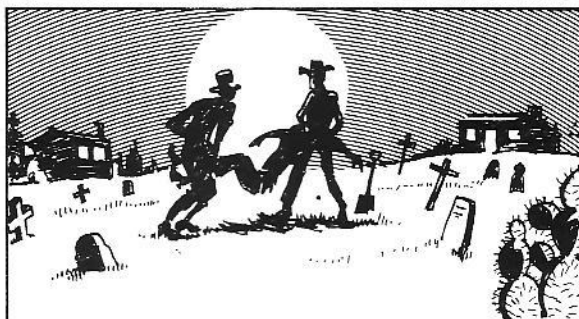


THE SHERIFF PULLED OUT HIS GUN. HE FIRED TWICE.



THE FIRST BULLET MISSED WILLY. THE SECOND KILLED HIM.

TWO COWBOYS CARRIED WILLY AWAY. THAT WAS THE END OF WILLY THE KID.



Exercise 1

- 1 He walked into the saloon.
- 2 He didn't . . . into the Sheriff's office.
- 3 Did he . . . into the bank?

Exercise 2

- 1 They carried Willy away.
- 2 They . . . carry the Sheriff away.
- 3 . . . they . . . the barman away?

Target Structure

Simple Past of regular verbs (extension): *walk/look/shout/hurry/wait/move/pull/fire/miss/kill/carry/rush/enjoy/listen/study/clean/dance/laugh.*

New Vocabulary

story	afraid	calmly
saloon	asleep	round
gun	bullet	towards
sheriff	end	away
barman		

1 T: *Last night I arrived home at six o'clock.*

Ask students: *When did you arrive home? Ask him/Ask her/Ask each other.*

Follow the same procedure using these sentences as a model:

I had steak for dinner.

I enjoyed my dinner.

I listened to the radio.

I watched television.

I studied.

I washed my hair.

I cleaned my teeth.

Ask questions of several types:

Did you watch television?

What did you watch?

When did you watch television?

Where did you watch television?

etc.

2 Response Drill:

T: *I watched something.*

T: *What did you watch?*

T: *I listened to something.*

T: *What did you listen to?*

T: *I watched something.*

C: *What did you watch?*

Continue:

I listened to something.

I studied something.

I washed something.

I cleaned something.

I had something.

3 Drill:

T: *I watched television.*

T: *When?*

T: *When did you watch television?*

T: *I arrived home.*

T: *What time?*

T: *What time did you arrive home?*

T: *I watched television.*

T: *When?*

C: *When did you watch television?*

Continue:

I arrived home . . . What time?

I typed some letters . . . How many?

They danced . . . How?

He telephoned . . . Why?

They came here . . . When?

They went home . . . What time?

She laughed . . . Why?

4 Focus attention on the first row of pictures only.

Ensure the text is masked. Set the situation. Play the cassette.

5 Listen and Repeat.

6 Question and Answer:

What was his name?

Where did he arrive?

When did he arrive?

Where did he walk?

How did he look round the room?

Who was afraid?

How many guns did Willy have?

7 Focus attention on the second row of pictures only. Ensure the text is masked. Play the cassette for the second row of pictures.

8 Listen and Repeat.

9 Question and Answer:

Where was the Sheriff?

Was he awake, or was he asleep?

Who rushed into the Sheriff's office?

Did the Sheriff go to the saloon quickly, or did he go slowly?

10 Focus attention on the third row of pictures only. Ensure the text is masked. Play the cassette for the third row of pictures.

11 Listen and Repeat.

12 Question and Answer:

Who shouted?

What did the sheriff shout?

How did Willy reply?

Where did they walk?

Who waited?

Who moved his hand towards his gun?

13 Focus attention on the last three pictures only. Ensure the text is masked. Play the cassette for the last three pictures.

14 Listen and Repeat.

15 Ask questions:

What did the Sheriff pull out?

Did he fire once?

Did he fire three times?

How many times did he fire?

Which bullet missed Willy?

Which bullet killed Willy?

Who carried Willy away?

16 Silent Reading: the complete story.

17 Play the cassette or read the text. Students follow it in their books.

18 Transfer. Ask questions:

Do you like Westerns?

Ask him. Ask her.

What films do you like?

Do you like horror films? Romantic films?

Ask him. Ask her. Ask each other.

19 Set the exercises in class or for homework.

48 Foreign holidays

Anne's a student at London University. She studies Spanish, and she goes to Spain every summer. She lies in the sun, she drinks a lot of wine, and eats a lot of Spanish food. She always flies by British Airways.

Questions

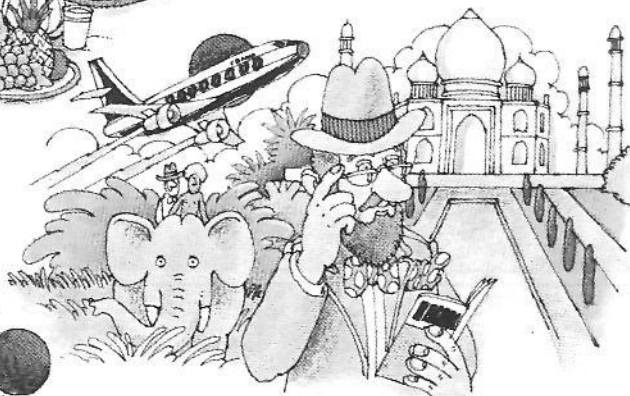
- 1 Is Anne a student?
- 2 Does she study French?
- 3 Ask "What?"
- 4 Does she go to France every summer?
- 5 Ask "Where?"
- 6 What does she do in Spain?
- 7 How does she travel to Spain?



Professor Hopkins teaches Anne at London University. He went to India last year. He saw the Taj Mahal, and rode on an elephant. He wrote postcards to all his friends. He flew by Air India.

Questions

- 1 Who does he teach?
- 2 Where did he go last year?
- 3 What did he see?
- 4 What did he ride on?
- 5 Who did he write to?
- 6 Did he fly by Air India or T.W.A.?



Her mother and father went to Italy last year. They toured Italy by coach. They saw a lot of interesting places. They ate spaghetti in Rome, drank coffee in Venice, and took a lot of photographs. The sun shone every day. They went to Italy by coach.

Questions

- 1 Where did they go?
- 2 How did they tour Italy?
- 3 What did they eat?
- 4 What did they drink?
- 5 How many photographs did they take?
- 6 What was the weather like?
- 7 Did they go to Italy by coach or by train?



Rob is Anne's boyfriend. He hitch-hiked around the United States last summer. He stayed there for a month. Of course he ate hamburgers, and drank Coca-Cola! He met a lot of interesting people. He bought a lot of American pop records, and brought them back to England. He flew there by Pan-American.

Questions

- 1 Where did Rob go last summer?
- 2 How long did he stay?
- 3 What did he eat?
- 4 What did he drink?
- 5 Who did he meet?
- 6 What did he buy?
- 7 What did he bring back?
- 8 Did he fly by Pan-American or T.W.A.?

Exercise

- a Anne/go/Spain
b He/not/Spain
c you/Spain?

- a Anne went to Spain.
b He didn't go to Spain.
c Did you go to Spain?

- a They/eat/spaghetti
b He/not/spaghetti
c you/spaghetti?



- a They/drink/coffee
b She/not/coffee
c you/coffee?



- a He/see/Taj Mahal
b She/not/Taj Mahal
c you/Taj Mahal?



- a He/buy/records
b They/not/records
c you/records?



Look at this

have	had
come	came
go	went
get	got
see	saw
eat	ate
drink	drank
take	took
fly	flew
shine	shone
meet	met
write	wrote
ride	rode
buy	bought
bring	brought

Target Structures

Simple Past of irregular verbs (extension): *see/eat/drink/take/fly/shine/meet/write/ride/buy/bring*

New Vocabulary

foreign	photograph	lie
place	elephant	tour
coach	back	hitch-hike

1 Briefly revise the previous lesson.

2 Set the situation of holidays.

T: *I usually go to France/the beach/the country.*
Where do you usually go? Ask him. Ask her.

3 Practise these verbs in the past tense, by making statements, and then asking questions to several students. After each question, get the students to ask each other.

go	<i>I went to France last year.</i> <i>Where did you go?</i>
see	<i>I saw the Eiffel Tower.</i> <i>What did you see in . . . ?</i>
eat	<i>I ate a lot of cheese in France.</i> <i>What did you eat in . . . ?</i>
drink	<i>I drank red wine.</i> <i>What did you drink in . . . ?</i>
take	<i>I took some photographs.</i> <i>Did you take any photographs?</i>
fly	<i>I flew to Paris by British Airways.</i> <i>Did you fly by British Airways?</i> <i>How did you go there?</i>
shine	<i>The sun shone every day.</i> <i>Did it shine in . . . ?</i>
ride	<i>I rode a bicycle round Paris.</i> <i>Did you ride a bicycle in . . . ?</i>
meet	<i>I met a beautiful girl/handsome man.</i> <i>Who did you meet?</i>
write	<i>I wrote ten postcards.</i> <i>How many did you write?</i>
buy	<i>I bought some souvenirs.</i> <i>Did you buy any souvenirs?</i>
bring	<i>I brought them back to England.</i> <i>Did you bring any souvenirs home?</i>

4 Invention Exercise:

T: *He/Italy*
T: *He went to Italy.*
T: *She/Eiffel Tower*
T: *She saw the Eiffel Tower.*
T: *He/Italy*
C: *He went to Italy.*

Continue:

She/Eiffel Tower
They/a lot of cheese
We/red wine
I/photographs
He/British Airways
The sun/every day
I/bicycle/Paris
She/handsome man
He/ten postcards
She/souvenirs
She/back to England

5 Text 1. Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or read the text.

6 Listen and Repeat.

7 Silent Reading.

8 Question and Answer:

What does she study?
Where does she study?
Where does she go every summer?
What does she do in Spain?
How does she travel to Spain?

9 Text 2. Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or read the text.

10 Listen and Repeat.

11 Silent Reading.

12 Question and Answer. Short closed questions:

Did they go to France? Did they go to Italy?
Did they tour Italy on foot?
Did they see a lot of interesting places?
Did they eat fish and chips?
Did they drink beer? Did they drink wine?
Did they take any photographs?
Did it rain? Did the sun shine?
Did they go to Italy by car?

Open questions:

Where did they go? What did they see?
What did they eat? What did they drink?
What did they take?
What was the weather like?
Did they go by car or by coach?

13 Text 3. Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or read the text.

14 Listen and Repeat.

15 Silent Reading.

16 T: *Correct my statement.*

T: *Professor Hopkins teaches at Oxford University.*

S: *He teaches at London University.*

Continue:

He went to Africa. *He wrote letters.*
He saw the pyramids. *He flew by Pan-American.*
He rode a bicycle.

17 Text 4. Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or read the text.

18 Listen and Repeat.

19 Silent Reading.

20 Question and Answer. Long closed questions:

Is he her boyfriend, or is he her brother?
Did he hitch-hike or did he drive around the United States?
Did he stay there for a month, or did he stay there for a year?
Did he eat hamburgers, or did he eat fish?
Did he drink whisky, or did he drink Coca-Cola?
Did he buy pop records, or did he buy classical records?
Did he bring them back, or did he leave them there?
Did he fly there by T.W.A., or did he fly there by Pan-American?

21 Set the questions in the Student's Book for homework.

22 Go through the exercise orally. Set it in class or for homework.

23 Closure. Refer to the irregular verb list in the student's book. Ask the students to study it for a minute.

24 Drill:

T: *eat*
T: *ate*
T: *come*
T: *came*
T: *eat*
C: *ate*

Continue:

come
shine
buy
take
see

go
have
bring
ride
fly

meet
write
get
drink

49 Survivors



Bill Craig and John Fitzgerald are pilots. Last year their plane crashed in the Pacific Ocean. They were in a rubber dinghy for four weeks.

They didn't have much water, and they didn't have many things to eat.

They had a few bananas and a little brandy from their plane.

They caught a lot of fish.

They had only a little chocolate. They had only a few biscuits and a few apples.

After four weeks, they saw a ship and the ship rescued them.

Questions

What are their names?

What do they do?

Did their plane crash?

Ask "When?"

Ask "Where?"

How many weeks were they in a dinghy?

How much water did they have?

Did they have many bananas?

Did they have much brandy?

Did they catch any fish?

Ask "How many?"

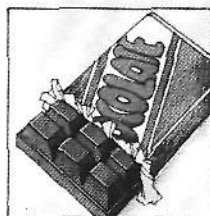
How much chocolate did they have?

How many biscuits did they have?

How many apples did they have?

What did they see after four weeks?

Exercise 1



chocolate

A Did they have any chocolate?

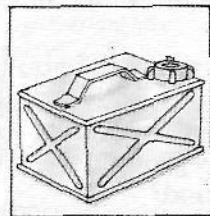
B Yes, they did, but they didn't have much.

A How much chocolate did they have?

B They had only a little.



water

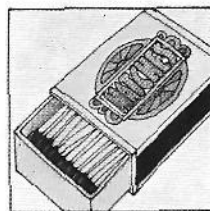


petrol



brandy

Exercise 2



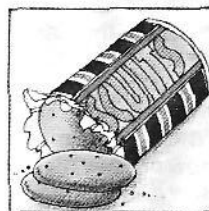
matches

A Did they have any matches?

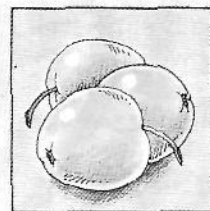
B Yes, they did, but they didn't have many.

A How many matches did they have?

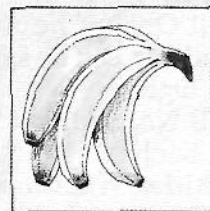
B They had only a few.



biscuits



apples



bananas

Exercise 3

He hasn't got *much* money.
He's got only *a little* money.

- 1 He hasn't got . . . friends
- 2 He's got only . . . friends
- 3 He hasn't got . . . wine
- 4 He's got only . . . wine

She hasn't got *many* dollars.
She's got only *a few* dollars.

- 5 She didn't have . . . Swiss francs
- 6 She had only . . . French francs
- 7 There isn't . . . petrol
- 8 We've got only . . . petrol

Target Structures

(They) didn't have | much (food).
| many (biscuits).

(They) had | only a little (food).
| only a few (biscuits).

New Vocabulary

ocean	petrol	rubber
dinghy	banana	crash
fish	match	rescue
ship	pineapple	catch/caught

1 Briefly revise the previous lesson.

2 Revise *How much?* and *How many?* with this drill:

T: I've got some money.
T: How much money have you got?
T: I've got some books.
T: How many books have you got?
T: I've got some money.
C: How much money have you got?

Continue:

I've got some books.
I've got some keys.
I've got some chocolate.
I've got some whisky.
I've got some paper.
I've got some newspapers.

Check concept of mass () and unit ().

3 Focus attention on the picture. Ensure the text is masked.
Set the situation. Play the cassette or read the text.

4 Listen and Repeat.

5 Silent Reading.

6 Question and Answer:

What are their names? What do they do?
Did their plane crash? Ask When? Ask Where?
How many weeks were they in a dinghy?
Did they have much water?
Did they have many things to eat?
Did they have many bananas or did they have a few bananas?
Did they have much brandy or did they have a little brandy?
Did they catch any fish? Ask How many?
How much chocolate did they have?
How many biscuits did they have?
Did a ship rescue them or did a helicopter rescue them?

7 Drill:

T: chocolate
T: They didn't have much chocolate.
T: biscuits
T: They didn't have many biscuits.
T: chocolate
C: They didn't have much chocolate.

Continue:

biscuits
water
brandy
matches
petrol
apples

8 Drill:

T: How much water did they have?
T: Only a little.
T: How many biscuits did they have?
T: Only a few.
T: How much water did they have?
C: Only a little.

Continue:

How many biscuits did they have?
How many apples did they have?
How much chocolate did they have?
How many bananas did they have?

9 Drill:

T: Did they have any water?
T: Yes, but they had only a little.
T: Did they have any biscuits?
T: Yes, but they had only a few.
T: Did they have any water?
C: Yes, but they had only a little.

Continue:

Did they have any biscuits? /brandy? /apples? /petrol? /bananas?

10 Act out this mini-conversation. Set the situation. A reporter is interviewing Bill Craig.

Reporter: Did you have any water? Bill: Yes, we had some . . . but only a little.

Reporter: What about biscuits? Bill: We had only a few biscuits.
Get the students to listen and repeat the whole conversation.
Then the teacher takes the reporter's part. The class in chorus take Bill's part. Next the teacher takes Bill's part. The class in chorus take the reporter's part.

11 Pair Work. They use the pictures in the book and the mini-conversations as a guide for Exercises 1 and 2.

12 Act out this mini-conversation. The reporter is interviewing Bill Craig.

Reporter: Did you have any brandy?
Bill: Yes, but we didn't have much brandy.
Reporter: Did you have any biscuits?
Bill: Yes, but we didn't have many biscuits.

13 Pair Work, using the pictures and the mini-conversation.

14 Drill:

T: How much petrol did they have?
T: Not much.
T: How many apples did they have?
T: Not many.
T: How much petrol did they have?
C: Not much.

Continue:

How many apples did they have?
How much brandy did they have?
How much water did they have?
How many matches did they have?
How much chocolate did they have?

15 Transfer. T: In England, they eat a lot of potatoes and they drink a lot of tea. They don't eat much spaghetti and they don't eat many pineapples.

Ask questions:

T: How many potatoes/pineapples do they eat?
How much tea/spaghetti do they drink? /eat?

16 T: Tell me about your country.

Ask him about his country. Ask her about her country.

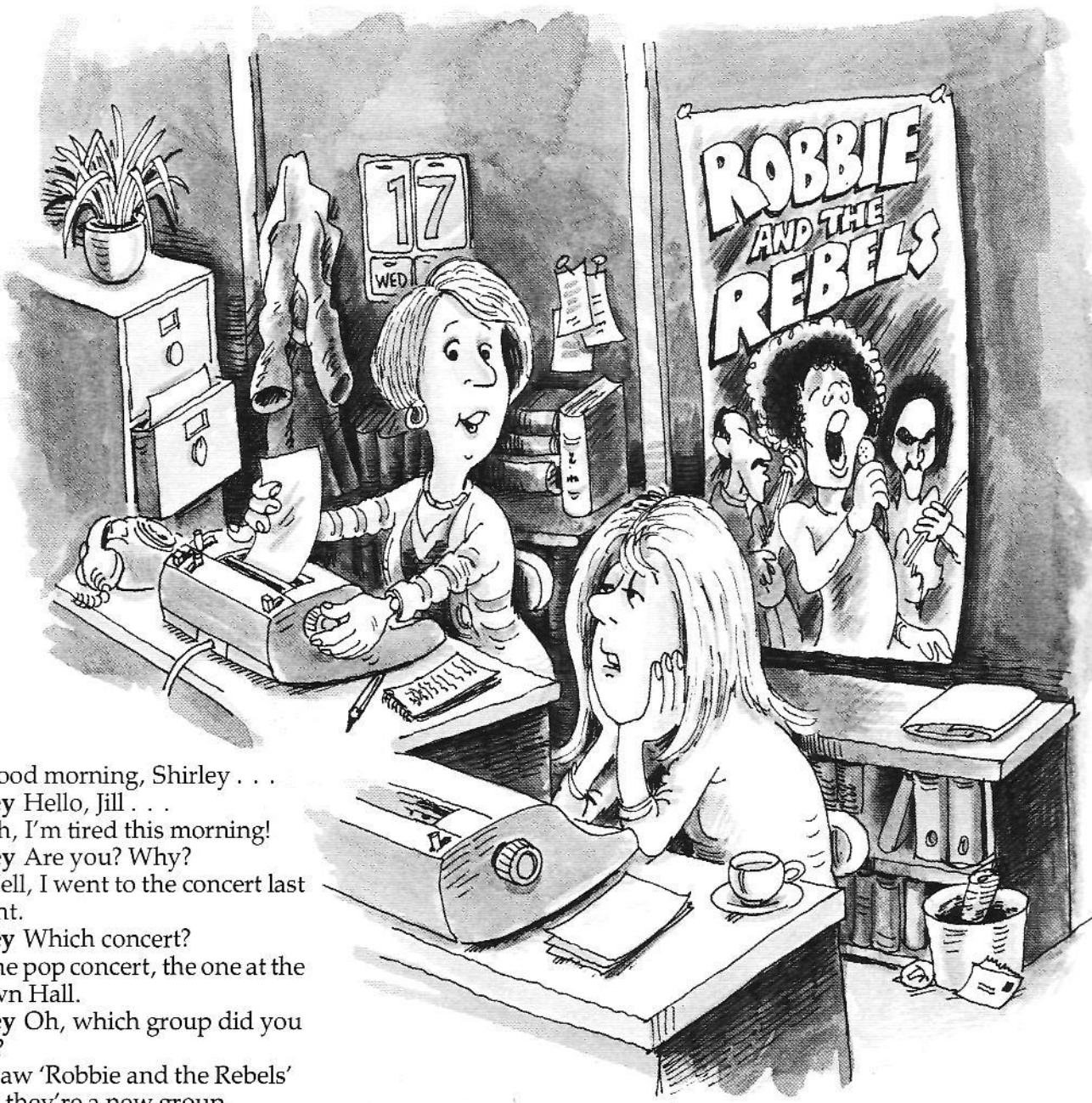
T: In England there aren't many mountains.
We've got only a few mountains.
There isn't much oil. We've got only a little oil.

T: Tell me about your country. Ask him about his country.

17 Pair Work. They ask each other about their countries.

18 Set Exercise 3 in class or for homework.

50 Robbie and the Rebels



Jill Good morning, Shirley . . .

Shirley Hello, Jill . . .

Jill Oh, I'm tired this morning!

Shirley Are you? Why?

Jill Well, I went to the concert last night.

Shirley Which concert?

Jill The pop concert, the one at the Town Hall.

Shirley Oh, which group did you see?

Jill I saw 'Robbie and the Rebels' . . . they're a new group.

Shirley Are they good?

Jill Hmm . . . they usually play well, but last night they played badly.

Shirley Is Robbie a good singer?

Jill Oh, yes, he usually sings well.

Shirley Did he sing well last night?

Jill No, he didn't . . . he sang very badly.

Shirley What about the group?

Jill Oh, the guitarist played beautifully . . . but the drummer was loud.

Shirley Yes, pop drummers always play loudly.

Jill I know! I had a headache after the concert.

Shirley Hmm . . . I never go to pop concerts. I prefer classical music.

Questions

What are their names?

Who's tired?

Ask "Why?"

Which concert did she go to?

Which group did she see?

How do they usually play?

How did they play last night?

How does Robbie usually sing?

How did he sing last night?

How did the guitarist play?

Do pop drummers always play loudly?

Did Jill have a headache before the concert?

Ask "When?"

Does Shirley prefer pop music or classical music?

Exercise 1

He's a good singer.

He usually sings well.

1 They're beautiful dancers

2 She's a careless writer.

3 He's a hard worker.

4 He's a bad player.

5 They're good drivers.

Exercise 2

He usually sings well, *but yesterday he sang badly.*

1 She usually writes carefully,

2 She usually types slowly,

3 They usually play badly,

4 He usually works fast,

5 He usually answers carelessly,

Target Structures

Simple Past with adverbs of manner.

Expressions*I know!***New Vocabulary**

Town Hall	sing/sang	drummer
group	guitarist	

1 Briefly check previously learned irregular past forms:T: *Every day he has a bath, so yesterday . . .*T: . . . *he had a bath.*T: *Every morning she comes to school, so this morning . . .*T: . . . *she came to school.*T: *Every day he has a bath, so yesterday . . .*S: . . . *he had a bath.*

Continue:

*Every morning she comes to school, so this morning . . .**Every evening they go home, so yesterday evening . . .**Every morning he gets up, so this morning . . .**Every Saturday he sees his mother, so last Saturday . . .**He always eats roast beef on Sundays, so last Sunday . . .**Every night he drinks beer, so last night . . .**Every Friday he takes his girlfriend to the cinema, so last Friday . . .**Every year he flies to Paris, so last year . . .**In Bermuda the sun shines in summer, so last summer . . .**Every evening she meets her boyfriend, so yesterday evening . . .**Every weekend they write letters, so last weekend . . .**Every day he buys a newspaper, so this morning . . .**Every day he brings an umbrella to school, so this morning . . .***2** Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.**3** Listen and Repeat.**4** Drill:T: *I'm tired this morning.*T: *Are you? Why?*T: *I went to the doctor's yesterday.*T: *Did you? Why?*T: *I'm tired this morning.*C: *Are you? Why?*

Continue:

*I went to the doctor's yesterday.**I need some money.**I'm going to learn Spanish.**I'm very angry today.**I wrote to the Queen yesterday.**I always get up at five o'clock in the morning.**I'm going to drink champagne tonight.***5** Drill:T: *They usually play well.*T: *often*T: *They often play well.*T: *badly*T: *They often play badly.*T: *They usually play well.*C: *They usually play well.*

Continue:

*often**noisily**badly**He**sometimes**always**sing**beautifully***6** Drill:T: *He's a good player.*T: *He played well yesterday.*T: *He's a bad singer.*T: *He sang badly yesterday.*T: *He's a good player.*C: *He played well yesterday.*

Continue:

*He's a bad singer.**He's a careless writer.**She's a beautiful dancer.**He's a fast eater.**She's a hard worker.**They're good singers.**She's a slow typist.***7** Drill:T: *He usually sings well.*T: *Did he sing well last night?*T: *They usually dance well.*T: *Did they dance well last night?*T: *He usually sings well.*C: *Did he sing well last night?*

Continue:

*They usually dance well.**She usually works well.**I usually sleep well.**They usually play well.**He usually speaks well.***8** Silent Reading.**9** Question and Answer:*What are their names?**Who's tired? Ask Why?**Which concert did she go to?**Which group did she see?**Do they usually play well, or do they usually play badly?**Did they play well last night, or did they play badly?**Does Robbie usually sing well, or does he usually sing badly?**Did he sing well last night, or did he sing badly?**How did the guitarist play?**How did the drummer play?**Do pop drummers always play loudly?**Did Jill have a headache before the concert? Ask When?**Does Shirley prefer pop music or classical music?***10** Transfer Questions:*Which do you prefer?**Classical music or pop music?**Tea or coffee?**Apples or bananas?**Steak or hamburgers?**English cars or American cars?**French wine or Italian wine?**Football or tennis?**Dogs or cats?**Houses or flats?**Trains or buses?**Beer or wine?**Ask me/him/her.***11** Pair Work.**12** Go through the exercises orally. Set them in class or for homework.

51 Everyday Conversation

- E Excuse me . . . I lost my handbag this morning.
 F Where did you lose it?
 E On the bus . . . I left it on the number 28.
 F Well, you're lucky, the conductor found it.
 E Thank goodness! I was worried.
 F Here it is . . . he gave it to me an hour ago.

handbag
 camera
 wallet
 purse
 umbrella

an hour ago
 two hours ago
 three hours ago
 half an hour ago
 25 minutes ago



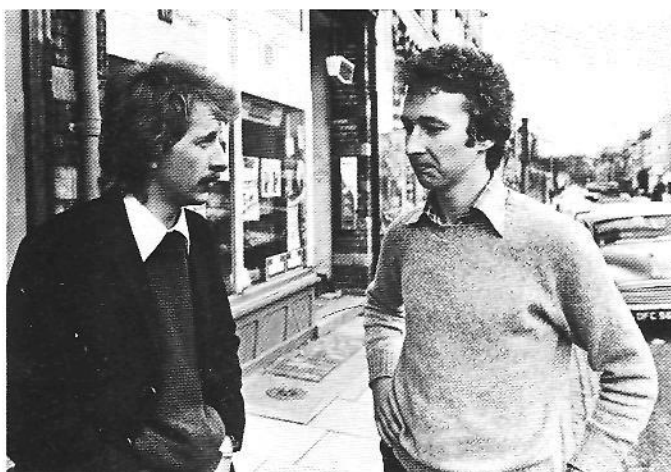
- G What did you do last weekend?
 H I went to Oxford.
 G Really? How did you go?
 H I went by car.
 G How long did it take?
 H It took about two hours.

last weekend
 last Saturday
 last Monday
 last Friday
 by car
 by train
 by bus
 by taxi

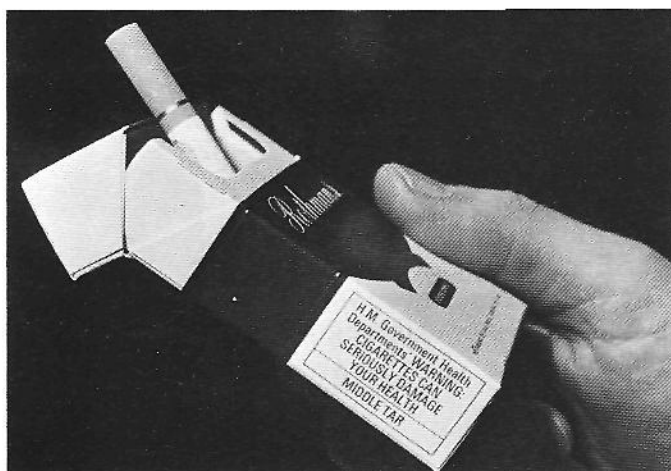


- I Hello, John! I thought you were in Brighton!
 J I was. I drove there on Friday.
 I Yes . . . ?
 J . . . and I came back on Saturday morning!
 I Oh? Why did you come back?
 J Well, I went to a casino, and spent all my money!
 I How did you do that?
 J Well, I won a little at first . . . then I lost everything!

Brighton
 Bournemouth
 London
 Torquay
 Saturday morning
 Sunday evening
 Monday evening
 Tuesday afternoon
 this morning



- K Have a cigarette.
 L No, thanks. I'm trying to stop.
 K Oh, come on! I insist!
 L No, really . . . I've got a terrible cough.



Target Structures*I (did) it (an hour) ago.***Expressions**

Thank goodness!
 I thought . . .
 Have a (cigarette).
 I'm trying to stop.
 Come on!
 I insist.
 No, really . . .

New Vocabulary

wallet	worried	think/thought
purse	about (two hours)	drive/drove
conductor	lose/lost	spend/spent (money)
the number 28 (bus)	leave/left	win/won
cough	find/found	give/gave

1 Briefly revise the previous lesson.**2** Dialogue 1. Set the situation. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.**3** Listen and Repeat.**4** Drill:

T: handbag
 T: I lost my handbag this morning.
 T: last night
 T: I lost my handbag last night.
 T: I lost my handbag this morning.
 Repeat!
 C: I lost my handbag this morning.

Continue:

last night
 She
 camera
 last week
 He
 wallet
 last Saturday

5 Drill:

T: on the seat
 T: I left it on the seat.
 T: under the chair
 T: I left it under the chair.
 T: on the seat
 C: I left it on the seat.

Continue:

under the chair
 on the shelf
 behind the seat
 in front of my desk
 near the window
 between the chairs
 on the table

6 Drill:

T: an hour
 T: He gave it to me an hour ago.
 T: five minutes
 T: He gave it to me five minutes ago.
 T: an hour
 C: He gave it to me an hour ago.

Continue:

five minutes
 two hours
 half an hour
 fifteen minutes
 quarter of an hour
 two days
 twenty minutes

7 Focus attention on Dialogue 1. The students look and listen. Play the cassette or act out the text.**8** Silent Reading.**9** The teacher takes the part of E. The class in chorus takes the part of F. Go through the dialogue. Then the teacher takes the part of F. The class in chorus takes the part of E. Go through the dialogue.**10** Pair Work.**11** Transfer. The teacher selects a student and acts out the dialogue, substituting other vocabulary items. Students do the same in pairs, using the prompts in the book.**12** Dialogue 2. Follow the same procedure as for Dialogue 1, but include these drills:**13** Drill:

T: last weekend
 T: What did you do last weekend?
 T: last Saturday
 T: What did you do last Saturday?
 T: last weekend
 C: What did you do last weekend?

Continue:

last Saturday
 last Monday
 last Friday
 yesterday morning
 yesterday afternoon
 yesterday evening
 last night

14 Drill:

T: by car
 T: I went by car.
 T: on foot
 T: I went on foot.
 T: by car
 C: I went by car.

Continue:

on foot
 by train
 by air
 by taxi
 by bus

15 Dialogue 3. Follow the same procedure as for Dialogue 1, but include these drills:**16** Drill:

T: in Brighton
 T: I thought you were in Brighton.
 T: in London
 T: I thought you were in London.
 T: in Brighton
 C: I thought you were in Brighton.

Continue:

in London
 in Oxford
 in Cambridge
 in Manchester
 in Paris

17 Drill:

T: He/Saturday morning
 T: He came back on Saturday morning.
 T: They/Sunday afternoon
 T: They came back on Sunday afternoon.
 T: He/Saturday morning
 C: He came back on Saturday morning.

Continue:

They/Sunday
 afternoon
 She/Monday evening
 We/Tuesday
 afternoon
 I/this morning
 John/last night

18 Drill:

T: He drove there. . . . Where?
 T: Where did he drive?
 T: He came back. . . . When?
 T: When did he come back?
 T: He drove there. . . . Where?
 C: Where did he drive?

Continue:

He came back. . . . When?
 He went to a casino. . . . Why?
 He spent all his money. . . . How?
 He won. . . . How much?
 He lost. . . . How much?

19 Dialogue 4. Follow the same procedure as for Dialogue 1.

52 The Eight O'Clock News

Good evening. And here is the Eight O'Clock News.



Last night there was a revolution in Mandanga. The rebels attacked the President's palace, shot the President and burnt the building. The air force bombed the capital. The United States sent ships to the area this morning. The Soviet Union protested in the United Nations.



Questions

What happened in Mandanga?
Ask "When?"
What did the rebels attack?
Did they shoot the Prime Minister?
Ask "Who?"
What did they burn?
Did they bomb the capital?
What did the United States do?
What did the Soviet Union do?

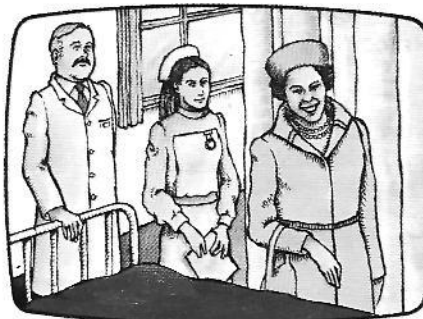
The Scottish police are looking for two climbers in the Highlands. The climbers left yesterday morning to climb Ben Nevis. It began to snow heavily yesterday afternoon. The police sent out a search party yesterday evening. They spent the night on the mountain, but they didn't find the climbers.



Questions

How many climbers are the police looking for?
Ask "Where?"
When did they leave?
What did they want to climb?
Did it rain or did it snow?
Who sent out a search party?
Ask "When?"
Did they spend the night in a hotel?
Ask "Where?"
Did they find the climbers?

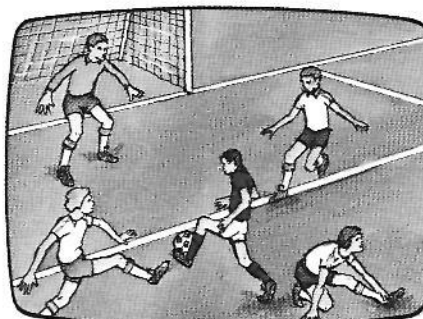
The Queen opened a new hospital in London today. She met all the doctors and nurses, and spoke to the first patients. The Queen wore a yellow dress, and a green hat.



Questions

Who opened a hospital?
Ask "Where?"
Ask "When?"
Who did the Queen meet?
Who did the Queen speak to?
What did she wear?

... and next football. This afternoon at Wembley Stadium, England played against Wales. England lost by four goals to nil. The English captain broke his leg. The Welsh team played well. David Evans scored three goals for Wales.



Questions

Who did England play against?
Ask "Where?"
Did they win or did they lose?
Which team played well?
Ask "How many goals?"
Who broke his leg?
Who scored three goals?

Target Structures

Revision and extension of irregular verbs in the Simple Past.

New Vocabulary

news	patient	attack(ed)
revolution	Wembley Stadium	shoot/shot
president	goal	burn/burnt
palace	nil	bomb(ed)
building	Wales	protest(ed)
air force	leg	begin/began
capital		snow(ed)
ship		spend/spent (time)
area		open (a hospital)
Soviet Union		wear/wore
United Nations		break/broke
police		score(d)
The Highlands		
Ben Nevis		
mountain		

1 Briefly revise the previous lesson.

2 Text 1. Focus attention on the introductory picture and the picture for Text 1. Ensure the text is masked. Set the situation. Play the cassette or read the text.

3 Listen and Repeat.

4 Silent Reading.

5 Question and Answer, as in the student's book.

6 Reproduction from prompts:
 T: Last night . . . revolution . . . Mandanga.
 T: Last night there was a revolution in Mandanga.
 T: . . . rebels . . . President's palace.
 S: The rebels attacked the President's palace.

Continue:

They . . . the President.

They . . . the building.

The air force . . . the capital.

The United States . . . ships . . . area.

The Soviet Union . . . the United Nations.

7 Text 2. Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or read the text.

8 Listen and Repeat.

9 Silent Reading.

10 Question and Answer, as in the student's book.

11 Reproduction: Complete the Sentence.
 T: The Scottish police . . .
 T: . . . are looking for two climbers in the Highlands.

Continue:

They left. . . .

It began. . . .

The police. . . .

They spent. . . .

But they didn't. . . .

12 Text 3. Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or read the text.

13 Listen and Repeat.

14 Silent Reading.

15 Question and Answer, as in the student's book.

16 Reproduction: Correct my Statement.
 Get the students to correct your information:

1 The King opened a new hotel in Oxford today.

2 He met all the porters and waiters.

3 He spoke to the guests.

4 The King wore a blue dress and a pink hat.

17 Text 4. Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.

18 Listen and Repeat.

19 Silent Reading.

20 Question and Answer, as in the student's book.

21 Dictate Situation 4. Students write it down and then correct their own versions by reference to the text.

22 Closure. Play the complete recording. Students listen.

53 Howard Hughes 1905-1976

Biography of a Billionaire

24th December 1905 Howard Hughes was born in Houston, Texas.

1912 He started school.

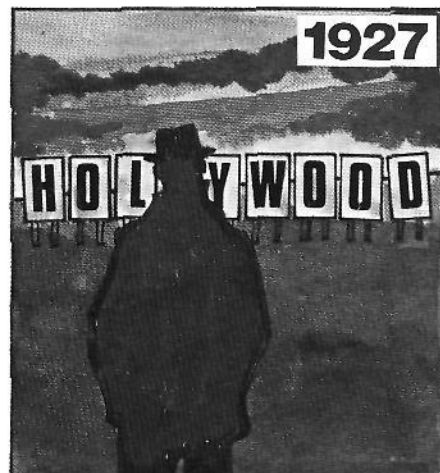
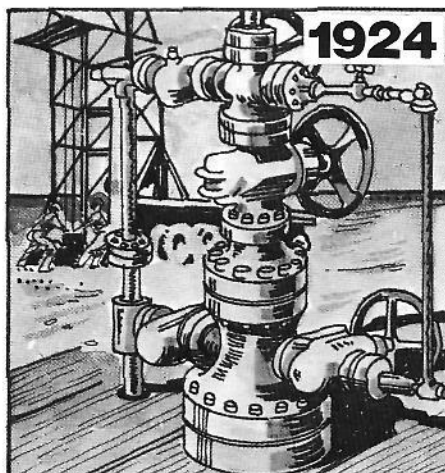
1924 His father died. He left school. He inherited \$750,000. He became director of his father's oil-drilling company.

1925 He married Ella Rice.

1927 He went to Hollywood.

1928 He produced a film. He divorced Ella Rice.

1930 He directed the film *Hell's Angels*.



1933 He worked as an airline pilot. (He changed his name).

1935 He built a plane. He broke the world air-speed record. (He flew at 352 m.p.h.)

1937 President Roosevelt gave him a special aviation award.

1938 He flew round the world in 91 hours (a new world record).

1942 He designed and manufactured war planes.

1943 He designed a new bra for film-star Jane Russell.



1947 He started T.W.A. (Trans World Airlines). He crashed a new war-plane. He nearly died. In hospital, he designed a new bed. He flew a new 700-seat passenger plane.

1948 He bought RKO Film Studio.

1954 He sold RKO.

1957 He sold TWA for \$546,000,000. He married Jean Peters.

1958 He retired from public life.

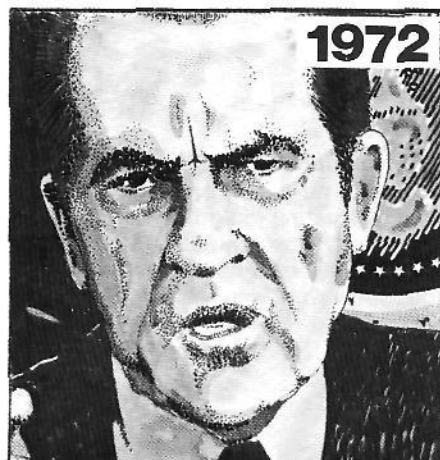
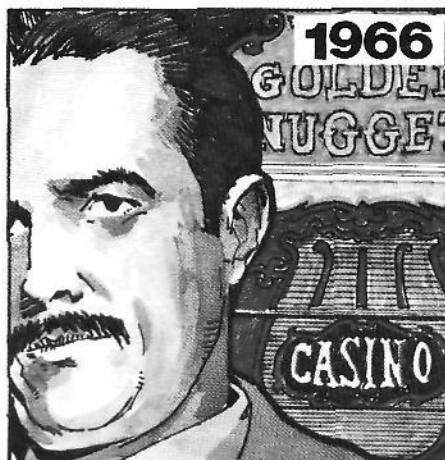


1966 He went to Las Vegas. He bought a lot of casinos, clubs, and hotels. (He didn't smoke, drink or gamble.)

1971 He divorced Jean Peters.

1972 He gave \$100,000 to President Nixon for the 1972 Election.

5th April 1976 Hughes died in Acapulco. He left \$2,000,000,000.



Target Structures

Revision and extension of the Simple Past, with intensive question practice.

Expressions

*He was born in (Houston)/in (1905).
... in (91 hours)*

New Vocabulary

<i>start(ed) (school)</i>	<i>manufacture(d)</i>	<i>world record</i>
<i>die(d)</i>	<i>start(ed) (a business)</i>	<i>warplane</i>
<i>leave/left (school)</i>	<i>crash(ed)</i>	<i>bra</i>
<i>inherit(ed)</i>	<i>sell/sold</i>	<i>passenger plane</i>
<i>become/became</i>	<i>retire(d)</i>	<i>million</i>
<i>marry/married</i>	<i>gamble(d)</i>	<i>public life</i>
<i>produce(d)</i>	<i>biography</i>	<i>election</i>
<i>divorce(d)</i>	<i>billionaire</i>	<i>m.p.h. (miles per hour)</i>
<i>direct(ed)</i>	<i>director</i>	<i>\$10 (ten dollars)</i>
<i>build/built</i>	<i>oil-drilling company</i>	<i>750,000 (seven hundred and fifty thousand)</i>
<i>break/broke (a record)</i>	<i>Academy Award</i>	
<i>design(ed)</i>	<i>world</i>	

1 Focus attention on the pictures. Ensure the text is masked. The students are going to ask you questions to discover what is in the text.

T: *On the 24th of December 1905 (nineteen-oh-five), somebody was born in Houston, Texas. ... Who?*
Ask me.

C: *Who was born?*

T: *Howard Hughes, the billionaire, was born on the 24th of December. ... When was he born?*

2 Section One (1905-1930)

T: *He started school. ... ask me When?*

C: *When did he start school?*

T: *He started school in 1912.*

(to an individual) *When did he start school?*

You are going to run through the story of Hughes' life in this way. After responding to the student's question, always check an individual by repeating the question to elicit a repetition of the correct answer.

Continue:

Someone died in 1924. ... ask me Who?

Hughes left school. ... ask me When?

He inherited some money. ... ask me How much?

He became Director of something. ... ask me What?

He married someone. ... ask me Who?

... ask me When?

He went somewhere in 1927. ... ask me Where?

He produced something. ... ask me What?

... ask me When?

He divorced Ella Rice. ... ask me When?

He directed a film. ... ask me Which film?

... ask me When?

3 Silent Reading. (Hughes' life 1905-1930). Ensure the rest is masked.

4 Pair Work. Students ask each other questions about Hughes' life, 1905-1930, using the pattern *What did he do in 1912?* etc.

5 Section Two (1933-1943).

T: *In 1933 he changed his name. ... ask me Why?*

(When Hughes was a pilot, he was an ordinary pilot and wanted to be anonymous.)

T: *He built something in 1935. ... ask me What?*

He broke a record. ... ask me Which record?

He flew very fast. ... ask me How fast?

A President gave him something. ... ask Which President?

... ask What?

He flew somewhere. ... ask me Where?

... ask me When?

In 1942 he designed planes. ... ask me What kind of planes?

In 1943 he designed something. ... ask me What?

6 Silent Reading. (Hughes' life 1933-1943). Ensure the rest is masked.

7 Pair Work.

8 Section Three (1947-1958).

T: *In 1947 he started a company. ... ask me Which company?*

In 1947 he nearly died. ... ask me How?

In hospital he did something. ... ask me What?

In 1947 he flew a new plane. ... ask me What kind of plane?

In 1948 he bought something. ... ask me What?

He sold it. ... ask me When?

In 1957 he sold something. ... ask me What?

He got a lot of money. ... ask me How much?

He married again. ... ask me When?

... ask me Who?

He retired from public life. ... ask me When?

9 Silent Reading. (Hughes' life 1947-1958). Ensure the rest is masked.

10 Pair Work.

11 Section Four (1966-1976).

T: *In 1966 he went somewhere. ... ask me Where?*

He bought some things. ... ask me What?

He divorced Jean Peters. ... ask me When?

He gave money to Nixon. ... ask me When?

... ask me How much?

... ask me Why?

He died. ... ask me When?

... ask me Where?

He left a lot of money. ... ask me How much?

12 Silent Reading. (Hughes' life 1966-1976) Ensure the rest is masked.

13 Pair Work.

14 Transfer.

T: *Hughes was born on December the twenty-fourth.*

I was born on (July the second).

Ask several students: *When were you born?*

Ask him. Ask her.

15 Homework/Transfer. Get each student to write a short autobiography, or get students to question each other, and then write a biography of the other student.

54 The boss and the secretary

Mr Gibbon Well, Miss Smith . . . this is a change! I usually have water with my meals, you know.

Miss Smith Yes, Mr Gibbon, but tonight we're having champagne!

Mr Gibbon Please don't call me Mr Gibbon. My friends always call me Horace.

Miss Smith All right . . . Horace . . . and we're having fillet steak!

Mr Gibbon Isn't it wonderful! I normally have egg and chips on Mondays . . . you see, my wife doesn't like restaurants.

Miss Smith Oh, your wife . . . what's she doing now?

Mr Gibbon Er . . . she's watching television at home. What perfume are you wearing, Miss Smith?

Miss Smith Please . . . call me Dorothy. I'm wearing "Night of Passion".

Mr Gibbon It's lovely. My wife never wears perfume . . .

Miss Smith I don't always wear it, but this is a special occasion.

Mr Gibbon Of course it is. I never come to restaurants like this. Dorothy, I want to ask you something.

Miss Smith Oh, Horace, go on . . . I'm enjoying this evening so much.

Mr Gibbon Well . . . it's difficult.

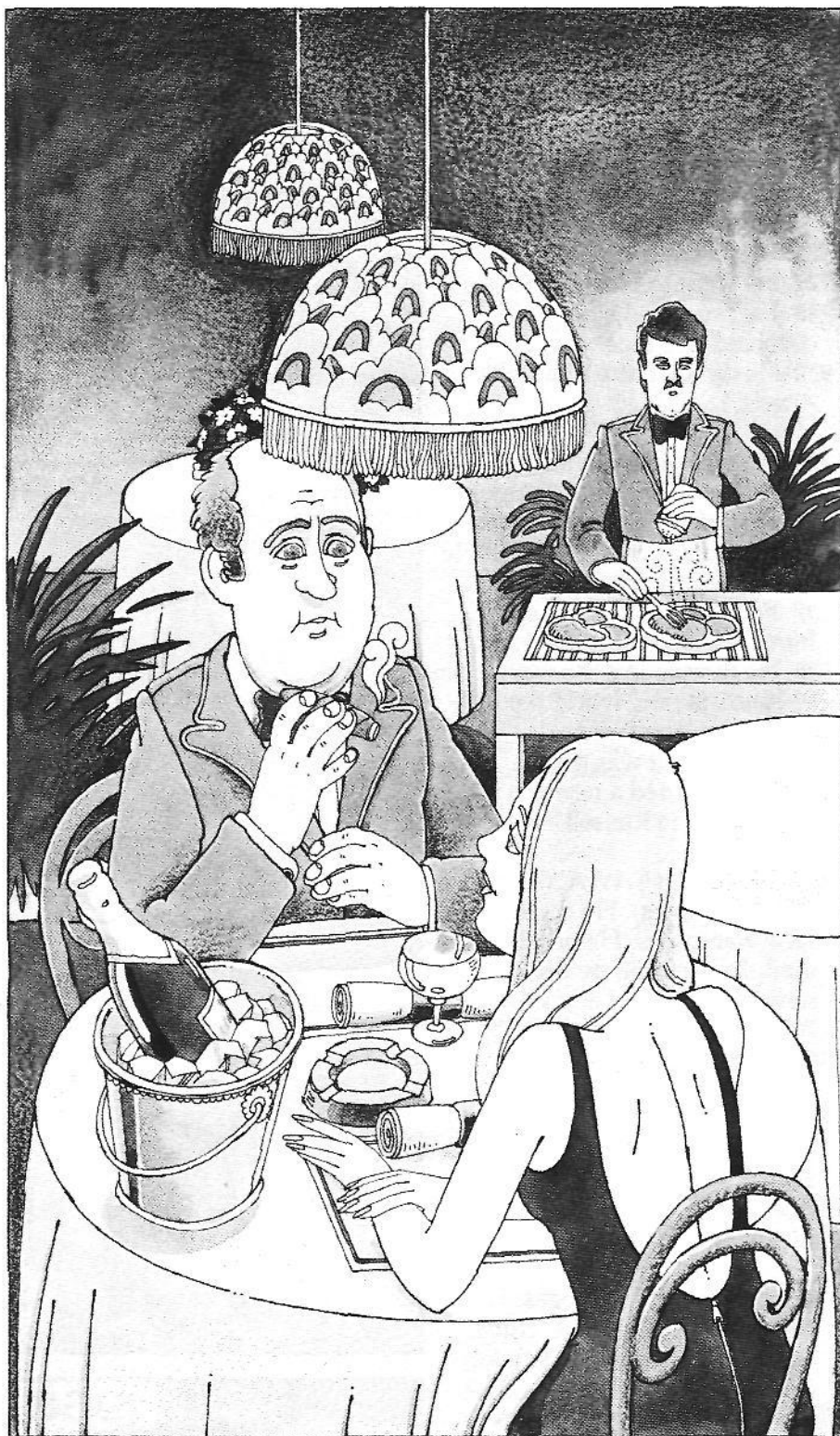
Miss Smith Please . . . ask me.

Mr Gibbon Well, you know we've got a lot of work at the office. . . .

Miss Smith Yes?

Mr Gibbon Well, can you work on Saturdays until we finish it?

Miss Smith Oh!



Questions

What's he drinking tonight?
What does he usually drink?
What's he eating tonight?
What does he usually eat on Mondays?
Is Miss Smith wearing perfume tonight?
Does she always wear perfume?

Exercise

He usually drinks water.
tonight/champagne
But tonight he's drinking champagne.

- 1 He usually eats eggs.
tonight/steak
- 2 He usually drinks beer.
tonight/whisky
- 3 He usually smokes cigarettes.
tonight/cigars
- 4 He usually eats at home.
tonight/in a restaurant

Target Structures

Revision of Simple Present in contrast with Present Progressive.

New Vocabulary

a change	normally	until
meal	call	like (this)
special occasion	enjoy	

1 Briefly revise the previous lesson.

2 Focus attention on the picture. Ensure the text is masked. Ask questions about the illustration:

Where are they?

What's on the table?

What are they doing?

Explain that he is the boss, she is the secretary and that he is married.

Play the cassette or act out the text.

3 Listen and Repeat.

4 Drill:

T: *I usually have water with my meals.*

T: *sometimes*

T: *I sometimes have water with my meals.*

T: *wine*

T: *I sometimes have wine with my meals.*

T: *I usually have water with my meals*

Repeat!

C: *I usually have water with my meals.*

Continue:

sometimes

wine

He

always

They

beer

She

never

5 Drill:

T: *He usually has water, . . . tonight/champagne.*

T: *He usually has water, but tonight he's having champagne.*

Continue:

He usually has water, . . . tonight/wine.

He usually has eggs, . . . tonight/steak.

He usually has beer, . . . tonight/whisky.

He usually smokes cigarettes, . . . tonight/cigars.

He usually eats at home, . . . tonight/restaurant.

6 Drill:

T: *Please don't call me Mr/Mrs/Miss (Smith). My friends always call me (John/Mary).*

Get the students to do the same using their own names.

Prompt by addressing students by their title and surname.

T: *Now, Mr Schmidt. . . .*

S: *Please don't call me Mr Schmidt. My friends always call me Franz.*

7 Drill:

T: *She doesn't like restaurants.*

T: *They*

T: *They don't like restaurants.*

T: *Do they . . . ?*

T: *Do they like restaurants?*

T: *She doesn't like restaurants.*

Repeat!

C: *She doesn't like restaurants.*

Continue:

They

Do they . . . ?

he

you

pubs

Why . . . ?

he

they

8 Drill:

T: *She isn't wearing perfume.*

T: *She never wears perfume.*

T: *She isn't wearing sunglasses.*

T: *She never wears sunglasses.*

T: *She isn't wearing perfume.*

C: *She never wears perfume.*

Continue:

She isn't wearing sunglasses.

He isn't wearing a suit.

They aren't wearing ties.

He isn't smoking a pipe.

She isn't listening.

9 Drill:

T: *I'm enjoying this evening.*

T: *She*

T: *She's enjoying this evening.*

T: *Are you . . . ?*

T: *Are you enjoying this evening?*

T: *I'm enjoying this evening.*

Repeat!

C: *I'm enjoying this evening.*

Continue:

She

Are you . . . ?

this meal

they

he

Why . . . ?

How much . . . ?

you

10 Silent Reading.

11 Question and Answer:

What's he drinking tonight?

What does he usually drink?

What's he eating tonight?

What does he usually eat?

Is she wearing perfume?

Does she always wear perfume?

What's his wife doing tonight?

Does his wife wear perfume?

How much work have they got at the office?

12 Pair Work.

13 Role-playing. Get two students to act out the situation in front of the class.

14 Transfer:

Do you ever eat in restaurants?

Ask him/Ask her/Ask me/Ask How often?

Are you wearing perfume?

Ask her.

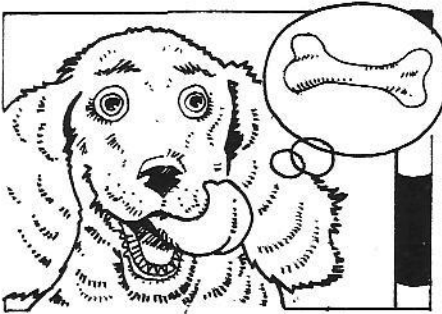
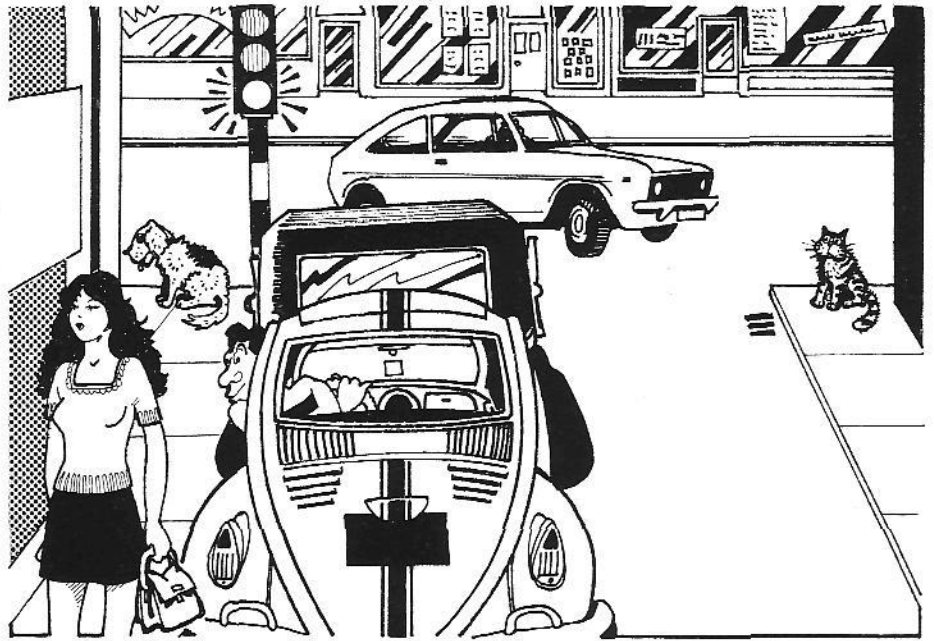
Do you usually wear perfume?

Ask her, etc.

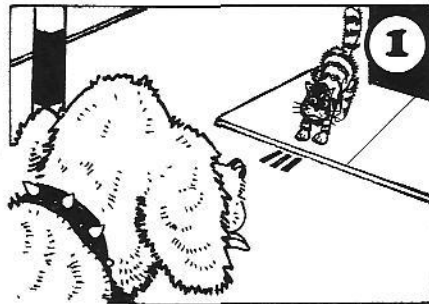
15 Set the exercise in class or for homework.

55 An accident

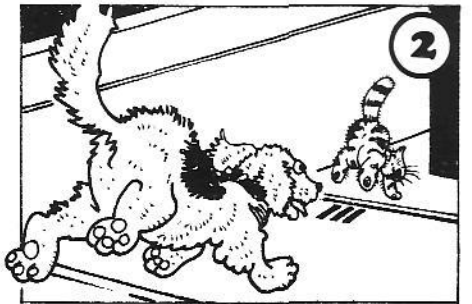
Two cars were going along Cambridge Street. An Englishman was driving a Rolls-Royce, and a foreign student was driving a V.W. The Englishman was driving slowly and carefully. The student wasn't driving carefully . . . he was looking at a girl. She was walking along the street. She was wearing a short skirt, and she was carrying a handbag. The traffic-lights were green. A dog was sitting beside the traffic-lights. A cat was sitting on the opposite corner.



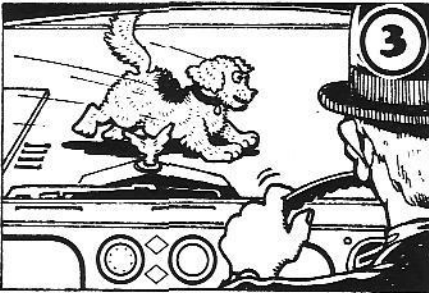
The dog was thinking about a bone.



Suddenly the dog saw the cat.



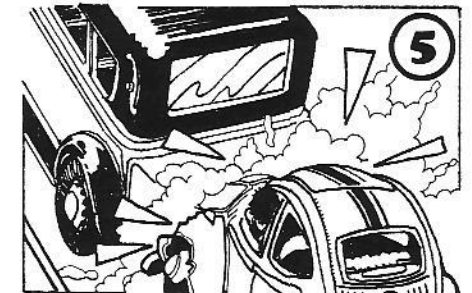
It ran across the road.



The English driver saw the dog.



He braked quickly.



The V.W. crashed into the Rolls-Royce.



The girl saw the accident.



She ran to a telephone box.



The police came immediately.

Target Structures

*I was (doing it)/I wasn't (doing it).
Were you doing it? Yes, I was/No, I wasn't.
Contrast with the Simple Past.*

New Vocabulary

street	run/ran	bedside
traffic lights	brake(d)	opposite
corner		immediately
bone		quickly

1 Set the situation.

T: *There was an accident yesterday. It was in Cambridge Street. There was a Rolls-Royce, there was a V.W. There was a beautiful girl, there was a dog and a cat.*
Ask questions: *Where was the accident? How many cars were there? How many animals were there? Was there a girl?*

2 Focus attention on the first picture. Ensure the text is masked. Play the cassette or read the text.**3** Listen and Repeat.**4** Silent Reading.**5** Question and Answer:

*Were two cars going along Oxford Street or Cambridge Street?
Was the Englishman driving the Rolls-Royce or the V.W.?
Was the student driving a V.W. or a Mini?
Was the student driving carelessly or carefully?
Was he looking at the beautiful girl or the dog?
Was she wearing a long skirt or a short skirt?
Was she carrying an umbrella or a handbag?
Were the traffic-lights red or green?
Was the dog sitting in the middle of the road or beside the traffic-lights?
Was the cat sitting on the same corner or on the opposite corner?*

6 Reproduction from prompts:

T: *Two cars . . . Cambridge Street.*
T: *Two cars were going along Cambridge Street.*
Continue:
An Englishman . . . Rolls-Royce.
A student . . . V.W.
The Englishman . . . carefully and slowly.
The student . . . carefully.
He . . . beautiful girl.
She . . . street.
She . . . handbag.
The traffic-lights . . . green.
A dog . . . traffic-lights.
A cat . . . opposite corner.

7 Drill:

T: *It*
T: *It was sitting there.*
T: *They*
T: *They were sitting there.*
T: *It*
C: *It was sitting there.*

Continue:

They
He
We
She
You
I

8 Refer students to the single picture of the dog thinking.

T: *The dog was thinking about a bone. Repeat!*
T: *The cat wasn't thinking about a bone. Repeat!*
What was it thinking about? Repeat!
Ask questions:
What was the cat thinking about? Elicit a variety of responses:
It was thinking about milk/fish/meat/its dinner/etc.

9 Ask: *What was the Englishman/student/girl thinking about?*
Invite several suggestions. T: *The Englishman was thinking about the traffic-lights, the girl was thinking about her boyfriend, and the student was thinking about the girl.*

10 Refer students to the first row of pictures. Mask the text.

Dramatically say (with a sharp bang on the table):
Suddenly . . . the dog saw the cat. Repeat!
It ran across the road. Repeat!
Move on to the next row and mask the text:
The English driver saw the dog. Repeat!
He braked quickly. Repeat!
The V.W. crashed into the Rolls-Royce. Repeat!
Move on to the next row and mask the text:
The girl saw the accident. Repeat!
She ran to a telephone box. Repeat!
A police car came immediately. Repeat!

11 Silent Reading.**12** Reproduction from pictures.

Refer to the first row of pictures and mask the text.
T: *Picture one.* C: *Suddenly the dog saw the cat.*
Run through pictures 1 to 8.

13 Question Practice:

T: *The dog saw something. Ask me What?*
C: *What did it see?*
Continue:
It ran somewhere. Ask me Where?
Someone saw the dog. Ask me Who?
He did something. Ask me What?
The V.W. crashed into something. Ask me What?
The girl saw something. Ask me What?
She ran somewhere. Ask me Where?
Something came quickly. Ask me What?

Play the sounds on the cassette for reproduction, using the sounds as prompts.

14 Drill:

T: *He was driving his car.*
T: *Was he driving quickly?*
T: *She was typing some letters.*
T: *Was she typing quickly?*
T: *He was driving his car.*
C: *Was he driving quickly?*

Continue:

She was typing some letters.
They were running.
The plane was flying to New York.
I was driving my car.
They were eating their dinner.

15 Drill:

T: *He was talking to someone.*
T: *He wasn't talking to me!*
T: *They were looking at someone.*
T: *They weren't looking at me!*
T: *He was talking to someone.*
C: *He wasn't talking to me!*

Continue:

They were looking at someone.
She was listening to someone.
He/She was kissing someone.
She was smiling at someone.
They were looking for someone.

16 Drill:

T: *They were going.*
T: *He*
T: *He was going.*
T: *driving*
T: *He was driving.*
T: *They were going.*
Repeat!
C: *They were going.*

Continue:

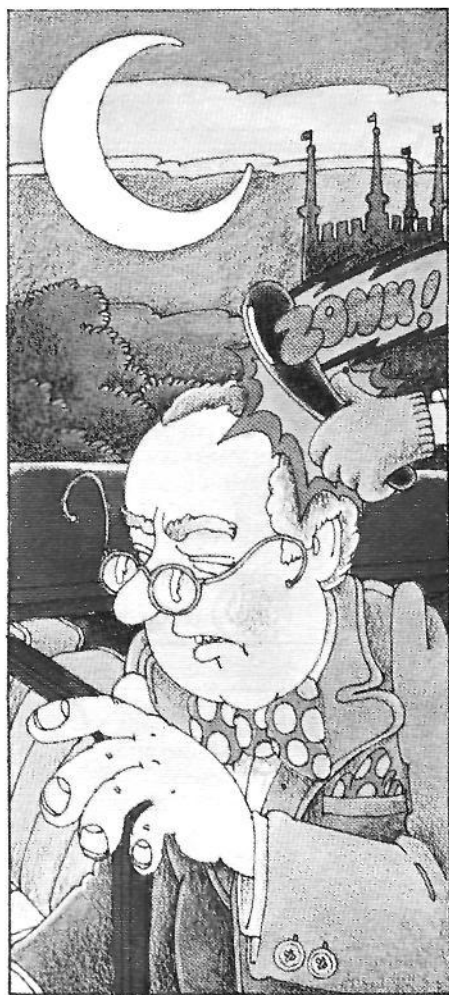
He
driving
We
Was she . . . ?
Where . . . ?
walking
they
sitting

17 Written Phase:

He was driving.
She wasn't driving.
Was John driving?
Yes, he was.
No, he wasn't.

They were driving.
We weren't driving.
Were you driving?
Yes, we were.
No, we weren't.

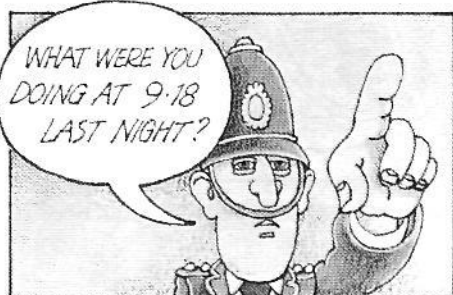
56 An investigation



Last night at 9.18 the Director of a school was walking from his office to his car when he was attacked from behind. The attacker hit the Director on the head. The police think the attacker was a student . . . maybe a girl student! The police are going to interview every student in the school.

Questions

When did it happen?
What time did it happen?
Where was the Director going?
Where was he coming from?
Did the attacker hit him?
Where did the attacker hit him?
What do the police think?
Who's coming to the school later today?
What are they going to do?



A policeman interviewed the Director at the hospital last night:

Policeman Now, Mr Snow . . . what can you remember about the attack?

Mr Snow Well, I was working late yesterday evening. . . .

Policeman What time did you leave your office?

Mr Snow About quarter past nine.

Policeman Are you sure?

Mr Snow Oh, yes . . . I looked at my watch.

Policeman What did you do then?

Mr Snow Well, I locked the door . . . and I was walking to my car, when somebody hit me on the head.

Policeman Did you see the attacker?

Mr Snow No, he was wearing a stocking over his head.

Policeman Tell me, Mr Snow . . . how did you break your leg?

Mr Snow Well, when they were putting me into the ambulance, they dropped me!

Questions

Where's Mr Snow now?
What's he doing?
What's the policeman doing?
What was Mr Snow doing at nine o'clock yesterday?
What time did he leave his office?
Is he sure?
Ask "Why?"
What did he lock?
When did the attacker hit him?
Did he see the attacker?
Ask "Why not?"
Did Mr Snow break his arm?
Ask "What?"
Ask "When?"

Target Structures

Extension of Past Progressive in contrast with the Simple Past.

New Vocabulary

investigation	ambulance	lock(ed)
attack	late	hit/hit
attacker	over	put/put
head	interview	drop(ped)
stocking		happen(ed)

1 Focus attention on the first picture. Ensure the text is masked. Set the situation. Play the cassette or read the text. Refer the situation to your school, last night.

2 Listen and Repeat.

3 Silent Reading.

4 Question and Answer, as in the student's book.

5 T: *The police are going to ask a lot of questions about last night, so we're going to practise some answers! I'm going to ask everybody this question: What were you doing at 9.18?*

Indicate several students and ask these questions:

What were you doing at 9.18?

What was he doing at 9.18?

What was she doing at 9.18?

6 Use *Ask him/Ask her* to generate questions.

You can get innocent-looking students to help you.

7 Use this technique to generate further questions. (one example given):

T: *What were you doing at 9.18?*

S1: *I was writing.*

T: (indicates student) *Ask her Where?*

S2: *Where were you writing?*

S1: *I was writing in my room.*

T: (indicates student) *Ask her What?*

S3: *What were you writing?*

S1: *I was writing a letter to my boyfriend.*

Do this extensively.

8 Now check 'alibis' by this method:

T: *Now, Maria was writing a letter at 9.18. Was she alone? Ask her.*

S2: *Maria, were you alone?*

S1: *Yes, I was.*

T: *Where was your landlady?*

S1: *She was in the living-room.*

T: *Ask what she was doing.*

S3: *Maria, what was your landlady doing?*

S1: *She was watching television.*

Do this extensively.

9 Now check the actions more carefully (one example):

T: *Maria, you were writing at 9.18. Fritz, ask her about nine o'clock.*

Fritz: *Were you writing at nine o'clock?*

Maria: *Yes, I was.*

T: *Hmm . . . Hans, ask her about ten o'clock.*

Hans: *Maria, were you writing at ten o'clock?*

Maria: *No, I wasn't.*

T: *Lucia, ask What?*

Lucia: *Maria, what were you doing at ten o'clock?*

etc.

10 Now, in this phase find out when the actions started and finished:

T: *Maria . . . you were writing. When did you begin?*

Maria: *I began at 8.30.*

T: *Hmm . . . When did you finish?*

Maria: *I finished at 9.30.*

Do this with a few students to check the use of simple past in these examples. Use *Ask him/Ask her*.

11 Pair Work. Get them to ask each other about actions, when they began and when they finished.

12 Draw up a list of 'suspects', then say:

I was working in the teacher's room at 9.18, but I didn't hear anything.

Get the class to question you closely about your actions and movements the previous evening.

13 Focus attention on the picture for the dialogue. Ensure the text is masked. Set the situation. Play the cassette or act out the text.

14 Listen and Repeat.

15 Silent Reading.

16 Question and Answer, as in the student's book.

17 Play the complete recording. Students listen.

57 A photograph album

Jenny's 26. She's a teacher. She's in class now.

Jenny Now, Martin . . . can you swim?

Martin Yes, I can . . . I could swim when I was five.

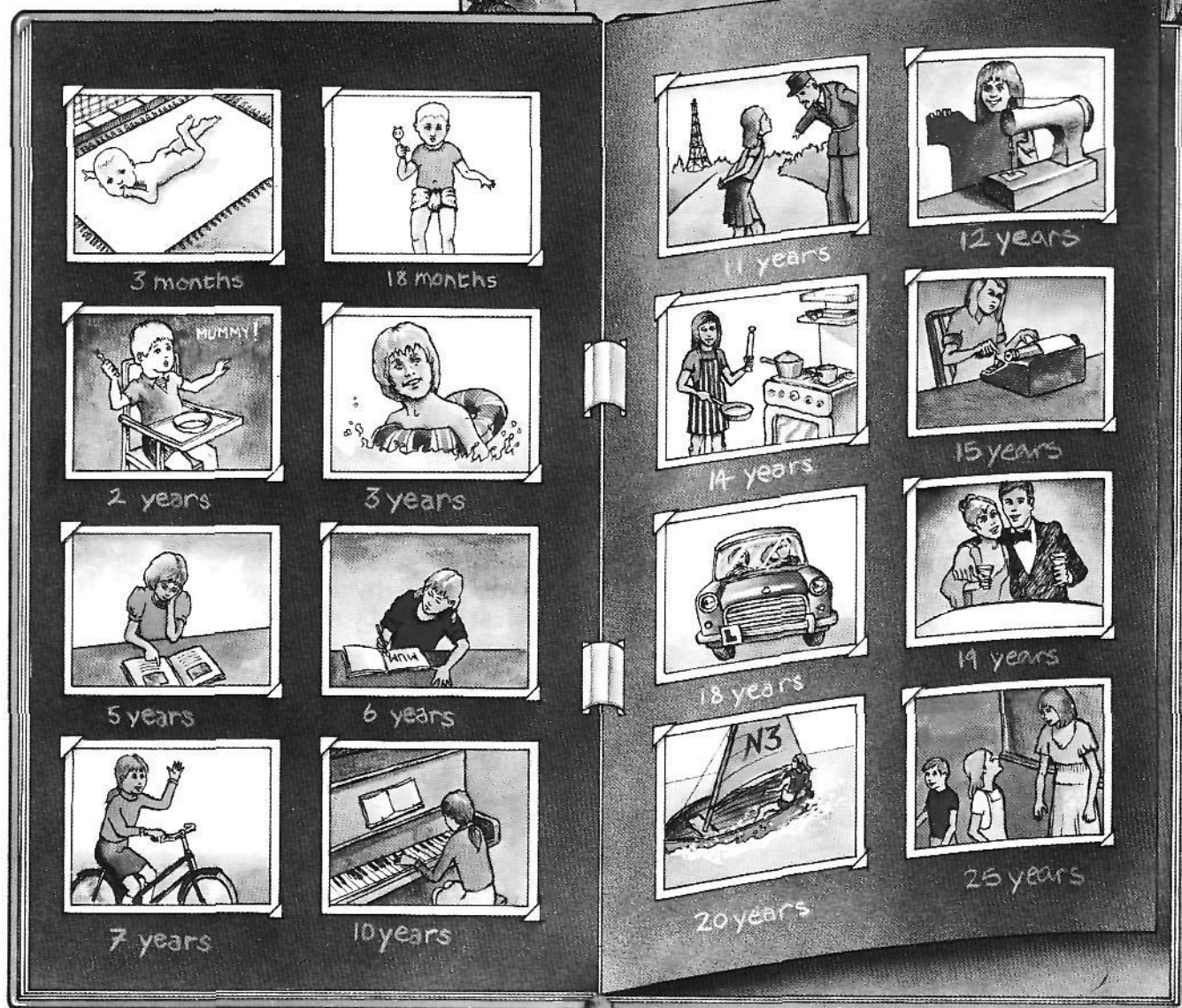
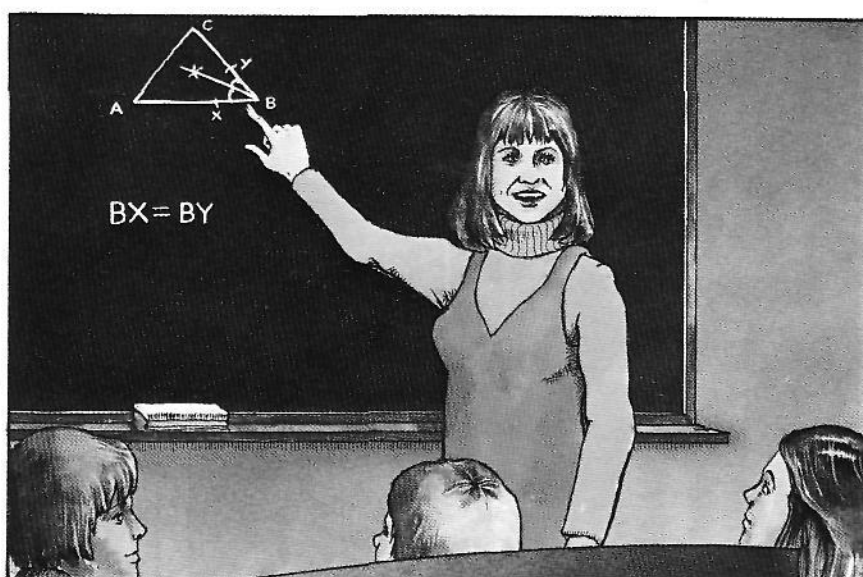
Jenny Could you?

Martin Yes, Miss . . . could you swim when you were five?

Jenny I could swim when I was three.

Martin Really, Miss? Could you read and write when you were three?

Jenny No, Martin . . . of course I couldn't!



Exercise

When Jenny was ten, she could play the piano, and she could ride a bicycle. But she couldn't speak French, and she couldn't sew.

Now write ten sentences:

When I was ten, I could read.

When I was ten, I couldn't speak English.

Target Structures

Could used for past ability
+ when you were (ten).

New Vocabulary

a photograph album sail piano
(six) years old

1 Briefly revise *can*. Ask these questions:

Can you swim?	type?
ride a bicycle?	drive?
ride a horse?	cook?
play the piano?	dance?
speak French?	sail a boat? (Explain)
sew?	read Italian?
	teach Japanese?

Ask him/Ask her/Ask me/Ask each other.

2 Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or read the text.**3** Listen and Repeat.**4** Drill:

T: Can he swim?
T: Yes, he can. He could swim when he was five.
T: Can they swim?
T: Yes, they can. They could swim when they were five.
T: Can he swim?
C: Yes, he can. He could swim when he was five.

Continue:

Can they swim?
Can she swim?
Can you swim?
Can Martin swim?
Can Jenny swim?

5 Drill:

T: swim
T: Could you swim when you were five?
T: read
T: Could you read when you were five?
T: swim
C: Could you swim when you were five?

Continue:

read
walk
speak
write
speak English

6 Silent Reading.**7** Pair Work.**8** Focus attention on Jenny's photograph album, on the first eight photographs only. Set the situation.

T: Look at the first picture. Look, listen and repeat.
This is Jenny when she was three months old.
She couldn't speak. She couldn't walk. She couldn't read. She couldn't write.
Look at the second picture. When she was 18 months old, she could walk.
Look at the third picture. When she was two, she could speak.
Look at the fourth picture. When she was three, she could swim.
Look at the fifth picture. When she was five, she could read.
Look at the sixth picture. When she was six, she could write.
Look at the seventh picture. When she was seven, she could ride a bicycle.
Look at the eighth picture. When she was ten, she could play the piano.

9 Completion Drill:

T: When she was 18 months old . . .
T: . . . she could walk.
T: When she was 18 months old . . .
C: She could walk.

Continue:

When she was two/three/five/six/seven/ten . . .

10 Completion Drill:

T: When she was 3 months old . . .
T: . . . she couldn't speak.
T: When she was 18 months old . . .
T: . . . she couldn't swim.
T: When she was 3 months old . . .
C: She couldn't speak.

Continue:

When she was 18 months old . . .
When she was two . . .
When she was three . . .
When she was five . . .
When she was six . . .
When she was seven . . .

11 Ask questions about Jenny:

T: Could she walk at three months old?
Could she walk at 18 months old?
C: No, she couldn't/Yes, she could.
Ask him/Ask her/Ask me/Ask each other.

12 Pair Work. Get students to ask each other questions about Jenny and to answer them in pairs:

S1: Could she play the piano when she was two?
S2: No, she couldn't.

13 Transfer. The teacher asks the students about their lives up to the age of ten:

T: Could you ride a bicycle at five? etc.
C: Yes, I could/No, I couldn't.
Ask him/Ask her/Ask me/Ask each other.

14 Focus attention on Jenny's photograph album, the second eight photographs only. Set the situation.

T: Look at the first picture. What could Jenny do when she was eleven?
C: She could speak French.

Continue:

What could Jenny do when she was twelve?/fourteen?/fifteen?/etc.

15 Pair Work. Get students to ask each other questions about Jenny:

S1: What could Jenny do when she was eleven?
S2: She could speak French.
Go through the pictures like this.

16 Transfer. Teacher asks the students about their lives after the age of ten.

T: Could you speak French when you were eleven?/twelve?/etc.
C: Yes, I could/No, I couldn't.
Ask him/Ask her/Ask me/Ask each other.

17 Pair Work. The students question each other about their past abilities.**18** Go through the exercise orally. Set it in class or for homework.

58 A spy story



M This is a very important mission, 006.

006 What must I do?

M You must go to Moscow on tonight's plane.

006 Ah, Moscow! I've got a girlfriend there!

M We know that . . . but you mustn't visit her!

006 Where must I stay?

M You must go to the Airport Hotel, stay in your room and wait.

006 Which passport must I use?

M Your Swiss passport . . . and you must speak Swiss-German all the time. They mustn't know your nationality.

006 What must I take with me?

M Well, you mustn't carry your gun . . . but take a lot of warm clothes. Good luck, 006!

Questions

Is it an important mission?

Must he go to Moscow?

Ask "When?" Ask "How?"

Who mustn't he visit in Moscow?

Must he stay in a hotel?

Ask "Which hotel?"

Must he stay in his room?

What must he do there?

Which passport must he use?

Must he speak English?

Ask "What?" Ask "Why?"

What must he take with him?

What mustn't he take with him?



X Now, Olga. You must check into the Airport Hotel tonight.

Olga Must I reserve a room?

X No, you needn't. We reserved one for you . . . next to the British agent's room.

Olga Must I stay in my room?

X No, you needn't stay in your room, but you must stay in the hotel.

Olga Must I . . . be nice to him?

X No, you needn't . . . but you must discover why he's here.

Olga Must I contact you every day?

X No, you mustn't! It's too dangerous for you.

Olga Why?

X Because 006 is a very dangerous man.

Exercise



I'm on a diet, so I mustn't eat bread. I mustn't drink beer. I mustn't go everywhere by car.



I'm a millionaire, so I needn't work. I needn't save my money. I needn't worry about inflation.

Questions

Must she check into the hotel tonight?

Must she reserve a room?

Must she stay in her room?

Must she stay in the hotel?

Must she be nice to 006?

What must she discover?

Must she contact 'X' every day?

Ask "Why not?"

Write six true sentences.

Begin

I mustn't

I needn't

Target Structure

*I must do it.
He mustn't do it.
We needn't do it.
Must I do it?
Yes, you must! No, you needn't.*

New Vocabulary

spy story	contact	use
mission	save (money)	check into
inflation	worry about	discover
dangerous	be nice to	

Expressions

*all the time
good luck!*

1 Briefly revise the previous lesson.

2 Dialogue 1. Focus attention on the first picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.

3 Listen and Repeat.

4 Drill:

T: I
T: I must go.
T: He
T: He must go.
T: I
C: I must go.

Continue:
He
They
She
We
You
Double-oh-six

5 Drill:

T: He must go.
T: Must he?
T: Must he go?
T: Where?
T: Where must he go?
T: He must go. Repeat!
C: He must go.

Continue:
Must he?
Where?
You
When?
they
Why?
leave
she

6 Drill:

T: I'm going to smoke.
T: You mustn't smoke in class!
T: I'm going to drink whisky.
T: You mustn't drink whisky in class!
T: I'm going to smoke.
C: You mustn't smoke in class!

Continue:

*I'm going to drink whisky.
I'm going to speak Spanish.
I'm going to sleep.
I'm going to take my clothes off.
I'm going to kiss a student.*

7 Silent Reading.

8 Question and Answer, as in the student's book.

9 Pair Work.

10 Dialogue 2. Focus attention on the second picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.

11 Listen and Repeat.

12 Drill:

T: She needn't reserve a room.
T: They
T: They needn't reserve a room.
T: buy a ticket
T: They needn't buy a ticket.
T: She needn't reserve a room.
Repeat!
C: She needn't reserve a room.

Continue:

*They
buy a ticket.
He
wear a tie.
You
study all the time.
We*

13 Silent Reading.

14 Question and Answer, as in the student's book.

15 Pair Work.

16 Drill, to discriminate between *mustn't* and *needn't*.

T: The room is full of gas. I'm going to light a match.
C: No! You mustn't!
T: The room is very light. Must I turn on the lights?
C: No, you needn't.
T: I'm very angry. I'm going to break the window.
C: No, you mustn't!
T: He's a teacher . . . must he wear a tie?
C: No, he needn't.
T: She's a student . . . must she wear a uniform?
C: No, she needn't.
T: I don't like this class. I'm going to jump out of the window.
C: No, you mustn't!

17 Go through the exercises orally. Set them in class or for homework.

59 Everyday Conversation

M Bournemouth 18233.
 N Hello. This is Tom Piper here.
 Is Mary there?
 M Hang on a minute. I'll see.
 N O.K.
 M Hello. I'm sorry, but Mary's
 out.
 N Oh! Could you take a message?
 M Yes, of course. Just a minute. I
 need a pen.

18233
 50079
 61443
 88220
 74597
 Tom Piper
 Guy Black
 Alan Heath
 Nigel Thatcher
 Chris Owen

O Hello. Directory Enquiries. Can
 I help you?
 P Yes. Can I dial direct to Zurich?
 O Yes sir, you can.
 P What's the S.T.D. code
 number, please?
 O It's 010411.
 P Thank you.

Zurich/010411
 Paris/010331
 Rome/010396
 Chicago/0101312
 Teheran/0109821

Q Hello. Radio Taxis.
 R I'd like a taxi, please.
 Q When do you want it?
 R As soon as possible.
 Q Where are you?
 R On the corner of London Road
 and Strouden Street.
 Q Where do you want to go?
 R The station.
 Q What's the name?
 R Johnson. Mr Johnson.
 Q O.K. Thank you.

the station
 the airport
 the hospital
 the bus station
 the ABC cinema
 Mr Johnson
 Mrs Taylor
 Miss Baker
 Dr Steele

S Hello. International Service.
 Can I help you?
 T Yes, please. I'd like to make a
 three-minute call to Madrid.
 S What's the number, please?
 T Madrid 65.43.21.
 S What's your number, please?
 T Oxford 56767.
 S Please put £1.56 in the box and
 I'll call you back.
 T Thank you.

Madrid 654321
 Lisbon 974483
 Athens 107233
 Vienna 449505
 Brussels 1678901

To make a Call

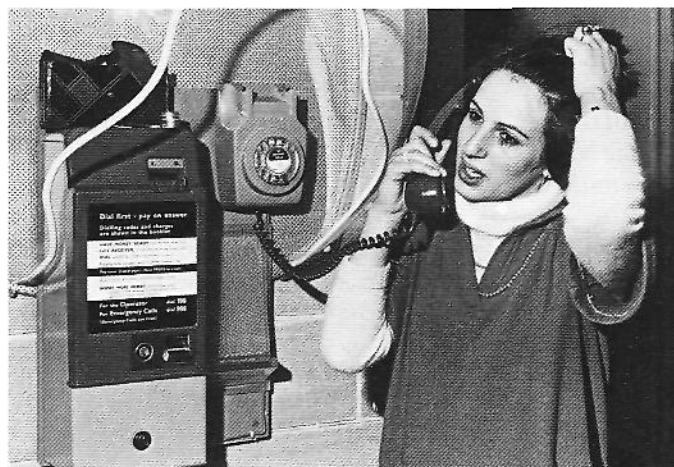
Have money ready 2p or 10p



Lift receiver
 Listen for continuous purring
 Dial number or code and number
 When you hear rapid pips,
 press in a coin
 To continue a dialled call
 put in more money during conversation or
 when you hear rapid pips again

Operator services

Emergency calls	999
Fire, Police, Ambulance (Ask for the emergency service you want)	
Enquiries and Difficulties	
Difficulty in obtaining a call	100
Directory Enquiries	192
Other Enquiries and Supervisor	191
Fault Repair Service	151
(Telephone out of order or broken)	
Operator	100



Expressions

Hello . . . this is (Tom) here.
Hang on a minute . . . I'll see.
(Mary)'s out.
Could you take a message?
Can I dial direct to (Zurich)?
What's the S.T.D. code number, please?
What's the name?
I'd like to make (a 3-minute call) to (Madrid).
I'll call you back.

New Vocabulary

receiver	operator	lift
continuous purring	emergency	hear
rapid pips	fire	press in
	box	on the corner of

Directory Enquiries
International Service
S.T.D. (Subscriber
Trunk Dialling)

14 Drill:

T: 3 minutes/Madrid
 T: I'd like to make a 3-minute call to Madrid.
 T: 6 minutes/Rio
 T: I'd like to make a 6-minute call to Rio.
 T: 3 minutes/Madrid
 S: I'd like to make a 3-minute call to Madrid.

Continue:

6 minutes/Rio
 9 minutes/Athens
 3 minutes/Vienna
 6 minutes/Brussels

1 Briefly revise the previous lesson.

2 Dialogue 1. Set the situation. Focus attention on the picture. Explain the British telephone system: you do not put the money in until the caller answers. Ensure the text is masked. Play the cassette or act out the text.

3 Listen and Repeat.

4 Focus attention on Dialogue 1. The students look and listen. Play the cassette or act out the text.

5 Silent Reading.

6 The teacher takes the part of M. The class in chorus takes the part of N. Go through the dialogue. Then the teacher takes the part of N. The class in chorus takes the part of M. Go through the dialogue.

7 Pair Work.

8 Transfer. The teacher selects a student and acts out the dialogue, substituting other vocabulary items. Students do the same in pairs, using the prompts in the book.

9 Dialogue 2. Follow the same procedure as for Dialogue 1, but include this drill:

10 Drill:

T: Zurich
 T: Can I dial direct to Zurich, please?
 T: Paris
 T: Can I dial direct to Paris, please?
 T: Zurich
 C: Can I dial direct to Zurich, please?

Continue:

Paris
 Rome
 Chicago
 Teheran
 Mexico

11 Dialogue 3. Follow the same procedure as for Dialogue 1, but include this drill.

12 Drill:

T: you
 T: Where do you want to go?
 T: he
 T: Where does he want to go?
 T: you
 C: Where do you want to go?

Continue:

he
 they
 Mr Johnson
 we
 she

13 Dialogue 4. Follow the same procedure as for Dialogue 1, but include this drill.

60 Another personal letter

Dear John,

13, rue Pigalle,
Montmartre,
Paris.
August 16th 1977

Last weekend I went on an excursion to Versailles. I went with some students in my class. I got up at six o'clock on Saturday and met the other students at the station. In the morning we visited the Palace. It was very interesting. We saw Louis XIV's bedroom. We had lunch in a little café and I drank a lot of wine. In the afternoon we sat in the sun for an hour and walked through the gardens. I met a very interesting Frenchman with a big moustache. I didn't practise my French very much because he spoke English all the time.

Did you have a nice weekend? I miss you a lot. Love, Mary.



Dear John,
Anne,
Father,
Mother,

Last	Monday night weekend	I went	on an excursion on a trip	to	Windsor. Cambridge. Stratford.	I went with	my girlfriend. some friends. my boyfriend.	I got up
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early at seven o'clock late	and met	her him them	at the station. school. bus station.	In the morning we visited	the castle. the village. the town.
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It was very	interesting. boring. beautiful.	We saw	the river. the university. the old town.	We had lunch in	a restaurant a pub a cafeteria	and I drank
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a lot of tea. some beer. too much wine.	In the afternoon we sat	in a garden by the river in the park	and walked	through the park. around the town. along the river.	I met a very
---	-------------------------	--	------------	---	--------------

interesting handsome beautiful	Englishman English girl	with	blue eyes. a beard. long hair.	I didn't practise my English because	he she	spoke	Spanish Arabic Japanese
--------------------------------------	----------------------------	------	--------------------------------------	--------------------------------------	-----------	-------	-------------------------------

all the time. Did you have a	nice weekend? good week?	I miss you a lot.
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Love,

Expression

I miss you a lot.

New Vocabulary

Frenchman	early	sit/sat
trip	by (the river)	practise
park	other	speak/spoke
river	boring	
castle		
village		
cafeteria		

1 Set the situation. Ensure the text is masked. Read the letter.

2 Listen. Read the letter again.

3 Silent Reading.

4 Question and Answer:

Who's writing?

Who's she writing to?

Is this her first, second, or third week in Paris?

What's her address?

When did she write it?

Where did she go last weekend?

Who did she go with?

What time did she get up?

Did she meet anybody? Ask Who? Ask Where?

What did they visit in the morning?

Was it boring, or was it interesting?

What did they see?

Did they have lunch in a big restaurant? Ask Where?

Did she drink wine, or did she drink beer? Ask How much?

What did they do in the afternoon?

Did they walk through the house? Ask Where?

Who did she meet?

What was he like?

Did he have a beard or a moustache?

Did she practise her French? Ask Why not?

What question did she ask?

Does she miss him? Ask How much?

5 Pair Work. Students ask each other about the previous weekend.

6 Explain the idea. They are going to write a letter.

T: *You can write a letter now . . . this can help you.*

Go through giving a model. Get them to prepare their letter on a sheet of paper.

7 Get one or two students to read their version. Get them to write an imaginary letter for homework.

61 On the moon

Phil Strongarm, the American astronaut has landed on the moon. He's speaking to Mission Control now:

Mission Control Hello, Phil . . . can you hear me?

Strongarm Yes, I can hear you clearly.

Mission Control What are you going to do next?

Strongarm I'm going to open the door.

Mission Control Hello, Phil . . . What are you doing now?

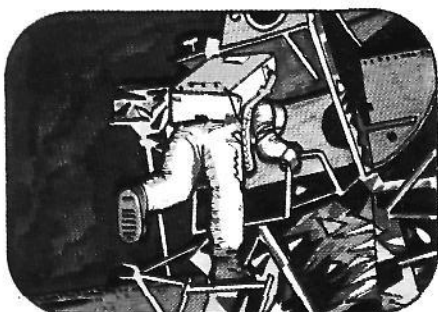
Strongarm I'm opening the door.

Mission Control Phil! Have you opened the door?

Strongarm Yes, I've opened the door. I can see the moon! It's fantastic!



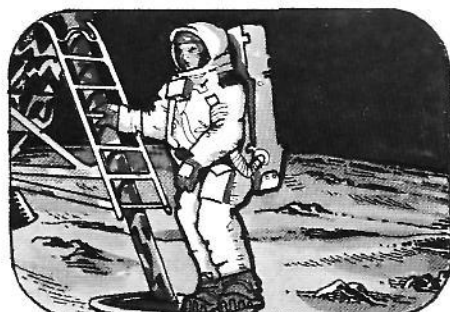
Exercise



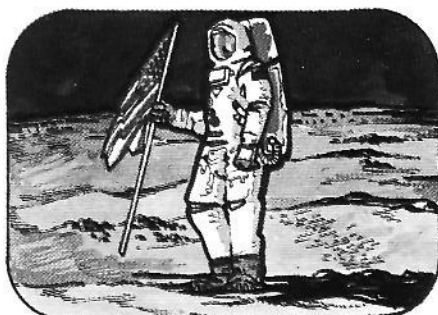
1 What's he going to do?
He's going to climb down the ladder.



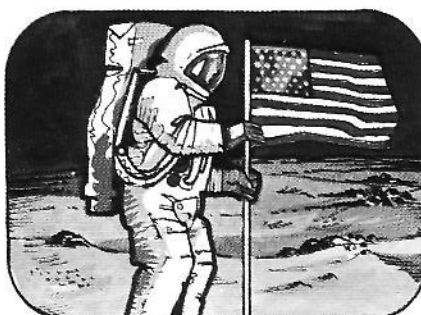
What's he doing?
He's climbing down the ladder.



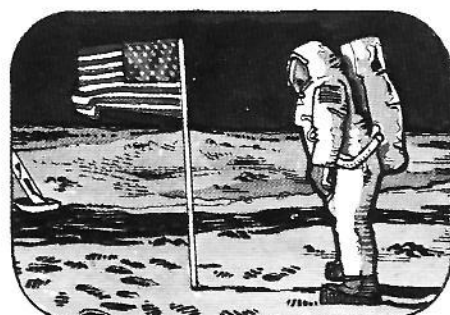
What has he done?
He's climbed down the ladder.



2 What's he going to do?
He's going to place the flag.



. . . ?
. . . .



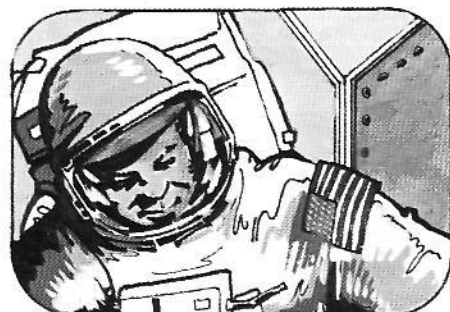
. . . ?
. . . .



3 What's he going to do?
He's going to close the door.



. . . ?
. . . .



. . . ?
. . . .

Target Structures

Introduction of Present Perfect with regular verbs:

I'm going to (open) it. He's opened it. Yes, he has.
I'm (opening) it. Has he opened it? No, he hasn't.
I've (opened) it. What have I done?

New Vocabulary

Mission Control	clearly	place
ladder	next	done
flag		

1 Focus attention on yourself. T: *Watch and listen. I'm going to open the door.* Move slowly towards the door.
What am I going to do? Stretch out your hand towards the door.
 C: *You're going to open the door.*
 T: *I'm opening the door.* Open the door very slowly, inch by inch.
What am I doing?
 C: *You're opening the door.*
 T: *I've opened the door.*
 Remove your hand sharply when the door is open.
 Now close the door quickly, and open it quickly.
 T: *What have I done?*
 C: *You've opened the door.*
 T: *Again.*
 C: *You've opened the door.*
 T: *Watch and listen.*
I'm going to close the door. Move slowly towards the open door, hand outstretched. *What am I going to do?*
 C: *You're going to close the door.*
 T: *I'm closing the door.* Close the door very slowly, inch by inch.
What am I doing?
 C: *You're closing the door.*
 T: *I've closed the door.* When the door closes, remove your hand sharply. T: *I've closed the door.*
 Now open the door quickly and close it quickly.
 T: *What have I done?*
 C: *You've closed the door.*

2 Bring out a male student.
 T: *He's going to open the door. What's he going to do?*
 C: *He's going to open the door.*
 Say to the student: *Open the door very, very slowly.*
 As he is opening the door, say: *He's opening the door. What's he doing?*
 When he has opened the door, say *Listen: He's opened the door.*
 T: *What has he done?* C: *He's opened the door.*
 T: *Repeat.* C: *He's opened the door.*
 Teacher to the student: *What have you done?*
 Male student: *I've opened the door.*

3 Repeat the above procedure with a female student, but use the *close* sequence.

4 Substitution Drill:	Continue:
T: I	She
T: <i>I've opened it.</i>	We
T: She	He
T: <i>She's opened it.</i>	You
T: I	They
C: <i>I've opened it.</i>	

5 Indicate a student:
 T: *Open your book. Wait! What are you going to do?*
What's he going to do?
 T: *O.K. Open it - slowly.*
What have you done? What has he done?
 Do this again, using *close*. Move on to a female student.
 Then use *window, handbag, folder* to generate more practice.
 Then use two students to generate *they* and *we*.

6 Take a student's book/purse/bag to the front of the class.
 T: *Have I opened it?*
 S: *No, you haven't.*
 Point to another student.
 T: *Have you opened this bag? Ask him/Ask her.*
 T: *Has he opened it? Have they opened it?*

7 Substitution Drill:	Continue:
T: you	he
T: <i>Have you opened it? (həv)</i>	they
T: he	she
T: <i>Has he opened it? (həz)</i>	I
T: you	we
C: <i>Have you opened it?</i>	John and Mary

8 Get two books or bags. Open one bag, but not the other.
 T: *I've opened this (bag), but I haven't opened that (bag).*
 Close both bags. Bring out a student.
 T: *Open that bag.*
 He's opened this bag, but he hasn't opened that bag.

9 Drill:	Continue:
T: I	She
T: <i>I haven't opened it.</i>	We
T: She	You
T: <i>She hasn't opened it.</i>	He
T: I	They
C: <i>I haven't opened it.</i>	Mr and Mrs Smith

10 Written Phase:	
I	've opened it.
You	haven't
We	
They	
He	's
She	hasn't
Have	I
	you
	we
	they
Has	he
	she

11 Focus attention on the pictures for the dialogue. Ensure the text is masked. Set the situation. Play the first section of the dialogue only.

12 Listen and Repeat.

13 T: *Can Phil hear Mission Control?*
Can he hear them clearly? What's he going to do?

14 Play the second section of the dialogue.

15 Listen and Repeat.

16 T: *What's he doing now?*

17 Play the third section of the dialogue.

18 Listen and Repeat.

19 T: *What has Phil done?*
What can he see? What's it like?

20 Silent reading of the dialogue.

21 Go through the exercises orally. Set them for homework.

62 Where's he gone?

Beryl Hello, Janet . . . what's the matter?

Janet It's my husband . . . he's gone!

Beryl Gone? Where's he gone?

Janet He's gone to Paris.

Beryl Has he gone on business?

Janet No, he hasn't gone on business. He's gone with Dorothy.

Beryl Dorothy?

Who's Dorothy?

Janet She's his secretary.

Beryl Is he coming back?

Janet I don't know.



Paul Can you lend me £5?

Bill Sorry, I can't . . . I haven't been to the bank today.

Paul Oh dear . . . I haven't been either, and I need some money. It's too late now . . . it's four o'clock.

Bill Why don't you ask Peter?

Paul Oh, has he been to the bank?

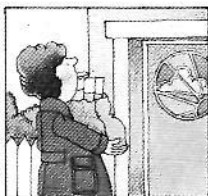
Bill Yes, he has. He always goes on Mondays.



Exercise



He's been to the bank.



She . . . shops.



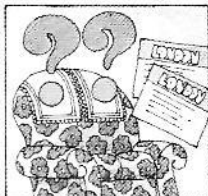
They . . . church.



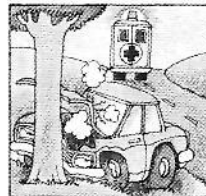
He . . . hairdresser.



She's gone to Paris.



They . . . London.



He . . . hospital.



He . . . on business.

Target StructuresPresent Perfect *been* and *gone*.**New Vocabulary**

<i>on business</i>	<i>been</i>	<i>lend</i>
	<i>gone</i>	

1 Choose a male student.T: *Come here, please, (John).*

Indicate the door.

T: *Go out for a minute. Wait!**Where's he going to go?**Where are you going to go?*

Lead him slowly to the door.

T: *Now, he's going out.**Where is he going?**Where are you going?*

Close the door behind him.

T: *(John) isn't here.**He's gone out. . . . Repeat!*

Bring the student in, thank him, and ask him to sit down.

2 Repeat the same procedure with a female student, to elicit:*She's gone out. She isn't here now.***3** Repeat the same procedure with two students, to elicit:*They've gone out. They aren't here now.***4** T: *Watch me. . . . I'm going out.*

Go out, close the door. Wait a few seconds. Come back in and say:

*I've been out. . . . I've been out.**I'm here now. . . . but I've been out.***5** Indicate a male student, lead him to the door and close the door behind him. Wait a few seconds and then bring him back in.T: *He's been out. . . . he's here now, but he's been out. Repeat!***6** Follow the same procedure using a female student, to elicit:*She's been out. . . . she's here now, but she's been out.***7** Follow the same procedure using two students, to elicit:*They've been out. . . . they're here now, but they've been out.***8** Drill:T: *He*T: *He's gone out.*T: *They*T: *They've gone out.*T: *He*C: *He's gone out.*

Continue:

*They**She**John**The teacher**Mr and Mrs Smith**Mary***9** Drill:T: *I*T: *I've been out.*T: *She*T: *She's been out.*T: *I*C: *I've been out.*

Continue:

*She**We**You**He**They**John***10** Drill:T: *John isn't here.*T: *No. . . . he's gone out.*T: *Mary's here.*T: *Yes, but she's been out.*T: *John isn't here.*C: *No. . . . he's gone out.*

Continue:

*Mary's here.**John and Tom aren't here.**Mary and Jenny are here**I'm here.***11** Dialogue 1. Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.**12** Listen and Repeat.**13** Drill:T: *He's gone.*T: *Gone? Where's he gone?*T: *They've gone.*T: *Gone? Where've they gone?*T: *He's gone.*C: *Gone? Where's he gone?*

Continue:

*They've gone.**She's gone.**It's gone.**My wife's gone.**The President's gone.***14** Drill:T: *He's gone to Paris.*T: *Yes, but he hasn't gone on business.*T: *They've gone to Paris.*T: *Yes, but they haven't gone on business.*T: *He's gone to Paris.*C: *Yes, but he hasn't gone on business.*

Continue:

*They've gone to Paris.**She's gone to Paris.**The boss has gone to Paris.**His secretary's gone to Paris.**Horace and Dorothy have gone to Paris.***15** Silent Reading.**16** Question and Answer:*Is her husband with her?**Has he gone to London? Ask Where?**Has he gone on business?**Has his sister gone with him? Ask Who?***17** Pair Work.**18** Dialogue 2. Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.**19** Listen and Repeat.**20** Drill:T: *I haven't been to the bank today.*T: *She*T: *She hasn't been to the bank today.*T: *Have you?*T: *Have you been to the bank today?*T: *I haven't been to the bank today. Repeat!*C: *I haven't been to the bank today.*

Continue:

*She**Have you?**post-office**this week**he/they**bank/London**this year.***21** Silent Reading.**22** Question and Answer:*Can Bill lend Paul £5? Ask Why not?**Has Paul been to the bank? What does he need?**Is the bank still open?**Has Peter been to the bank?**When does he always go to the bank?***23** Pair Work.**24** Transfer. Ask questions:

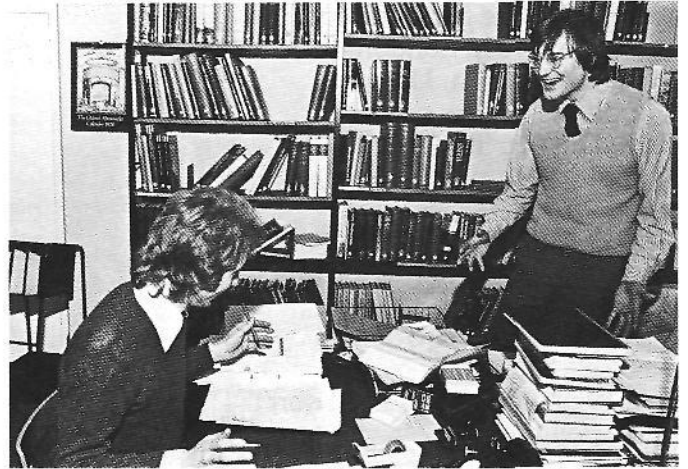
<i>Have you been</i>	<i>to the bank</i>	<i>today?</i>
	<i>to the post office</i>	<i>this week?</i>
	<i>to the hairdressers</i>	<i>this month?</i>

*Ask me/Ask him/Ask her/Ask each other.***25** Go through the exercises orally. Set them for homework.

63 Everyday Conversation

U Oh, dear!
 V What's wrong?
 U I can't find my pen.
 V Really!
 U You mustn't laugh . . . it isn't funny.
 V Oh, yes it is.
 U Is it? Why?
 V It's in your hand!
 U Oh, yes.

pen
 pencil
 address book
 diary
 in your hand
 in your pocket
 on your desk
 under your elbow



W Are you a foreigner?
 X Pardon?
 W ARE-YOU-A-FOREIGNER?
 X You needn't shout. I'm not deaf.
 W Oh, I'm sorry.
 X That's all right. I just didn't understand. What does 'foreigner' mean?

foreigner
 tourist
 student
 holiday-maker
 teacher



Y Be careful!
 Z Why?
 Y I've just painted the door.
 Z It's all right . . . I haven't touched it.
 Y Haven't you? What's that on your arm?

door
 shelf
 desk
 chair
 wall
 arm
 hand
 leg
 shoulder
 elbow



A I'm bored.
 B Well, do something!
 A What, for example?
 B Wash your hair.
 A I've already washed it.
 B Brush your shoes.
 A I've already brushed them.
 B Why don't you clean your room?
 A I've already cleaned it.
 B Well, . . . perfect your English!
 A Hmm. . .

wash your hair
 finish your homework
 brush your shoes
 iron your clothes
 clean your room
 telephone your friend
 perfect your English
 study your English



Target Structure*I've just (done) it.**I've already (done) it.*

Extension of regular verbs in the Present Perfect.

Expressions*What's wrong?**Be careful!***New Vocabulary**

foreigner	pocket	paint(ed)
hand	holiday-maker	brush(ed)
elbow	pencil	touch(ed)
arm	stranger	perfect(ed)
shoulder		
address book	deaf	
diary	funny	

1 Briefly revise the previous lesson.**2** Dialogue 1. Set the situation. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.**3** Listen and Repeat.**4** Drill:T: *I pen*T: *I can't find my pen.*T: *she/pencil*T: *She can't find her pencil.*T: *I pen*C: *I can't find my pen.*

Continue:

*she/pencil**he/address book**we/coats**they/books**I/diary***5** Focus attention on Dialogue 1. The students look and listen. Play the cassette or act out the text.**6** Silent Reading.**7** The teacher takes the part of U. The class in chorus takes the part of V. Go through the dialogue. Then the teacher takes the part of V. The class in chorus takes the part of U. Go through the dialogue.**8** Pair Work.**9** Transfer. The teacher selects a student and acts out the dialogue, substituting other vocabulary items. Students do the same in pairs, using the prompts in the book.**10** Dialogue 2. Follow the same procedure as for Dialogue 1, but include this drill.**11** Drill:T: *foreigner*T: *What does foreigner mean?*T: *U.K.*T: *What does U.K. mean?*T: *foreigner*C: *What does foreigner mean?*

Continue:

*U.K. (United Kingdom)**stranger (a person you don't know)**BBC (British Broadcasting Corporation)**queue (a line of people)**ITV (Independent Television)**telly (television)**G.P.O. (General Post Office)*

Then explain to the class what each word means.

12 Dialogue 3. Follow the same procedure as for Dialogue 1, but include these drills.**13** Drill:T: *I've just painted the door.*T: *He*T: *He's just painted the door.*T: *window*T: *He's just painted the window.*T: *I've just painted the door.*

Repeat!

C: *I've just painted the door.*

Continue:

*He**window**opened**They**closed**cleaned**She**the door***14** Drill:T: *You mustn't touch the door!*T: *I haven't touched it.*T: *You mustn't ask John!*T: *I haven't asked him.*T: *You mustn't touch the door!*C: *I haven't touched it.*

Continue:

*You mustn't ask John!**You mustn't look at your book!**You mustn't turn the page!**You mustn't close your eyes!**You mustn't kiss Anne!***15** Dialogue 4. Follow the same procedure as for Dialogue 1, but include these drills.**16** Drill:T: *Wash your hair.*T: *I've already washed it.*T: *Brush your shoes.*T: *I've already brushed them.*T: *Wash your hair.*C: *I've already washed it.*

Continue:

*Brush your shoes.**Clean your room.**Finish your work.**Clean your teeth.**Count your money.**Sign your name.**Answer the questions.***17** Drill:T: *Is he going to wash his hair?*T: *No, he's already washed it.*T: *Are they going to brush their shoes?*T: *No, they've already brushed them.*T: *Is he going to wash his hair?*C: *No, he's already washed it.*

Continue:

*Are they going to brush their shoes?**Is she going to clean her room?**Are you going to finish your work?**Is he going to clean his teeth?**Are they going to count their money?**Is she going to sign her name?**Are we going to answer the questions?*

64 Town and Country

Chris Stan! I've got a new job! I'm going to live in London!

Stan Are you? Oh, I lived in London five years ago.

Chris Did you like it?

Stan Not very much.

Chris Why not?

Stan Well, there were too many people, and there was too much noise.

Chris Oh, I love crowds and noise!

Stan Well, I don't . . . and I don't like pollution.

Chris What do you mean?

Stan Oh, there isn't enough fresh air in London.

Chris But there are a lot of parks.

Stan Yes, I know . . . and people sleep in them!

Chris Why?

Stan Because there isn't enough accommodation . . . there aren't enough flats and houses.

Chris Well, I still prefer big cities.

Stan But why?

Chris I was born in a small country village. It was too quiet.

Stan You were lucky!

Chris I don't think so. There wasn't much to do. That's why young people go to London.

Stan But London's too expensive for young people.

Chris But they still go . . . they want excitement.

Stan Hmm . . . I don't want excitement. I just want a quiet life, that's all.

Exercise

In London

There's too much noise.

There isn't enough fresh air.

There are too many people.

There aren't enough flats.

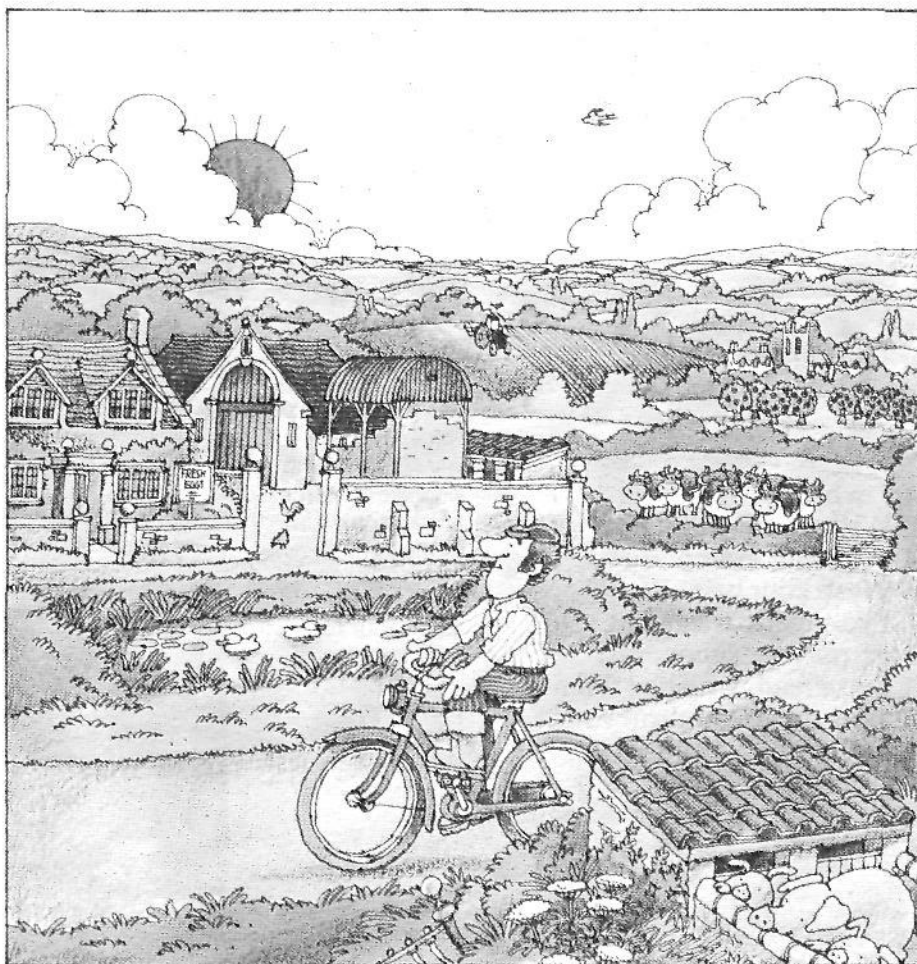
In the World

1 . . . pollution.

2 . . . oil.

3 . . . people.

4 . . . doctors.



Target Structures

There's too much (noise).
There are too many (people).
There isn't enough (fresh air).
There aren't enough (flats).

New Vocabulary

crowds	fresh	country
noise	air	excitement
pollution	accommodation	life
mean	still	oil

- 1 Briefly revise the previous lesson.
- 2 Focus attention on the pictures. Ensure the text is masked. Set the situation. Play the cassette or act out the text.
- 3 Listen and Repeat.
- 4 Briefly revise the idea of mass and unit. Draw on the board:



T: *There was too much noise.*

There were too many people.

Invention Exercise:

T: *noise*
 T: *There was too much noise.*
 T: *people*
 T: *There were too many people.*
 T: *noise*
 C: *There was too much noise.*

Continue:

people
traffic
buses
taxis
pollution
cars
dirt

5 Drill:

T: *fresh air*
 T: *There isn't enough fresh air.*
 T: *flats*
 T: *There aren't enough flats.*
 T: *fresh air*
 C: *There isn't enough fresh air.*

Continue:

flats
parks
open space (gesture)
trees
parking space
flowers

6 Drill:

T: *It's very expensive. Can young people live there?*
 T: *No, it's too expensive.*
 T: *It's very hot. Can you drink it?*
 T: *No, it's too hot.*
 T: *It's very expensive. Can young people live there?*
 C: *No, it's too expensive.*

Continue:

It's very hot. Can you drink it?
It's very small. Can you wear it?
It's very difficult. Can you understand it?
It's very heavy. Can you lift it?
It's very far. Can you walk there?
It's very dark. Can you see it?
It's very dirty. Can you clean it?

7 Silent Reading.

8 Question and Answer:

Did Stan live in London? Ask When?
Did he like it? Ask Why not?
Does Chris like crowds?
Does he like noise?
Is there enough fresh air in London?
Ask me: . . . enough flats in London?
Are there any parks in London? Ask How many?
Is it easy to find a flat, or is it difficult to find a flat?
Does Chris prefer cities, or villages?
Was he born in the city? Ask Where?
Did he like the village? Ask Why not?
Do many young people go to London?
Is London cheap or expensive?
Can young people live there?
Why not?
Does Stan want excitement? Ask What?

9 Pair Work.

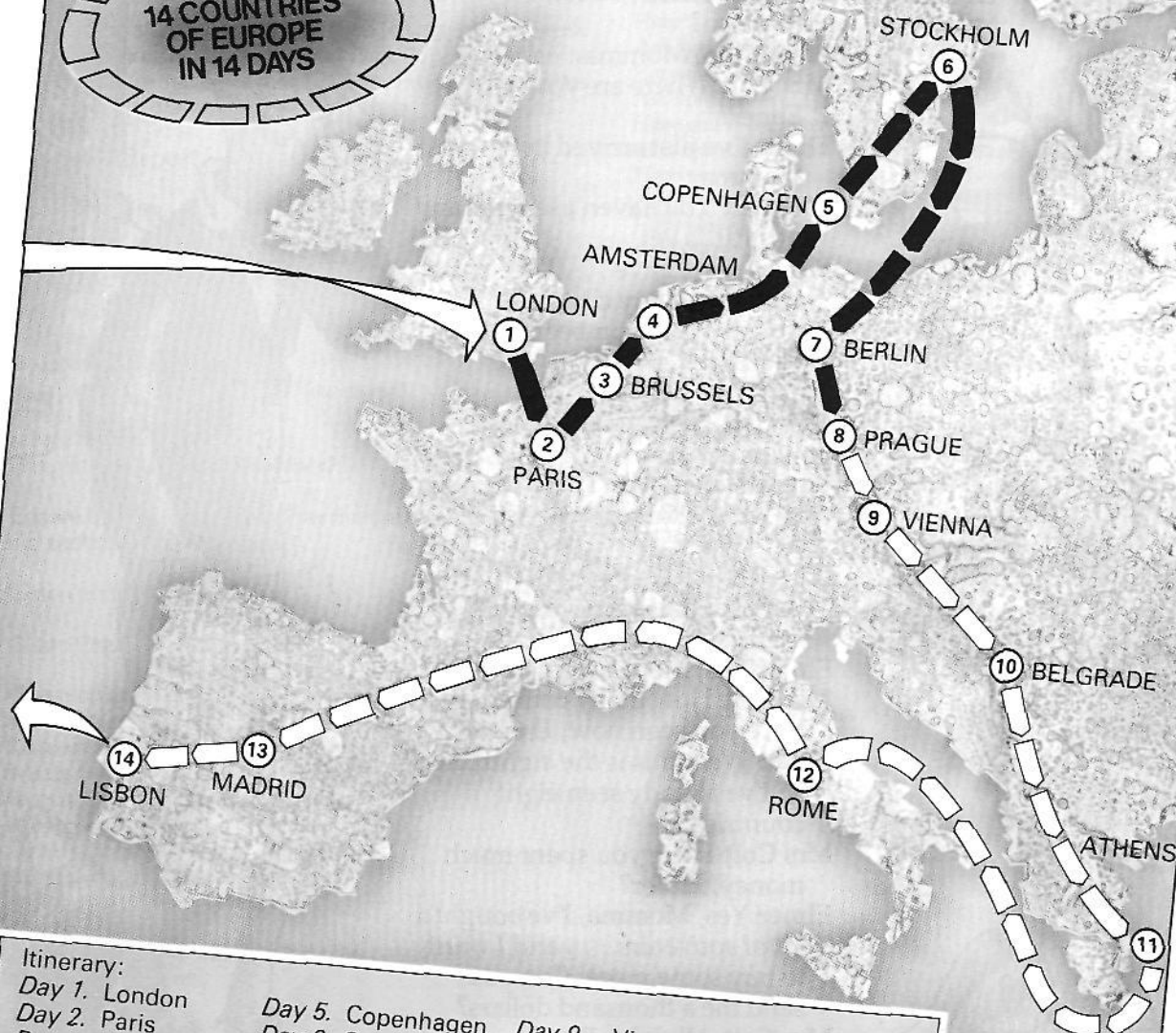
10 Transfer. Ask questions:

Where were you born . . . the city or the country?
Ask him/Ask her/Ask me.
Which do you prefer, the city or the country?
Ask him/Ask her/Ask me.
What are the bad/good things about a big city/village?

11 Closure. Go through the exercise orally. Set it in class or for homework.

14-Day Tour of Europe \$999

SEE
14 COUNTRIES
OF EUROPE
IN 14 DAYS



Itinerary:

- | | | |
|------------------|-------------------|------------------|
| Day 1. London | Day 5. Copenhagen | Day 9. Vienna |
| Day 2. Paris | Day 6. Stockholm | Day 10. Belgrade |
| Day 3. Brussels | Day 7. Berlin | Day 11. Athens |
| Day 4. Amsterdam | Day 8. Prague | Day 12. Rome |
| | | Day 13. Madrid |
| | | Day 14. Lisbon |

Elmer Colt is from Kansas. He's on a 14-day tour of Europe. The tour started in London. At the moment he's in Prague. It's the eighth day of the tour. He's already been to seven countries and stayed in the capital cities.

He's never been to Europe before, and he's already seen a lot of new places. He's done a lot of interesting things . . . and the tour hasn't finished yet.

Exercise 1

Elmer's been to London, but he hasn't been to Vienna yet.

Write four sentences about Elmer.

Exercise 2

I've been to Paris, but I haven't been to London yet.

Write four sentences about yourself.

Target Structures

(He's) been to London.
 (He hasn't) been to Rome yet.
 (Has he) been to Berlin yet?
 (He's) never been to Europe before.
 Have you ever been to (Paris)?

New Vocabulary

tour	Europe	itinerary
seen		

1 Focus attention on the map. Ensure the text is masked. Set the situation. Play the cassette or read the text.

2 Listen and Repeat.

3 Silent Reading.

4 Question and Answer:

What's his name?
 Where's he from?
 What's he doing?
 Did the tour start in Berlin? Ask Where?
 Where is he now?
 Which day of the tour is it?
 Has he been to many countries?
 Has he been to twenty countries, or seven countries?
 Where has he stayed . . . in small towns or the capital cities?
 Has he been to Europe before?
 What's he seen already?
 Has he done any interesting things?
 Has the tour finished yet?

5 Drill:

T: London
 T: He's been to London.
 T: Paris
 T: He's been to Paris.
 T: London
 C: He's been to London.

Continue:

Paris
 Brussels
 Amsterdam
 Copenhagen
 Stockholm
 Berlin

6 Drill:

T: Vienna
 T: He hasn't been to Vienna yet.
 T: Belgrade
 T: He hasn't been to Belgrade yet.
 T: Vienna
 C: He hasn't been to Vienna yet.

Continue:

Belgrade
 Athens
 Rome
 Madrid
 Lisbon

7 Drill:

T: London
 T: He's been to London.
 T: Vienna
 T: He hasn't been to Vienna yet.
 T: London
 C: He's been to London.

Continue:

Vienna
 Paris
 Belgrade
 Brussels
 Athens
 Amsterdam
 Rome

8 Drill:

T: Has he been to London yet?
 T: Yes, he has.
 T: Has he been to Lisbon yet?
 T: No, he hasn't.
 T: Has he been to London yet?
 C: Yes, he has.

Continue:

Has he been to Lisbon yet?
 Has he been to Stockholm yet?
 Has he been to Copenhagen yet?
 Has he been to Madrid yet?
 Has he been to Rome yet?
 Has he been to Amsterdam yet?
 Has he been to Paris yet?

9 Drill:

T: London
 T: Has he been to London yet?
 T: Madrid
 T: Has he been to Madrid yet?
 T: London
 C: Has he been to London yet?

Continue:

Madrid
 Belgrade
 Amsterdam
 Athens
 Copenhagen
 Rome
 Paris

10 Pair Work. Students ask each other about Elmer Colt.

S1: Has he been to . . . yet?
 S2: Yes, he has/No, he hasn't.

11 Transfer. Ask questions:

T: Have you ever been to . . .
 S: Yes, I have/No, I haven't.
 Ask him/Ask her/Ask me/Ask each other.

12 T: In your life . . . until now . . . have you ever seen the Queen of England?

Repeat! Have you ever seen the Queen?

Drill:

T: The Queen
 T: Have you ever seen the Queen?
 T: An elephant
 T: Have you ever seen an elephant?
 T: The Queen
 C: Have you ever seen the Queen?

Continue:

An elephant
 A James Bond film
 A Rolls-Royce
 A helicopter
 The Eiffel Tower
 The Taj Mahal
 Concorde

13 Pair Work. Get them to ask each other:

S1: Have you ever seen a . . . /the . . .
 S2: Yes, I have/No, I haven't.

14 Drill:

T: He's been somewhere.
 T: Where's he been?
 T: They've seen something.
 T: What've they seen?
 T: He's seen someone.
 T: Who's he seen?
 T: He's been somewhere.
 C: Where's he been?

Continue:

They've seen something.
 He's seen someone.
 She's done something.
 They've been somewhere.
 I've done something.
 I've been somewhere.
 I've seen someone.

15 Set the exercises in class or for homework.

66 A call from home

KANSAS



Mrs Colt Hello . . . Elmer? . . . Is that you?

Elmer Yes, Momma.

Mrs Colt Where are you now, Elmer?

Elmer I've just arrived in Prague, Momma.

Mrs Colt You haven't sent me any postcards yet.

Elmer Yes, I have . . . I've sent one from every city.

Mrs Colt Have you been to Paris yet, Elmer?

Elmer Yes, I have.

Mrs Colt Have you been to Vienna yet?

Elmer No, I haven't. We're going to Vienna tomorrow.

Mrs Colt Elmer! Are you still there?

Elmer Yes, Momma.

Mrs Colt How many countries have you seen now, Elmer?

Elmer Well, this is the eighth day, so I've already seen eight countries.

Mrs Colt Have you spent much money, Elmer?

Elmer Yes, Momma, I've bought a lot of souvenirs . . . and I want to buy some more. Can you send me a thousand dollars?

Mrs Colt All right, Elmer.

Mrs Colt Elmer, are you listening to me?

Elmer Yes, Momma.

Mrs Colt Have you taken many photographs, Elmer?

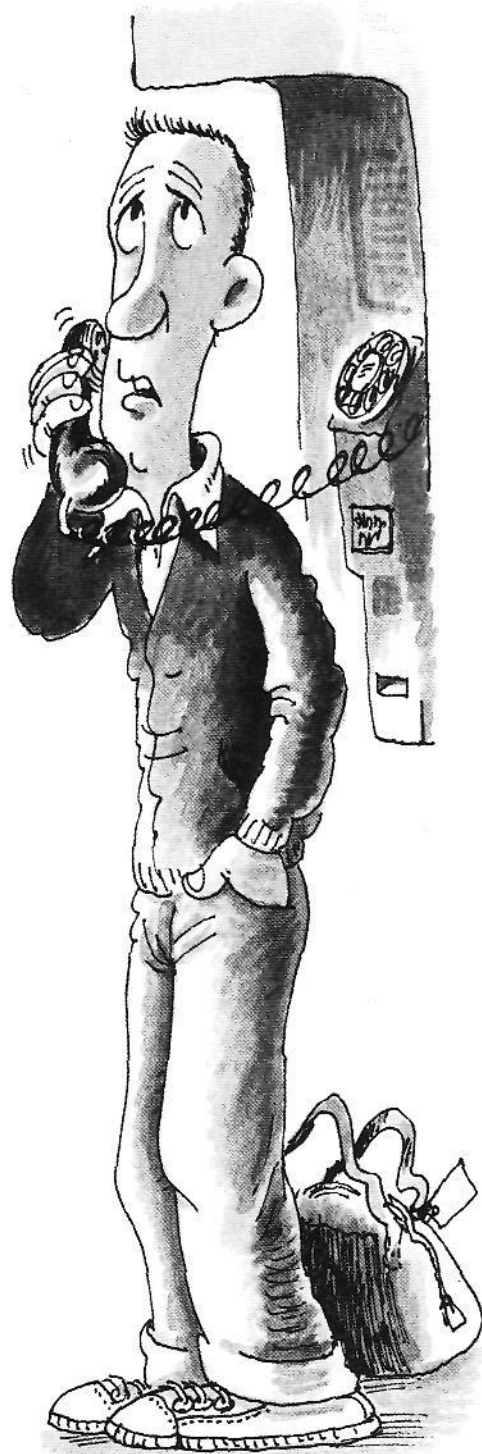
Elmer Yes, Momma, I've taken a lot. I've used three rolls of film.

Mrs Colt Have you met any nice girls yet, Elmer?

Elmer Oh, yes, Momma . . . there's a girl from Texas on the tour. We've done everything together.

Mrs Colt Elmer! Elmer! Are you still there, Elmer?

PRAGUE



Exercise 1

postcards
How many postcards has he sent?
He's sent one from every city.

Write questions and answers with:

- 1 capitals
- 2 money
- 3 souvenirs
- 4 photographs
- 5 rolls of film

Exercise 2

Have you ever bought a souvenir?
Yes, I have.
No, I haven't.

Answer these questions:
Have you ever seen the Queen?
Have you ever been to Paris?
Have you ever sent a postcard?
Have you ever spent a lot of money on a holiday?
Have you ever met an Englishman?
Have you ever taken photographs on a holiday?

Target Structures

How much | *has he done?*

How many

Extension of irregular verbs in the Present Perfect:

sent/spent/bought/taken/met

New Vocabulary

souvenir

together

roll of film

1 Remind the students of the situation in Unit 65. T: *Elmer's still in Prague. His mother is on the phone now.* Focus attention on the picture. Ensure the text is masked. Play the cassette for the first section of the dialogue.

2 Listen and Repeat.

3 Silent Reading.

4 Question and Answer:

Where's Elmer?

Where's his mother?

Where has he just arrived?

Has she received any postcards yet?

Has he sent any postcards yet? Ask How many?

Has he been to Paris yet?

Has he been to Vienna yet?

Is he going to Vienna today? Ask When?

5 Ensure the text is masked. Play the cassette for the second section of the dialogue.

6 Listen and Repeat.

7 Silent Reading.

8 Question and Answer:

Is Elmer still there?

Is it the seventh or the eighth day?

Has he seen any capitals? Ask How many?

Has he spent much money? Ask How much?

Has he bought any souvenirs? Ask How many?

Does he want to buy anything? Ask What?

Does he need any money? Ask How much?

Is she going to send him any money?

9 Ensure the text is masked. Play the cassette for the third section of the dialogue.

10 Listen and Repeat.

11 Silent Reading.

12 Question and Answer:

Is Elmer still there?

Is he listening to his mother?

Has he taken any photographs? Ask How many?

Has he used many rolls of film? Ask How many?

Has he met any nice girls yet? Ask How many?

Where's she from?

Have they done anything together? Ask What?

13 Play the complete recording. Students listen.

14 Pair Work.

15 Drill:

T: *postcards*

T: *He's sent a lot of postcards.*

T: *girl*

T: *He's met a nice girl.*

T: *postcards*

C: *He's sent a lot of postcards.*

Continue:

girl

money

capitals

souvenirs

photographs

rolls of film

16 Transfer.

T: *Have you sent any letters this month?*

Ask him/Ask her/Ask me. Ask How many?

Have you bought any presents this month?

Ask him/Ask her/Ask me. Ask What?

Have you taken any photographs this year?

Ask him/Ask her/Ask me. Ask How many?

Have you spent much money this week?

Ask him/Ask her/Ask me. Ask How much?

Have you met any nice women/girls/boys/men?

Ask him/Ask her/Ask me. Ask How many?

Have you ever met any English women/girls/boys/men?

Ask him/Ask her.

17 Further Transfer.

T: *What have you bought this week?*

Where have you been in this country?

Where haven't you been yet?

Where do you want to go?

What do you want to see?

What do you want to buy?

Have you seen an English/American film?

Ask him/Ask her.

Have you listened to English pop music?

Ask him/Ask her.

Have you danced with (an English) girl/boy?

Ask him/Ask her.

Have you ever played tennis/football/golf?

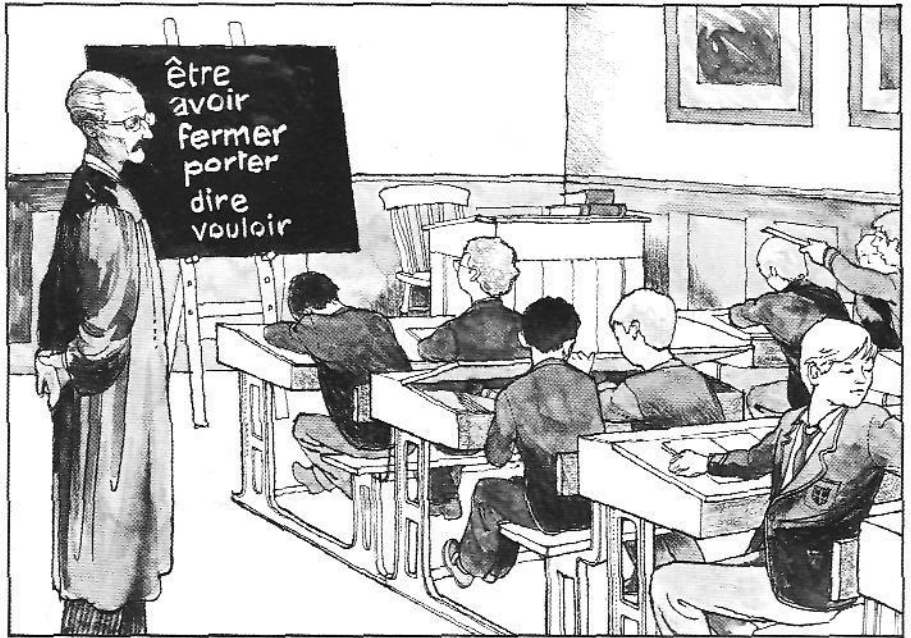
Ask him/Ask her.

18 Set the exercises in class or for homework.

67 Have you ever . . . ?

- A Have you ever studied a language before?
 B Yes, I have.
 A Oh, which one did you study?
 B I studied French at school.

at school
 at college
 at evening classes
 at home



- C Have you ever been to a wedding?
 D Yes, I have.
 C Whose wedding was it?
 D It was my brother's.

brother's
 sister's
 cousin's
 friend's



- E Have you ever seen a fire?
 F Oh, yes, I have.
 E When did you see it?
 F I saw one in Manchester in 1976.

in 1975
 in 1969
 in 1977
 in 1973



- G Have you ever drunk too much?
 H Yes . . . I have.
 G Where did you drink too much?
 H I drank too much at my brother's wedding.

at a wedding
 at a party
 at a dinner party
 at a night club



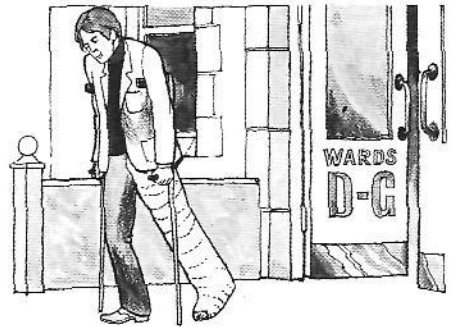
- I Have you ever eaten at the Royal Hotel?
 J Yes, I have.
 I When did you eat there?
 J Mary and I ate there two months ago.

at the Royal Hotel
 at the Station Hotel
 at the Hong Kong Restaurant
 at the Taj Mahal Restaurant



- K Have you ever had flu?
 L Yes, I have.
 K When did you have it?
 L I had it last winter.

last spring
 last summer
 last autumn
 last winter



- M Have you ever broken a bone?
 N Yes, I have.
 M What did you break?
 N I broke my leg.

leg
 arm
 finger
 shoulder

Target Structures

Have you ever (done) it?

When did you (do) it?

Present Perfect contrasted with Simple Past.

Extension of regular and irregular verbs in the Present Perfect:

drunk/eaten/had/broken/driven/found/hit/lost

New Vocabulary

college	spring
evening class	summer
cousin	autumn
dinner party	winter

1 Briefly revise the previous lesson.

2 Ask some questions to elicit negative responses. Select the students to answer who are most likely to say No for the particular example.

Have you ever studied (Japanese)?

Have you ever smoked a pipe? Choose a girl.

Have you ever visited Australia?

Have you ever kissed Raquel Welch/Steve McQueen?

Have you ever played cricket?

Have you ever spent a million dollars?

Have you ever driven a Rolls-Royce?

After each negative response, shrug to indicate the end of the conversation.

3 Now ask some questions to elicit affirmative responses:

T: *Have you ever studied mathematics?*

S: Yes, I have.

T: *Ah! Where did you study mathematics?*

(S: *I studied mathematics at school.*)

T: *When did you study mathematics?*

(S: *I studied mathematics ten years ago.*)

T: *Did you like it?*

(S: Yes, I did/No, I didn't.)

T: *Why?*

During this lesson the *Ah!* can be used to indicate the change of tense from Present Perfect to Simple Past.

T: *Have you ever driven a car?*

(*Ah! When did you drive a car for the first time?*)

Have you ever found any money?

(*Ah! Where did you find it? When? How much?*)

Have you ever hit anybody?

(*Ah! Who did you hit? Why? Where?*)

Have you ever lost an expensive thing?

(*Ah! Where did you lose it? When?*)

Have you ever borrowed money?

(*Ah! Who did you borrow it from? How much? etc.*)

4 Invention Exercise. Get students to ask you questions.

Give prompts:

T: *study/mathematics*

C: *Have you ever studied mathematics?*

T: *Ask me When?*

Continue:

play/tennis

live/London

find/money

drive/Rolls-Royce

hit/anybody

lose/expensive thing

smoke/pipe

Always answer Yes, I have and, if necessary, invent an answer for When?

5 Dialogue 1. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

6 Listen and Repeat.

7 Silent Reading.

8 The teacher takes the part of A. Students take the part of B. Go through the text. Then the teacher takes the part of B, and students take the part of A. Go through the text.

9 Pair Work. Explain that they can substitute other items for *at school* and *French*.

10 Follow the same procedure for Dialogues 2 to 7. Check the new vocabulary items, especially the seasons in Dialogue 6.

11 Listen and Repeat. Point out that there is an Irregular Verb List in the student's book.

<i>wash</i>	<i>washed</i>	<i>washed</i>
<i>clean</i>	<i>cleaned</i>	<i>cleaned</i>
<i>visit</i>	<i>visited</i>	<i>visited</i>

Explain *Regular*.

<i>find</i>	<i>found</i>	<i>found</i>
<i>have</i>	<i>had</i>	<i>had</i>
<i>lose</i>	<i>lost</i>	<i>lost</i>
<i>meet</i>	<i>met</i>	<i>met</i>
<i>send</i>	<i>sent</i>	<i>sent</i>
<i>spend</i>	<i>spent</i>	<i>spent</i>
<i>be</i>	<i>was</i>	<i>been</i>
<i>do</i>	<i>did</i>	<i>done</i>
<i>see</i>	<i>saw</i>	<i>seen</i>
<i>go</i>	<i>went</i>	<i>gone</i>
<i>drink</i>	<i>drank</i>	<i>drunk</i>
<i>break</i>	<i>broke</i>	<i>broken</i>
<i>take</i>	<i>took</i>	<i>taken</i>
<i>drive</i>	<i>drove</i>	<i>driven</i>
<i>eat</i>	<i>ate</i>	<i>eaten</i>
<i>hit</i>	<i>hit</i>	<i>hit</i>

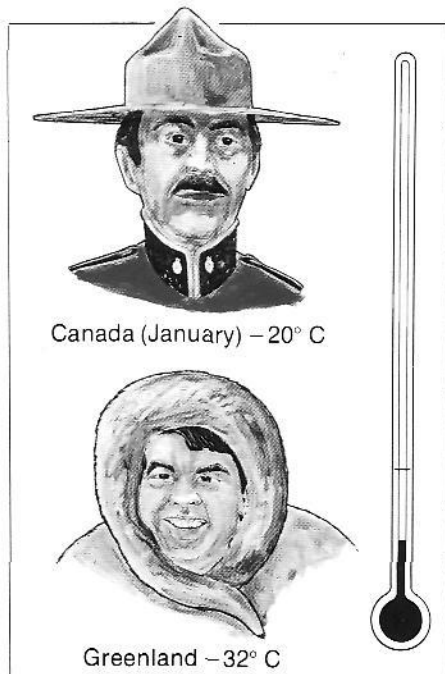
12 Oral Test. The teacher gives the infinitives from the list (67.11). Individual students supply the Past and Past Participle:

T: *drink*

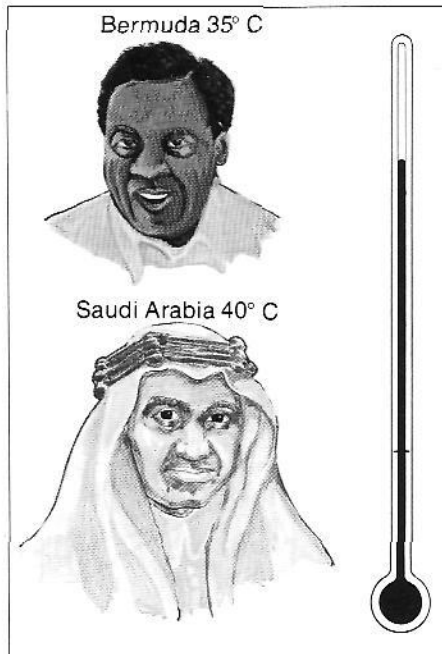
S: *drank . . . drunk*

Explain that students should always make a mental note of irregular verbs as they come across them. Explain that it is up to the student to learn them. The teacher cannot do it for them.

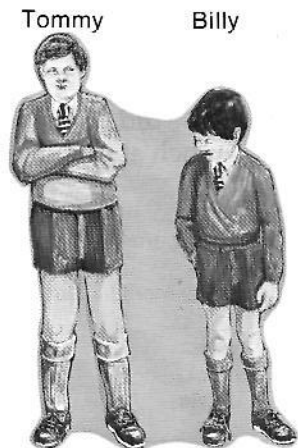
68 Comparisons



Canada's cold, but Greenland's colder.



Bermuda's hot, but

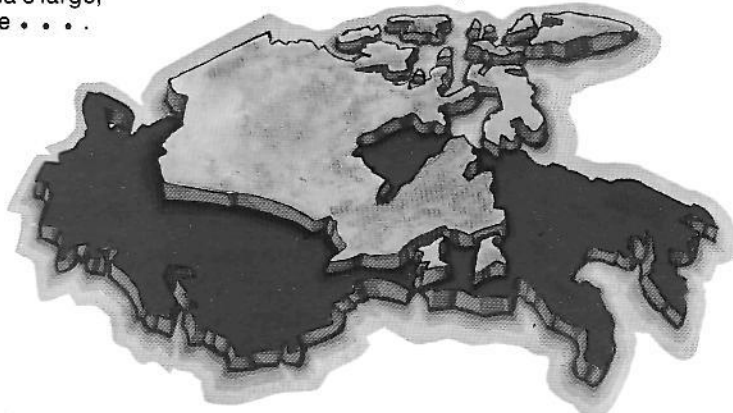


Tommy's older than Billy; so Billy's younger than Tommy.

Make sentences using these words:
tall/short
light/heavy
fat/thin
small/big

Canada's large,
but the

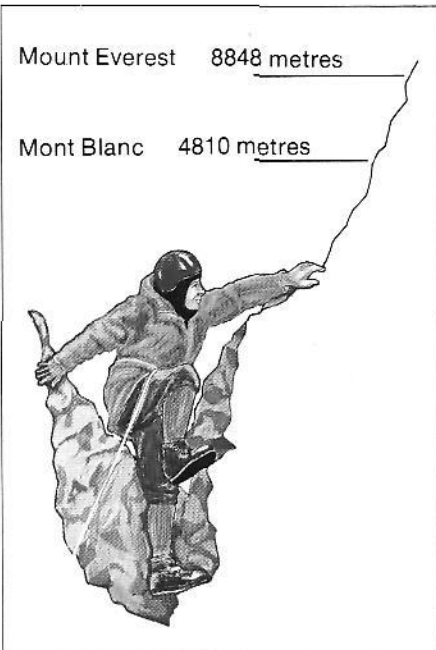
Canada — 10,032,485 square km.



U.S.S.R. — 22,402,200 square km.



England's wet, but



Mont Blanc's high but

Layford School
Tommy Jones

English: A
Maths: A
History: E
Geography: C
French: C
Science: B

Average: "C"

Layford School

Billy Jones

English: A+
Maths: B
History: D
Geography: B
French: B
Science: E

Average: "B"

In Maths, Tommy's better than Billy; so Billy's worse than Tommy.

Make sentences about:
English/History/Geography/French/
Science.



A car's more expensive than a motorcycle but a motorcycle's less comfortable than a car.

Make sentences using these words:
comfortable/dangerous/economical.

Target Structures

Comparatives:

cold . . . colder	expensive . . . (more expensive).
wet . . . wetter	(less expensive).
good . . . better	(Tommy)'s (older) than (Billy).
bad . . . worse	(A car)'s (more expensive) than a (motorcycle).

New Vocabulary

rain	high	°C (degrees centigrade)
History	economical	per year
Geography	wet	square kilometres
Science	wide	750 mm (750
age	deep	millimetres)
motorcycle	thick	-20°C (minus twenty
average		degrees centigrade)

1 Briefly revise the previous lesson.

2 For this lesson, it would be useful to take in realia (i.e. some pairs of objects) that will generate comparisons, like bigger/smaller/longer/shorter/older/newer/cheaper/more expensive/heavier/lighter, etc. (Books, pens, etc.) Set the lesson by asking:

T: Have you been to Paris?

Paris is big, isn't it?

. . . and London's big, too, isn't it?

Listen. Paris is big, but London's bigger . . . Repeat!

3 Drill:

T: Paris is big, but London's bigger.

T: What about Rome?

T: Rome's big, but London's bigger.

T: What about Chicago?

T: Chicago's big, but London's bigger.

T: What about Rome?

C: Rome's big, but London's bigger.

Continue:

What about Chicago?

What about Moscow?

What about Vienna?

What about Madrid?

What about Caracas?

4 Focus attention on the pictures on the left of the page. Explain the concept of average.

T: In Canada, in January, the average temperature is minus twenty degrees centigrade. In Greenland it's minus thirty-two degrees °C.

Listen and Repeat:

Canada's cold, but Greenland's colder.

Look at the second picture. T: Listen and Repeat:

Bermuda's hot, but Saudi Arabia's hotter.

Look at the third picture: T: Listen and Repeat:

Canada's large, but the U.S.S.R.'s larger.

Look at the fourth picture. T: Listen and Repeat:

England's wet, but Bangla Desh is wetter.

Look at the fifth picture. T: Listen and Repeat:

Mont Blanc's high, but Mount Everest is higher.

5 Drill (use gesture to demonstrate):

T: Amazon/Mississippi/long

T: The Amazon's long, but the Mississippi's longer.

T: Switzerland/Luxembourg/small

T: Switzerland's small, but Luxembourg's smaller.

T: Mississippi/Amazon/long

C: The Amazon's long, but the Mississippi's longer.

Continue:

Switzerland/Luxembourg/small

Atlantic Ocean/Pacific Ocean/wide

Atlantic Ocean/Pacific Ocean/deep

Spain/Egypt/hot

Metal/diamonds/hard

6 Go through the completion exercise orally. Set it in class or for homework.

7 Now, introduce the realia. Choose two (pens) of different colours and dimensions. T: Listen and Repeat.

The (red) pen/book is longer than the (blue) one.

Also use shorter/thicker/thinner/newer/older/cheaper/bigger/smaller.

8 T: Now tell me about these two (pens).

C: The (blue) one's shorter/longer/etc. than the (red) one.

Do this extensively with individual students. In the absence of sufficient realia, board drawings can be substituted.

9 Focus attention on the picture of Tommy and Billy. Ensure the text is masked.

T: Tommy's ten, Billy's nine.

Tommy's older than Billy.

Billy's younger than Tommy.

Give one-word prompts to elicit more sentences from individuals: tall/short/light/heavy/fat/thin/small/big.

10 Pair Work. Act out this mini-conversation:

A: Is Tommy older than Billy? A: Is Billy bigger than Tommy?

B: Yes, he is.

B: No, he isn't.

11 Written Phase:

long - longer big - bigger dry - drier large - larger

short - shorter wet - wetter heavy - heavier

old - older thin - thinner

12 Set the written exercise in class or for homework.

13 Focus attention on the school reports. Ensure the text is masked.

T: These are school reports. Study them for one minute.

Listen and Repeat:

In English, Tommy got A, but Billy got A+.

Tommy's good, but Billy's better.

In History, Billy got D, but Tommy got E.

Billy's bad, but Tommy's worse.

T: Listen and Repeat:

In English, Billy's better than Tommy.

In Maths, Tommy's better than Billy.

14 Completion exercise:

T: In History . . .

S: Billy's better than Tommy.

Continue:

In Geography . . .

In French . . .

In Science . . .

15 Completion exercise:

T: In English, Tommy's worse than Billy.

T: In Maths . . .

S: Billy's worse than Tommy.

Continue:

In History . . .

In Geography . . .

In French . . .

16 Pair Work. Act out this mini-conversation:

A: In English, is Tommy better than Billy? B: No, he isn't.

A: Is Tommy worse than Billy? B: Yes, he is.

17 Written Phase: good . . . better bad . . . worse

18 Focus attention on the car and the motorcycle. Ensure the text is masked.

T: The motorcycle's expensive, but the car's more expensive.

Listen and Repeat:

The car's more expensive/comfortable than the motorcycle.

The motorcycle's more dangerous/economical than the car.

19 Repeat the above procedure using less.

20 Written Phase:

expensive | more expensive
less expensive

21 Set the written exercise in class or for homework.

69 A hard life

Jerry Floyd is talking to his grandfather about his new job:

"It's terrible, granddad. I have to get up at seven o'clock because I have to catch the bus to work. Because I'm new, I have to make the tea. I have to work hard . . . I'm only happy at weekends: I don't have to work then."

His grandfather isn't very sympathetic:

"I had to start work when I was 14. I lived in South Wales, and there wasn't much work. I had to be a coal miner. We had to work twelve hours a day. We didn't have to work on Sundays . . . but we had to work the other six days of the week."

"When I was eighteen, the First World War started. I joined the army. I had to wear a uniform, and I had to go to France. A lot of my friends died. We had to obey the officers, and we had to kill people."

"When I was sixty, I had to go into hospital because of the dust from the mines. It was the only quiet time in my life . . . I didn't have to work, I didn't have to earn money."

"I retired when I was sixty-five. Nowadays I don't work and I don't have to get up early. But I have to live on my pension, and life is still difficult. I don't feel sorry for you."

Questions

Does he have to get up at 6 o'clock?
Does he have to get up at 7 o'clock?
Does he have to catch the train?
Does he have to catch the bus?
Does he have to make the coffee?
Does he have to make the tea?
Does he have to work hard?
Does he have to work on Saturday?



Questions

Did he have to start work at 15, or did he have to start work at 14?
Did he live in North Wales, or did he live in South Wales?
Did he have to be a teacher, or did he have to be a coal miner?
Did he have to work 8 hours a day, or did he have to work 12 hours a day?
Did he have to work 5 days a week, or did he have to work 6 days a week?
Did he have to work on Sundays?



Questions

When did the First World War start?
How old was he then?
What did he have to join?
What did he have to wear?
Where did he have to go?
How many of his friends died?
Who did he have to obey?
What did he have to do?



Questions

Did he have to go into hospital?
When did he have to go into hospital?
Why did he have to go into hospital?
Did he have to work in hospital?
Did he have to earn money?



Questions

Did he retire at 60?
Ask "When?"
What doesn't he have to do now?
Does he earn money now?
What does he live on?
Is life easy for him now, or is it difficult?
Does he feel sorry for his grandson?



Target Structures

I have/had to (do) it.

I don't have/didn't have to (do) it.

Does/Did he have to (do) it? Yes, he does.

Yes, he did.

New Vocabulary

grandfather

dust

join

granddad

pension

obey

coal miner

South Wales

earn

First World War

catch (a bus)

feel sorry for

army

make (tea)

sympathetic

officer

1 Briefly revise the previous lesson.

2 Text 1. Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.

3 Listen and Repeat: Check the pronunciation of *have*. Compare: *I have a bath every day.* (hæv)
I have to get up early. (hæf)

4 Silent Reading.

5 Question and Answer:

Is Jerry talking to his grandmother? Ask Who?

Ask What... about?

Does he have to get up at six o'clock?

Does he have to catch the train?

Does he have to catch the bus?

Does he have to make the coffee?

Does he have to work hard?

Does he have to work on Saturday?

6 Text 2. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

7 Listen and Repeat.

8 Silent Reading.

9 Question and Answer:

Did he have to start work at 15, or did he have to start work at 14?

Did he live in North Wales, or did he live in South Wales?

Was there a lot of work, or was there only a little work?

Did he have to be a teacher, or did he have to be a coal miner?

Did he have to work on Sundays?

10 Text 3. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

11 Listen and Repeat.

12 Silent Reading.

13 Question and Answer:

When did the First World War start?

How old was he then?

What did he have to wear?

Where did he have to go?

How many of his friends died?

Who did he have to obey?

What did he have to do?

14 Text 4. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

15 Listen and Repeat.

16 Silent Reading.

17 Question and Answer:

Did he have to go into hospital?

When did he have to go into hospital?

Why did he have to go into hospital?

Did he have to work in hospital? Did he have to earn money?

18 Text 5. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

19 Listen and Repeat.

20 Silent Reading.

21 Question and Answer:

Did he retire at 60? Ask When?

What doesn't he do nowadays? (Prompt: work, early)

Does he earn money now? What does he live on?

Is life easy for him now, or is it difficult?

Does he feel sorry for Jerry?

22 Drill:

T: I

T: I have to work.

T: He

T: He has to work.

T: I

C: I have to work.

Continue:

He

You

She

We

They

23 Drill:

T: I

T: I don't have to wear a uniform.

T: He

T: He doesn't have to wear a uniform.

T: I

C: I don't have to wear a uniform.

Continue:

He

We

You

She

They

24 Drill:

T: you

T: Do you have to learn English?

T: she

T: Does she have to learn English?

T: you

C: Do you have to learn English?

Continue

she

they

they

he

we

25 Transfer:

T: I have to be at school (at nine o'clock). I have to get up early.

Tell me some things you have to do every day.

I don't have to wear a tiela skirt.

Tell me some things you don't have to do.

26 Drill:

T: I didn't have to start work at 14.

T: ... he had to start work at 14.

T: I didn't have to be a coal miner.

T: ... he had to be a coal miner.

T: I didn't have to start work at 14.

C: He had to start work at 14.

Continue:

I didn't have to be a coal miner.

I didn't have to join the army.

I didn't have to wear a uniform.

I didn't have to go to France.

I didn't have to obey orders.

I didn't have to kill people.

27 Transfer:

T: I had to learn Latin at school. I had to wear a uniform at school.

I didn't have to leave at 14.

Tell me some things you had to do at school.

Tell me some things you didn't have to do at school.

28 Pair Work. Act out this mini-conversation:

A: Did you have to learn Latin at school? B: Yes, I did.

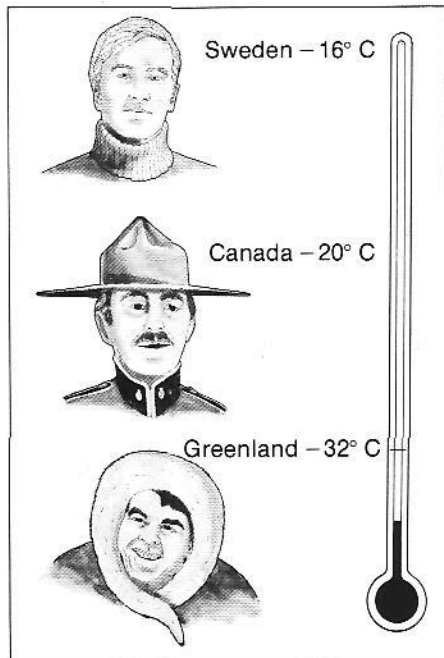
A: Did you have to wear a uniform? B: No, I didn't.

29 Written Phase:

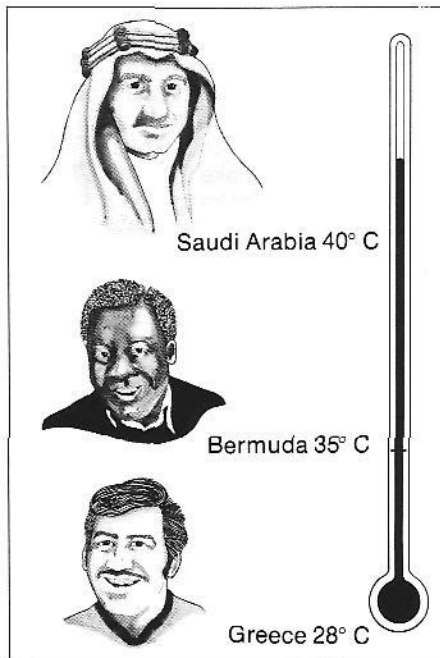
He had to join the army. I didn't have to join the army.

Did you have to join the army? Yes, I did/No, I didn't.

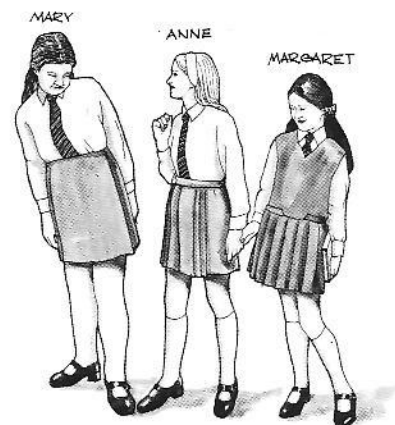
70 Comparisons



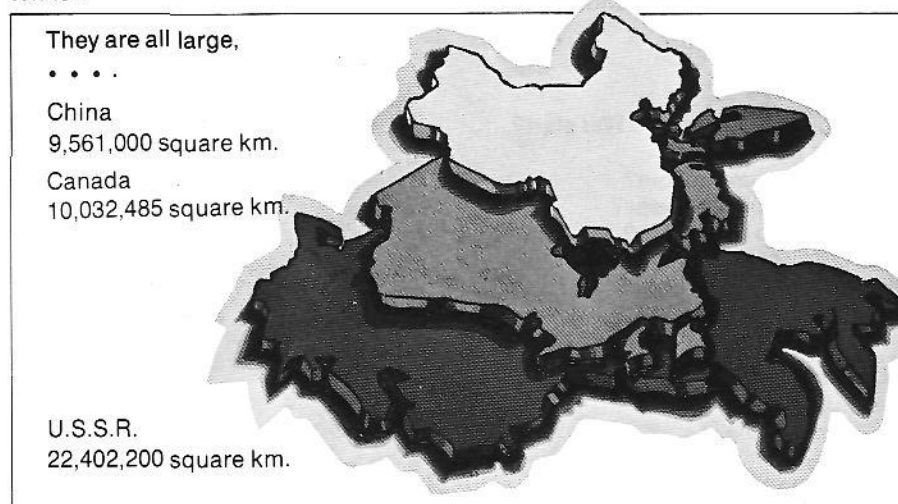
They are all cold, but Greenland's the coldest.



They are all hot,



Mary's the tallest.
Margaret's the shortest.
Make sentences using these words:
light/heavy
old/young
fat/thin
small/big

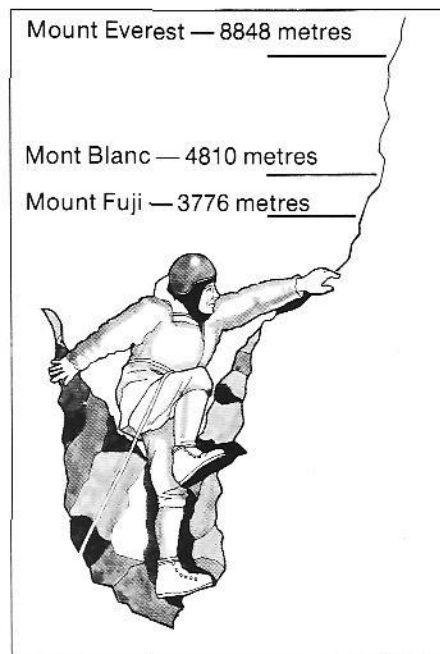


Seacombe School Report			
	Mary	Anne	Margaret
English	A	B+	B
Maths	D	D-	E
History	A+	A	B
Geography	C-	D	E
French	A	B-	A+
Science	E	D	C-
Biology	B	A	B-
Music	D-	E	D+

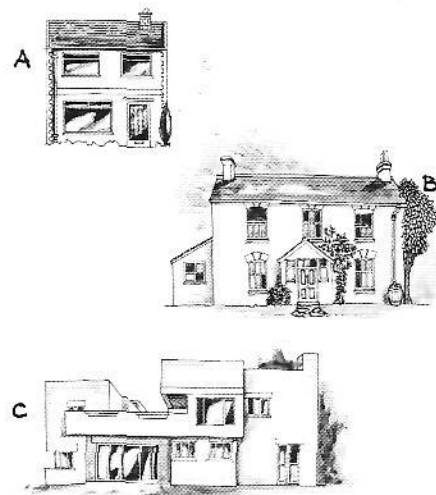
In English, Mary's the best.
In Maths, Margaret's the worst.
Make sentences about: Maths/History/
Geography/French/Science/Biology/
Music.



They are all wet,



They are all high,



'C' is the most expensive.
'A' is the least expensive.
Make sentences using these words:
modern/beautiful/interesting.

Target Structures

Comparative and superlative:

cold . . . colder . . . coldest

wet . . . wetter . . . wettest

good . . . better . . . best

bad . . . worse . . . worst

expensive | more expensive . . . most expensive

less expensive . . . least expensive

(Mary)'s the (tallest).

(It)'s the | most expensive.
| least expensive.

New Vocabulary

Biology

dry

1 For this unit, it would be useful to take in realia, as in Unit 68. You will need three of each object.

T: *Listen and Repeat:*

Bangla Desh is wetter than England.

Saudi Arabia's drier than England.

Bermuda's hotter than England.

Tell me about your country, and England.

In England, some things are cheaper than your country.

Some things are more expensive. Tell me about them.

Use these words:

beer	shoes
whisky	coffee
clothes	restaurants
buses	taxis

2 Focus attention on the first pictures.

T: *Listen and Repeat:*

Sweden's cold, Canada's colder, but Greenland's the coldest.

They're all cold, but Greenland's the coldest.

Follow the same procedure for the other pictures on the left.

3 Pair Work. Act out this mini-conversation:

A: *Which is the coldest?* B: *Greenland's the coldest.*

Students do it in pairs.

4 Written Phase:

cold – colder – the coldest

hot – hotter – the hottest

5 Set the completion exercise in class or for homework.

6 Refer students to the picture of the three girls. Ensure the text is masked.

T: *Listen and Repeat:*

Ann's taller than Margaret.

Mary's taller than Ann.

Mary's the tallest.

Follow the same procedure with:

short/light/heavy/old/young/fat/thin/small/big

7 Pair Work. Act out this mini-conversation:

A: *Who's the tallest?* B: *Mary's the tallest.*

Students do it in pairs.

8 Written Phase:

heavy – heavier – the heaviest

9 Set the written exercise in class or for homework.

10 Refer students to the school reports.

T: *Listen and Repeat:*

In English Mary's the best. In Maths Margaret's the worst.

In History Mary's the best. In Geography Margaret's the worst.

In French Margaret's the best. In Science Mary's the worst.

In Biology Ann's the best. In Music Ann's the worst.

11 Pair Work. Act out this mini-conversation:

A: *Who's the best in English?* B: *Mary's the best in English.*

Students do it in pairs.

12 Written Phase:

good – better – the best

bad – worse – the worst

13 Set the written exercise in class or for homework.

14 Refer to the three houses.

T: *Listen and Repeat:*

They're all expensive.

B's more expensive than A.

C's more expensive than B.

C's the most expensive.

B's less expensive than C.

A's less expensive than B.

A's the least expensive.

15 Pair Work. Act out this mini-conversation:

A: *Which is the most expensive?*

B: *C's the most expensive.*

A: *Which is the least expensive?*

B: *A's the least expensive.*

Students do it in pairs. Use: *modern, beautiful, interesting.*

16 Written Phase:

expensive | more expensive . . . the most expensive.

less expensive . . . the least expensive

17 Set the written exercise in class or for homework.

18 Invention Exercise:

T: *The U.S.S.R.*

T: *The U.S.S.R. is the largest country.*

T: *Everest*

T: *Everest is the highest mountain.*

T: *The U.S.S.R.*

S: *The U.S.S.R. is the largest country.*

Continue:

Everest

The Mississippi

The Pacific

The elephant

Rockefeller

A Rolls-Royce

19 Invention Exercise:

T: *Which is the best car?*

T: *I think a Mercedes is the best.*

T: *Which is the best car?*

S: *I think . . . is the best.*

Continue:

camera

watch

radio

motorcycle

pop group

20 Transfer. Ask questions:

T: *Who's the richest man in the world?*

Who's the most beautiful woman?

S: *I think . . .*

Continue:

the most handsome man?

the most famous writer?

the most economical car?

the fastest plane?

the most dangerous job?

the most difficult language?

71 Brutus Cray — the Greatest

Brutus Cray I'm the greatest!

Reporter You were the greatest, Brutus . . . but you're ten years older than Joe Freezer.

Cray Joe Freezer! I'm not afraid of Joe Freezer!

Rep. Really?

Cray Listen! I've beaten him twice, and I'm going to beat him again.

Rep. Are you sure?

Cray Sure? Of course I'm sure.

Rep. Some people say he's better than you.

Cray Listen! I've beaten all the best boxers, and Joe Freezer's one of the worst!

Rep. Yes, but he's better than he was.

Cray Listen! I'm stronger, faster, fitter and more intelligent than him!

Rep. Yes, but he KO'ed Len Korton two months ago.

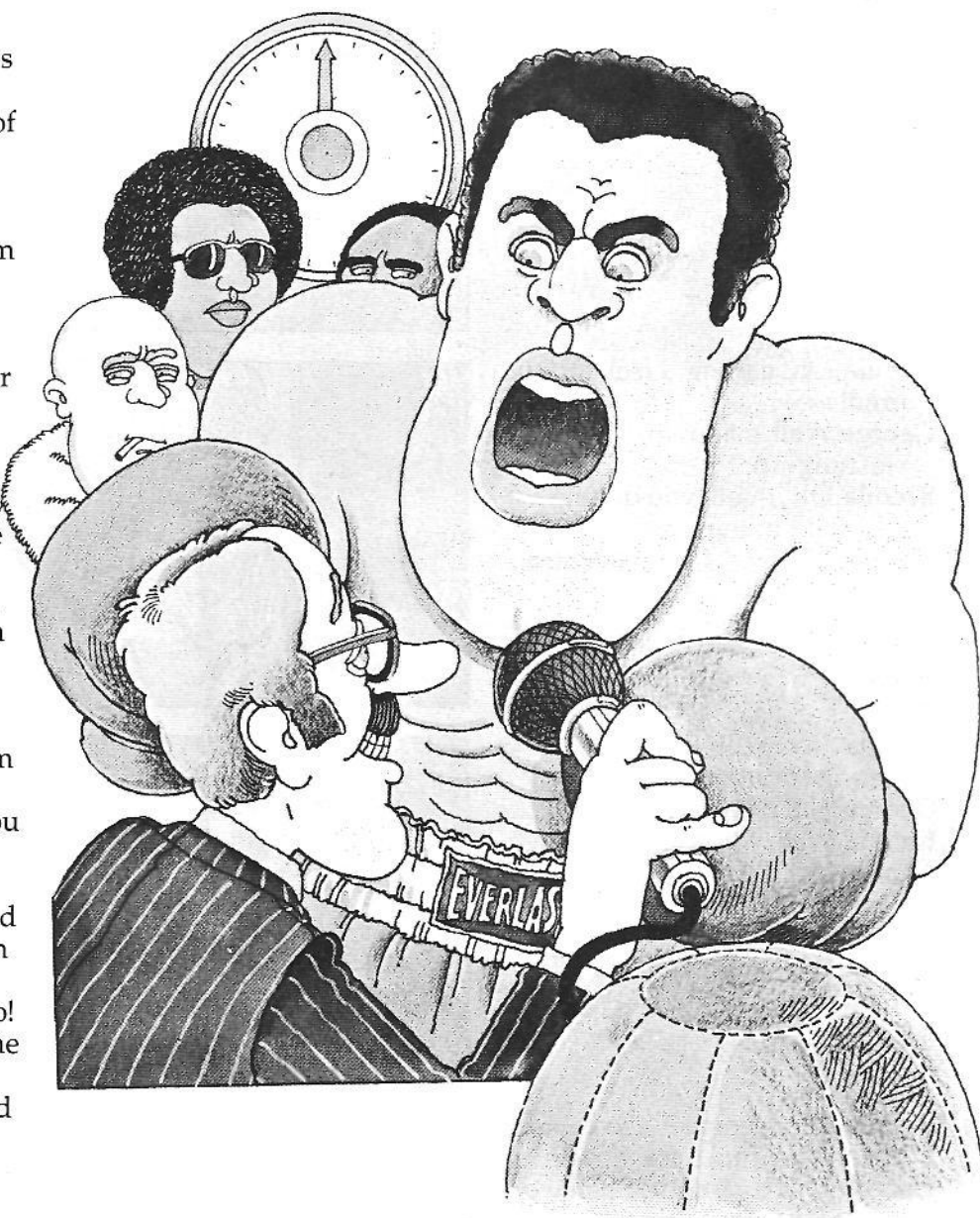
Cray Len Korton. I've KO'ed him three times!

Rep. O.K., O.K., Brutus. Are you going to retire after this fight?

Cray Retire? No. I've been the champion for ten years . . . and I'm going to stay the champion for another ten.

Rep. Joe Freezer doesn't think so!

Cray Joe Freezer? Joe Freezer's the ugliest man in the world . . . after tonight he's going to need a new face!



Questions

Is Brutus older than Joe Freezer?

Is he afraid of Joe Freezer?

Has he beaten him before?

Ask "How many times?"

Has he beaten other boxers?

Ask "Which boxers?"

Is Freezer worse than he was, or better than he was?

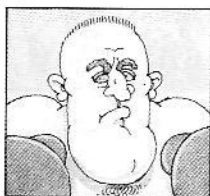
Has Freezer beaten Len Korton?

Ask "When?"

Is Brutus going to retire?

How long has he been the champion?

Exercise



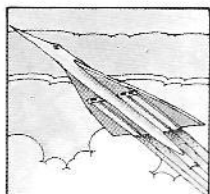
- A** Joe Freezer/ugly
B He/Brutus Cray
C He/the world

Write sentences like this:

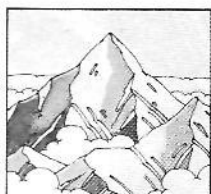
- A** Joe Freezer is very ugly.
B He's uglier than Brutus Cray.
C He's the ugliest man in the world.



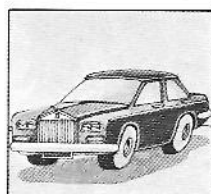
- a** Rockefeller/rich
b He/the teacher
c He/the world



- a** Concorde/fast
b It/a Boeing
c It/the world



- a** Mount Everest/high
b It/Mont Blanc
c It/the world



- a** Rolls-Royce/comfortable
b It/Mini
c It/the world



- a** Brutus Cray/good
b He/Joe Freezer
c He/the world

Target Structures

Revision and extension of comparative and superlative.
How long have you been the (champion)?
I've been (the champion) for 10 years.

New Vocabulary

fight	to be afraid of	great(est)
champion	beat (beaten)	ugly(iest)
face	K.O. (ed)	fit(test)
		(more) intelligent

1 Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.

2 Listen and Repeat.

3 Drill:

T: *He's 10 years older than him.*

T: *younger*

T: *He's 10 years younger than him.*

T: *She*

T: *She's 10 years younger than him.*

T: *He's 10 years older than him. Repeat!*

C: *He's 10 years older than him.*

Continue:

younger

She

me

They

older

5 years

her

4 Drill:

T: *twice*

T: *I've beaten him twice.*

T: *five times*

T: *I've beaten him five times.*

T: *twice*

C: *I've beaten him twice.*

Continue:

five times

once

three times

twice

four times

many times

once

5 Drill:

T: *strong*

T: *I'm stronger than him.*

T: *intelligent*

T: *I'm more intelligent than him.*

T: *strong*

C: *I'm stronger than him.*

Continue:

intelligent

fit

fast

handsome

good

6 Drill:

T: *10 years*

T: *I've been the champion for 10 years.*

T: *a year*

T: *I've been the champion for a year.*

T: *10 years*

C: *I've been the champion for 10 years.*

Continue:

a year

six months

three weeks

four days

a long time

7 Drill:

T: *Joe Freezer*

T: *Joe Freezer's the ugliest man in the world.*

T: *Rockefeller*

T: *Rockefeller's the richest man in the world.*

T: *Joe Freezer*

S: *Joe Freezer's the ugliest man in the world.*

Continue:

Rockefeller

Concorde

Rolls-Royce

Brigitte Bardot

Mount Everest

Muhammad Ali

(name of teacher or school)

8 Silent Reading.

9 Question and Answer, as in the student's book.

10 Pair Work. They read the dialogue in pairs.

11 Transfer.

T: *Brutus Cray is like Muhammad Ali.*

Have you ever seen Muhammad Ali?

Ask him/Ask her/Ask me.

Ask Where? Ask When?

Is he good?

Is he as good as he was?

Is he fast?

Is he fit?

Is he strong?

Is he intelligent?

Is he still the champion?

Has he retired yet?

Joe Freezer is like Joe Frazier.

Have you seen him?

Ask him/Ask her/Ask me

Ask Where? Ask When?

Is he better than Ali?

Compare the two.

12 Go through the exercise orally. Set it in class or for homework.

72 George and Brenda

George Will you marry me, darling?

Brenda Of course I will.

George Is that a promise?

Brenda Of course it is . . . I love you.



Brenda Oh, darling, I feel terribly tired!

George Well, sit down. I'll do the washing-up.

Brenda Oh, thank you darling . . . and I'm thirsty.

George All right, I'll make you a cup of tea.



Brenda George! Have you mended that plug yet?

George No, I haven't.

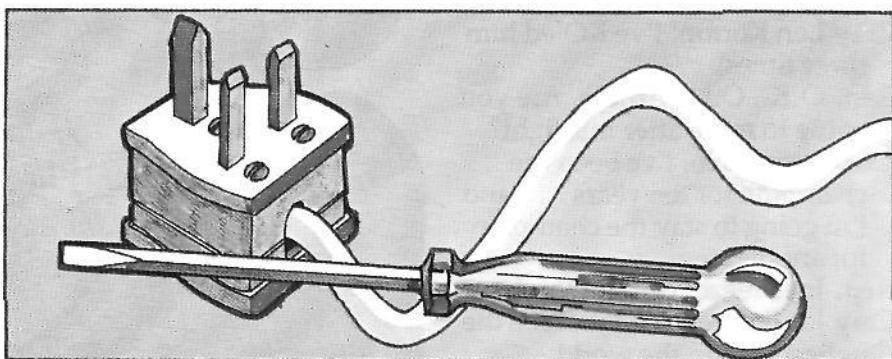
Brenda Well, will you do it today?

George Yes, I'll do it now.

Where's the screwdriver?

Brenda I don't know.

George Well, I can't find it. I'll do it tomorrow.



Brenda Oh, George . . . we haven't got much for dinner.

George That's all right. Shall we eat out?

Brenda Oh, yes! Where shall we go?

George Let's go to that new Italian Restaurant!



Brenda George!

George Yes, dear.

Brenda You're drunk! Shall I drive?

George No, I'm O.K. I'll drive.

Brenda No, you won't. Give me the keys!



Target Structures

Will you (do it)? Shall I (do it)?
I'll do it./Of course I will.
Shall we (eat out)?
Let's go...
No, you won't.

New Vocabulary

darling	drunk	mend(ed)
promise	terribly	
washing-up		
plug		
screwdriver		

1 Dialogue 1. Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.

2 Listen and Repeat.

3 Drill:

T: Will you marry me?
T: Of course, I will.
T: Will you help me?
T: Of course, I will.
T: Will you marry me?
C: Of course, I will.

Continue:

Will you help me?
Will you open the door, please?
Will you carry the books?
Will you close the window, please?
Will you turn on the light, please.

4 The teacher takes the part of George, the class in chorus takes the part of Brenda. Go through the text. Then the teacher takes the part of Brenda and the class in chorus takes the part of George. Go through the text.

5 Silent Reading.

6 Pair Work.

7 Transfer. Role-play the dialogue with a student.

8 Dialogue 2. Follow the same procedure as for Dialogue 1, but include this exercise.

9 Invention Exercise:

T: I'm thirsty.
T: I'll make you a cup of tea.
T: The car's dirty.
T: I'll clean it.
T: I'm thirsty.
S: I'll make you a cup of tea.
Invite other responses, such as: I'll get you some water/I'll buy you a beer, etc.

Continue:

The car's dirty.
I'm hungry.
I'm hot.
I'm cold.
I feel ill.
I've got a headache.
The telephone's ringing.
There's someone at the door.
My bag's very heavy.
I haven't got any money.

10 Dialogue 3. Follow the same procedure as for Dialogue 1, but include these drills.

11 Drill:

T: now
T: I'll do it now.
T: later
T: I'll do it later.
T: now
C: I'll do it now.

Continue:

later
tomorrow
soon
in a minute
on Monday
at the weekend
next week

12 Drill:

T: mend the plug
T: Will you mend the plug?
T: open the window
T: Will you open the window?
T: mend the plug
C: Will you mend the plug?

Continue:

open the window
close the door
make the tea
carry my bag
answer the phone
phone the police
call a taxi

13 Dialogue 4. Follow the same procedure as for Dialogue 1, but include these drills.

14 Drill:

T: eat out
T: Shall we eat out?
T: go to the cinema
T: Shall we go to the cinema?
T: eat out
C: Shall we eat out?

Continue:

go to the cinema
watch television
listen to the radio
play tennis
go for a walk
invite the teacher

15 Drill:

T: Shall we go to the cinema?
T: Yes, let's go to the cinema.
T: Shall we watch television?
T: Yes, let's watch television.
T: Shall we go to the cinema?
C: Yes, let's go to the cinema.

Continue:

Shall we watch television?
Shall we play tennis?
Shall we marry?
Shall we listen to the radio?
Shall we go for a walk?

16 Dialogue 5. Follow the same procedure as for Dialogue 1, but include these drills.

17 Drill:

T: Shall I drive?
T: No, ... I'll drive.
T: Shall I do it?
T: No, ... I'll do it.
T: Shall I drive?
C: No, ... I'll drive.

Continue:

Shall I do it?
Shall I wash up?
Shall I make the tea?
Shall I pay?
Shall I mend it?

18 Drill:

T: Give me the keys! (Say this rudely!)
T: No, I won't!
T: Stand up!
T: No, I won't!
T: Give me the keys!
S: No, I won't!

Continue:

Stand up!
Get out!
Be quiet!
Come here!
Shut up!

19 Play the complete recording. Students listen.

73 Everyday Conversation

- C What's the matter? Why has the bus stopped?
 D There's been an accident.
 C Has there? Again?
 D Yes, there have been three here this week.
 C Yes, I know. And it's only Wednesday.
 D Yes. It's the most dangerous corner I've ever seen.

this week
 this month
 this year
 this summer
 this winter
 corner
 bend
 hill
 roundabout
 junction



- E Look at that girl!
 F What about her?
 E Look at her dress!
 F What about it?
 E It's the same as mine! That's what!
 F No, it isn't. It's different from yours.
 E Is it?
 F Yes. Hers is shorter than yours.

dress
 skirt
 coat
 raincoat
 jacket
 shorter
 cheaper
 longer
 more expensive



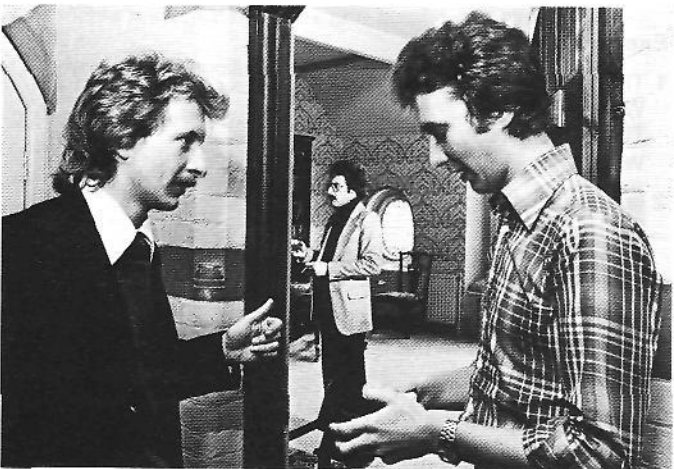
- G Are you a new student?
 H No, I'm not.
 G Oh. How long have you been here?
 H As long as you.
 G Why haven't I seen you?
 H I've been ill.

student
 teacher
 typist
 secretary
 ill
 sick
 away
 on holiday



- I Can I borrow £10?
 J Why don't you go to the bank?
 I My cheque hasn't arrived yet.
 J Well, I'm sorry, but I'm broke.
 I What can I do?
 J Ask George. He's as rich as Rockefeller.

£10
 \$10
 £5
 \$5
 George
 Stuart
 Jeffrey
 Charles
 Arthur



Target Structures

*It's the most (dangerous corner) I've ever seen.
There has been (an accident).
It's the same as/different from yours.
He's as (rich) as (Rockefeller).*

New Vocabulary

hill	cheque	ill
roundabout		sick
junction		away

Expressions

What about it?	That's what!	As long as you.
----------------	--------------	-----------------

1 Briefly revise the previous lesson.

2 Dialogue 1. Set the situation. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

3 Listen and Repeat.

4 Drill:

T: What's the matter? (accident)
T: There's been an accident.
T: What's the matter? (crash)
T: There's been a crash.
T: What's the matter? (accident)
C: There's been an accident.

Continue:

What's the matter?
(crash)
(fire)
(mistake)
(fight)
(robbery)

5 Drill:

T: three accidents
T: There have been three accidents here this year.
T: two crashes
T: There have been two crashes here this year.
T: three accidents
C: There have been three accidents here this year.

Continue:

2 crashes
4 fires
3 fights
3 robberies

6 Drill:

T: corner
T: It's the most dangerous corner I've ever seen.
T: bend
T: It's the most dangerous bend I've ever seen.
T: corner
C: It's the most dangerous corner I've ever seen.

Continue:

bend
hill
roundabout
junction

7 Focus attention on Dialogue 1. The students look and listen. Play the cassette or act out the text.

8 Silent Reading.

9 The teacher takes the part of C. The class in chorus takes the part of D. Go through the dialogue. Then the teacher takes the part of D. The class in chorus takes the part of C. Go through the dialogue.

10 Pair Work.

11 Transfer. The teacher selects a student and acts out the dialogue, substituting other vocabulary items. Students do the same in pairs, using the prompts in the book.

12 Dialogue 2. Follow the same procedure as for Dialogue 1, but include these drills:

14 Drill:

T: mine
T: It's the same as mine.
T: hers
T: It's the same as hers.
T: mine
C: It's the same as mine.

Continue:

hers
ours
theirs
his
yours
John's

14 Drill:

T: It's the same as mine.
T: No, it isn't. It's different from yours.
T: It's the same as theirs.
T: No, it isn't. It's different from theirs.
T: It's the same as mine.
C: No, it isn't. It's different from yours.

Continue:

It's the same as theirs.
It's the same as hers.
It's the same as yours.
It's the same as his.
It's the same as ours.

15 Drill:

T: short
T: Hers is shorter than yours.
T: expensive
T: Hers is more expensive than yours.
T: short
C: Hers is shorter than yours.

Continue:

expensive
long
cheap
nice
beautiful

16 Dialogue 3. Follow the same procedure as for Dialogue 1 but include these drills.

17 Drill:

T: you
T: How long've you been here?
T: she
T: How long's she been here?
T: you
C: How long've you been here?

Continue:

she
we
he
they
John
John and Mary

18 Drill:

T: I/ill
T: I've been ill.
T: she/away
T: She's been away.
T: I/ill
C: I've been ill.

Continue:

she/away
they/sick
he/on holiday
John/in hospital
we/in France

19 Dialogue 4. Follow the same procedure as for Dialogue 1, but include these drills.

20 Drill:

T: I haven't got any money.
T: Why don't you go to the bank?
T: I've got toothache.
T: Why don't you go to the dentist?
T: I haven't got any money.
C: Why don't you go to the bank?

Continue:

I've got toothache.
I'm ill.
I need a drink.
I need some bread.
I need some meat.
I'm hungry.

21 Drill:

T: My cheque hasn't arrived yet.
T: It
T: It hasn't arrived yet.
T: come
T: It hasn't come yet.
T: My cheque hasn't arrived yet. Repeat!
C: My cheque hasn't arrived yet.

Continue:

It
come
they
gone
he
done it
Mary

22 T: Listen and Repeat. Check the pronunciation of əz . . . əz . . . as rich as Rockefeller . . . as black as night . . . as cold as ice . . . as white as snow . . . as dry as dust . . .

23 Give one-word prompts to elicit the above phrases:
T: rich . . . as rich as Rockefeller.

74 Something, nothing, anything, everything

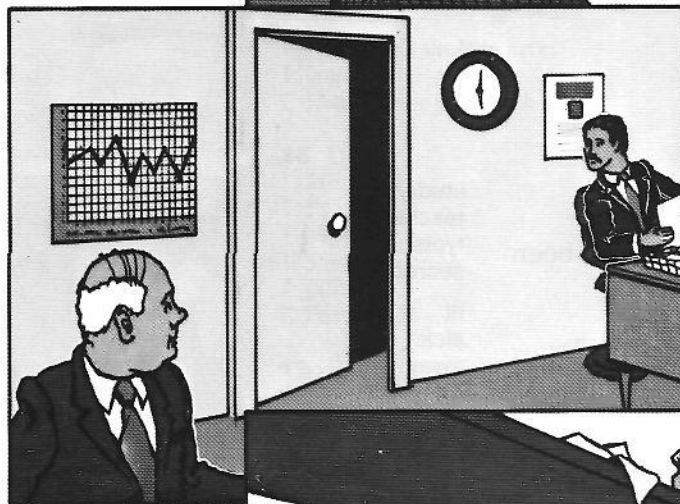
- A I want some seats for Tuesday night. Are there any left?
 B No, there are no seats left. Every seat is reserved.



- C Doctor, I think there's something in my eye. Everything looks funny.
 D Let me have a look . . . I can't see anything . . . No, I'm sure there's nothing there.



- E There's somebody in the other office!
 F I didn't hear anybody.
 E Well, just have a look . . .
 F . . . No, there's nobody there. Everybody's gone home.



- G What are you looking for?
 H My pen. It's somewhere in this room!
 G Where have you looked?
 H I've looked everywhere . . . and I can't find it anywhere!



Exercise

- 1 There's *something* in my soup. What is it?
 There's *somebody* in the other room. Who is it?
- 2 Is there anything in the fridge? I'm hungry.
 Is there . . . in the bathroom? I want to brush my teeth.
- 3 There isn't anything in the fridge. There isn't . . . in the bathroom. It's empty.
- 4 Everything's expensive. Nothing's cheap.
 . . . 's in the garden. . . . 's here.

Study this

some	any?	no/not . . . any	every
something	anything?	nothing/not . . . anything	everything
somebody	anybody?	nobody/not . . . anybody	everybody
someone	anyone?	no one/not . . . anyone	everyone
somewhere	anywhere?	nowhere/not . . . anywhere	everywhere

Target Structures

(See the chart in the student's text.)
(Are) there any left?

New Vocabulary

reserved
nose

look
taste

smell
sound

Expressions

Let me have a look.

1 Briefly revise the previous lesson.

2 Dialogue 1. Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.

3 Listen and Repeat.

4 Drill:

T: seats

T: I want some seats. Are there any left?

T: wine

T: I want some wine. Is there any left?

T: seats

C: I want some seats. Are there any left?

Continue:

wine

tickets

salad

cakes

bread

5 Drill:

T: Are there any seats left?

T: No, there are no seats left.

T: Is there any bread left?

T: No, there's no bread left.

T: Are there any seats left?

C: No, there are no seats left.

Continue:

bread

cakes

wine

tickets

salad

6 Silent Reading.

7 Question and Answer:

What does he want? Are there any left? Why not?

8 Pair Work.

9 Drill:

T: Look at those houses!

T: Oh, yes . . . every house is the same.

T: Look at the windows!

T: Oh, yes . . . every window's the same.

T: Look at those houses!

C: Oh, yes . . . every house is the same.

Continue:

Look at the windows!

Look at the doors!

Look at the gardens!

Look at the cars!

10 Dialogue 2. Follow the same procedure as for Dialogue 1, but include these drills.

11 Drill:

T: in my eye

T: There's something in my eye.

T: in my soup

T: There's something in my soup.

T: in my eye

C: There's something in my eye.

Continue:

in my soup

in my salad

under my bed

in my hair

in the water

in my shoe

12 T: Listen and Repeat.

There's something wrong with my eye. Everything looks funny.

There's something wrong with my nose. Everything smells funny.

There's something wrong with my mouth. Everything tastes funny.

There's something wrong with my ear. Everything sounds funny.

13 Drill:

T: There's something wrong with my eye!

T: Everything looks funny!

T: There's something wrong with my ear!

T: Everything sounds funny!

T: There's something wrong with my eye!

C: Everything looks funny!

Continue:

. . . with my ear!

. . . with my nose!

. . . with my mouth!

. . . with my nose!

. . . with my eye!

14 Drill:

T: I can see something.

T: We can't see anything!

T: I can hear something.

T: We can't hear anything!

T: I can see something.

C: We can't see anything!

Continue:

I can hear something.

I can smell something.

I can feel something.

I can see something.

15 Drill:

T: What's that in your hand?

T: There's nothing in my hand!

T: What's that under the table?

T: There's nothing under the table!

T: What's that in your hand?

C: There's nothing in my hand!

Continue:

What's that under your table?

What's that on the floor?

What's that in your pocket?

What's that under your foot?

What's that on your leg?

16 Question and Answer:

What does he think? How does everything look?

Can the doctor see anything? Why not?

17 Dialogue 3. Follow the same procedure as for Dialogue 1, but include this drill.

18 Drill:

T: Who hasn't gone?

T: Everybody's gone.

T: Who hasn't done it?

T: Everybody's done it.

T: Who hasn't gone?

C: Everybody's gone.

Continue:

Who hasn't done it?

Who hasn't come today?

Who hasn't had breakfast?

Who hasn't said, Good Morning?

Who hasn't written a postcard?

19 Dialogue 4. Follow the same procedure as for Dialogue 1, but include these drills.

20 Drill:

T: interesting

T: Let's go somewhere interesting tonight.

T: exciting

T: Let's go somewhere exciting tonight.

T: interesting

C: Let's go somewhere interesting tonight.

Continue:

exciting

new

different

romantic

quiet

21 Drill:

T: a bank

T: Is there a bank anywhere near here?

T: a post office

T: Is there a post office anywhere near here?

T: a bank

C: Is there a bank anywhere near here?

Continue:

a post office

a dentist

a supermarket

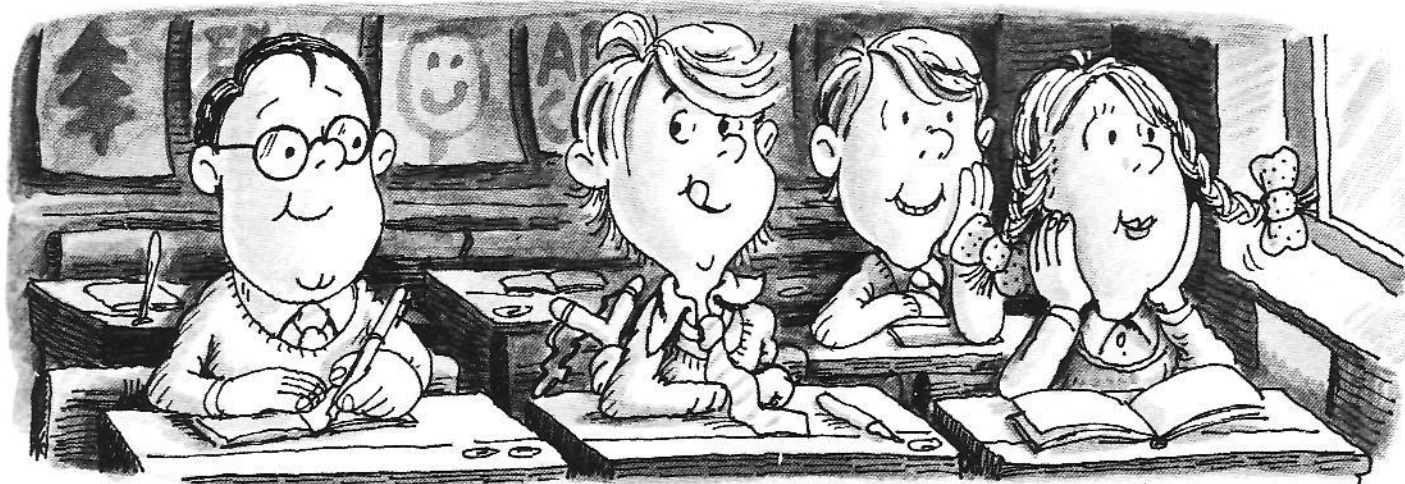
a telephone box

a hospital

a doctor

22 Go through the exercises orally. Set them in class or for homework.

75 Four lives



Herbert Burke, James Stephens, Mary Foot, and Charlie Phillips all went to the same school. They left school in 1960, and they've had very different careers.



Herbert Burke became a politician ten years ago. He's very successful. He bought a country house five years ago, and bought a Jaguar at the same time. He's been a Member of Parliament for ten years. He's had his house and car for five years.

Questions

When did Herbert Burke become a politician?
When did he buy a country house?
When did he buy a Jaguar?
How long has he been a Member of Parliament?
How long has he had his house?
How long has he had his car?

Exercise

He's been there *since* 1969.
They've been there *for* five years.
Complete these in the same way:
1 She's had that watch . . . three weeks.



James Stephens is a criminal. He robbed a bank in 1971, and escaped to a Pacific island. He bought a luxury yacht the same year. He's still on the island. He's been there since 1971. He's had the yacht since 1971.

Questions

When did James rob a bank?
Where did he escape to?
What did he buy?
When did he buy it?
Where is he now?
How long has he been there?
How long has he had his yacht?

2 We've been here . . . January.
3 I've had my camera . . . two years.
4 They've been married . . . 1971.
5 He's had his car . . . two months.
6 John's been in London . . . March.



Mary Foot and Charlie Phillips fell in love at school. He gave her a ring when they left school. She wears it every day, and she's never taken it off. They got married in 1963 and they are still in love. They moved to Australia in 1968.

Questions

When did Mary and Charlie fall in love?
When did he give her the ring?
Has she ever taken it off?
When did they get married?
Are they still in love?
When did they move to Australia?
How long has she had the ring?
How long have they been married?
How long have they been in Australia?

Target StructuresPresent Perfect with *for* and *since*.**New Vocabulary**

career	criminal	to move
lifelines	island	to escape
politician	(luxury) yacht	to get married
country house	successful	to fall in love
Member of Parliament at the same time		

- Briefly revise the previous lesson.
- Introductory Text. Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.
- Listen and Repeat.
- Silent Reading.
- Question and Answer:
Did they go to different schools? Did they go to the same school?
Did they leave school in 1970? Ask When?
Have they had the same careers? Have they had different careers?

- Text 1. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

- Listen and Repeat.

- Silent Reading.

- Question and Answer:
Who is Herbert Burke?
Is he successful? Ask How?
Did he buy a town house? Ask What kind? Ask How long ago?
Did he buy a Rolls-Royce? Ask What?
Did he buy it before the house, after the house, or at the same time?
Is he a Member of Parliament?
How long has he been a Member of Parliament?
Has he got a car and a house? How long has he had them?

- Text 2. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

- Listen and Repeat.

- Silent Reading.

- Question and Answer:
Who is James Stephens?
Did he rob a train? Ask What? Ask When?
Did the police catch him, or did he escape? Ask Where . . . to?
Did he buy a cheap boat? Ask What? Ask When?
Where is he now? How long has he been there?
How long has he had a yacht?

- Drill:
T: he
T: How long's he been here?
T: they
T: How long have they been here?
T: he
C: How long's he been here?
Continue:
they
she
you
we
John
John and Mary

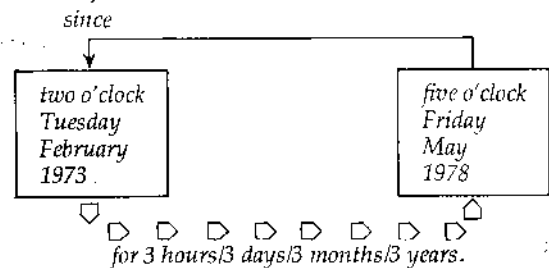
- Drill:
T: two years
T: I've been here for two years.
T: three weeks
T: I've been here for three weeks.
T: two years
C: I've been here for two years.

Continue:
three weeks
five hours
four days
a few minutes
ten years
two months

- Drill:
T: January
T: He's had it since January.
T: one o'clock
T: He's had it since one o'clock.
T: January
C: He's had it since January.

Continue:
one o'clock
Monday
last weekend
his birthday
Christmas
1969

- Write up the diagram below, adapting the times, days, months and years to the time now.



Explain that *since* tells us exactly when.
Explain that *for* tells us how long.

- Drill:
T: three days
T: For three days
T: Tuesday
T: Since Tuesday
T: three days
C: For three days.

Continue:
Tuesday
four hours
three o'clock
January
a long time
1958

- Text 3. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out the text.

- Listen and Repeat.

- Silent Reading.

- Question and Answer:
Did Mary meet Charlie at work? Ask Where?
Did they fall in love at school, or when they left school?
Are they still in love? Ask How long?
Did he give her a necklace? Ask What? Ask When?
Has she still got it? Ask How long?
Did they get married in 1965? Ask When?
Are they still married? Ask How long?
Do they still live in England? Ask Where?
Are they in Australia now? Ask How long?

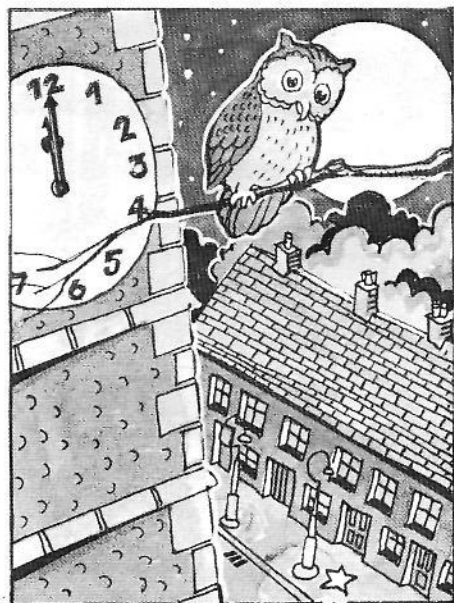
- Transfer:
Ask students questions and say: Ask him/Ask her/Ask me.
How long have you been in (this country)?
a student?
in (this town)?
in this room today?

How long have you been married? / a (doctor)?

How long have you had that watch? / ring? / bag? etc.
those shoes? / trousers? / glasses? etc.
a driving licence? / passport?

- Set the exercise in class or for homework.

76 A night out



New Vocabulary*sober*

Note: This lesson is a picture composition, designed for revision and consolidation. A model for the story can be found in the dictation passages below.

1 Briefly revise the previous lesson.

2 Focus attention on the first and second pictures.

T: *This is Mr Brown.*

What time is it?

What's he carrying?

Is it full or is it empty?

Has he drunk a lot of whisky or only a little whisky?

Where's Mr Brown been? (C: He's been to a party).

Where's he going?

Is he drunk or is he sober?

Can he see clearly?

What can you say about the houses?

Do they look different or do they look the same?

3 T: *Listen: It's twelve o'clock.*

Mr Brown's been to a party.

He's going home now.

He's carrying a bottle.

It's empty.

He's drunk a lot of whisky.

He can't see clearly.

All the houses look the same.

4 Listen and Repeat. (76.3)

5 Dictation. T: *I'm going to dictate it, line by line.*

I want you to write.

Dictate the text from 76.3.

Read it again while the students check.

6 Get the students to dictate it back to you line by line. Write it up on the board. Check pronunciation. Tell them to correct any mistakes.

7 Focus attention on the third picture. Ask questions:

Is he standing in front of his house, or is he standing behind his house?

Is he carrying the bottle?

Is he looking for something? Ask What?

Can he find it?

Has he lost his key or has he found it?

8 T: *Listen:*

He's standing in front of his house.

He isn't carrying the bottle now.

He's looking for his key.

He can't find it.

He's lost it.

Listen and Repeat. (76.8)

9 Dictation. Follow the same procedure as 76.5 and 76.6.

10 Focus attention on the fourth picture. Ask questions:

Is Mr Brown behind the house or is he in front of the house?

Has he been into the garage or has he been into the house?

Where has he taken the ladder from?

Is he going back to the party, or is he going to the front of the house?

Is he going to climb into the house?

11 T: *Listen:*

Mr Brown's behind the house now.

He's been into the garage.

He's taken a ladder from the garage.

He's going to the front of the house.

He's going to climb into the house.

Listen and Repeat (76.11).

12 Dictation. Follow the same procedure as 76.5 and 76.6.

13 Focus attention on the fifth picture. Ask questions:

Has Mr Brown climbed the ladder?

Has he opened the window?

Is there anybody in the bed? Ask Who?

Is the man looking at Mr Brown?

Is he surprised?

Is it Mr Brown's house? Ask Whose?

Is it the right house or is it the wrong house?

14 T: *Listen:*

Mr Brown has climbed the ladder,

and he's opened the window.

There's a man in the bed.

The man's looking at Mr Brown.

He's very surprised.

It isn't Mr Brown's house.

It's the wrong house.

Listen and Repeat (76.14).

15 Dictation. Follow the same procedure as 76.5 and 76.6.

16 Transfer:

What do you think the man's saying?

Have you ever made a terrible mistake? Tell us about it.

77 The election result

It's midnight.

In a moment, the Mayor of Bamford is going to read the results of the General Election. Both of the candidates are on the balcony with the Mayor. Both of them are smiling, but neither of them are happy.

Both of them are wearing rosettes. One of them is the Labour candidate, and the other is the Conservative candidate. Neither of them have been Members of Parliament before.

The Mayor has just announced the result. The Labour candidate has won the election. Some of the crowd are pleased, but the others are angry. All of the Labour supporters are happy. All of them are shouting and cheering. The Conservative supporters are booing. None of them are smiling. The Conservatives haven't won an election in Bamford for many years. The Labour Party has won every election in the town since 1945.



Exercise



Example
One of them is a policeman.



... nurse.



Both of them are policemen.



... nurses.



Neither of them are policemen.



... nurses.



Some of them are happy.



... fat.



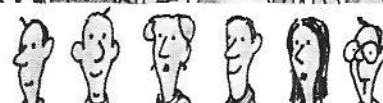
All of them are happy.



... fat.



None of them are happy.



... fat.

Target Structures

One of them is . . . Some of them are . . .
 Both of them are . . . All of them are . . .
 Neither of them are . . . None of them are . . .

New Vocabulary

General Election	result	Mayor
candidate	rosette	supporter
midnight	Labour	Conservative
pleased	cheer	boo
vote	announce	in a moment . . .

Grammar Note. (This should *not* be explained to the class.)
 There is a problem of choice between: *None of them is . . .* and
None of them are We have chosen to use *None of them are*
 . . . , in line with common usage.

1 Focus attention on the small picture. Ensure the text is masked. Set the situation — a General Election. Explain *vote*. Play the cassette or read the first part of the text.

2 Listen and Repeat.

3 Silent Reading.

4 Question and Answer:

Is it mid-day? Ask What time?
Is the Mayor on the right? Is he on the left? Ask Where?
Is he going to sing? Ask What?
Is the Conservative candidate on the balcony?
Is the Labour candidate on the balcony?
Are both of them on the balcony?
Is the Conservative candidate smiling?
Is the Labour candidate smiling?
Is the Conservative candidate happy?
Is the Labour candidate happy?
 So . . . ? C: *Neither of them are happy.*
Has the Conservative been a Member of Parliament before?
Has the Labour candidate been a Member of Parliament before?
 So . . . ? C: *Neither of them have been Members of Parliament before.*

5 Drill:

T: *He's English. She's English.*
 T: *Both of them are English.*
 T: *He's been to London. She's been to London.*
 T: *Both of them have been to London.*
 T: *He's English. She's English.*
 C: *Both of them are English.*

Continue:

He's been to London. She's been to London.
He went yesterday. She went yesterday.
He's going to church. She's going to church.
He was talking. She was talking.
He likes whisky. She likes whisky.

6 Drill:

T: *He isn't English. She isn't English.*
 T: *Neither of them are English.*
 T: *He hasn't been to London. She hasn't been to London.*
 T: *Neither of them have been to London.*
 T: *He isn't English. She isn't English.*
 C: *Neither of them are English.*

Continue:

He hasn't been to London. She hasn't been to London.
He didn't go yesterday. She didn't go yesterday.
He isn't going to church. She isn't going to church.
He wasn't talking. She wasn't talking.

7 Bring out two students.

T: *He's a student. She's a student. Both of them are students.*
He's standing up. She's standing up. Both of them are standing up.
 Give prompts:

T: *shoes.* C: *Both of them are wearing shoes.*

Continue:

<i>shoes</i>	<i>smiling</i>	<i>brown eyes</i>
<i>jeans</i>	<i>watches</i>	<i>for four weeks</i>
<i>brown hair</i>	<i>studying English</i>	<i>etc.</i>

8 Bring out two different students.

T: *He isn't French. She isn't French. Neither of them are French.*
He isn't stupid. She isn't stupid. Neither of them are stupid.
 Invite the class to generate sentences about them.

9 Bring out two different students. Get them to generate free sentences using:

Both of them are . . .

Neither of them are . . . Prompt if necessary.

10 Focus attention on the second picture. Ensure the text is masked. Play the cassette or read the text.

11 Listen and Repeat.

12 Silent Reading.

13 Question and Answer:

What time is it in the picture?
Who's won? Who's lost?
Are all of the crowd happy?
How many are happy? How many are sad?
Which supporters are booing? Which supporters are cheering?
How many Labour supporters are booing?
How many Conservative supporters are smiling?
When did the Conservatives last win?
Make two sentences, one with for, one with since.

14 Drill (refer to the picture):

T: *None of the Conservatives are cheering.*

What about the Labour supporters?

T: *All of them are cheering.*

Continue:

None of the Conservatives are smiling.
What about the Labour supporters? etc.

15 Response Drill (based on the picture):

T: *How many of the Conservatives are cheering?*

T: *None of them.*

Continue:

How many of the Conservatives are smiling?
How many of the elections have the Conservatives won since 1945?
How many of the elections have the Labour Party lost?

16 Transfer. Bring out three or four students.

T: *All of them are students. All of them are laughing.*

Invite the class to generate sentences using: *All of them . . .*
 Prompt where necessary: *shoes/socks/rings/studying English/etc.*

17 Bring out some different students.

T: *None of them are English. None of them are stupid.*

Invite the class to generate sentences using: *None of them . . .* Prompt where necessary.

18 Bring out some different students. Invite the class to generate sentences using:

C: *All of them are . . . None of them are . . .*

19 Set the exercise in class or for homework.

THE Daily News



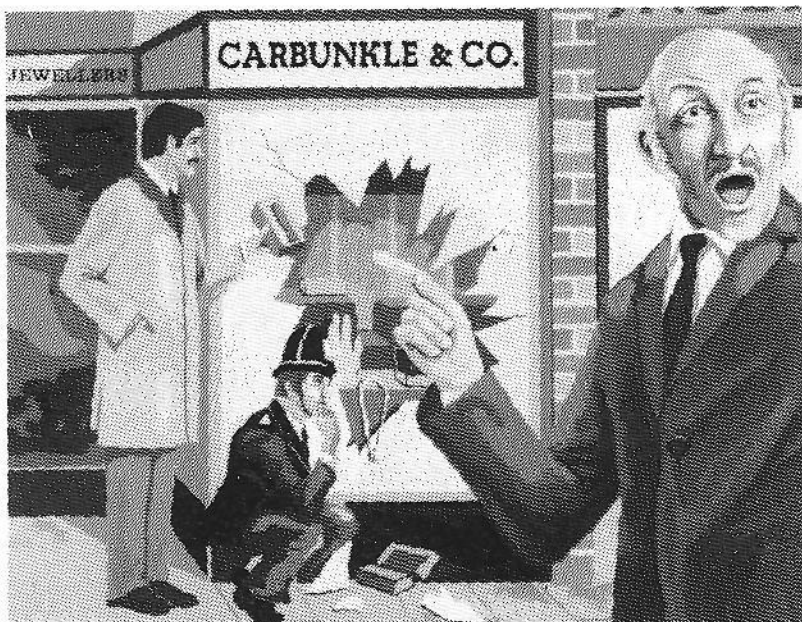
15p

London: Wednesday May 20th

Weather: fine

SENSATIONAL JEWEL ROBBERY

£50,000 STOLEN



There was a fifty thousand pound jewel robbery in central London yesterday. The thieves threw a stone through the window of Carbunkle & Company and stole necklaces, rings and watches worth £50,000. Mr Goldsmith, the manager of the shop, was working in his office when it happened. The police are looking for three men. The men drove away in a stolen Ford Cortina. The police have not found the getaway car yet.

Everest Expedition Fails

Three British climbers in the Himalayas wanted to reach the top of Mount Everest yesterday, but they failed because the weather has been too bad. They had to postpone the climb until next week. The weather has been the worst for two years.



Hollywood Divorce Case

Richard Taylor, the British actor, is going to divorce his wife, Liza Bertram. They have been married for thirteen years, and have lived in Hollywood since 1978. Several people have seen Taylor with film starlet Judy Bowes recently. He has been married four times. He refused to speak to our reporter yesterday.



Police Notice

Have you seen this girl?



Maria Roberts, a 15-year-old schoolgirl, left her home in Leeds last week and nobody has seen her since. She was wearing a blue raincoat, green trousers and black

shoes. She has blonde hair and blue eyes.

Please telephone: 0202-17414 with any information.

Target Structures

Revision and consolidation.

New Vocabulary

jewel robbery	notice	throw/threw
jeweller	schoolgirl	steal/stole
thief/thieves	blonde hair	worth
stone	fine	refuse
getaway car	sensational	fail(ed)
divorce case	stolen	postpone
film starlet	at the top of	read/read/read
expedition	at the bottom of	

1 Briefly revise the previous lesson.**2** Ask questions:*Do you read newspapers? Ask Which?**Did you read a newspaper yesterday? Ask him/Ask her.**Have you ever read an English newspaper?**Which one?*

Point out: read – read – read (rid red red) and that the spelling does not change.

T: Today, we're going to look at a newspaper!

3 Focus attention on the first picture (The Jewel Robbery). Ensure the text is masked. Read the story.**4** Listen and Repeat.**5** Silent Reading.**6** Question and Answer:*Was there a robbery yesterday? Ask What kind?**Did the thieves break the window? Ask How?**Did they steal anything? Ask What?**Ask How much . . . worth?**What's the manager's name?**Was he sleeping when it happened? Ask What? Ask Where?**Are the police looking for anybody? Ask How many?**Did the men run away?**What did they do? Ask What kind of car . . . ?**Have the police found the car yet?***7** Transfer:*Have you ever seen a robbery?**Ask him/Ask her.**Have you ever stolen anything?**Ask What? Ask When? Ask Where?**Has anybody stolen anything from you?**What? When? Where?**Ask me/Ask him/Ask her/Ask each other.***8** Focus attention on the second story (Hollywood Divorce Case). Ensure the text is masked. Read the story.**9** Listen and Repeat.**10** Silent Reading.**11** Question and Answer:*What's his name? What's her name?**Have they divorced yet?**Is she going to divorce him?**What does he do?**Have they been married for 20 years? Ask How long?**Do they live in England? Ask Where? Ask How long?**Has anybody seen Taylor with Judy Bowes?**Ask How many people?**Is Liza his first wife? Ask How many wives?**How many times has he been married?***12** Transfer:*Have you been to Hollywood?**Ask him/Ask her. Ask When? Ask Why?**Are you married? Ask How long?**Have you ever seen Richard Burton?**Is he a good actor?**Is he handsome?**How old is he?**Have you ever seen Elizabeth Taylor?**Was she beautiful?**Is she still beautiful?**Are they still married?*

Ask students for their opinions on marriage and divorce.

13 Focus attention on the third news story (Everest Expedition Fails). Read the story.**14** Listen and Repeat.**15** Silent Reading.**16** Question and Answer:*What is Everest? Where is it?**How many climbers were there?**Did they want to reach the top?**Could they reach the top? Ask Why not?**Have they come home?**Are they going to try again? Ask When?**What can you say about the weather?***17** Transfer:*Where are you from?**Are there mountains in your country?**Ask him/Ask her.**Which is the highest mountain in your country?**Ask him/Ask her.**Have you ever climbed it?**Ask him/Ask her.**Who were the first to climb Everest?**Ask me. (Sir Edmund Hilary and Sherpa Tenzing).**Ask When?**Ask me. (1953).**Have any French/Japanese/Chinese people climbed it?**Why do people climb mountains?***18** Focus attention on the fourth item (Police Notice). Read the story.**19** Listen and Repeat.**20** Silent Reading.**21** Question and Answer:*What's her name?**How old is she?**Where does she come from?**Did she leave home? Ask When?**Who's seen her?**What was she wearing when she left home?**What colour's her hair?**What colour are her eyes?**Have you seen her?***22** Transfer. T: Imagine that (a student in this class) disappeared yesterday. You must describe (him) to the Police:*What was (he) wearing yesterday?**What colour's (his) hair?**What colour are (his) eyes?**What were you wearing yesterday?**Ask him/Ask her.**What was he wearing? What was she wearing?*

79 Everyday Conversation

K Can I help you?

L Yes, I want to send some flowers to my mother in Germany.

K What kind of flowers would you like?

L Well, what do you recommend?

K Well, roses are very nice at this time of the year.

L O.K. . . . a dozen roses, please.

roses
tulips
daffodils
carnations

a dozen (12)
half a dozen (6)
two dozen (24)
ten (10)



M Mrs Connor?

N Yes, Paul?

M This is a present for you.

N A present? What a lovely surprise! Shall I open it now?

M Yes, of course.

N Ooh! Chocolates! I love chocolates . . . Thank you, very much indeed!

M Thank you. You've been very kind.

chocolates
sweets
perfume
fruit



O I'd like to say goodbye to everybody.

P When are you leaving?

O Tomorrow morning.

P Let's meet for a coffee tonight.

O I'm afraid I can't.

P Oh . . . come on!

O No, really . . . I've got so much to do.

tomorrow morning
tomorrow
afternoon
tomorrow evening
tomorrow night



Q It's been a lovely party. Thank you very much.

R But you can't go yet! The party's just beginning!

Q I'm sorry, but I must!

R Why?

Q Because I have to catch the last train.

R Don't be silly! I'll give you a lift. Where are you going?

Q Caracas!

R Oh!!

Caracas!
Tokyo!
Istanbul!
Rio!



Expressions

What kind of (flowers) would you like?
 What do you recommend?
 ... at this time of the year.
 I'll have (a dozen roses).
 What a lovely surprise!

Shall I open it now?
 I love chocolates!
 I've got so much to do!
 Don't be silly!
 ... the last train.

New Vocabulary

rose
 tulip
 daffodil
 carnation

sweets
 telegram
 shampoo
 soap

a lift
 a dozen
 half a dozen

1 Dialogue 1. Set the situation. Focus attention on the picture. Ensure the text is masked. Play the cassette or act out.

2 Listen and Repeat.

3 Drill:

T: I want to send some flowers to my mother in Germany.
 T: He
 T: He wants to send some flowers to his mother in Germany.
 T: France
 T: He wants to send some flowers to his mother in France.
 T: I want to send some flowers to my mother in Germany. Repeat!
 C: I want to send some flowers to my mother in Germany.

Continue:

He/France/girlfriend/chocolates/a telegram/Italy/I

4 Drill:

T: flowers
 T: What kind of flowers would you like?
 T: chocolates
 T: What kind of chocolates would you like?
 T: flowers
 C: What kind of flowers would you like?

Continue:

chocolates
 shoes
 shampoo
 soap
 perfume
 wine

5 Drill:

T: a dozen roses
 T: I'll have a dozen roses, please.
 T: half a dozen daffodils
 T: I'll have half a dozen daffodils, please.
 T: a dozen roses
 C: I'll have a dozen roses, please.

Continue:

half a dozen daffodils
 two dozen tulips
 ten carnations
 a dozen carnations
 twenty roses

6 Focus attention on Dialogue 1. The students look and listen. Play the cassette or act out the text.

7 Silent Reading.

8 The teacher takes the part of K. The class in chorus takes the part of L. Go through the dialogue. Then the teacher takes the part of L. The class in chorus takes the part of K.

9 Pair Work.

10 Transfer. The teacher selects a student and acts out the dialogue, substituting other vocabulary items. Students do the same in pairs, using the prompts in the book.

11 Dialogue 2. As for Dialogue 1, but include these drills.

12 Drill:

T: This is a present for you.
 T: A present? What a lovely surprise!
 T: This is a bottle of champagne for you.
 T: A bottle of champagne? What a lovely surprise!
 T: This is a present for you.
 C: A present? What a lovely surprise!

Continue:

This is a bottle of champagne for you.
 These flowers are for you.
 This perfume's for you.
 These chocolates are for you
 This book's for you.

13 Drill:

T: Thank you.
 T: Thank you ... you've been very kind.
 T: Thank you very much.
 T: Thank you ... you've been very kind.
 T: Thank you.
 C: Thank you ... you've been very kind.

Continue:

Thank you very much.
 Thanks a lot.
 Many thanks!

14 Dialogue 3. Follow the same procedure as for Dialogue 1, but include these drills.

15 Drill:

T: you
 T: When are you leaving?
 T: he
 T: When's he leaving?
 T: you
 C: When are you leaving?

Continue:

he
 they
 she
 we
 John

16 Drill:

T: a coffee
 T: Let's meet for a coffee tonight.
 T: a meal
 T: Let's meet for a meal tonight.
 T: a coffee
 C: Let's meet for a coffee tonight.

Continue:

a meal
 a drink
 a few drinks
 a goodbye drink

17 Drill:

T: I
 T: I'm afraid I can't.
 T: He
 T: He's afraid he can't.
 T: I
 C: I'm afraid I can't.

Continue:

He
 They
 We
 She
 Mary

18 Drill:

T: I
 T: I've got so much to do.
 T: She
 T: She's got so much to do.
 T: I
 C: I've got so much to do.

Continue:

She
 We
 He
 They
 The teacher

19 Dialogue 4. Follow the same procedure as for Dialogue 1, but include these drills.

20 Drill:

T: party
 T: It's been a lovely party.
 T: evening
 T: It's been a lovely evening.
 T: party
 C: It's been a lovely party.

Continue:

evening
 afternoon
 weekend
 dinner
 lunch

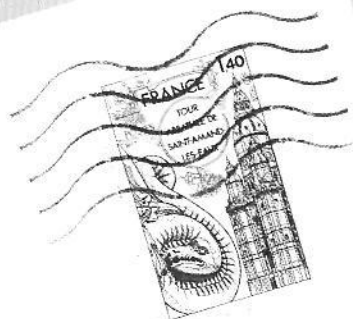
21 Drill:

T: I have to catch the last train.
 T: He
 T: He has to catch the last train.
 T: Does he?
 T: Does he have to catch the last train?
 T: I have to catch the last train. Repeat!
 C: I have to catch the last train.

Continue:

He
 Does he?
 they
 bus
 Why?
 she
 What time?

80 A fourth letter



Mr. John Carter,
xrolson Road,

13 rue Pigalle,
Montmartre,
Paris.

August 23rd, 1977

Dear John,

I've missed you very much. I've been lonely this week because I haven't seen you for a month. I've learnt a lot of French this week ... I've worked hard. I haven't been out too much. Last night I had^{to} do a lot of homework, and I'm tired today.

Paris is smaller than London, but it's more interesting. I think it's the best city I've ever been to. There's too much traffic and there aren't enough restaurants with English food, but I like it. All of my teachers are very nice, and none of them speak English to me ... so I have to speak French.

Anyway, I must finish now. I'll write again soon... I promise.

All my love,

Mary xxx

Expressions

Anyway
all my love

New Vocabulary

test	sad	learn/learnt
composition	miserable	promise
	sleepy	hate

1 Set the situation. Ensure the text is masked. Read the letter.

2 Listen. Read the letter again.

3 Silent Reading.

4 Question and Answer:

Who's writing?

Who's she writing to?

Where is she?

Where is he?

What's the date?

Has she written to him before?

Ask How many letters . . . ?

Has she missed him?

Ask How much?

Is she lonely?

Ask How long?

When did she last see him?

Is she learning Italian?

Ask What?

Ask Where?

Has she learnt any French this week?

Ask How much?

Has she been out much this week?

Did she go out last night?

Ask Why not?

Is she tired today?

Ask Why?

What does she say about Paris and London?

Does she prefer London or Paris?

Has she been to other cities?

Which is the best for her?

How much traffic is there in Paris?

How many restaurants are there with English food?

How many of her teachers does she like?

Do they speak English to her?

What does she have to speak?

What is her promise?

How much love does she send him?

How many kisses does she send him?

5 Transfer. Ask questions and say: *Ask him/Ask her.*

Have you got a boyfriend/girlfriend?

When you're away, do you miss him/her/your family/your friends?

Have you been lonely this week?

Have you learnt any English this week?

Have you written any letters this week?

Did you have to do any homework last night?

How much?

Which is the best city you've ever been to?

Why?

What can you say about the traffic here? . . . and the restaurants?

6 Pair Work. Students ask each other about the preceding week.

7 Explain the idea. They are going to write a letter T: *You can write a letter now . . . this can help you.* Go through giving a model.

8 Get them to prepare their letters on a sheet of paper.

9 Get one or two students to read their version. Get them to write an imaginary letter for homework.

Dear John,
Mum,
Dad,
Mary,

I've missed	you <i>home</i> <i>the family</i>	very much. <i>a lot.</i> <i>quite a lot.</i>	I've been	lonely <i>sad</i> <i>miserable</i>	this week, because I
-------------	---	--	-----------	--	----------------------

haven't seen you	for <i>since</i>	a month. <i>last month.</i> <i>a long time.</i>	I've learnt	a lot of <i>a little</i> <i>no</i>	English <i>French</i>	this week. I've worked
------------------	---------------------	---	-------------	--	--------------------------	------------------------

hard <i>a lot</i> <i>only a little</i>	this week. I haven't been out	much. <i>at all.</i> <i>many times.</i>	Last night I had to
--	-------------------------------	---	---------------------

study a lot, <i>do a test,</i> <i>write a composition,</i>	and I'm	tired <i>sleepy</i>	today. London is	more expensive <i>cheaper</i> <i>smaller</i>	than	Tokyo, <i>Rio,</i> <i>Paris,</i>
--	---------	------------------------	------------------	--	------	--

but it's	more <i>less</i>	interesting. <i>exciting.</i> <i>beautiful.</i>	I think it's the	best <i>worst</i>	city I've ever	been to. <i>seen.</i> <i>visited.</i>	There	's <i>are</i>
----------	---------------------	---	------------------	----------------------	----------------	---	-------	------------------

too	much <i>many</i>	traffic <i>dogs</i> <i>pollution</i> <i>people</i>	and there aren't enough	restaurants <i>clubs</i> <i>bars</i> <i>discos</i>	with	English food, <i>French wine,</i> <i>German beer,</i> <i>Spanish people,</i>
-----	---------------------	---	-------------------------	---	------	---

but <i>and</i>	I	like <i>love</i> <i>hate</i>	it.	All <i>None</i> <i>Some</i>	of my teachers are very	good <i>beautiful</i> <i>intelligent</i> <i>handsome</i>	and none of them speak
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Japanese <i>Italian</i> <i>Portuguese</i> <i>Arabic</i>	to me, so I have to speak English.	Well, <i>Anyway,</i>	I	really must <i>must</i> <i>have to</i> <i>want to</i>	finish now. I'll
--	------------------------------------	-------------------------	---	--	------------------

write again	tomorrow, <i>soon,</i> <i>on Wednesday,</i> <i>next week,</i>	... I promise.
-------------	--	----------------

All my love,

Yours,

Vocabulary

This vocabulary contains all the words in the student's book, and the number of the unit where they first occur.

A

a 1
about 15
Academy
Award 53
accident 38
accommodation 64
across 25
action 12
actor 12
actress 12
address 19
address-book 63
afraid 47
after 26
afternoon 29
again 45
against 48
age 29
ago 51
agent 6
air 64
air-force 52
air-hostess 4
airport 4
album 57
all 28
all right 7
along 25
always 35
am 1
ambulance 56
American 1
an 3
and 1
angry 5
announce 77
another 23
any 6
anybody 74
anything 16
anyway 23
anywhere 74
apple 3
apple-pie 11
April 41
Arabic 14
are 1
area 52
arm 56
army 69
arrive 32
as 31
ash-tray 3
ask 22
asleep 47
astronaut 8
at 12
athletic 14

attack(v) 52
attacker 56
August 41
autumn 67
average 68
away 31

B

back 48
backache 39
bad 38
badly 38
baker 45
balcony 6
ballet 36
banana 10
bank 7
bath 5
bath-room 6
be(v) 12
beach 42
beard 29
beat(v) 71
beautiful 5
because 25
become 53
bed 3
bedroom 6
beef 11
beer 10
before 26
begin 52
behind 25
belt 24
bend 25
Ben Nevis 52
beside 5
best 40
best man 28
best wishes 20
better 68
between 25
bicycle 9
big 5
bill 19
billionaire 53
biography 53
Biology 70
birthday 44
biscuit 11
black 8
blonde 78
blouse 8
blue 8
boat 15
boiled 11
bomb(v) 52
bone 55
boo(v) 77
book 23

boot 31
boring 60
borrow 23
boss 9
both 28
bottle 6
bottom 78
box 22
boy 25
bra (brassiere) 53
brake(v) 55
brandy 19
Brazilian 20
bread 7
break(v) 52
breakfast 32
bride 28
bridesmaid 28
briefcase 9
bring 19
bring (back) 48
broke 16
brother 9
brown 8
brush(v) 63
build(v) 53
bullet 47
burn(v) 52
bus 3
(on) business 62
businessman 2
bus station 19
bus-stop 7
busy 20
but 14
butcher 45
butter 7
button 18
buy(v) 25
by 29, 60
bye 19

C

café 7
cafeteria 60
cake 7
call 4
call(v) 5
calmly 47
camera 5
can 14
Canada 1
canteen 33
Captain 8
car 3
cardigan 15
career 75
careful 63
carefully 38
carelessly 38
carrot 11
carry 22
case 4
case (legal) 78
cashier 25

casino 33
casserole 11
cassette 23
cassette-player 13
cassette-recorder 19
castle 60
cat 29
catch(v) 32
caviare 33
centigrade 68
central 41
certainly 7
chain 24
chair 3
champagne 27
champion 37
(a) change 54
change 31
change (v) 31
cheap 5
check into 58
cheer (v) 77
cheese 10
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beat	beat	beaten	let	let	let
become	became	become	light	lit	lit
begin	began	begun	lose	lost	lost
bite	bit	bitten	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
burn	burnt	burnt	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown
feel	felt	felt	shut	shut	shut
fight	fought	fought	sing	sang	sung
find	found	found	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forbid	forbade	forbidden	smell	smelt	smelt
forget	forgot	forgotten	speak	spoke	spoken
freeze	froze	frozen	spend	spent	spent
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tear	tore	torn
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hurt	hurt	hurt	throw	threw	thrown
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
learn	learnt	learnt	win	won	won
leave	left	left	write	wrote	written

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DEPARTURES

