



English **Result**

Elementary Teacher's Book

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OXFORD

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How to say hello



Orientation

Context

In this lesson, students will learn basic greetings.

Say hello! shows people greeting each other.

Jim and Satomi shows Jim (a language teacher) meeting a Japanese student called Satomi.

Language

Preview grammar	be: I'm, it's, etc. pronouns: I, my, you, your
Focus words	greetings: hello, hi
Focus phrases	greetings: Good morning / afternoon., How are you?, I'm fine, thanks., My name's ..., Nice to meet you., See you later., Sorry?, What's your name?
Recognition vocabulary	words: again, day, Oh, Oops, too numbers: 1–9
Pronunciation	rhythm and stress: Hi, hello. What's your name? 1A.3

End product

In *Put it all together*, students speak to three or more people in the class, saying hello and responding to greetings. They try to have the conversations from memory, but can look at their books for help if they need to. They make a note of names of students they speak to.

Preparation

Take a soft ball or similar object to class, and have some strips of paper to help students remember the conversations (see exercise 14).

If possible, organize the seating in your classroom so students can stand up and interact with as many people as possible for the final mingle activity.

Warmer

See what your students can do. Say *hello* and gesture for them to say *hello* back. Go around the class asking people's names. Gesture for students to ask your name and each other's.

Get the class to stand in a circle. Use a soft ball or similar object, say your name and then throw the ball to a student. They say their name and throw it to another student and so on. After a while, throw the ball to a student and you say *their* name. Indicate that students do the same. When you feel that everybody can remember names, continue and say *hello* before a name. Finally, nominate a student to say *hello* to you and reply with *Nice to meet you*.

Write *How to say hello* on the board.

Remember, it's your students first class together and they might be nervous. Praise students whenever possible and be careful not to force them to talk.

A Vocabulary greeting phrases

- 1 Point to the phrases in *Say hello!* and say them, miming a typical action to help students understand, e.g. *Sorry?* cup your hand to your ears, *Nice to meet you* shaking hands, *My name's ...* point to yourself and say your name.

Organize students into pairs. Say *How are you?* and point to picture 2 to demonstrate. Use gesture to show that students continue in pairs. Monitor and help by pointing to clues in the pictures. Try not to give the answers as students are going to listen and check.

Culture note

In English, *name* can mean *full name*, *first name* or *surname*. In this lesson it means *first name*. Get students to ask you *What's your name?* Give three different answers to show this.

- 2 1A.1 Put your hand to your ear to show students they're going to listen to the audio. Play and pause the audio after each phrase and point to the pictures as you say the answers. When students repeat, check for correct use of short forms *I'm*, *What's*, *My name's* and give extra practice if necessary.

How are you? 2	Good morning. 1	What's your name? 8
I'm fine, thanks. 5	Good afternoon. 9	My name's Bill. 3
Sorry? 7	Nice to meet you. 6	See you later! 4

Extra activity

Say the picture numbers at random for students to say the phrase as a class.

Culture note

For most people, 'afternoon' starts after lunch, which people have at different times in different countries. You could draw some clock faces on the board, with different times (11.00, 12.00, 13.00, 14.00). Point to each one and ask *Morning or afternoon?*

- 3 Explain what *conversation* means. Draw two stick figures (A/B) on the board with speech bubbles. Divide the class in half and gesture for each to say the example phrases to the other group. Students continue in pairs. Monitor and check students understand the activity and are having conversations. Give praise for correct answers. Ask for volunteers to demonstrate their conversations to the class.

Example answer

A What's your name?

B My name's Bill.

A Nice to meet you.

B Have conversations

In this section, students listen for specific information, checking before practising the conversations.

- 4 Demonstrate by doing the first part of *Day one* with the class. Explain that the letters *J* and *S* represent *Jim* and *Satomi*. Gesture for students to continue in pairs, without looking at *Say hello!*. Monitor and give positive feedback for correct answers, and indicate where they need to think again.

Language note

In the *Day one* conversation, Satomi repeats her name, saying each syllable clearly so it is easier for Jim to understand her Japanese name. This is a useful technique to help listeners understand, especially for different-sounding names.

- 5 Direct students to *Jim and Satomi* on >> p.6 to finish or check answers.
- 6 **1A.2** Play the audio for students to listen and check. Direct students to audio script **1A.2** on >> p.150 to check again. Students can also check their spelling. Have the conversations with the class, saying Jim's lines and the class saying Satomi's. Change roles and repeat.

2 Sorry?	6 See you later
3 Nice to meet	7 Good morning
4 How are you?	8 afternoon
5 fine, thanks	

Language note

In *Day three*, Jim says the wrong greeting. He hasn't noticed it's after 12 noon (12 o'clock midday), which is the time morning becomes afternoon. Satomi puts extra stress on *afternoon* to correct his mistake. This is an example of contrastive stress.

Extra help

If students need more help, play the conversations a couple of times and encourage them to speak along with it. They needn't say it aloud, they can just mouth it to themselves if they prefer.

- 7 Divide the class into pairs. As students have the conversation, monitor and give plenty of positive feedback for a first try at having a conversation in English.
- 8 Students say the conversation with another partner. Listen and check that they sound interested in meeting each other and remind them to say their names clearly.

C Pronunciation rhythm and stress

In this section, students will practise saying a verse using rhythm and stress, which is also highlighted in audio script **1A.3** >> p.150.

- 9 **1A.3** Go through the first dialogue as a class and model for students to repeat it to a regular beat. As students continue, wave the beat with your hand and repeat the first line. Explain that the stressed syllables are in bold and that students must listen and decide which name they hear. To show male/female names, draw two stick figures on the board. Write *Wayne/Lou* under one and *Jane/Sue* under the other. Play the audio. Check answers quickly.
- 10 Play the audio again for students to listen and repeat. Help them keep rhythm by clapping or tapping on the desk.
- 11 In pairs, students practise having the conversations. They can choose to be Wayne or Jane and Lou or Sue.
- 12 Divide the class into two to have the conversations to the backing rhythm on the audio. They should start after *four*.

Teaching tip

Suggestions for dividing the class: Indicate an imaginary line down the centre of the class. Students on one side are A, students on the other are B. If there is a gender balance in your class, all the females are A and all the males are B.

Extra help

Practise exercises 9–12 again if students need more help.

Extra plus

Students continue in pairs, using their own names. They change partners and repeat.

ABC Put it all together

- 13 Before students practise the conversation, remind them to use *Sorry?* if they didn't hear or understand. Encourage students to read *Jim and Satomi* again if they are struggling. Ask for volunteers to read out their conversations. Give positive feedback for all attempts.

Teaching tip

Here are some techniques to help students memorize the conversations:

Students lay objects over the page, e.g. pens or strips of paper to partially obscure the text. After each reading, they place another object over the text.

Students read their conversation, looking up and saying the line from memory.

Copy a conversation onto the board or OHP and do this as a whole class. Ask pairs of volunteers to read the conversation. Gradually erase a diagonal line through it (or place a strip of paper over the OHP). Ask another pair of volunteers to read it out. Continue until the conversation has been completely erased.

- 14 As students have conversations, remind those relying completely on the book to look up briefly and make eye contact with their partner. You could join in too.

Student performance

Students should be able to say hello and give their name to others. Pronunciation does not need to be perfect, but you should find it easy to understand what your students say.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students have different conversations? exercise 8
Communication strategy	Do students use <i>Sorry?</i> if they don't understand? exercise 8
Pronunciation	Do students attempt to use rhythm? exercise 12

I can say hello. I can ask people's names.

It's important for students to realize that this is self-assessment, what they, rather than you, think of their ability. Draw a thought bubble on the board and write *You*. Now draw a line on the board and use smiley faces for different points on the bar (one = *a lot of help*, two = *with some help*, three = *on my own*, four = *very easily*). Choose a phrase from exercise 9 and demonstrate by miming that, for this lesson, *with a lot of help* = reading word for word; *with some help* = looking at the page occasionally; *on my own* = not looking at the book but with occasional hesitation; *very easily* = without hesitation and maintaining rhythm. Students could repeat exercise 14 before self-assessing. Go round the class to get an impression of how students are doing. Help them use the *Can do* bar and tell them what they can do to help them think positively.

Early finishers

Students read audio script **1A.2** and underline the phrases from *Say hello!* on >> p.6.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to say phone numbers & email addresses



Orientation

Context

In this lesson, students will practise asking for and giving personal contact details.

On the screen of the mobile phone, personal contact information for Jacky Smith (name, telephone number, mobile phone number, email and website address) is displayed. The key pad has been slightly adapted to show punctuation students will use in the lesson, * is a full stop.

Language

Focus grammar	possessives: <i>my, your, his, her</i>
Preview grammar	present simple third person: <i>What's ...? It's ...</i>
Focus words	letters, numbers and symbols: @, ., /, the alphabet, 1-20, at, dot, slash personal information: <i>address, email, website</i>
Focus phrases	personal information questions: <i>How do you spell it?, What's your name?, etc.</i>
Pronunciation	saying letters and numbers: 1B.1-5

Language notes

The number o can be said in telephone numbers as oh or zero.

Most people say oh.

Because the address ending .com is so common, it is usually said as words rather than spelling: dot com.

End product

In *Put it all together*, students create a class phone book with the names, phone numbers and email addresses of at least five people in the class. After collecting information, they exchange the phone numbers and email addresses they have collected with a partner.

Preparation

Write names of famous people from different countries on cards so you have two for each student, or collect some magazine pictures (optional). These can be used for extra activities (exercises 10, 14) and other lessons in the future.

Familiarize yourself with the organization of *Names and numbers* >> p.128 and >> p.132, which students will use for exercise 16. You could prepare a facsimile address book page for your students to write information about other students in the class on (exercise 17). Organize your classroom or think about how your students could speak to five other students to complete the activity.

Warmer

Choose one or two students whose names are easy to remember and ask the class. *What's his/her name?* If you have a mobile phone, show it to the class to set the scene and ask *What's his/her phone number?*

Write *How to say phone numbers and email addresses* on the board.

A Vocabulary letters and numbers

- 1 Ask students to write the numbers 1-20 on a piece of paper and tick the ones they know the word for in English. In pairs, students exchange ideas. Put pairs together to make small groups to exchange ideas further. Elicit the numbers 1-20 from the class. Do not worry about pronunciation.
- 2 Go through the example as a class. Students work in pairs. Tell students to look at *Numbers 1-20* on >> p.8 to check their answers. Go over the answers as a class if necessary.

2 two 4 four 8 eight 6 six 1 one 3 three 9 nine
7 seven 5 five

- 3 **1B.1** Play the audio for students to listen and repeat the numbers as a class. Monitor and help with pronunciation as necessary. If students find it difficult, play the audio a second time and model the numbers again.
- 4 **1B.2** Write the symbol @ on the board and say *at*. Ask when we use it and point to *email* on the board. Write the number o. Point to . and say *dot*, and / and say *slash*. Play the audio for students to listen and repeat.
- 5 **1B.3** Go through the example as a class. Give one or two more examples from the audio script to check students understand. Play the audio, pausing if necessary to give students more thinking time. Make a note of any pronunciation problems and give extra practice.

d, e, f	m, n, o	t, u, v
g, h, i	p, q, r, s	w, x, y, z
j, k, l		

Extra help

Students can listen again and read audio script **1B.3** on >> p.150.

- 6 Divide students into A/B pairs. Go through the example as a class referring students to the mobile phone on >> p.8. Make sure students understand that if they are A they are calling out letters from the mobile phone pad and that Bs are looking for the next letter. Students continue in pairs. Monitor and check and go over any problems at the end.
- 7 **1B.4** Students look at *Numbers 1-20* on >> p.8. Remind them to look up, listen and repeat while they do the activity. Play the audio and monitor for the pronunciation of *teen* in numbers 13-19. Give extra pronunciation practice as necessary.
- 8 Do the first item together as a class. If it is helpful, point to the numbers on the board and use your finger to indicate that students add the next number in the sequence after *eight*. If necessary, direct students to *Numbers* for help while they do the exercise. Check answers as a class.

Extra plus

Students repeat the exercise, saying the numbers rather than writing. Do this first as a whole class activity and students then continue in pairs or small groups.

B Pronunciation letters and numbers

- 9 **1B.5** Draw the *dot, slash* or *at* symbol and write ? on the board. Go through the example as a class, playing and pausing the audio. Make sure students understand that when they hear the letter on the audio they must decide which symbol in the table it refers to.

- 10 Divide the class into A/B pairs. Go through the example. As choose a letter or number from the table in exercise 9 and Bs call out the correct symbol. Monitor and help with pronunciation as necessary. After a few minutes make sure students swap roles.

Language note

Students of many nationalities confuse A, E, and I in English. Write the phonemic spellings on the board: A /eɪ/, E /i:/, I /aɪ/.

Extra help

Spell your name and ask for a volunteer to spell it correctly. Students spell their name and then nominate another student. Continue until everybody has had a turn.

Extra plus

Put students into teams. Give four cards with famous names or pictures to each team. Teams add two more names. Put two teams together to choose a name for the other team to spell.

C Listen for phone numbers and email addresses

In this section, students practise listening for specific information and identifying the type of information they hear.

- 11 **1B.6** Direct students to the mobile phone screen and encourage the class to read out the information. After they have read the number, write 66 and *double* on the board. Write a few more double numbers as examples.

Explain that students will hear a person asking Jacky questions about the information on the screen. Students write down the information they hear. Play the audio. Students compare answers in pairs. Play the audio again if necessary, but do not give the answers at this point.

- 12 Students turn to >> p.150 to check their answers. Write *Gemma* and *Colleen* on the board (these names will be used later in exercise 16). Spell them to show *double* is used for letters too.

Telephone 082 925 8049 Mobile 607 483 7752
Email smitj@coolmail.com

- 13 **1B.7** Point to the mobile phone and ask *What?* Say *at dot.com* and elicit *email*, say *www* and elicit *website*. Explain that they will hear one of these things and they must decide if it is a phone number, an email address or a website. Play the audio. Students complete the activity. Check answers.

website phone number phone number website email
email phone number

Extra help

Invent phone numbers, email and website addresses to give students more practice before you play the audio.

Extra plus

Students invent contact details and continue the activity.

D Grammar possessives *my, your, his, her*

- 14 Say *My name's ...* and point to yourself, *Your name's ...* and point to a student as you say their name. Direct students to the example, showing the connection between *your* in the question and *my* in the answer. Ask *What's your name?* and model *My name's ...*. In pairs, students complete the exercise. Check answers, making sure students are clear about why each possessive pronoun is used.

2 Her 3 His 4 your

Extra help

If students need extra practice with *his/her*, point to a male student and ask *What's his name?* and elicit *His name's ...*. Repeat for a female student. Students can continue in pairs or small groups using names of famous people.

- 15 Divide the class into A/B pairs. Students can invent their personal information if they want. Drill the sentences first to highlight linking and weak forms. Elicit the answer forms or refer back to exercise 14. Monitor for correct use of the possessives *your/my* and give positive feedback. Remind students to use *Sorry?*

Extra plus

Ask pairs to volunteer to give the information from exercise 15 to the rest of the class. They can either act out their conversations or report them to the class using *his/her*.

- 16 Nominate a student and ask *What's your name?*, *How do you spell it?* If necessary, start spelling the student's name. Repeat the conversation and nominate pairs to ask each other. Put students into A/B pairs to say the example conversation as a class.

Direct As and Bs to the relevant page and mime to show them to keep the information secret. Draw six numbered boxes on the board. Show students that they have different information. Monitor for correct use of personal pronouns and possessives and correct pronunciation of letters for spelling. Check answers. Students complete the grid on the board or compare their completed tables.

ABCD Put it all together

- 17 Write *telephone, mobile, email, website* on the board. Go through the example dialogue and explain that students will collect this information. Tell them to include a short greeting before asking for personal details. Monitor and collect information about two students (one male, one female) to use later.
- 18 Use a student's contact information to demonstrate the activity, using *his* and *her*. Nominate a student to ask you the questions. Students continue in pairs. Students write up contact information to display.

Student performance

Students should be able to write the correct names, phone numbers and email addresses of at least two people. They should ask how to spell words if they are not sure.

You can use this checklist to monitor and give feedback or to assess students' performance.

Communication strategy	Can students ask for spelling if they need to? exercise 16
Pronunciation	Do students pronounce numbers 1–20 clearly enough to give phone numbers? exercise 7 Do students pronounce letters clearly enough to spell names? exercise 10

I can say phone numbers and email addresses.

Students tick *on my own* if they have found the correct contact information of three other students without looking at their books. They tick *with some help* if they have read the questions but written correct contact information.

Early finishers

Student A chooses words they want to remember from the lesson and types them out. Student B watches, guesses and spells the word.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to give your name and address



Orientation

Context

In this lesson, students will talk about where they live and where they're from.

The 20 small pictures in *Address puzzle*, represent five surnames, street names and towns of people from five different countries. The first names of the people are all equivalents of the English name John and the surnames all mean *blacksmith*. The addresses are all equivalents of Market Street and all of the speakers live at number 23. The towns are all equivalents of Newtown.

Culture note

The surname *Smith* is very common across cultures, since in the past a blacksmith was a prestigious job. There are many variations of the name John in English: Jack, Jock, Jacqueline, Jan, Jane, Joanna, Janet, Jessie, Jean, Ian, Euan, Sean. These may also occur in surnames: Jackson, Johnson, McEwan, Ivanovic, Jónsson.

In some languages, the surname comes before the first name, e.g. in the name Mao Ze Dong, Mao is the surname or people have two surnames, one from the mother and one from the father, e.g. in the Portuguese name Maria Gomes Soares, Gomes and Soares are surnames.

Language

Focus grammar	present of <i>be</i> : <i>am, is, are</i> personal pronouns: <i>I, you, he, she, it, we, they</i> possessive adjectives: <i>my, your, his, her, our, their</i>
Preview grammar	singular/plural nouns: <i>country – countries, name – names</i>
Focus words	numbers 20 +: <i>twenty-two, one hundred and one, etc.</i> parts of names and addresses: <i>country, first name, street, surname, town</i>
Focus phrases	asking and answering about personal information: <i>What's your surname? Where are you from? I'm from ..., etc.</i>
Recognition vocabulary	country names: <i>France, Mexico, Poland, Spain, etc.</i>
Recycled language	possessive adjectives: <i>my, your</i>
Pronunciation	numbers 20 +: 1C.2 stress in questions: <i>What's your first name?</i> 1C.3

End product

In *Put it all together*, students work in pairs or groups of three to answer questions about names and addresses from *Smith and Jones* >> p.126.

Preparation

Have the famous people cards or names of famous people your students mentioned in the last lesson, to use after exercise 10 (optional).

For exercise 15, look at *Smith and Jones* on >> p.126 so you know how the information is repeated.

Warmer

Copy the address label on >> p.10 onto the board or write your own. Ask *What's her/my first name? What's her/my surname? What's her/my address? Where's she from? Where am I from?* pointing to the information.

Write *How to give your name and address* on the board.

A Vocabulary parts of an address; numbers 20+

- 1 Ask students for an example of surnames, street names, towns. You could use your name and the address of the school to help. Point to the label at the bottom of >> p.8 and ask *Which picture number is Smith? Which picture number is Market Street?* etc. to familiarize students with the picture page. Students scan the pictures to find the information (*Jacky's surname: Smith, picture 16, street: picture 14, town: picture 12, country: picture 11*). In pairs, students find the other picture numbers. You could set a time limit. When students have finished, say the words *countries, street names and towns* and gesture for them to call out the picture numbers. Monitor for pronunciation.

2 countries: 3, 5, 8, 11, 20

3 street names: 2, 9, 13, 14, 18

4 towns: 4, 7, 10, 12, 15

- 2 Show how the pictures relating to Jacky are connected by a line by tracing it with your finger. Students look at the table and point to the names of the columns. Students work individually or in pairs to follow the lines linking the pictures before they complete the table. Monitor for capital letters and correct spelling, and remember to give plenty of positive feedback. Do not check answers at this stage.
- 3 **1C.1** Students will hear four conversations of the people in exercise 2 giving their names and addresses. Play the audio for students to check answers. Let them read the audio script on >> p.150 again if the listening and checking seemed difficult.

Jan Kowalski, Poland, 23 ulica Rynek, Nowe Miasto

Ivan Kuznetsov, Russia, 23 ulitsa Rynok, Novgorod

Juanita Herrero, Mexico, 23 Calle del Mercado, Villa Nueva

Jeannette La Forge, Belgium, 23 Rue Foire, Neuville

Language note

All the parts of the names and addresses on this page are translatable equivalents (see *Culture note*). See if your students notice this for themselves after doing exercise 3.

- 4 Go through the example. For the next one, suggest that students either write the number from memory or use *Numbers 20 +* on >> p.10 to help them. Students compare and check spelling in pairs.
- 5 **1C.2** Play the audio while students listen and repeat the numbers in exercise 4. Encourage them to look up from the page as they repeat so they concentrate more on listening. Monitor and help with pronunciation by playing the audio again or model any numbers students find problematic.

Extra activity

Students do a pair or small group dictation of numbers which are important for them (e.g. house number, their age) and try to explain, very simply, why.

B Pronunciation stress in questions

- 6 **1C.3** Go through the example with the class first, encouraging students to repeat after you. There are three more questions and students will practise saying these before seeing them written down. Play the audio and beat the rhythm as students say the questions. Give positive feedback and play the audio again as necessary.
- 7 Show students how the answers help them to decide what the question is. Write *Where are you from?* and *Wales* on the board and elicit which is the question and which is the answer. In pairs, students write the next three questions from memory. Monitor and provide some words to help if necessary. Do not give answers at this stage.
- 8 Students read audio script **1C.1** on >> p.150 to check their answers. Explain that the questions in exercise 7 are in a different order to the audio script.

A What's your address? A What's your first name?
A What's your surname?

- 9 Divide students into A/B pairs. For monolingual classes, students could use the name of their city/town rather than country. Monitor for rhythm and tap the desk to remind students to use it. After a few minutes, students swap roles.
- 10 Put students into groups of four. Drill the questions as a class before they start the activity. Put the words *name, surname, from, address, country* on the board and encourage students to work without their books. Monitor and check they are asking and answering correctly, making a note of any repeated errors to go through as a class after the activity.

Extra plus

Students choose to be a famous person, invent contact details and repeat exercise 10.

C Grammar pronouns and possessives; present simple of be +

- 11 Give students examples to show the difference in meaning between pronouns and possessive adjectives, e.g. *I'm, My name is ... , You're ... , Your name is ...*. Go through the example as a class, making sure students understand why *my* is the correct answer. Write the sentences on the board and draw a line to show the connection between *I'm* and *My*. Start a sentence with both and get the class to finish them, to check they understand the difference. Ask *True or false? We use pronouns with verbs.*

2 Their 3 I 4 She, Her 5 you 6 your 7 We 8 He, His 9 Our 10 They

- 12 Students look at the grammar box and work individually to complete the sentences. Remind them to refer back to their answers in exercise 11 if necessary. Go round the class and help. Students compare answers in pairs or groups.

I'm You're / They're / We're She's / He's / is

Language note

Tell students to use the contracted form 's after pronouns and the word *name* and *surname*. They use the full form *is* after words like *address*, which ends in *s*. Use the examples in the grammar box to show this. Students will see another example of this in the next exercise, with *is* used after the word *class*.

- 13 Students read through the text quickly. Remind them to ignore the gaps. Check any vocabulary problems. Go through the example as a class, making sure they understand why 'm is the correct answer. Go through the second gap if necessary, reminding students to look at the subject of the verb before they choose which part of the verb to use. Students complete the text with the appropriate parts of the verb *be*. They can compare answers in pairs before a whole class check.

2 'm 3 'm 4 are 5 'r/are 6 is 7 's 8 's 9 's 10 's

- 14 Encourage students to use the text in exercise 13 as a model and give as much information as possible about their own class. Listen carefully when students read the text to their partner. Make a note of any pronunciation problems and drill difficult sounds, e.g. *they're, our*, etc.

Extra activity

Students change partners a couple of times. If you think they feel confident enough they could read out their paragraph to the class. Ask the students who are listening to write the words *person, class, teacher* and to put a tick when they hear information about the topic.

ABC Put it all together

- 15 Students look at *Smith and Jones* on >> p.126. Demonstrate the activity by saying *Who am I?* Write *address?* on the board and elicit *What's your address?* Ask *How many people live at 23 Market Street?* to show that four people share the same address so they must ask for more information to guess who. In pairs or small groups of three, students continue the activity. Encourage them to look up from the page to ask the questions from memory. Tap the desk to remind them of rhythm as they ask the questions.

Student performance

Students should be able to find the identity of one or two students by asking questions. Their questions do not have to sound perfect, but an attempt at using sentence rhythm should be evident.

You can use this checklist to monitor and give feedback or to assess students' performance.

Fluency	Do students ask questions without a lot of hesitation? exercise 10
Vocabulary	Do students ask questions using different parts of an address? exercise 10
Pronunciation	Do students pronounce numbers 20 + clearly? exercise 5

I can give my name and address.

Students tick *on my own* if they have found the identity of both students. They tick *with some help* if they looked at the questions on >> p.11, exercise 15.

Early finishers

Students repeat exercise 10 from memory as a mingling activity.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to start a conversation

Orientation

Context

In this lesson, students will practise starting a conversation in formal and informal situations.

The pictures show two people meeting for the first time. *On the bus*, shows two students exchanging information about their backgrounds. In the second, *In the street*, a teacher and a well-known writer have a more formal conversation.

Language

Focus grammar	negatives, questions, short answers <i>be</i> : <i>He isn't ...</i> , <i>They aren't ...</i> , <i>Are you ...?</i> , <i>Yes, I am.</i> , <i>No, I'm not.</i>
Focus words	address forms and marital status: <i>Mr, Mrs, Miss, Ms, single, married</i> polite forms: <i>Really?</i> , <i>Sorry ...</i> , places, countries and nationalities: <i>China, English, London</i> , etc. jobs: <i>dad, father, mum, student, writer</i>
Focus phrases	polite expressions: <i>Excuse me.</i> , <i>How do you do?</i> , <i>Thank you.</i> informal expressions: <i>Me too.</i> , <i>And you?</i> , <i>Just call me ...</i>
Recognition vocabulary	words: <i>late, medical, taxi</i> phrases: <i>in the street, on the bus</i>
Recycled language	grammar: <i>be</i> ; <i>personal pronouns</i> ; <i>possessive adjectives</i> words and phrases: <i>country, first name, surname, How are you?</i> , <i>Nice to meet you.</i> , <i>What's your name?</i>
Pronunciation	<i>Mr /'mɪstə/ Mrs /'mɪsɪz/ Ms /mæz/ Miss /mɪs/</i>

Language note

Ms is used by females and is the neutral equivalent of *Mr*, and unlike *Miss* or *Mrs*, it gives no indication of marital status. It has become customary for women who don't want to give information about their marital status to use *Ms*. *Mr*, *Mrs*, and *Ms* are abbreviations, so offer no indication of how the words are pronounced. *Ms* and *Mrs* look very similar, but are pronounced differently. Accurate pronunciation is important to avoid a possible breakdown in communication.

End product

In *Put it all together*, students practise having a conversation they have written for one of the situations on >> p.126. In pairs, they act their conversation from memory.

Preparation

If possible, take a set of bilingual dictionaries to class.

Warmer

Draw three columns on the board. In the first column write some of your students' names, in the second write the names of places, e.g. Spain, London, Britain, Poland and in the third write nationality words, e.g. Belgian, Mexican. Elicit a couple more examples for each column and ask students to suggest titles for the columns. Write *names*, *places* and *nationalities* above each one. Ask a few students some questions, e.g. *What's your name? Where are you from? Are you French?*

Write *How to start a conversation* on the board.

A Listen for information

In this section, students listen and read conversations for specific information.

1 **1D.1** Direct students to *On the bus* on >> p.12 and tell or gesture for them to cover the text. Ask about the people, e.g. *How old are they? Are they friends?* Go through the instructions, checking students understand the activity and vocabulary. Play the audio. Students compare answers in pairs. Play the audio a second time if necessary.

2 Tell students to read the conversation and check their answers. Go over answers as a class by asking *What's her name? Where's he from? Where are Anita's parents from? Ask Who starts the conversation, Jeff or Anita? (Jeff.)* Go through the conversation again and check students understand vocabulary.

✓ Anita Jeff London China British English

3 **1D.2** Direct students to *In the street* on >> p.12. Ask about the people, e.g. *Do they know each other? Are they friends?* Go through the instructions and items 1–3. Check students have covered the text before you play the audio. Students compare answers in pairs and listen a second time if necessary.

4 Give students time to read the conversation and check answers.

1 Australia 2 Belgian 3 a teacher

5 Go through the instructions. Read the first item and stress the word *isn't*. Check students understand the vocabulary in items 2–6, and tell them to look quickly through the conversation to find the answers. Elicit answers around the class, and ask *Who starts the conversation, Natalia or Eddy? (Natalia.)*

2 Eddy 3 Anita and Jeff 4 Natalia 5 Natalia
6 Natalia and Eddy

B Grammar present simple of *be* ⊕ ⊖ ⊗

6 Draw three columns and the symbols ⊕, ⊖, and ⊗ on the board. Write the affirmative sentence *Jeff's from Nottingham*. Elicit a negative sentence and a question about Jeff and write them on the board. Highlight the contracted form of *is not* and the inversion of the subject and verb to make the question. Direct students to the grammar box and check any vocabulary. Students complete the sentences in pairs, using the sentences in exercises 3 and 5 to help, if necessary. Go over answers as a class and point out the use of short forms in negative short answers *I'm not*, *He isn't* but not in the affirmative answers *I am* and *He is*. Tell students we don't say *Yes, I'm* and *Yes he's*.

⊕ He's from Trinidad. We're late. They're on a bus.
⊖ She isn't married. You aren't a student.
⊗ Is she married? Are you a student? Are they on a bus?

Extra activity

Give students this mnemonic to chant or repeat: *Is before he in a question, he before is in an answer.*

7 Check students understand the activity and set a short time limit of one minute. Students compare in pairs before they give you examples from both conversations.

Extra plus

Play the audio again and ask students to say stop when they hear a negative

- 8 Go through the instructions and the example to check students understand the activity. Point out that if we give a negative answer, then it's polite to provide more information. Monitor and check students use the short forms correctly. Ask the questions around the class and elicit answers.

2 Are 3 Is 4 Is 5 Is 6 Are

Extra help

Set up a chain drill around the class using some of the questions. For example, say *I'm from ... and my name's ...*. Nominate a student to continue. Now say *My name's ... and his/her name's ...* as you point to a student. Students continue.

- 9 Direct students to the box and go through the example conversation. Ask a few more questions before putting students in pairs to continue. Monitor and give positive feedback for accurate word order in questions and the use of short forms. Make sure students swap roles.

Extra plus

Put students into different pairs to tell a new partner about their first partner. Monitor and help them use *he/she* correctly, making a note of any repeated errors to go over as a class.

C Vocabulary Mr, Mrs, Ms, Miss; polite words and phrases

- 10 Write these words and phonetic scripts on the board: *Mr* /'mɪstə/, *Mrs* /'mɪsɪz/, *Ms* /mɒz/, *Miss* /mɪs/ and show how the symbols represent the sounds. Point out how dictionaries show how many syllables a word has and where word stress falls. Tell students that items 1–3 are very similar to the way information about words is given in a bilingual dictionary, and go through the exercise as a class. When you have finished, direct students to the conversations on >> p.12 to find examples of the words. Ask students why Eddy says *Nice to meet you, Miss Dubois. Or is it Mrs Dubois or Ms Dubois?* (He's being polite.)

1 surname 2 married, surname 3 single, surname

Extra help

Label the words *Ms* and *Mrs* on the board A and B. Ask *How many syllables?* (*Ms* = 1, *Mrs* = 2). Do a minimal pair activity with the class. Students continue in pairs.

- 11 Tell students that the people in the conversations are polite and elicit a few examples of polite words and phrases, e.g. *Excuse me, please*. Mime to show students the difference between *Excuse me* and *Sorry*. For *Excuse me*, tap on a desk to get students' attention. Then ask a student a question and say *Sorry* with your hand to your ear to show you didn't hear and want them to repeat. Students complete the exercise individually and compare in pairs.

1 Excuse me 2 Thank you 3 Please 4 Sorry

- 12 1D.3 Go through the instructions and play the audio, pausing after each phrase for students to repeat. Monitor and give extra practice as necessary. Give positive feedback (or smile), when students sound friendly.

- 13 Draw two columns on the board. Label the first column *Jeff and Anita* and write these words and phrases: *yeah, dad, bye*. Ask students to find words and phrases with similar meanings in *In the street* (*yes, father, goodbye*). Point out that the words in the first column are used in a less formal context. Go through the instructions and the example and check students understand the activity. In pairs, students have the conversations. Check students use formal or informal words consistently in their conversation. Check students swap roles.

Extra help

Give students time to write the conversation first. Monitor and help as necessary.

Extra plus

Ask students to repeat the activity, trying to look up from the book to make eye contact. Give positive feedback when students do this.

ABC Put it all together

- 14 Direct students to the photos on >> p.126 and use the lists from exercise 13 on the board to elicit the type of conversations students would have in the situations. (*Pictures 1 and 2 - more formal Pictures 3-5 informal*.) In pairs, students write their conversations.
- 15 Give students time to practise several times and check they swap roles. Encourage them to look up from the page.
- 16 Put students into groups of four to have their conversations and guess the situations.

Student performance

Students should be able to start and maintain a short conversation. You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students ask two or three questions to keep the conversation going? exercise 9
Politeness	Do students use <i>please, thank you, and excuse me</i> ? exercise 11
Vocabulary	Do students use address forms correctly? exercise 10

I can start a conversation.

Students tick *on my own* if they can ask two or three questions to keep the conversation going. They tick *with some help* if they refer to the cues on the board once or twice.

Early finishers

Students change pairs, write a new conversation to practise, and act it out for another pair to guess the situation.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will practise asking for and giving personal information to complete an application form.

New language	words: <i>age, passport</i> phrases: <i>Sorry, I don't understand.</i>
Recycled language	words: <i>the alphabet, parts of names, addresses, numbers</i> phrases: <i>Can you repeat ...?, How ...?, How do you spell ...?, What ...?, Where ...?</i> grammar: <i>be, personal pronouns, possessive adjectives</i>
Recognition language	words: <i>home, ID</i> phrases: <i>country of origin, full name, marital status</i>

End product

In *Put it all together*, students ask personal information questions and write accurate details to complete an application form.

Warmer

Put students into small teams and write words with a gap for the vowel, e.g. *n _ m _ (name)*. Use these words from lessons A–D: *surname, address, street, town, country, email, telephone*. Teams write their answers on paper and then on the board. Ask students for one piece of information each. Write *How to give personal information*.

A Read and give information

In this section, students practise scanning and reading for specific information.

- Write *Are, How, What's, Where* on the board and elicit or explain that there is a capital letter for the beginning of a sentence. Before you give answers, ask students how many times they've written *What's* in their answers (*four times*).

2 Where 3 Are 4 What's 5 What's 6 What's 7 How 8 What's

- Go through the example as a class. Students complete the exercise individually or in pairs. Monitor and give positive feedback for accurate copying and neat writing.

7 age 3 marital status 2 country of origin 6 home address
4 telephone 8 email 5 passport number

- Students read the conversation before they write. Ask *Is the man Satomi's friend? (No.)* Go through the first item as an example. Students complete the first four items individually.

Full name: Satomi Sakamoto Age: 22
Marital status: single Country of origin: Japan

- 1E.1 Students will hear the rest of the information to complete the form. Before they listen, see if they can suggest any words they will hear, e.g. *street, at*. Play the audio and check answers.

Home address: Nakanochi 13, Tokyo Telephone: 81 3201 8709
Email: sato1@dinjja Passport number: 818 220 892

Extra help

If this is difficult, play and pause the audio after each item.

B Ask for language help

- Ask students if Satomi understood the man. (*No, she had to ask him questions.*) Write *sorry, repeat* and *spell* on the board and elicit Satomi's questions. Students read through the questions and answers and order the words. Check answers.

1 Sorry, I don't understand. 2 Can you repeat that, please?
3 How do you spell that, please?

- In pairs, students practise the conversations. Monitor and check they are using correct intonation and make sure they take turns to ask and answer. Encourage students to write new conversations and ask for volunteers to act them out.

Extra plus

You can omit the writing part of exercise 6.

C Write and check capital letters

In this section, students are introduced to the idea of review writing to correct mistakes.

- Write a few of your students' names on the board without capital letters. Ask the class to identify the problem. Students look again at the information about John Evans. Ask *How many capital letters are there? (One.)* Students correct John's paragraph individually. When they have finished, ask how many mistakes there are (16). Encourage them to go over their work again if they have not found 16 mistakes.

My name's John Evans. I'm from York in England.
England is in Britain, in Europe. I'm British.
I speak English. My address is 18 Park Street.
My phone number's 837 7382.

- In pairs, students decide if the rules are correct or not. Explain that they will find the answers in John's paragraph and lessons A–D in the unit. Check answers as a class.

the start of the sentence ✓	nationalities and languages ✓
the pronoun <i>I</i> ✓	street names ✓
towns and countries ✓	people words (e.g. <i>Mr</i>) ✓

ABC Put it all together

- Students copy the form in exercise 2. Remind them to write clearly and accurately. Passport number could be replaced with ID, NI number. In pairs, students ask and answer to complete the form. Encourage them to check the information they have written.

Student performance

Students should be able to ask questions to complete an application form accurately.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Have students completed all sections of the form?
Accuracy	Have students written down numbers correctly?
Spelling	Have students spelt names correctly?
Capitalization	Have students used capital letters correctly?

I can give personal information. **I can** ask for help when I don't understand.

Students tick *on my own* if they have copied and completed the form correctly. They tick *with some help* if they have to look at the questions before they ask.

Early finishers

Students copy the form again and work with a different partner.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember the sentences

Team game. Write these words on the board: *nice, repeat, to, can, meet, spell, you, how, see, do, later, that, what's, please, your, ?, understand, email, don't, address, I, first, again, first, number, name, phone, where, sorry, are, married, from.*

Give students three minutes to make sentences in small teams. Ask each team in turn to say a sentence. Ask the class *Is it correct?* If it is (and they're correct!), award the team two points. If it isn't, give two points to the first team to correct the sentence.

Possible answers

Nice to meet you.	How do you spell that (please)?
See you later.	(Sorry). What's your address / email address / phone number / first name (again), (please)?
(Sorry). I don't understand.	Can you repeat that (please)? Are you married? Where are you from?

A Grammar

1 Questions 1C, 1D, 1E

Warm-up: Direct students to >> p.6. Tell them to cover *Say hello* and say picture numbers for the class to say phrases from memory.

Set-up: Use the example and tell students to make sentences by moving from left to right, right to left, up and down but not diagonally. The first word of each sentence is numbered.

2 Where are you from?	6 What's your email address?
3 How old are you?	7 What's your surname?
4 What's your phone number?	8 Are you from China?
5 Are you married?	

Follow-up: Students look at audio script 1C.1 on >> p.150 and underline stress in the questions in the grid. Students ask and answer in small groups.

2 Present simple of be 1C exercise 12, 1D exercise 6

Warm-up: Class chain drill. Say *My name's ... and her/his name's ...* Students continue with their own name and another. They continue randomly round the class at a brisk pace.

Set-up: Before students do the exercise, they cover the text and look at the picture of Ivan. Ask *What's his name? Where's he from?* Students read the first two sentences to find the answers.

2 'm 3 'm 4 are 5 's 6 is 7 's 8 's 9 's 10 's

Follow-up: In pairs, students create three gap-fill sentences about others in the class using the text as an example. They swap with another pair. Students complete the sentences and check answers with the pair who wrote the sentences.

3 Pronouns and possessives 1C exercise 11

Warm-up: Say the names of six people from unit 1. As a class, students call out *he* or *she*.

Set-up: Go through the first item together to check understanding.

2 She / Her	5 your / you
3 His / He	6 Our / We / we
4 They / Their	

Follow-up: In pairs or small groups, students choose two people from the unit and write three sentences about each one. Students read their sentences for others to guess who.

B Vocabulary

4 Greetings 1A exercise 3, 1C exercise 6

Warm-up: Write the word *hello* in the numbers of the keys on the mobile phone on >> p.8 (44 33 555 555 666) on the board for students to guess the word.

Set-up: Before students do the exercise, they read through the conversation. Ask *Who are the speakers? (Jan, Jim.)*

3 My name's Jan. 4 Sorry? 5 Jan. J-A-N. 6 Oh, OK. Where are you from, Jan? 7 I'm from Poland. And you? 8 I'm from England. Well, nice to meet you. 9 Nice to meet you!

Follow-up: Students write the conversation in the correct order and then translate it.

5 Addresses 1C exercises 2, 15

Warm-up: Write *first names, surname, town, country, phone number* on the board. Direct students to *Pairwork 1C* >> p.126. Give three examples of the same type of word for students to say the category. Repeat using different words and categories.

Set-up: Go through the example and check understanding.

2 surname 3 street 4 town 5 country 6 phone number 7 email address 8 at 9 website 10 slash 11 dot

Follow-up: Students design an address label for one person in *Pairwork 1C* >> p. 126 and label the parts from memory.

6 Numbers 1B, 1C

Warm-up: Say the phone number and email address of a person in *Pairwork 1B* >> p.128 and >> p.132. Students say who it is.

Set-up: Go through the example as a class.

2 eight, ten 3 twelve, thirteen 4 twenty, twenty-five 5 sixty, seventy 6 forty-four, fifty-five 7 fifty, sixteen, sixty

Follow-up: Word soup. Write the letter *e* on the board and the following letters around it: *o, t, f, h, r, v, i, s, n, y*. Students write number words between 1-100, using the letter *e* and the other letters more than once.

Suggested answers

one, three, five, seven, nine, ten, thirteen, seventeen, nineteen, thirty-one, thirty-three, thirty-seven, thirty-nine, fifty, fifty-one, fifty-three, fifty-five, fifty-nine, seventy-three, seventy-nine, ninety, ninety-one, ninety-three, ninety-seven, ninety-nine

7 Just for fun

Warm-up: Write the letters *CU* on the board. Direct students to >> p.12 to find the phrase (*See you*). Elicit or explain that this short form is often used in an email or text message.

Set-up: Give another example before students do the exercise. Write *I'm L8* on the board. In pairs, students guess what it represents and who said it. (*I'm late. Eddy.*)

2 Where are you from? 3 Are you at school? 4 See you later!

Follow-up: Tell students to imagine that Pablo is giving his name on the telephone but the line's bad. This is what he says. *My name's Pablo. No, not Pavlov, Pa - blo. That's P for pen, A for apple, B for bag, L for listen, O for origin.* Students write their name and see if they can find one word from the unit for each letter. (If you have a Pablo in the class, he can use a middle name!).

Early finishers

Students write *My Language and English* and draw two columns with the headings *same* and *similar*. They find words in unit 1 to put in both columns. In the second column, they write a translation.

How to use English in the classroom



Orientation

Context

In this lesson, students will practise using English to talk about classroom activities and asking questions which will help them with language activities throughout the course.

The photo shows Jim teaching his Friday English class to a group of students, including Satomi, at the Meridian School of Languages.

Culture notes

Some students may be a little reluctant to ask questions if they don't understand a point. In some cultures this would not be normal classroom practice and might even be impolite. Help students feel comfortable asking for help if they need it.

The lesson presents the days of the week, and Saturday and Sunday as *the weekend*. This might be different for your students.

Language

Focus grammar	imperatives: <i>close the door, listen to the CD</i> , etc.
Preview grammar	articles: <i>a, an, the</i> preposition: <i>on</i>
Focus words	the classroom: <i>a bag, a chair, a desk, a pencil</i> , etc. classroom actions: <i>read, say, write</i> , etc. days of the week: <i>Monday, Tuesday</i> , etc. languages: <i>English, French, Italian</i>
Focus phrases	asking for help: <i>Can you say that slowly, please? What's that in English?</i> saying goodbye: <i>See you on Monday</i> , etc.
Recognition vocabulary	words: <i>a clock, basic</i> , etc. phrases: <i>in English</i>
Recycled language	the alphabet for spelling: <i>p-i-c-t-u-r-e</i> numbers: 1–12 phrases: <i>Can you repeat that, please?</i> etc.
Pronunciation	sentence stress: <i>What's that in English?</i> 2A.3 counting syllables: <i>Monday</i> 2A.4

End product

In *Put it all together*, students do a pairwork activity using a picture of a classroom to find the names for five things. They ask for spellings to label their picture and ask their partner to repeat, say something more slowly or write a word down.

Preparation

Familiarize yourself with *Pairwork*, >> p.128 and >> p.132.

Think about how to organize your classroom so students can move around if you plan to do *Extra plus* after exercise 9.

Warmer

Tell students to look at the picture and ask if they recognize anyone. Write the initials *J* and *S* to elicit the names *Jim* and *Satomi*. Ask students to spell the names and write them on the board. See what students know by holding up or pointing to various classroom objects, e.g. bag, pencil, chair, window. Use *Can you repeat that?* and *How do you spell it?* to review phrases from unit 1 and the letters of the alphabet. Write the word on the board in preparation for exercise 1. If students don't know, write *I don't know* on the board and point to the phrase to encourage them to use it when necessary.

Write *How to use English in the classroom* on the board.

A Vocabulary English in the classroom

- Students look at *Things in the classroom*. Write the letters a–m on the board. Point to the words and ask students to say the letter. In pairs or small groups, students read *Things in the classroom* again and complete the exercise. Check answers.

b picture c door d teacher e student f window g desk h pen
i pencil j CD k phone l bag m chair

- 2A.1 Play the audio for students to listen and repeat. Pause after each word or make a note of words students have difficulty with. Use the picture for further practice.

Extra plus

Encourage students to ask about other classroom items. Don't spend too much time on this as it is also the focus of lesson 3B.

- In pairs, students test a partner. Monitor and give positive feedback for clear pronunciation and extra help as necessary.
- Go through the example with a volunteer. Say a letter and ask *What's that in English? How do you spell it?* Gesture for them to spell the word chorally. Students continue the activity in pairs. Monitor, check pronunciation and give positive feedback. If necessary, drill problem pronunciation or play the audio again.

Extra help

Review spelling using the alphabet before students do exercise 4.

Extra plus

Books closed. Students point and ask about other things in their classroom. Remind them to use *I don't know*.

- Copy the table and the syllable symbols onto the board. Say *pencil* to show it has two syllables. Use a few words from >> p.16 to check students understand. Students continue in pairs. Monitor and model pronunciation as necessary. Check answers.

one syllable: chair, desk, pen, phone, board, door
two syllables: picture, student, CD, teacher, window

Extra help

Play the audio again. Pause and point to the column on the board to show the number of syllables, before students repeat the word.

Extra plus

Play a spelling game. Ask a student to point to something in the classroom. The first student to call out the name of the object and spell it correctly continues.

B Ask questions about English

- 2A.2 Students listen to five short conversations between Jim and his students. Copy question A on the board to show the stress. Play the first conversation and model or play it again if necessary. Students complete the exercise. Check answers.

2 C 3 E 4 B 5 D

- Students turn to >> p. 150 and read audio script 2A.2 in pairs. Take the part of Jim and nominate or ask for volunteers to read the parts of Ana, Pablo, and Satomi. Check students understand slowly by emphasizing the pronunciation of *dictionary* in three syllables. Do not correct pronunciation.

- 8 **2A.3** Go through the example with the class. Play the audio. As students listen and repeat, encourage them to look up from their books. Monitor for pronunciation problems and play the audio again if necessary.

Extra activity

Students take the part of teacher and student. They have conversations based on the audio scripts on >> pp.150–51

- 9 In small groups, students choose three objects in the classroom to ask about and the other groups write the word for each object. Write *What?, repeat, spell, slowly* on the board. Ask for a volunteer and say your answer quickly to elicit *Can you say that more slowly, please?* Groups write the word. Encourage them to ask more questions.

Extra plus

Students repeat exercise 9, milling around the classroom and asking from memory.

C Grammar imperatives

In this section, students are introduced to imperatives presented in the context of language used by the teacher.

- 10 Students look at photos 1–7 and the words on >> p.16. Go through the example with the class. Students continue in pairs. Check answers. Elicit that all the words in *Actions in the classroom* are verbs.

2 listen 3 read 4 say 5 look 6 open 7 close

Teaching tip

The phonetic spelling of *listen* and *write* are given. Write the words on the board first and cross out the silent letters. Tell students that dictionaries help with pronunciation for speaking.

- 11 Write the example on the board. Ask *Which word is the verb?* Show the form of the sentence is verb + noun. Students read audio script **2A.2** on >> p.150 again to find a similar sentence (*Conversation 4, Open your dictionary*). Students continue individually or in pairs, using the verbs. Check answers.

2 Say 3 Look 4 Read 5 Listen 6 Open 7 Write

Extra activity

Say the verbs from the sentences in random order. Students call out the nouns, e.g. say *close*, students say *the door*. Say *listen to*, and *look at* to help students remember the prepositions. Next, call out the verbs for students to say the complete sentence.

D Read a timetable

In this section, students scan a timetable and use key words to locate specific information.

- 12 **2A.4** See if students know the names of the days of the week. Ask *What day is it today?* Write *Mon = Monday* and continue with *Tue, Wed, Thur, Fri, Sat* and *Sun*. Underline the first letter to show students that the days of the week always begin with capital letters in English.

Say *Monday* and ask *How many syllables?* Write it on the board. Then write *three-syllable words* above. Play the audio.

Saturday has three syllables.

Language note

From the spelling, *Wednesday* looks as if it has three syllables, but is pronounced with two /'wenzdeɪ/.

- 13 Play the audio again for students to repeat.

- 14 Students read questions 1–5. Remind them that they do not need to understand all the words in the questions. Go through the example. Students complete the exercise. Check answers.

2 On Monday and Wednesday evening.
3 On Wednesday, Thursday and Friday afternoon and on Saturday morning.
4 On Sunday.
5 On Monday and Wednesday or Tuesday and Thursday morning.

- 15 **2A.5** Ask students to read the text and ignore the blanks. Ask *Does Pablo understand everything in English? (He doesn't because he asks Jim a question, using some words in a different language, Spanish.)* Explain that it helps to read the whole text and think about possible answers first before doing an exercise. Play the audio for students to complete the text.

- 16 In pairs, students compare answers. Play the audio again and encourage students to read audio script **2A.5** on >> p.151 to check answers.

In pairs, students decide who is the teacher and student. Monitor and make a note of any problems. Ask a pair to volunteer to read out the dialogue, encouraging them to look up from the book as they speak.

1 you tomorrow 2 tomorrow is 3 See you 4 What's
5 Weekend 6 Have 7 thanks

Teaching tip

Students could say *fin de semana* in their own language.

ABCD Put it all together

- 17 Put students into pairs. Direct As to >> p.128, Bs to >> p.132. Take the part of A and ask for a volunteer to be B. Read the example conversation on >> p.17 to demonstrate the activity. Students continue in pairs.

At the end of the class say *OK, that's all for today. Have a good ... weekend/evening. See you on ...* Encourage students to give you an appropriate response. This can be done on an individual basis as students leave the lesson and in future lessons.

Student performance

Students should be able to use questions to ask for words for things in the classroom and write the word correctly.

You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students ask appropriate questions in context? exercise 9
Fluency	Do students ask questions without a lot of hesitation? exercise 9
Pronunciation	Do students pronounce letters of the alphabet clearly? exercise 4

I can use English in the classroom.

Students tick *on my own* if they have found the names for things and written them correctly. They tick *with some help* if they looked at the picture page to help them remember the questions.

Early finishers

Students repeat the activity using words for things in their own class.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to introduce your family



Orientation

Context

In this lesson, students will practise introducing people and talking about family members.

In *The family*, the portrait photos introduce Bob Marley and his family, which sets the context for the magazine-type quiz about well-known celebrity families (actors, artists and singers). The family vocabulary box gives words for close family members. More family words are taught in 2C.

In *Celebrity Quiz*, the names of well-known people are given in the larger pictures and the challenge is to match them with their family members in *Who are those people?* Their names are presented in the *Want a clue?* box.

Language

Focus grammar	possessive 's: Bob's, Rita's, etc. demonstratives: this, that, these, those
Focus words	family: daughter, father, mother, son
Focus phrases	identifying people: Who's this/that?, I don't know, etc.
Recognition vocabulary	celebrity-types: actor, actress, artist, singer
Recycled language	possessive pronouns: his, her, my, your, etc.
Pronunciation	word stress: father 2B.1

Language notes

In many accents of British English the *-er* ending is reduced to schwa, e.g. *father* /fɑːðə/.

Explain that *actress* is sometimes used for female actors but *actor* can sometimes be used for both.

End product

In *Put it all together*, students draw a simple family tree and have short conversations about three or more family members. One student asks questions to show interest in the topic and to find out about members of the other student's family.

Preparation

Have magazine pictures or prepare a list of names of well-known celebrity families your students might know.

Place some pencils and pens around the classroom to use for exercise 7.

Think about what you could say about your family for exercise 14. Ask students to bring in some photos of their family if possible for exercise 16.

Warmer

Ask students for the name of a famous national or local person who is married, with at least one son and daughter, or give your own example. Draw a family tree on the board. Draw a horizontal line, elicit and write the name of his wife or her husband. Say their relationship to each other, and write *This is ...'s husband*. or *This is ...'s wife*. Now draw vertical lines and elicit and write the names of their children. Point to each of the children and describe the relationships using words like *mother, father, sister, brother, daughter, son*. You could write these words on the board if they are new to your students.

Write *How to introduce your family* on the board.

A Vocabulary family

- 1 Books closed. Ask students if they know the names of any of Bob Marley's family and write them on the board. Students open their books on >> p.18 to see if they can find any of the names they said.

Demonstrate the activity. Go through the example, point to the second picture and read the caption to show how students find the answer. Students complete the exercise in pairs. Check answers.

2 Bob 3 Rita 4 Bob 5 Stephanie 6 Steve 7 Stephanie 8 Steve

- 2 2B.1 Pronounce the word *father* clearly to show where the stress falls. Write *father* on the board, underlining the stressed syllable for students to repeat. Play the audio.

Extra activity

Students read the rhyme through without the audio.

- 3 Go through the example. Check students understand why *my* is the correct answer. Students complete the exercise individually then compare answers in pairs. Check answers.

2 my 3 your 4 his 5 her 6 my, our 7 their

Extra help

Hold up some of your students' classroom objects for them to name, e.g. a pencil and say *Juan's pencil*. Elicit *his pencil*.

B Grammar possessive 's; demonstratives

- 4 Write the two example sentences on the board. Elicit some examples using students' real names and their classroom possessions. Focus on item 1 in the box. Ask *How many 's are there in the sentence?* (2) Ask what the first 's represents, and elicit *is*. Students complete the exercise in pairs. Write the answers on the board and ask for volunteers or nominate students to underline the possessive 's.

2 Steve's Rita's son. 3 Stephanie's Bob's daughter.
4 Steve's Stephanie's brother.

- 5 Go through the example. Students read through items 1–5. Students work individually and compare in pairs. Check answers.

2 is P 3 is 4 is 5 P is

- 6 Give students a few minutes to write either notes or full sentences in pairs. Monitor for pronunciation of 's as they do the activity. Ask individuals to tell the class about their partner's family. Go over any pronunciation problems of 's.

Extra help

Give each student a number, 1 or 2. Tell them they will change partners and talk about their family when you say *Change*. Students with odd numbers move to the left and change partners to repeat exercise 6. Do this three or four times.

- 7 Show the use of *this* for things near and elicit or explain the use of *that* for things far away. You can use real classroom objects you placed before the lesson (see *Preparation*). Repeat to show the use of *these* and *those*. Do the exercise as a class before students write the sentences in the box.

b That's my brother. c These are my children.
d Those are my children.

- 8 Direct students to *Celebrity Quiz*. Check they understand *celebrity*. Students use *this* for people in pictures 1–7 and elicit the use of *that* for the people in pictures 8–14. Do the first sentence with the whole class, indicating that *these* directs students to pictures 1–7. Students continue in pairs. Check answers. Correct pronunciation of names is not important here.

1 1 John Lennon 2 Maria Bethania 3 Enrique Iglesias
2 11 Julio Iglesias 13 Caetano Veloso 14 Yoko Ono
3 5 Humphrey Bogart 6 Goldie Hawn 7 Klaus Kinski
4 8 Lauren Bacall 9 Kate Hudson 12 Natasha Kinski

- 9 Elicit or explain the idea of a *Celebrity Quiz*. Students find Enrique Iglesias in pictures 1–7 and find the name of another family member in *Want a clue?* Nominate a student to take the role of B and read the conversation aloud. In pairs, students talk about all the people in both sets of pictures and write the picture number in *Want a clue?* Do not check answers at this point.

C Listen for key words

In this section, students listen for key words to complete a model dialogue.

- 10 Read the first line of the conversation, emphasizing *this* and pointing to the picture of John Lennon. In pairs, students complete the text. Ask around the class for answers but do not tell students if they are correct at this stage.
- 11 **2B.2** Play the audio for students to check answers.

14, Yoko Ono

- 12 **2B.3** Students look at their answers in exercise 9 and listen to two people doing the quiz. In pairs, students underline key words in exercise 10 (*this, John Lennon, number 14, that, wife, Yoko Ono*). Before you play the audio, tell students that they won't hear the picture number of one of the people. They will only get this if they have correctly identified the other people.

Caetano Veloso 13 Lauren Bacall 8
Julio Iglesias 11 Kate Hudson 9
Diego Rivera 10 Natasha Kinski 12

- 13 Students compare answers in small groups. Ask around the class for the initials of people 8–14 and write suggestions on the board. Direct students to audio script **2B.3** on >> p.151 to check answers.

Extra plus

Students listen again before they check their answers and find out what the people in pictures 8–14 are famous for.

Extra activity

Revise family relationships. Divide the class into small teams. Nominate one member of a team to say a name or a number of a celebrity in the quiz. Others make a sentence about the person.

D Ask questions to show interest

In this section, students are encouraged to take an active role in initiating and continuing conversation by asking questions.

- 14 Draw your own family tree on the board with numbers by each person. Explain that when somebody shows a photograph of their family, it's polite to ask questions to show interest. Focus on the example questions and demonstrate by nominating a student to ask you a question about your family using *that*. Nominate different students to continue.
- 15 Divide the class into pairs. Nominate a pair to demonstrate the conversation. Remind students to be careful with *he* and *she*, *his* and *her*. Monitor and check 's and correct students' over use of the full form *is*.

Extra help

Repeat exercise 14 with a famous family.

ABCD Put it all together

- 16 If students have brought pictures of their family into class they can use these, or they can draw a simple family tree. Students make notes about each other's family. Give other family words as necessary. Encourage students to ask and answer about each other's families. Remind students not to use their notes or sentences from exercise 6 to help them.

Student performance

Students should be able to ask and answer questions about three or more family members.

You can use this checklist to monitor and give feedback or to assess students' performance.

Politeness	Do students ask questions to show interest? exercise 14
Accuracy	Do students use possessives <i>my, his, and her</i> correctly? exercise 3
Pronunciation	Do students say the possessive 's? exercise 6

I can introduce my family.

Students tick *on my own* if they have made notes on three or more members of their partner's family. They tick *with some help* if they have used the book to help with questions or vocabulary.

Early finishers

Students change partners and either introduce their family members again, or talk about their previous partner's family.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to describe people

Orientation

Context

In this lesson, students will practise describing people and their jobs.

Who's the driver? is a facsimile magazine article. There are eight pictures of different red cars and short descriptions of people. The information includes details about gender, age, job, status and if the people are rich or poor. There are no right answers to the question *Who's the driver?*

People shows people of different ages. *Jobs* shows people in their place of work to illustrate the vocabulary.

Culture note

We often overgeneralize about groups of people and their behaviour. This can often lead us to make assumptions about others. Students at this level will not have the language to discuss stereotyping, but the idea is raised indirectly in the text.

Language

Focus grammar	indefinite articles: <i>a, an</i> position of adjectives in phrases: <i>an old man, a rich couple</i> , etc.
Focus words	people: <i>a baby, a boy, a child, a girl</i> , etc. jobs: <i>a doctor, an engineer, a shop assistant, a vet</i>
Recognition vocabulary	<i>adult, divorced, footballer, retired</i> , etc.
Recycled language	vocabulary: <i>married, single</i> pronouns: <i>he, she, they</i> present simple be: <i>He isn't, Is she ...?</i>
Pronunciation	word linking: <i>You aren't old. 2C.2-4</i>

Language note

In some languages like Spanish, the position of the adjective is more flexible than it is in English.

End product

In *Put it all together*, students have pictures of six houses. They imagine the people who might live in the houses and then describe them to a partner. The partner guesses the house.

Preparation

Have pictures of different makes and colours of cars for the *Warmer*. Check in the dictionaries your students use to see how job entries appear. Look at >> p.126 and prepare ideas about the kind of people who live in the houses for exercise 16. Check students change partners easily for the final activity.

Warmer

Use your pictures or the pictures on >> p.20 to find out who has a car and what make it is. React with interest to what students say.

Ask students which cars they like/don't like.

Write *How to describe people* on the board.

A Vocabulary people; jobs

- 1 Direct students to >> p.20. Go through the example. Tell them that they can use more than one word for some of the pictures. If your students know the vocabulary, set a time limit of 90 seconds. Do not give answers at this stage.
- 2 2C.1 Play the audio for students to listen and check. Play it a second time for students to listen and repeat. Monitor for pronunciation and use of the indefinite articles *a/an*.

a a young child, a boy b an old man, grandfather, grandmother, grandparents c a baby d teenagers, a boy, a girl, boyfriend, girlfriend e a married couple, a woman, a man f a man g a housewife h an engineer i a factory worker j a vet k a doctor l an office worker m a shop assistant n a farmer o a designer

Extra help

If the vocabulary is new, call out a phrase and ask students to give you the letter of the picture. If you want to give more pronunciation practice, say the picture letter or point to a picture for students to call out the phrase.

- 3 Direct students to the table and the pictures. Point to the pictures along the top and explain or elicit that these words are used for men and women. Point to the pictures on the left, and explain or elicit that the words at the top of the columns are for young people, and the words at the bottom for older people. Go through the example before students continue individually. Ask around the class for the answers.

2 man 3 boyfriend 4 wife 5 parent 6 grandmother

Teaching tip

Write *teenager* on the board and underline *teen* and *age* to help students understand.

B Read for detail

In this section, students scan short paragraphs before reading for detail.

- 4 Students look at >> p.20 and choose a car they like. Students compare answers with a partner. Ask which car is the most/least popular.
- 5 Direct students to the titles of each paragraph and ask if all the people are young men. Go through the first description *The Family of Five* and students underline key words (*woman, 35, married, housewife, mother, three young children, husband, office worker*). Ask which car they think the family would drive (car 7). Students complete the exercise individually.
- 6 In pairs, students discuss their answers to exercise 5. There are no right answers to this exercise but encourage students to give simple explanations for their answer, e.g. *There are five people in the family. Car 7 is big.*

Extra plus

Explain that adding suffixes *-er* and *-or* after verbs are common ways of making job words, e.g. *drive - driver, act - actor*. Give some examples and ask students to find others in the texts.

Extra activity

Students decide which cars they think appeal to males and females. See if the class agrees and if their answers suggest stereotyping.

C Grammar adjectives; articles *a, an*

- 7 Go through the two examples in the grammar box with the class. Write the two sentences on the board. Ask students how many words there are in each sentence, and see if they know the names of the grammar words *article, adjective, and noun*. Highlight the form clearly on the board, pointing out that when we use an adjective without a noun, we don't use the article. Give other adjectives (*old, young, poor*) and say A or B. Students, as a class, make sentences following the examples in the grammar box. Students complete the exercise individually or in pairs. Check answers.

2 She's a young woman. 5 That footballer's rich.
3 That woman's young. 6 My grandparents are old.
4 He's a rich footballer.

- 8 In pairs, students find two adjectives in the first paragraph. Write *She's married* and *three young children* on the board and ask which type of sentence they are, A or B? Explain that the word *three* replaces the article. Students continue in pairs or small groups. Check answers.

Type A: an old couple, a young man
Type B: he's rich, they aren't young, he isn't rich

Extra plus

Students repeat the exercise but this time using the adjectives *retired, married, divorced*.

- 9 Direct students to the column headings in the grammar box. Draw two columns on the board and say the examples in the first column. Look at the second column and ask students for other examples of vowel sounds. Write the letter x on the board and model the pronunciation, explaining that it begins with a vowel sound (/e/). Students complete the grammar box and compare answers in pairs.

column 1: a teacher, a man
column 2: an English teacher, an old man

Language note

It is important that students understand that the choice of the indefinite article depends on the first sound of the word and not the spelling.

- 10 Students read through the exercise. Go through the example, making sure they understand why *an* is correct. Students complete the exercise individually and then compare in pairs. Check answers.

2 a 3 an 4 a 5 an 6 a 7 an

D Pronunciation linking words together

This section introduces students to word linking, which can often be why students find it difficult to understand spoken text.

- 11 2C.2 Write *an old woman* on the board and show how, in spoken English, words are linked together. Point to the letter *a* and ask if it is a consonant or vowel sound. Repeat with *n*. Write *a nold woman* on the board. Play the audio and trace the phrase with your finger as students listen.
- 12 2C.3 Play the audio and pause to make sure students understand why the linking line is there. Play the audio again. Students complete the exercise. They compare in pairs before class feedback. Ask *How many links? Where are they?*

2 He isn't an adult. 3 My son isn't an engineer.

- 13 2C.4 Play the audio and monitor for linking. Give positive feedback, and play the audio a second time if necessary.

Extra help

Students mark the links on their answers to exercise 7 and practise saying the sentences with a partner.

- 14 Students complete the exercise. Monitor for correct use of articles and help them use their dictionaries. Make a note of any job words that don't appear and tell them you'll give them the word next lesson. They should choose a word from *Jobs*.
- 15 Divide the class into pairs. As students exchange information, monitor for correct use of *a/an* and adjective position. Listen out for interesting and/or unusual jobs and ask for volunteers to tell the class about their family or friends.

Extra activities

Students work in pairs or small groups and write jumbled sentences like those in exercise 7. Another group order and mark the links.

Write the job *ambulance driver* and ask students if the job is in their dictionary. Students will probably find that it isn't but you could show them that if they looked up the words individually, they could get an idea.

ABCD Put it all together

- 16 Divide the class into A/B pairs. Students turn to >> p.126 and continue the activity.
- 17 Put students with a different partner to repeat the activity. Encourage them to look up from their notes and do parts of the activity from memory. Remind them to swap roles. It's not important if pairs disagree about the type of people who live in the different houses.

Student performance

Students should be able to describe four groups of people, giving enough information for their partner to guess which house they live in.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students give information about four different people? exercise 15
Fluency	Do students use some family words without hesitating? exercise 15
Vocabulary	Do students use four or more adjectives to describe people? exercise 10

I can describe people.

Students tick *on my own* if they have given their partner three or four pieces of information about the people who live in the house. They can use their notes to help. They tick *with some help* if they have looked back at the lesson to make the sentences.

Early finishers

Students write key words to describe drivers for four of the cars. They choose one to talk about for a partner to guess.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about the time

Orientation

Context

In this lesson, students will practise two ways of telling the time.

The cartoon involves two friends, Anila and Paul. Paul is listening to his iPod, and Anila is reading the newspaper. They are both wearing watches, and both watches say the same time. However, when Paul asks about the time of the news confusion arises because he can't hear Anila very well. In the cartoon, the characters use two forms of saying the time, e.g. *ten to five*, and *four fifty* to help the other understand. The second form, *four fifty*, is usually used for travel schedules, e.g. bus, train and plane times.

What's the time? gives times around the clock, written as they would be spoken in full form. The order does not correspond to the times on the pictures of the clock faces.

Language

Focus grammar	prepositions of time: <i>at, on</i>
Focus words	time: <i>early, late, midnight, etc.</i>
Focus phrases	talking about time: <i>What time is it? It's ... o'clock, etc.</i>
Recognition vocabulary	<i>clock, football, news, next, tennis, watch</i>
Recycled language	days and parts of the day: <i>Monday, morning, etc.</i>
Pronunciation	word stress: <i>thirteen-thirty, fourteen-forty, etc.</i> 2D.2-4

End product

In *Put it all together*, students have short conversations, asking and answering about events at different times of the day, e.g. a television programme, the end of the lesson.

Preparation

Remember to have words for jobs to give to students who might have asked in the last class.

For exercise 17, have a few suggestions of local events, school events or important events and when they will take place.

Warmer

Point to your watch and see what students know. Ask *What time is it now?* Write the answer on the board using numbers and words, e.g. for 3.15 write *three fifteen* or *a quarter past three*. Put the times in two columns and label them A/B. Ask students which system they usually use to tell the time in their language. Revise useful numbers.

Ask students for the next number in the series: 5, 10, 15, ...; 10, 15, 20, ...; 15, 20, 25, ...; up to 55. Leave the board work to use later with exercises 9 and 13.

Write *How to talk about the time* on the board.

A Read and complete the conversation

In this section, students scan the incomplete cartoon for time phrases.

- Go through the conversations in frames one and two. Tell students the names and ask them to call out *time* when you say a time phrase. Students continue the exercise individually. Encourage students to scan the text rather than read word for word. Ask how many time phrases they have found (6). Students compare in pairs before you give the answers.

Frame 2: six o'clock

Frame 3: (nearly) ten to five

Frame 5: ten to five; four fifty

Frame 6: four fifty

Frame 7: four fifty (twice)

Extra help

Write the times in the two columns on the board. Say each one and ask *Which column, A or B?*

- Students read through the times and look at the conversation frames again. Do the first item as an example, making sure students look at the frame before to help them. Students complete the exercise individually and compare answers in pairs. Do not check answers at this point.
- 2D.1 Play the audio for students to check answers. Divide the class in half to read the parts of Anila and Paul. Play the audio a second time for students to repeat. Monitor and check for intonation.

3 And what time is it now? 4 Ten to nine? 6 Four fifteen?
9 My watch says ten to five!

- Say simple true/false questions to check students have understood the story, e.g. *In frame 4, Paul understands Anila. (False) In frame 6, Paul thinks Anila said 15 not 50. (True) In frame 8, Paul thinks his watch is wrong. (True).* In pairs, students read the conversation. Monitor and check for correct intonation.

Extra activity

Pairs can read the text aloud.

B Pronunciation stress in corrections

In this section, students make corrections to misunderstandings in short conversations.

- 2D.2 Ask *Which numbers are used for teenagers, A or B?* Show the contrast between *thirteen* and *thirty* by placing the stress on the first syllable. Play the audio while students listen and repeat. Monitor students' pronunciation. Pause after each section to give extra practice if necessary.
- 2D.3 Students listen and decide if they hear A or B. Pause after each number for students to respond as a class.
- 2D.4 Go through the first example with the class and say *thirty?* with a rise to show questioning intonation. Play the audio while students complete the exercise. Play it a second time for students to check answers.

2 forty 3 fifty

- 8 Put students into pairs or groups of three. They take turns to listen and check pronunciation. Monitor and help with pronunciation of the *-ty* and *-teen* endings.

Extra help

Students test each other, in pairs or small groups, saying the numbers in the table.

Extra plus

Students invent mini-conversations using the cartoon to act or read out for the class.

C Listen for detail

In this section, students work with two ways of giving the time and listening for specific information.

- 9 **2D.5** Students look at >> p.22. Point to column B on the board. Draw a clock face and say or elicit the times on clocks a–m. Play the audio and pause after each time to give students time to find the clock face.

l, g, c, k, e, i, m, a, d, j, f, h

- 10 Play the audio again and encourage students to experiment by looking up from the page as they repeat the times.

Extra help

In pairs or small groups, a student points to a clock and the other(s) say the time.

Extra plus

Students cover *What's the time?* Call out the letters of the clocks in the following order *a, m* (o'clock), *b, c, d, e, f, g* (past), *h, i, j, k, l* (to) to show the similarities between ways of saying the time.

- 11 **2D.6** Students mark the times they hear and draw the route from start to end. Demonstrate the activity on the board. Play the audio and pause after each item to give students time to mark the route. Students compare routes.

Start 7.20 8.55 12.00 1.30 8.05 12.45 11.00 9.15 6.35 5.30
10.00 7.20 2.40 end

- 12 Students work in pairs or small groups. Give them some time to plan their route and think about how they say the times. Monitor and make sure students say the times correctly. Go through any problems at the end of the activity.

- 13 Say *half past one* and write the words in column B. Now say *one thirty* and write the words in column A on the board. Give one or two more examples, if necessary. Students work individually and then compare in pairs before you check answers.

2 ten thirty 3 nine fifteen 4 twelve forty-five 5 eleven forty

Extra help

Students repeat exercises 11 and 12, using the shorter way of giving the time.

- 14 Go through the instructions as a class. Explain that if a student makes a mistake, the paper stays face down on the desk. The winner is the person with the most pieces of paper. Monitor and help with pronunciation.

Extra plus

Students repeat the game in small groups. One student asks *What's the time?* and nominates another student to answer.

D Grammar prepositions of time *at, on*

- 15 Books closed. Ask students what Paul's first question was and elicit *What time's the news?* See if students can remember the answer. (*It's at six o'clock.*) Students open their books and go through the grammar box. Give or elicit a few more examples of each type of time phrase. Students read and complete the gapped rules in pairs. Check answers.

on Tuesday at six o'clock at 10.30
– this morning – today on Wednesday

- 16 Tell students to read the conversation. Ask *Who asks all the questions? (Paul).* Explain that *What time's ...?* and *When's ...?* can be used to ask about time. Students do the exercise individually and then compare in pairs before you check answers. Monitor and check students are giving the day and the time.

1 on 2 at 3 at 4 on

Extra plus

Call out *time, day, or no preposition* for students to give you a time phrase without looking at their books.

ABCD Put it all together

- 17 Students ask and answer questions about the times things happen. Read A's questions and see if Bs can suggest different activities about to happen. Write these on the board. Ask for two volunteers to have a conversation. Before students continue the activity in pairs, give them some time to make a note of a time and day (or part of a day) for the events. Tell them to ask about three different events, and to make a note of their partner's answers. Tell students to check their answers together at the end of the activity.

Student performance

Students should be able to ask about and give information about the days and times of three different events.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students give informative answers? exercise 16
Fluency	Do students say times without long pauses? exercise 14
Pronunciation	Do students pronounce numbers clearly? exercise 14

I can talk about the time.

Students tick *on my own* if they have found out and given the days and times of three events. They tick *with some help* if they need to look at *What's the time?* on >> p.22.

Early finishers

In small groups, students change the times in Anila and Paul, and role play their own version. The other students make a note of the times which cause confusion.

Additional material

www.oup.com/elt/englishresult for extra practice material

www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will practise writing a personal introduction, written as if they were messages of introduction for an email chat club.

Recycled language	words: <i>family, jobs, origin</i> grammar: <i>be, personal pronouns, possessive adjectives</i>
Recognition language	<i>five years old, live with</i>

End product

In *Put it all together*, students write a short paragraph. Students copy and complete blanks with personal information. They continue the text by adding two or three sentences of their own, using the model to help them.

Warmer

Ask if students use the Internet every day and who they send emails to. Review some of the vocabulary from *People* on >> p.20. Tell students they will learn *How to write a message of introduction*. Check they understand *introduction* and that you write this type of email to somebody you don't know.

A Punctuation the apostrophe (')

- 1 Write the two sentences from the box on the board and ask *Which 's is short for is? (a My name's Claire.)* Go through the example before students complete the exercise individually. Check answers.

2 A 3 B 4 A 5 A 6 B

Extra help

Write a few sentences on the board and nominate students to make changes where necessary, e.g. *What is ...? (What's); My name is ... (My name's).*

- 2 Students cover the text and look at the picture of the writer. Ask *How old is he?* and *What's his nationality?* Students read the first three sentences to find the answers. Explain that Max is writing a short introduction to an Internet chat club. Go through the example. Students work individually to add the apostrophes. Check answers.

Hi! My name's Max. I'm from Canada. I'm eighteen years old and I live with my parents. My mother's name's Sara and she's a doctor. My father's name's Jed and he's a driver.

Extra plus

Ask students to look at Max's personal introduction again. Write the words *age, origin, family, name* on the board. Ask students to sequence them in the order they appear in the text.

B Read for detail

In this section, students think about how meaning works across sentences and proofread a text for wrong words.

- 3 Students read sentences 1–6 quickly. Check any problems. In pairs, students decide if the sentences are right or wrong. Check answers but do not correct the wrong sentences at this point.

2 ✓ 3 × 4 ✓ 5 × 6 ×

- 4 Go through the example as a class, making sure students understand the corrected sentences. Students complete the exercise. Check answers.

3 It's five to twelve. It's nearly midnight.

5 My grandfather's old.

6 Her daughter's my sister. or Her son's my brother.

Extra plus

In pairs, students, write their own pairs of sentences for another pair to correct. They could use sentences from *Who's the driver?* on >> p.20 for ideas.

- 5 Students look at the text and the picture of Claire. Go through the first item as a class, showing how students write the correction at the end of the line. Students complete the activity. Check answers.

2 husband 3 My 4 daughter 5 She

Extra activity

Make some factually wrong pairs of sentences about Max or Claire to give students practice in using the correct personal pronoun across sentences, e.g. *Max comes from Australia. Elicit No he doesn't. He's from Canada.*

AB Put it all together

In this section, students produce a text with an intended mistake.

- 6 Students read through the text and, in pairs, complete each blank. Refer students back to exercises 2 and 5 if they are struggling. Remind students to include one wrong word in their writing.
- 7 Students swap papers with their partner and make a note of the wrong word. Students show their partner the word to see if they are right. To help students feel comfortable with peer reviewing, they can show other partners their writing.

Student performance

Students should be able to produce a short paragraph of about 50 words, giving personal information about themselves and their family. The text may still contain a few mistakes.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Have students given information about their family, origin and job?
Accuracy	Have students used the apostrophe correctly?
Capitalization	Have students used capitals for names of people and places?

I can write a message of introduction.

Students tick *on my own* if they can write a paragraph about themselves, looking occasionally at the model in exercise 5. They tick *with some help* if they have continually referred to the model in exercise 5.

Early finishers

In pairs, students write a letter from an imaginary character. Students write *Hi! My name's ...* at the top of a piece of paper. Demonstrate folding the paper over and passing it to a neighbour. Next they write *I'm from ...*, fold it again and pass it on. Then they write *I'm ... years old.* and pass it on. Students read the texts to the class. Pairs work together to make changes.

Additional material

www.oup.com/elt/englishresult for extra practice material

www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember the phrases

Use phrases from the unit, e.g. *What's that in English?*, *See you on Monday*, *Can you say that slowly, please?*, *Who's that?*, *What's her name?*, *She's a rich woman*, *She's rich*, *What's the time?*, *It's nearly midnight*. To give students practice in saying vowels, write the sentences on the board and replace the vowels with numbered gaps, e.g. *What's that in English?* = Wh_ 't's th_ 't _'n _'ngl_ 'sh?

If you want students to practise saying consonants, use the same sentences but replace the consonants with numbered gaps.

A Grammar

1 Imperatives 2A exercise 11

Warm-up: Mime the actions in 2A >> p.16, photos 1–7 and elicit the verbs. Write them on the board and elicit nouns associated with each one. Possible word groups: *listen* (CD), *read* (book), *say* (conversation), *look* (picture, board, book), *open* (book, window, door), *close* (book, window, door).

Set-up: Before students do the exercise, call out a number for them to say the first word of the sentence. Remind them not to look diagonally.

2 Listen to the conversation. 3 Write your name and address.
4 Look at the picture on page thirty. 5 Read the text and answer the questions. 6 Open the window.

Follow-up: Books closed. In pairs, students say a noun for the other student to say the verb.

2 possessive 's 2B exercise 1

Warm-up: Give students about 20 seconds to look at the photos of the Marley family at the top of >> p.18. Books closed. Make some true or false sentences about the Marleys, e.g. *Bob Marley's wife's name's Rita*. Students repeat factually correct sentences, but stay silent if the sentence is false.

Set-up: Draw a simple family tree on the board to remind students how it works before they do the exercise.

2 Marta's mum's name is Agata. 3 Marta's father's name is Henryk. 4 Marta's grandmother's name is Dorota. 5 Marta's son's name is Adam. 6 Marta's daughter's name is Sylwia.

Follow-up: Students write true or false sentences about Marta's family. In pairs, they read the sentences for a partner to repeat the factually correct ones.

3 Demonstratives 2B exercises 7, 8, 9

Warm-up: Point to things in the classroom for students to call out *this*, *that*, *these*, or *those*. Students revise exercise 7 on >> p.19, if necessary.

Set-up: Before students do the exercise, direct them to pictures 1–4 and ask *Near or not near?*

2 That's my husband. 3 These are my children.
4 This is my grandmother

Follow-up: Students look at the sentences in *Grammar Bank 2.3* on >> p.137. They create four similar sentences to test a partner.

4 Articles 2C exercises 7, 8, 9, 10

Warm-up: Say *people* and *jobs* words from the vocabulary panels on >> p.20, or make phrases using the adjectives *old*, *young*, *rich*. Students say the article *a* or *an*. Students can revise the grammar box and exercise 7 on >> p.21.

Set-up: Go through the example. If students are struggling, tell them to find four missing articles.

Marta and Aleksander are ^a married couple. Marta is ^{an} office worker and Aleksander is ^{an} engineer. Marta's grandmother is old and she's retired. Her father's ^a taxi driver and her mother's ^{an} English teacher. Marta's children are young – Adam's six and Sylwia's eight.

Follow-up: In pairs, students write three sentences about imaginary people who live in one of the houses in *Pairwork 2C* on >> p.126. They swap sentences with another pair, check the articles and guess the house the people live in.

B Vocabulary

5 Classroom English 2A exercise 17

Warm-up: Choose words from *Pairwork 2A* >> p.128 and >> p.132, e.g. *tap*, *tree*, *bike*, *umbrella*, *map*, *cat*, *floor* and dictate them. Encourage students to use *Sorry*, *can you repeat that?*, *Can you say it more slowly?*, *Can you spell it?* Write the words on the board or direct students to *Pairwork 2A* to check.

Set-up: Before students do the exercise, they read the conversation and answer *How many questions does the student ask?* (Five.)

2 repeat 3 slowly 4 spell 5 write

Follow-up: In pairs, students choose ten words from units 1 and 2 to dictate to a partner.

6 Time 2D exercise 16

Warm-up: Write different times on the board and elicit two ways of saying them. Students can revise *What's the time?* on >> p.22 and exercise 13 on >> p.23.

Set-up: Read the instructions and tell students to write the day and time. Remind them to use capital letters for days of the week.

2 At half past eight on Tuesday. / On Tuesday at eight thirty.
3 At quarter past eleven on Wednesday. / On Wednesday at eleven fifteen. 4 At ten past twelve on Thursday. / On Thursday at twelve ten. 5 At quarter past ten on Friday. / On Friday at ten fifteen. 6 At twenty past one on Saturday. / On Saturday at one twenty. 7 At twenty-five past five on Sunday. / On Sunday at five twenty-five.

Follow-up: Students create four more examples on a piece of paper and an answer key on another. They can use the grammar box in exercise 15 on >> p.23 to check. Students swap exercises and then answer keys.

7 People and jobs 2C exercises 1, 14

Warm-up: Give students 30 seconds to review *People* and *Jobs* on >> p.20.

Set-up: Remind students that words can be singular or plural. To make the word search more dynamic, give each student a number and ask the even numbers to move in a clockwise direction. Pairs change partners about every 45 seconds.

Across: women, baby, girl, child, couple, teenagers, designers, grandmother, office workers

Down: doctors, farmer, boy, man, vet, dad, actresses

Follow-up: In pairs, students choose a topic and eight words from the unit to make a new word search. Collect and redistribute. When pairs have found the words and guessed the topic, they check with the students who designed the word search.

Early finishers

Students make a list of the most important or useful *People* and *Jobs* words. They use dictionaries and underline the stressed syllables and add other words to describe two friends or family members. They can also add translations.

How to ask for information

Orientation

Context

In this lesson, students will focus on asking for directions to places in a railway station.

A woman is catching the train to Liverpool from Manchester Piccadilly station. The station is unfamiliar and she asks people for directions to different places. There is a map of the station with pictures of some of the places and shops at the station. The shops are large, well-known outlets, with many branches throughout Britain. Some are multinationals, so your students might recognize the names: *KFC* (*Kentucky Fried Chicken*, restaurant/fast food), *HMV* (*His Master's Voice*, music and record shop), *Starbuck's* (café), *Yates* (pub), *W H Smith* (newsagent and book shop), *Superdrug* (chemist's). There is also the *NCP* (*National Car Park*).

Language

Focus words	places: <i>bookshop</i> , <i>bus</i> , <i>café</i> , <i>car park</i> , etc.
Focus phrases	asking and answering about location: <i>Excuse me, where's ...?</i> , <i>Where are ...?</i> , <i>It's over there</i> , etc.
Recycled language	grammar: <i>It's ...</i> , <i>They're ...</i>
Pronunciation	word stress: <i>ticket office</i> 0 o o o 3A.1

Language note

Restaurant has only two syllables. The letters *au* aren't pronounced. *Café* is stressed on the first syllable in English. In compound nouns, e.g. *car park*, the stress is normally on the first word.

Culture note

People say *Excuse me* as a polite way of attracting attention and *I'm sorry* to apologize and ask for repetition.

End product

In *Put it all together*, students ask for and give information about places on a map of a railway station. They have the same maps, but with six different places.

Preparation

Locate the vocabulary in *Places* on the map of Manchester Piccadilly station. Look at *Pairwork 3A*, so you can explain the basic floor plan.

Look at the vocabulary panel *Places* and anticipate pronunciation problems your students might have, e.g. *chemist's* /'kemists/.

Warmer

Ask students to close their eyes and think about a station they know, they then look at *Manchester Piccadilly Station* on >> p.16. Ask if it's the same or different to the station they thought about. Help them express their ideas. Ask questions and help by pointing to the pictures, e.g. *Is there a KFC in your station?*

Ask students what people do in railways stations apart from catch trains, and elicit a few ideas, e.g. buy tickets, food, drink, get taxis.

Ask about Manchester Piccadilly, e.g. *Do you know it? Is it big/small? How many platforms are there?* Point to some of the pictures 1–13 and ask *yes/no* questions, e.g. *Can you buy a drink here? Can you buy food here?* etc.

Write *How to ask for information* on the board.

A Vocabulary places

- 1 Divide the class into pairs and go through the example. You can make the activity more challenging by setting a short time limit. Explain that some items are not pictured separately (*train and platform*, *buses and taxis*). Students compare answers in pairs. Do not give answers at this stage.
- 2 3A.1 Play the audio, pausing after each item for students to call out the photo number to check answers.

bus 12 café 4 car park 3 cash machine 10 chemist's 7
music shop 2 platform 8 pub 5 restaurant 1 station 8
taxi 12 telephones 9 ticket office 11 toilets 13 train 8

- 3 Play the audio again, pausing for students to repeat. Students might need extra practice of consonant clusters so go over the clusters again where necessary.
- 4 Direct students to the top row of the table and remind them of word stress, reading each word in the second row to give an example of the different patterns. Ask students how many syllables *bookshop* has and direct them to the circles. Repeat with other words if necessary. Play the audio, pausing to give students time to write the words.

0 pub train
0 o chemist's platform restaurant station taxi toilets
0 o o music shop telephones

- 5 Go through photo 1 as an example, showing where the restaurant is. In pairs, students continue the activity. Monitor and help with pronunciation as necessary. Check answers.

Teaching tip

Students don't need to be able to give detailed descriptions or pronounce the names of shops perfectly.

B Read and find information on a map

In this section, students scan information, signs and symbols on the map to match questions and answers.

- 6 Go through the example as a class. Show the relationship between *toilets* and *they're* (plural noun/plural pronoun) and explain that the verb may also be singular. Explain (or show with the picture) the meaning of *near* and *over there*. If students are struggling, give more examples using things in the classroom. Students complete the exercise in pairs. Do not check answers at this stage.

Extra help

After students have read through the questions and answers, ask them which words (either the same or similar) they use in their language.

- 7 3A.2 Play the audio and pause after each conversation for students to check.

2 e 3 a 4 b 5 c

Culture note

The speakers use *please* and *thank you* several times. This doesn't mean that English speakers are more polite than others, simply that conventions are different in different languages and cultures.

Extra plus

Ask students to think about *polite* words they heard in the conversation. See if they can remember what they were, who said them and when. They can check with the audio script on >> p.151. Ask if they would use these words in the same situation in their language. Tell students that if they are in an English-speaking environment and don't use these words in the same way, they might sound impolite.

C Listen for detail

In this section, students think about the context of communication to help them make predictions about what they are going to hear.

- 8 Students look at the photo and decide where the woman is (*Manchester Piccadilly Station*).
- 9 Direct students to pictures a–c and ask *What do people do at a train station?* Elicit *buy a ticket, have a coffee, get a train*. In pairs, students guess the order in which the woman does these things. Ask for pairs to volunteer suggestions.
- 10 **3A.3** Play the audio for students to confirm their guesses.
1 b 2 c 3 a
- 11 Check students understand that the question is about the *places* the woman goes to, not what she *does*. Students listen carefully. Stop the audio after each conversation for students to compare answers in pairs. Do not give the answers at this stage.
- 12 Elicit possible answers and write them on the board. Tell students to turn to >> p.151 to see if they were correct.

the ticket office the café platform 3 (she is at platform 3 by mistake, she should be at platform 13)

Teaching tip

After students have checked answers, ask *Why does the woman say, Excuse me? (To attract attention.)* Ask for volunteers to show the class ways of attracting attention in their language. Point out that, for example, clicking fingers would be bad manners in Britain.

D Practise asking and answering

- 13 Students can familiarize themselves more with the map using the key on >> p.26. In pairs, one student points to a symbol in the key and the other finds it on the map.
Read through the questions as a class to check students understand how the words and phrases make a question. Monitor and check for verb + object agreement (e.g. *is – the station, are – the toilets*) as students write four more questions about places in the station. Tell them to look back at exercise 4 and mark the stress pattern for the places in their questions.
- 14 Show how the information in the exercise gives many possible answers to the two different types of questions in exercise 13. Practise the example conversation with the whole class taking the part of speaker B. Explain that speaker A repeats the information to check they have understood. Divide the class into pairs and tell students to show their partners where they are in the station before they ask their questions. Monitor and remind students to use *please* and *thank you*, and correct verbs for singular/plural agreement.

Extra activity

Students change pairs and repeat the activity.

- 15 Students look at the map of the station and try to do the activity again without reading. Put some phrases from exercises 13 and 14 on the board to help students.

ABCD Put it all together

- 16 Divide the class into A/B pairs, and ask them to turn to the *Pairwork* maps. Draw a compass on the board, and see if students can give you the words for N, S, W, E. Tell students that each point of the station has an exit (labelled north, south, west and east on their maps). Go through the example conversation and ask *How can speaker A check the information? (Repeat platform 1.)* Tell students to use exercise 4 to mark the stress pattern on the words for places they will ask about before they do the activity. When students have marked the places on their maps they can compare maps.

Student performance

Students should be able to mark the *approximate* location of places they have asked about.

You can use this checklist to monitor and give feedback or to assess students' performance.

Communication strategy	Do students repeat information to check understanding? exercise 14
Politeness	Do students use <i>Excuse me, please, and thank you</i> ? exercise 14
Pronunciation	Do students try to use word stress correctly? exercise 4

I can ask for information about places.

Students tick *on my own* if they have found the general location of two or more places. They tick *with some help* if they have looked at the phrases in exercises 13 and 14 while doing the activity.

Early finishers

In pairs, students look at >> p.26 and find how many words are the same or similar in their language.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about countries



Orientation

Context

In this lesson, students will practise talking about countries, nationalities, languages, currencies and capital cities.

There are 16 pictures of famous places around the world:

1 The pyramids of Giza, Cairo, Egypt 2 Gondolas on a canal in Venice, Italy 3 Red Square and church, Moscow, Russia 4 Mount Mt.) Fuji, Japan 5 The Taj Mahal, Agra, India 6 The Eiffel Tower, Paris, France 7 Macchu Picchu near Cuzco, Peru 8 The Brandenburg Gate, Berlin, Germany 9 Uluru (formerly named Ayers Rock) near Alice Springs, Australia 10 The Great Wall, China 11 Table Mountain, Cape Town, South Africa 12 The Niagara Falls, Canada / USA 13 Sugar Loaf Mountain and the city of Rio, Brazil 14 The Acropolis, Athens, Greece 15 The Alhambra, Granada, Spain 16 Golden Horn and mosques, Istanbul, Turkey

Countries gives different country names with the stressed syllable in bold and which could be read in verse.

Culture note

Some nations are made up of various countries and this can be confusing for students. For example, Britain (or Great Britain) is Scotland, England and Wales. The United Kingdom is Britain and Northern Ireland. The British Isles refers to all these countries.

Language

Focus grammar	articles: <i>a, an, the</i>
Focus words	countries, nationalities, languages: <i>Australia – Australian, Spanish, etc.</i> currencies: <i>dollar, euro, etc.</i>
Focus phrases	noun phrases: <i>the capital of, the currency of, etc.</i>
Recognition vocabulary	prepositional phrase: <i>in Germany, etc.</i>
Recycled language	question form: <i>What's ...?</i>
Pronunciation	word stress: <i>Australia and Germany 3B.1</i>

End product

Put it all together, students ask questions in pairs about countries to another pair. The questions are based on a transcript and students have prepared these in advance.

Preparation

Take a map of the world or a globe to class (optional).

Check you know how country, nationality and language entries appear in the bilingual dictionaries your students use.

Choose six pictures of the places on >> p.28 for the *Warmer*. You could check out extra background information if you think your students would be interested in these places.

Warmer

Team game. Put students into small teams and get them to write the name of the country when you call out a picture number. Correct spelling isn't important. If nobody knows an answer, give the first and last letters as clues.

Tell students to look at >> p.28 and ask them to count up how many places they recognize or have visited.

Write *How to talk about countries* on the board.

A Vocabulary countries, nationalities, languages

- 1 Divide the class into pairs and direct them to >> p.28. Go through the example as a class before students continue in pairs. Set a time limit and give points for each correct answer (see *Context*). If you have a map or globe, show students where the country is.
- 2 3B.1 Read the example to show how word stress is marked. Ask students to read through *Countries* before listening. Play the audio and tap the rhythm as they listen. Pause at the end of each line for students to repeat. Play the audio a second time if necessary.

Extra activity

Divide students into pairs or two groups. Say the first line of *Countries*, emphasizing the stressed syllables. Divide *Countries* into A/B lines and ask groups to say the lines alternatively.

- 3 3B.2 Direct students to *Nationalities* on >> p.28. Go through the example and play the audio, pausing after *American* to give students time to find the answer. Continue, pausing after each word to give them time to find and check pronunciation before they say the word. Give extra pronunciation practice as necessary.

2 Australia 3 Brazil 4 Canada 5 China 6 Egypt
7 France 8 Germany 9 Greece 10 India 11 Italy 12 Japan
13 Peru 14 Russia 15 South Africa 16 Spain 17 Turkey

Extra activity

Students often expect country and city names to be similar in the target language to their own language. However, some names are very different across languages, e.g. Deutschland = Germany = Alemania = Niemcy. Ask around the class for examples of how the country words are said in the students' own language.

- 4 Divide the class into A/B pairs and go through the example. Ask As to say the nationality word and Bs to say the country word. Students continue. Monitor and listen for correct pronunciation.
- 5 Tell students to look at the English-Spanish dictionary entry and ask *What's the country? Nationality? Language?* and write *Japan, Japanese, Japanese* on the board.

Go through the example. Ask students which word they would look up first in their dictionary (*the USA (America)* as it is said in their own language). Tell students to find *nationality* and *language* words in their dictionaries, so they can see how entries are recorded. Remind them to use capital letters. In pairs or small groups, students compare answers. They choose three more examples and check in their dictionaries. Suggest they guess first and then check in the English section. Ask for students' own examples and put them on the board.

Brazil Egypt Greek Peru Students' own answer

Teaching tip

If you have a multilingual group, match students with the same language background to work together. Remind students to make a note of any new vocabulary.

Extra plus

Students could group the countries according to which ones look similar in their own language and which are different. Compare the pronunciation of similar ones, e.g. *Canada* versus *Kanada* in Polish.

B Read for detail

In this section, students scan a short text to find specific information.

- Students look at *People and places* and cover the text. Ask *Where's Isabel from? (Arequipa.)* Elicit responses and then ask students to read the text to check answers.
- Go through the categories in the table and ask students for an example of each, using the country you are in. Students continue individually before you check answers as a class.

capital: Lima
nationality: Peruvian
language: Spanish
currency: nuevo sol

Extra plus

Odd one out. If your students are comfortable with country-related vocabulary, call out three words of one category and one of another. Students shout out the word which doesn't fit into the same category as the others.

- Read through the questions to check understanding. Students write their answers. Monitor and check for correct use of capital letters.
- 3B.3** Give students time to practise saying their answers. Ask them to underline word stress and check pronunciation. Play the audio for students to respond using their answers from exercise 8.
- Divide the class into pairs for students to exchange information with their partner. Monitor and check for correct stress and pronunciation. Ask a few pairs to tell the rest of the class about their partner if you are in a multilingual class.

C Listen for questions

In this section, students follow information in a written text and identify the question to prepare them to listen for detail.

- Read the first line and point to picture 8. Encourage students to read through the text quickly. Check any problems. Students read to find the answer

c Berlin

- 3B.4** Read through the instructions and check students understand. Tell them to look at items 1–5 and not to worry if there is some new vocabulary. Play the audio and go through the first item. Continue with the activity, pausing after each question to give students more time to think. Elicit the answers around the class.

1 b 2 a 3 a 4 c 5 b

D Grammar articles a, an, the

- Check students understand *island* and how it is pronounced. Ask students *A Island?* or *An Island?* and elicit that we use *an* before a noun beginning with a vowel sound. Give a few more general examples if necessary, e.g. *an old man, an adult, an address, an Australian, an x-ray* (vowel sound /e/), but *a university* (consonant sound /j/). In pairs, students complete the table with the countries. Check answers.

Rome is the capital of Italy.

Frankfurt is a city in Germany.

Britain is an island.

- Students read through items 1–7. Check any problems. Go through the example as a class before students complete the exercise individually. Check answers. If students have made mistakes, guide them to the answer by asking questions, e.g. *1 Is there only one city in the USA?* *3 What's the sound of the next word?*

2 the 3 an 4 The, the 5 an 6 a, the 7 a, the

ABCD Put it all together

- Prepare students for the activity by producing a country description and question for the quiz as a class. Elicit a model for picture 5 and write it on the board. Students use audio script **3B.4** to check and to suggest any changes. In pairs, students follow the audio script model to write three more quiz questions. Make sure students are marking word stress in country and nationality words.
- Students mingle and take turns to ask questions to other pairs. Students could then try to do the activity from memory.

Student performance

Students should be able to give sufficient factual information and ask a question about one or more countries.

You can use this checklist to monitor and give feedback or to assess students' performance.

Accuracy	Do students usually use <i>the</i> correctly? exercise 14
Vocabulary	Do students use two or three nationality words in each description? exercise 5
Pronunciation	Do students say most country words with correct syllable stress? exercise 4

I can talk about countries.

Students tick *on my own* if they can ask one of their quiz questions, using their notes but not reading word for word. They tick *with some help* if they need to use their notes in exercise 16.

Early finishers

Write the following suffixes on the board: *-ian, -ese, -ish*. Students write other nationality words they know under these headings. They can check the words and spelling in a dictionary.

Additional material

www.oup.com/elt/englishresult for extra practice material

www.oup.com/elt/teacher/result for extra teacher resources

How to say where you are in town

Orientation

Context

In this lesson, students will focus on describing their imaginary location in a town.

Find the people shows a busy scene in a town with various streets and buildings, including factories, market, houses, cinema. Students hear different people having mobile phone conversations, saying where they are so they can meet up.

The *Find the people* picture has numbers 1–11, which give an example for each of the lines in the verse, *People*. The stressed syllables are marked.

At the bottom of the page, there are six small pictures a–f of different people from the big picture.

Language

Focus grammar	regular and irregular plural nouns: <i>boy – boys, man – men</i> , etc. plural demonstratives: <i>these, those</i>
Preview grammar	prepositions of place: <i>in the park, on the bus</i> , etc.
Focus words	forms of transport: <i>ambulance, bike, lorry</i> , etc. places: <i>church, cinema, house, office, park, station</i> , etc.
Focus phrases	telephone greetings: <i>Hello! Hi! It's (Tony) here.</i> arranging to meet: <i>See you in about ... minutes.</i>
Recycled language	words: <i>car park, chemist's, hotel, restaurant, school, street, town</i> , etc. phrases: <i>What's this in English?</i> demonstrative pronouns: <i>this, that</i> third person pronouns: <i>he, she, they</i>
Pronunciation	stressed syllables in short phrases: <i>People on bikes 3C.1</i> plural endings: <i>one girl – three girls 3C.2–3</i>
Discourse	substituting nouns for pronouns: <i>woman – she</i> etc.

End product

In *Put it all together*, students have a conversation to find where their partner is in the town. They use strategies like asking for repetition if they need help. They report back to others in the class.

Preparation

Identify the location of the people in pictures a–f in the town scene.

If possible, take a set of bilingual dictionaries to class.

Check students are able to move around the classroom to ask questions in *Put it all together*.

Organize the seating so students sit back to back to simulate a telephone conversation for the final activity (optional).

Warmer

In pairs or small groups, students brainstorm vocabulary for things they can see when they are walking around their town. Set a time limit. Elicit ideas but do not correct pronunciation. Write *Places/Vehicles/Buildings* on the board and write the words students give you.

Books open. Students compare their words with *People*. Encourage them to use the coordinates to say where.

Write *How to say where you are in town* on the board.

A Vocabulary things and places in town

- 1 Divide the class into pairs. Point to number 10 (coordinate 2F) and elicit *school*. Go through the example and remind students to say *I don't know*. Students continue in pairs. Write the words and coordinates of things they identified on the board.
- 2 3C.1 In pairs, students find numbers 1–11 before listening. Go through the example as a class, pausing the audio after the first line. Play and pause the audio to give students time to find the picture and match it. They compare answers and listen again if necessary. They could also read the audio script on >> p.152. Go through the answers as a class.

people on buses 11 workers in their offices 2
workers in their factories 4 drivers in their lorries 3
cars in the car park 8 waiters in the restaurant 6
glasses on the tables 7 children at school 10
children in their classes 10 people in the market 9
people in their houses 1
- 3 Illustrate the rhythm by clapping, tapping on the desk or board. Repeat as many times as necessary. Students point to the item in the picture as they repeat.

Extra activity

Team game. Say a picture number and nominate a team member to say a phrase from *People*. Give a point for clear pronunciation.

B Grammar plurals

- 4 Books closed. Put an example of a word from each column in the table on the board. Ask students to give you the plural form. Direct students to the table on >> p.31. They read it quickly and complete it. Check answers.

+ s: cars offices tables houses waiters
+ es: buses glasses classes
y + ies: lorries factories
irregular: children people

Language note

When nouns end in a vowel letter followed by *y* add *s* to make the plural, e.g. *boy – boys*. When nouns end in a consonant letter followed by *y*, change *y* for *ies*, e.g. *country – countries*.

Extra plus

Students can add more words to the table.

- 5 Remind students of the use of *this* and *that* from 2B. Elicit the plural forms *these, those*. Students look at the pictures and example. Ask *Which ones are near us?* and elicit the answers (1, 2). Do the same for *that* and *these*.

2 these people 3 that person 4 those people

Extra help

In pairs, students test each other by pointing to singular and plural items and asking *What's this/that in English? What are these/those in English?*

- 6 Direct students to *People* and ask them to find two prepositions (*on, in*). Go through the example, checking that students understand that they must do two things: make the nouns plural and find the correct preposition. Remind them that they can check back to the grammar box in exercise 4 for plurals and to *People* to find the prepositions. Check answers.

2 on; women on buses 3 in; children in classes
4 on; glasses on tables 5 in; cities in countries 6 in; people in churches 7 in; cars in car parks 8 in; workers in offices

Language note

In suggests being contained in a three-dimensional space, *on* suggests being on a raised surface. We use *on* for a train or bus because we usually have to step up to enter them.

C Pronunciation plural endings

- 7 **3C.2** Say *A* and the singular words in the table. Say *B* and the plural words, making sure students can hear the difference. Play the audio, pausing after each group of words for students to write their answers. Repeat if necessary.

Language note

Some speakers simplify consonant clusters by missing out one of the consonants. If they miss out the final /s/ or /z/ of these plurals, they may fail to distinguish between singular and plural. Don't worry about the distinction between /s/ and /z/ in these plurals since it isn't likely to impede communication.

- 8 Divide the class into pairs and go through the example. Students continue the activity. Make sure they change roles after a few minutes. Monitor and check for any pronunciation problems and play the audio again or drill as a class.
- 9 **3C.3** Write *car* on the board. Ask *How many syllables? (One.)* Add the letter *s*. Ask *How many syllables?* Repeat with the word *bus*. Students read through the list before they listen. Play the audio, pausing to give time for students to write their answers. Check answers and play the audio again if necessary.

one syllable: schools, bikes, boys
two syllables: classes, places, churches, pages

Extra plus

Students do the exercise before listening to the audio.

- 10 Students read thorough the rule and complete it using their answers from exercise 9. Check answers.

-ch: church -ce: place -ge: page

D Listen for detail

In this section, students listen for detail in short conversations.

- 11 Direct students to a-f on >> p.30. Go through the example, giving students time to find the answer. Give students time to locate the other people in the small pictures. Monitor and check they are finding two pieces of information for each answer.

D4 F5 D5 D2 F3

Students now match the questions and answers. Check answers.

b 2 c 4 d 6 e 1 f 5

Language note

Note the vowel sounds in the plural *women*. The letter *o* is pronounced differently from *woman*, and the letter *e* is pronounced differently from the *e* in *men*. Write the phonetic spellings on the board: *woman* /'wʊmən/, *women* /'wɪmɪn/, *man* /mæn/, *men* /men/.

- 12 **3C.4** Tell students they are going to listen to a mobile phone conversation. Students must listen and locate Tony on >> p.30. Play the audio once or twice, pausing to give students time to locate Tony. Check answers.

Tony's near the book shop in G6 (in Market Street).

- 13 **3C.5** Tell students that they will find the coordinates of two more people on >> p.30. Play the audio once or twice. Students compare their answers in pairs before you do class feedback and read audio script 3C.5 on >> p.152 to help.

Alice: E5, in the market Wendy: A2, in the office

Extra help

In pairs, students write similar conversations using phrases from *People*. They can read their conversations to another pair who try to find the person.

ABCD Put it all together

- 14 Go through the example conversation and ask students to give you the coordinates for Lena (D6). Tell students that Lena must say she's near the cinema or they wouldn't have enough information to find her.

Tell students to draw or mark themselves in the picture. They must keep it secret. Give them time to think about how they will describe their location. Encourage them to use dictionaries to find words they don't know and write the word next to the item in the picture. Remind students they can repeat the place word to check they have understood, or ask their partner for a word in English. Students move around the classroom having conversations to find out where three or more people are.

- 15 Students change pairs and explain where other students are. They keep their pictures secret.

Student performance

Students should be able to show that they understand questions about location and can reply. They should use communication strategies to get their information across.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students give enough information so their partner can find them? exercise 11
Accuracy	Do students use pronouns <i>he/she</i> accurately? exercise 11
Pronunciation	Do students usually pronounce plural endings clearly? exercise 8

I can say where I am in town.

Students tick *on my own* if they have correctly found out where three or more people are. They tick *with some help* if they need to check some words and phrases in their books.

Early finishers

Students write another verse for *People* and read it out, either to the class or in small groups.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about language skills



Orientation

Context

In this lesson, students will focus on describing their language skills.

The cartoon introduces two characters *Sue* and *Iris* who are students sharing the same flat. Iris is a boastful girl who looks for ways to be 'one up' over Sue. In this episode, Sue arrives home with the shopping, to find the flat a mess and Iris relaxing on the sofa, reading a French book. Iris tells Sue how excellent she is at languages. Sue listens patiently, but she realizes Iris doesn't really know very much, especially when Iris says her boyfriend is from Buenos Días rather than Buenos Aires, and when she discovers Iris is reading a book –about cats.

Culture note

Irish, also called Gaelic, is spoken in Ireland as well as English.

Language

Focus grammar	do, don't in negatives and questions: <i>You don't speak French., Do you speak Italian?</i>
Preview language	and, but as linkers: <i>I speak a little ... and I understand ..., I don't speak Gaelic, but I speak ...</i>
Focus words	verbs and nouns: <i>foreign, language, like, love, speak, understand</i>
Focus phrases	adverb phrases: <i>a little, very well, quite well, I'm not very good at ...</i>
Recognition vocabulary	words: <i>favourite</i> phrases: <i>Really?, They think I'm ...</i>
Recycled language	languages and nationalities: <i>French, German, Russian, etc.</i>
Pronunciation	minimal pairs: <i>Sue /s/ or shoe /ʃ/ 3D.2–3</i>

End product

Put it all together, students have conversations about their language skills with different students. They can have the conversations from memory, using the model or their own ideas.

Warmer

Ask students if they know what language these words or phrases are: *Bonsoir* (French, Good evening), *Oui, madame.* (French, Yes madam.), *Mamma mia!* (Italian, showing surprise), *Buenos Aires* (Spanish, the capital of Argentina), *Buenos días* (Spanish, Good day) and other foreign language phrases your students might know. Ask students to say things in other languages for others to guess which language.

Write *How to talk about language skills* on the board.

Introduce the characters Sue and Iris and tell students that the two girls aren't friends, but live in a student flat.

A Read a conversation

In this section, students scan a dialogue for specific information.

- 1 To familiarize students with the characters, ask them to look at the first frame on >> p.32 and find Sue and Iris. Ask *Who's working? Who's sitting on the sofa?* Ask students to find the seven languages the girls talk about. They can underline the languages and then compare with a partner.

French, German, Polish, Italian, English, Gaelic, Spanish

- 2 3D.1 Read through the instructions and make sure students understand the activity. Play the audio, pausing it after Iris's second sentence for students to identify the difference. Continue playing the audio while students listen and read to find the differences. Check answers as a class, playing the audio again as necessary.

Iris: Oh you don't understand French./... speak French.
I speak German very well./... quite well.

And I speak a little Polish./... a little Russian.

Sue: ... and I speak a little Gaelic./... understand ...

Iris: ... I speak Spanish quite well./... very well.

Extra help

Play and pause the audio after each frame of the conversation to give students time to find the differences.

- 3 Divide the class into pairs, one of them is Sue, the other Iris. As students read the conversation, monitor and encourage them to use expression in their voices, e.g. by saying *Really?* with a rising tone to show interest. Ask for volunteers to read the conversation aloud to the class.

Extra help

Divide the class in two and practise the conversation chorally before students read the conversation in pairs.

B Pronunciation Sue /s/ or shoe /ʃ/

- 4 3D.2 Direct students to the table and pictures. Write *Sue* and *Iris* on the board and underline the letter *s* in both words. Model the /s/ sound and say each name. Write *Irish* and *shoe* on the board and underline the letters *sh* in both words. Model the /ʃ/ sound, e.g. put your finger over your lips to show it is associated with telling someone to be quiet. Say the /s/ sound followed by /ʃ/ as you point to the words. Students will see the change in shape of your lips. Play the audio, pausing for students to say their answers. Repeat if necessary before giving the answers.
- 5 Divide the class into pairs. Monitor to check students are pronouncing and hearing the different sounds. Students swap roles after a few turns.

Extra activity

Students find language words in *Sue* and *Iris* which have the /ʃ/ sound (*Polish, English, Irish, Spanish*).

- 6 3D.3 Play the audio while students listen and repeat. If you feel it will help, click your fingers to help them maintain rhythm.

Extra plus

Students work with a different partner. They take turns reading the sentences and check each other's pronunciation.

C Grammar present simple + - ? do, don't

- 7 Books closed. Draw three columns on the board, +, -, ? and elicit or give students an example of a positive and negative sentence from *Sue and Iris*. Write the sentences on the board and who said them. Underline *don't* in the negative. Ask for volunteers to say sentences about themselves. Ask a few direct questions, e.g. *Do you speak Chinese?* and elicit *Yes, I do.* or *No, I don't.* Point to the third column and elicit the question form. Write it on the board and underline *do* using an arrow to highlight subject/verb inversion.

Books open. Students complete the grammar box. Remind them they can look at Sue and Iris's conversation. Check answers as a class.

- + We **speak** English.
- I **don't speak** French. They **don't speak** German.
- ? Do they **speak** German?

Extra help

To help students remember word order in questions, do a back chaining activity, e.g. say *Chinese*, students repeat, say *speak Chinese*, students repeat. Say *do you* and write *do* on the board so they can see how the words are said.

Extra activity

This memory rhyme may help students remember the grammar rule: *Before I and we and they and you, to ask a question, start with do.*

- 8 Write the words *French I speak don't* on the board and go through the example as a class. Remind students to use correct punctuation at the end of sentences. Students complete the exercise individually or in pairs. Check answers and monitor for pronunciation of *do you* /dʒu/.

- 2 Do you speak German? 5 Do you speak any other languages?
- 3 I understand Russian. 6 I speak Portuguese.
- 4 I don't speak Italian. 7 They don't understand English.

Extra help

To help students remember the word order in questions do a back chaining activity similar to the one in exercise 7 (see above) but this time use a different question.

Extra activity

Ask students which languages Sue and Iris speak and which they understand. Students read the text again to check.

- 9 If you have a monolingual group, complete item 1 together. If you have a multilingual group, give an example sentence for yourself then nominate different students to say their sentence. Remind students that *understand* is for reading or listening.

Students' own answers

D Listen for detail

In this section, students listen to an interview for detail.

- 10 Students turn to >> p.32. Draw a line on the board with a cross and a tick at either end to correspond with *I don't speak German.* and *I speak German very well.* Ask students if a little, quite well, very well come before or after the verb. Monitor and help as students complete the exercise. Check answers.
- 11 3D.4 Explain that students hear a man called Philippe describing his language skills using the present simple tense. Point to the table and tell them that, for the first listening, they write the languages in the first column. Play the audio and pause after the first language to check students understand.

Play the audio for students to complete the exercise. Give or elicit the answers.

French Italian Spanish English

- 12 Play the audio again. This time students listen out for how well Philippe can use different languages and put a tick in the relevant column. If necessary, pause the audio after the information about German and go through this as a class. Remind them to listen for the words at the top of the columns. Check answers as a class, replaying the audio as necessary.

German: very well French: very well Italian: a little
Spanish: no English: a little

- 13 Divide the class into pairs or small groups. Model the activity yourself and gesture for students to ask the questions. As you answer the first question ask *Who am I?* You could be David, Keiko or Marc. The class ask the second question and ask *Who am I?* again. This time you could only be Keiko, who speaks a little German. Monitor and check students are using the correct pronunciation for languages and intonation for questions.

Extra activity

Students repeat the activity with a different pair or group.

ABCD Put it all together

- 14 Give students time to think about their language skills. They can read their answers to exercise 10 again. Tell them they will use the verbs *speak*, *understand*, and *like*. Students draw a blank table like exercise 11 or use the same table and write the initials of others in the class. If possible, students stand up and mill around as if meeting people at a party. Remind them they can ask for repetition if they don't understand and that they should use *Really?* to show interest and encourage a speaker to give more information.

Student performance

Students should be able to find out about another student's ability in two or more foreign languages using communication strategies.

You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students attempt to be interested listeners? exercise 3
Fluency	Do students use language words with little hesitation? exercise 13
Pronunciation	Do students say /ʃ/ clearly in language words? exercises 3, 4

I can talk about language skills.

Students tick *on my own* if two people have information about them, and they have information about two others. They tick *with some help* if they need to use their notes to ask questions.

Early finishers

Students write some sentences about people in the class for display or presentation. Others guess who the student is.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will work with two short texts giving nationality and language details about different people.

New language	first, second, other
Recycled language	words: places, languages, currencies grammar: present tense
Discourse	sentence building: and, but

End product

In *Put it all together*, students write a short paragraph (about 50 words) using notes they have made. They should include simple compound sentences using *and* and *but*.

Warmer

Ask about nationality and languages or characters in unit 3, e.g. Isabel, Sue and Iris.

Write *How to write about my country and languages* on the board.

A Read for detail

In this section, students concentrate on the theme of a short paragraph by reading to identify a topically unconnected sentence.

- 1 Students cover the text and look at the picture of Jan and see if they can remember where he's from. They met him in lesson 1B. If students can't guess, start spelling out the word *Poland*. Ask *What's the capital of Poland?* (*Warsaw*.) *What's the currency?* (*złoty*.) Students read the text quickly to check answers.

Now tell students to read the text again carefully and find a sentence with wrong information. (*Warsaw is in France*.)

- 2 Encourage students to try and complete the table from memory first. Students then check spelling by referring back to the text. Check answers.

Polish Poland Warsaw złoty English and French

- 3 Students complete the third column with information about themselves. Students check they have used capital letters for places and languages, or they could check their work in pairs. Ask students about themselves. If you have a monolingual group ask about their languages.

B Build sentences

In this section, students practise joining simple sentences to make compound sentences using *and* or *but*.

- 4 Write two sets of sentences on the board, 1 *I'm from ... I speak ... 2 I speak ... I don't speak ...*. Insert *and* in the first set and *but* in the second set. Students now go back through the text in exercise 1 and underline examples of *and* and *but*.
- 5 Students read and complete the sentences. Check answers.
1 and 2 but
- 6 Students look at the text about Jan to complete the sentences. Go through the example as a class if necessary, making sure students understand why *and* is the answer and not *but*. Students complete the exercise. Check answers.

2 Warsaw is the capital **but** I don't live there.

3 The currency is the złoty **and** the main language is Polish.

4 I speak a little English **and** I speak a little French.

5 I speak Russian **but** I don't speak Spanish.

- 7 Students write two sentences about themselves. They can use the information from the table in exercise 2 or new sentences. Ask a few students to read out their sentences.

Extra help

Set up a chain drill. Start with a sentence about yourself. Say *I speak (language) and I speak (language)*. Nominate a student to continue by saying a similar sentence, either adding information (use *and*) or making a contrast (use *but*).

C Review your writing

In this section, students review their own writing for capital letters and full stops, or ask a partner to help them review.

- 8 Students cover the text and look at the picture of Bülent to guess where he's from. If they can't guess, give them his name and start spelling out the word *Turkey*. Ask *What's the capital of Turkey?* (*Ankara*.) *What's the currency?* (*Turkish lira*.) Students read the text quickly to check their answers.

Students read Jan's text again and check when capital letters are used in English (*countries, towns, nationalities, languages*). Give them time to correct the text before whole class feedback.

I'm from Turkey. The capital of Turkey is Ankara but I live in Trabzon. Our currency is the Turkish lira. My first language is Turkish but I speak German very well. I speak a little English and I understand a little Russian.

ABC Put it all together

- 9 Encourage students to use a dictionary and their notes in the table in exercise 2. Students can refer to the corrected version of the writing model in exercise 8 to help them.
- 10 Students swap texts with a partner to check their work. Make a note of any repeated errors for revision.
- 11 Students try and guess the wrong information and see if they were right.

Student performance

Students should be able to produce a short paragraph of 50 words, including linkers *and* and *but*. The text might contain a few mistakes, e.g. prepositions, articles, spelling of language adjectives.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Have students written enough about their language ability?
Accuracy	Have students used <i>and</i> and <i>but</i> correctly?
Spelling	Have students spelt language adjectives correctly?
Capitalization	Have students used full stops and capital letters correctly after reviewing?

I can write about my country and languages.

Students tick *on my own* if they can write a paragraph about themselves and correct any mistakes in spelling and capitalization. They tick *with some help* if they need to look at the model text in exercise 8 more than twice.

Early finishers

Students work with a different partner. They read their paragraph aloud and find one fact that is the same or different.

Additional material

www.oup.com/elt/englishresult for extra practice material

www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember who

Read phrases 1–9 below. In small groups, students write down who said or wrote them. They check answers by looking back through unit 3.

- 1 *Excuse me, where's the ticket office please?* 2 *I'm very good at foreign languages.* 3 *The currency of Peru is the nuevo sol.*
4 *The main language is Polish.* 5 *German and French are my first languages.* 6 *I'm not very good at languages.* 7 *Hi, it's Tony here.*
8 *In Paris, they think I'm French.* 9 *The capital of Turkey is Ankara but I live in Trabzon.*

- 1 The woman in Piccadilly station. 2 Iris 3 Isabel (from Peru)
4 Jan 5 Phillipe 6 Sue 7 Tony 8 Iris 9 Bülent

A Grammar

1 Articles 3B exercises 13, 14

Warm-up: Write *the capital, an island, a city*. Say place names from audio script 3B.4 on >> pp.151/152 and students say the type of place. If necessary, students study the grammar box in exercise 13 on >> p.29 before doing the exercise.

Set-up: Use the example and ask *Why is 'the' correct?* before students do the exercise.

- 2 a 3 an 4 a 5 an 6 The 7 a 8 the

Follow-up: In pairs, students look at *Grammar Bank 3.1* on >> p.138 and create three similar sentences about their own country or a place in unit 3. They review capital letters and write an answer key before swapping sentences and giving answers.

2 Plurals 3C exercises 7, 8, 9, 10

Warm-up: Open class or team game. Use singular words from the grammar box in exercise 4 on >> p.31. Nominate a student or team member to spell the plural. Students use *The alphabet* on >> p.149 for help if necessary.

Set-up: Go through the example and point out the changes when a phrase is made plural.

- 2 women on buses 3 children in classes 4 men in lorries
5 shops in streets 6 people in supermarkets
7 waiters in restaurants 8 workers in factories

Follow-up: Students choose three small pictures in *Find the people* on >> p.30. In small groups, they take turns describing what they can see in the pictures for others to say the coordinates.

3 Present simple 3D exercises 7, 8, 10

Warm-up: Team game. Choose a conversation frame from *Sue and Iris* and write all the words in the conversation in a jumbled order on the board, e.g. for frame 4 write: *languages, languages, do, I, good, speak, very, yes, do, I'm, at, foreign, any, you, other, wow.*

Write the names of the speakers and draw a line for each word and number the gaps.

Sue: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ ?
Iris: 8 _____ 9 _____ 10 _____ 11 _____ 12 _____ 13 _____ 14 _____
15 _____ 16 _____

Teams nominate a spokesperson. Go around each one and ask for a word and the number of the gap. Give a point if both pieces of information are correct.

Set-up: Remind students not to look diagonally.

- 2 I speak a little German. 6 Do you speak Italian?
3 I speak French very well. 7 I don't speak Polish.
4 Do you speak any other languages? 8 I understand Russian.
5 I don't speak Portuguese.

Follow-up: Students translate the sentences and compare word order in their own language.

B Vocabulary

4 Places 3A vocabulary panel

Warm-up: Books closed. See how many places students can remember in Manchester Piccadilly station. Students check on >> p.26.

Set-up: Do the second item as a class if necessary.

- 2 train 3 cash machine 4 café 5 toilets 6 car park
7 bookshop 8 music shop 9 chemist's 10 pub 11 telephone

Follow-up: In pairs, students use different place words on >> p.26 to make anagrams for another pair. They write an answer key on a different piece of paper before swapping exercises and giving answers.

5 Countries and nationalities 3B vocabulary panel

Warm-up: Books closed. Ask *What's the country?* Say names of capital cities for the class to say the country name. Say country names for students to say the capital or the language.

Set-up: Do the second item as a class if necessary.

- 2 Russia – Russian 7 France – French
3 Japan – Japanese 8 Greece – Greek
4 The United States – American 9 Spain – Spanish
5 China – Chinese 10 Germany – German
6 Italy – Italian

Follow-up: Students write the title *Languages* and draw three columns headed *-an*, *-ese*, and *-ish*. In pairs, they look through unit 3 and the audio scripts for 3B on >> p.151 and >> p.152 to find the names of languages. They add others they know.

6 In town 3C vocabulary panel, exercise 4

Warm-up: Direct students to >> p.30 and give coordinates for five small squares. In pairs or small groups, students write the things they can see, e.g. 7D (*a cinema, people, cars*), 2G (*a bus, a car, people*) E3 (*a tree, children*) C2 (*a lorry, a driver, a bicycle, a girl*) C5 (*a restaurant, men, a waiter*).

Set-up: Use the example to show students how to do the exercise. Ask *Is there a tree in a park?* The class respond yes. Repeat with *country* and *city* for the class to say no.

- 2 house 3 train 4 car 5 table 6 driver 7 worker

Follow-up: Students, in pairs or groups, create three odd word out sentences for another group. They give four answer options and prepare to explain the answers.

Early finishers

Students draw a simple plan of a station they know, similar to *Pairwork 3A* on >> p.128 and mark six places. To help with pronunciation, they write how many syllables the place words have, and use exercise 4 on >> p.27 to help. They swap with another student, who asks for directions to the places. If necessary, students study exercises 13 and 14 on >> p.27 again.

How to respond to news



Orientation

Context

In this lesson, students will practise using intonation to express their feelings in response to a person's good or bad news.

Signs shows frequently seen signs and notices announcing either good or bad news.

Good news, bad news is a photo story. Jim and Ana meet and exchange good and bad news. Ana's boyfriend is in England but he's got a new girlfriend, shown in the small thought bubbles above her head. Jim's acting in a play. It's the opening night, but he still can't remember his lines.

Language

Focus words	places: <i>garden, museum, theatre, etc.</i> other: <i>cancelled, cheap, flight, play</i>
Focus phrases	signs: <i>free entry, out of order, sold out, etc.</i> responding to news: <i>Oh good!, Oh really?, etc.</i>
Recognition vocabulary	words: <i>notice, sign</i> phrases: <i>know my lines</i>
Recycled language	words: <i>cinema, hotel, restaurant, etc.</i> grammar: <i>be (present simple)</i>
Pronunciation	showing interest with intonation: <i>Oh really! 4A.2</i>
Discourse	introducing contrast: <i>but</i>

Language note

Explain that although the word *news* ends in the letter *s*, it isn't plural as it might be in other languages.

End product

In *Put it all together*, students have two conversations in pairs. They greet each other and give and respond to good and bad news. They act the conversation with notes on the board or from memory.

Preparation

Collect copies of signs or notices in or around your classroom and area. Think about specific examples of good or bad news to use as examples with your students for the *Warmer*.

Warmer

Write *good* and draw ☺, *bad* and ☹ on the board. Ask students if the following statements are good or bad news:

- 1 It's a holiday tomorrow. ☺ 2 It's my birthday today. ☺
3 You have an exam tomorrow. ☹ 4 My exam result is 5 out of 100. ☹
5 My exam result is 95 out of 100. ☺

If students give an unexpected response, e.g. a birthday is bad news (getting old), you could ask them why. Do not correct mistakes as the focus is on fluency.

Now write the phrases *Oh no!* ☹, *Oh good!* ☺ on the board. Say the sentences again and gesture for your students to respond. Encourage exaggerated intonation for each one.

Write *How to respond to news* on the board.

A Vocabulary signs

- 1 Go through the instructions and example and check students understand that there might be more than one possible answer for each place. As students continue in pairs, monitor and encourage them to look at Lessons 3A and 3C to review vocabulary if necessary. Check answers as a class.

Suggested answers

- b Cancelled: airport, cinema, station, theatre
c Free entry: museum, cinema, theatre
d Out of order: cash machine, telephone, toilets
e Sorry we're closed: car park, cinema, hotel, museum, restaurant, shop, station, theatre, toilets
f Everything half-price: cinema, hotel, museum, shop, supermarket, theatre
g Sold out: cinema, shop, supermarket, theatre
h Open: restaurant, shop
i Full: cinema, theatre, concert
j Please help yourself: restaurant (next to cutlery, sauces), theatre (leaflets, programmes)
k Sorry, no vacancies: hotel
- 2 Remind students that they don't always need to understand every word to understand a text. Go through the first sign as an example. Ask *Good or bad?* and point to the board to elicit an appropriate response. In pairs, students decide if the signs are good or bad news before you read through the signs and elicit answers from the class.

a bad	d bad	g bad	j good
b bad	e bad	h good	k bad
c good	f good	i bad	

- 3 Explain the activity using the example and emphasizing *but* to signal the introduction of a contrast. Ask students to read the first half of sentences 1–8, and ask *Are they good news or bad news?* Repeat with the second half of sentences a–h. Check any vocabulary problems. Do another few examples together if your students find the activity difficult. Students continue in pairs or small groups. Suggest they write the letters in the boxes next to the sentence beginning. Check answers.

2 f 3 e 4 g 5 c 6 a 7 d 8 b

Language note

Most of the first parts of the sentences have *of* as a preposition of place. If students ask, explain that the speaker is referring to a point on a journey.

B Listen for detail

In this section, students read a dialogue before listening for key words.

- 4 **4A.1** Go through the questions and the example. Play the audio and pause after Ana's good news. Tell students not to read. They should listen for the answers and make short notes.

Culture note

It is a commonly understood politeness convention that people avoid showing disappointment or displeasure directly. Saying so-so or using the gesture with the hand, is 'inviting' a person to ask directly what's wrong. Explain that we don't give bad news immediately and this hand signal shows that the news is not 100% good. Ask students if the same happens in their culture.

- 5 In pairs, students read the photo story on >> p.36 and check their answers. Use the pictures to help them understand.

2 Ana's boyfriend's with his new girlfriend. 3 Jim's in a play.
4 Tonight's the first night and he doesn't know his lines.

- 6 Ask *Who?* and say phrases 1–5 to see if students can remember. Students read again and check.

1 Jim 2 Jim 3 Jim 4 Ana 5 Ana

Language note

Oh really? looks like a question, but it shows people are interested listeners.

Extra plus

Ask students if the phrases in exercise 6 are responses to good news or bad news from memory, encouraging them to call out as a class.

- 7 Ask students to choose an important word from the first two pictures (*wrong, good, boyfriend, England*). Remind them that they must write important words, not grammatical words like articles and prepositions. There are more than three important words in the story. Students continue the activity. Encourage them to read quickly to select their words.
- 8 Demonstrate the activity using one or two words which students identified in the first two pictures. Write the words on the board and tell students to listen for them. Play the audio and pause to check students heard them. Repeat if necessary.

C Pronunciation responses to news

- 9 **4A.2** To introduce the activity, write the first example *Oh no! Good luck!* on the board. Play the audio and move your hand like a conductor to show the pattern in the phrase. Repeat as necessary for students to copy the pronunciation.

Language note

We usually use an exaggerated rise-fall pattern when we respond to people's news. It shows interest in what has been said or empathy for the speaker. A lot can be conveyed in English through intonation and students should try to sound interested, perhaps using a wider range than they would in their L1.

Extra plus

Read the sentences below from the *Warmer*, asking students to choose a response from exercise 6. Go through suggestions and then repeat the sentences, eliciting a choral response.

It's a holiday tomorrow. © ... *Oh really? That's great!*

My exam result is 5 out of 100. © ... *Oh, I see. I'm sorry!*

My exam result is 95 out of 100. © ... *Oh really? Well done!*

- 10 Students read through sentences 1–5. Check any problems. Go through the first item as a class. Give students time to think about the answers before doing the activity, and elicit the answers. Divide the class into pairs. Students complete the activity. Ask for pairs to volunteer to say their sentences and responses to the class.

1 Oh no! Good luck! 2 Oh really? Well done! 3 Oh really? That's great! 4 Oh, I see. I'm sorry. 5 What's wrong?

Extra help

Divide the class into two, A and B. Practise the conversations.

- 11 Remind students to speak as if they mean the response. You could suggest they try looking up from the page and making eye contact with their partner as they respond. Give feedback on the positive aspects of the role play.

ABC Put it all together

- 12 Show students how to make notes. Copy the example and add or elicit another one, e.g. ✓ at airport ✗ flight cancelled. Students can use dictionaries to help them express their ideas.
- 13 Ask for a few more examples and write the key words on the board. In pairs, students complete the activity. They can write two conversations, each one using a different idea. Give them time to practise their conversations. Remind them that they can ask their partner to repeat or speak more slowly, but they must respond to the news as interested listeners.
- 14 If students have difficulty having the whole conversation from memory, encourage them to look up from their books occasionally and use the notes on the board. If necessary, they can look back at exercise 6 for an appropriate reply.

Student performance

Students should be able to give one piece of good and bad news. They should also be able to recognize and respond as an interested listener to pieces of good and bad news, asking for repetition if they need more help.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students give one piece of good and bad news? exercise 3
Interaction	Do students respond to their partner's information appropriately? exercise 10
Pronunciation	Do students use intonation to sound interested or concerned? exercise 11

I can respond to good and bad news.

Students tick *on my own* if they can have two conversations with the support of notes on the board. They tick *with some help* if they refer back to exercise 6 to find expressions to respond.

Early finishers

Students swap partners and repeat the activity using the notes on the board.

Additional material

www.oup.com/elt/englishresult for extra practice material

www.oup.com/elt/teacher/result for extra teacher resources

How to say dates

4B

Orientation

Context

In this lesson, students will practise saying months of the year and dates.

The picture shows two versions of Nuria da Silva's desk. She's a 25-year-old Brazilian student from Rio de Janeiro, studying in Britain.

The following are the differences between the two pictures:

books: *The Third Man* (A); *The Tenth Man* (B); *Twelfth Night* (A); *Agosto* (B)

CD: *Hotter than July* (A); *April in Paris* (B)

DVD: *The Sixth Sense* (A); *42nd Street* (B)

calendar: February (A); September (B)

rug: Scorpio October 23rd – November 21st (A); Leo July 23rd – August 22nd (B)

notes: First day of term January 7th (A); End of term December 20th (B); Exam May 8th (A); Exam June 4th (B); the eleventh hour (A); the tenth month (B)

The red script in *Ordinal numbers* shows pronunciation. The two illustrations show the differences between how dates are said and written.

Language

Focus grammar	prepositions of time: <i>at, in, on</i>
Preview grammar	frequency adverbs: <i>always, never</i>
Focus words	months: <i>January, February</i> , etc. ordinal numbers: <i>first – thirty-first</i>
Focus phrases	time phrases with prepositions: <i>at half-past three</i> , etc.
Recognition vocabulary	words: <i>before, easy, finally, long, short</i> , etc. phrases: <i>festivals and celebrations: New Year's Day</i> , etc.
Recycled language	days of the week, parts of the day
Pronunciation	syllables and word stress: o O o <i>September</i> 4B.1–2 consonant sound: /θ/ <i>three–tree</i> 4B.3

Language note

January and *February* have a silent 'a' and are three-syllable words but some speakers pronounce the 'a' so they have four syllables.

End product

Put it all together, students ask and answer questions about important dates and events, e.g. birthdays and holidays. They tell the class about important dates on the calendar.

Preparation

Think of important dates your students will know to use as examples for exercise 14.

Warmer

Play a memory game. Write a brief, true text about the month and date, e.g. *Today is Friday, January the twenty-second and tomorrow is Saturday, January the twenty-third. Next month is February and the month after that is March.* Read it aloud a couple of times. Ask a volunteer to read it out. Rub out a line diagonally through the text. Ask another volunteer to read the complete text aloud, remembering the erased segments. Repeat until the board is empty and ask a volunteer to say the complete text from memory.

Write *How to say dates* on the board.

A Vocabulary months and ordinal numbers

- 1 Tell students to look at the desks on >> p.38. Read through the question as a class and, if necessary, elicit the kind of information students should be looking for in the picture. Do the first one as an example. Ask students to answer the questions individually, and then compare in pairs. Check answers (see *Context*).
- 2 Write a few numbers and their corresponding ordinals on the board and ask students which one is used to show the order of things in a list. Draw two columns on the board, A and B. Go through the example and write the sentences in the columns. Underline *third* and direct students to *Ordinal numbers* on >> p.38. Write numbers on the board and gesture for students to call out the ordinal number. Work on pronunciation, encouraging students to pronounce the /θ/ sound. They will be given more practice with this sound in section B.

Students work individually to find the nine differences. Put students in pairs and, after a short time, small groups. Go over the answers (see *Context*), writing them in columns on the board and giving further pronunciation practice of ordinal numbers as necessary.

Extra help

Use exercise 6 on >> p.15 for numbers. Say the numbers as ordinals for the class to continue the pattern in pairs.

- 3 Divide the class into small groups. Direct students to *Months* on >> p.38 and go through the list or elicit the months of the year. Let students work together to find and underline the months in the pictures. Tell students to cover *Months* and put the months from the picture in the correct order. They can write a number or letter by each one and then check their order with the vocabulary panel.

Extra help

Write abbreviations for the months in order on the board *Jan, Feb, Mar, Apr, May, June, July, Aug, Sept, Oct, Nov, Dec*. Say the name of a month at random for students to call out the name of the next month. Do not correct pronunciation at this stage.

- 4 Students read the verse on >> p.126, ignoring the spaces. Ask *Are the months in the right order?* Check students understand *long, short, and easy to remember*. Go through the first four lines and using the names of the months on the board, elicit the names of the tenth and eleventh months. Divide the class into pairs or small groups to complete the text. Do not correct answers at this stage.
- 5 4B.1 Play the audio and pause after each verse to give students time to check their answers. Let them listen a second time or check answers with audio script 4B.1 on >> p.152. Play the audio again for students to say or mumble the verse as they listen.
- 6 Direct students to the table and ask how many syllables there are in the months (*March 1, January 3*). In pairs, students write the months under the correct pronunciation pattern from memory. Encourage them to ask you to say the word if they're not sure. Do not give answers at this stage.
- 7 4B.2 On the audio, the months are grouped according to the number of syllables not calendar order. Monitor and say words for students if they need help. Play the audio for students to check answers. Play it a second time for them to repeat.

O March, May, June O o April, August o O July O o o January, February o O o September, October, November, December

B Pronunciation /θ/

- 8 **48.3** Students need to be able to produce the /θ/ sound to say ordinal numbers. Begin by modelling *three* and *tree*, exaggerating the /θ/ sound. This will help students understand and hear the sound and how the two words are different.
- Check students understand the activity. Play the audio, pausing while they respond A or B in chorus. Make a note of any pairs they had difficulty with and give extra practice as necessary.

Extra help

To practise distinguishing cardinal and ordinal numbers, write two columns of numbers on the board. Write pairs of words, e.g. 13/13th, 16/16th, 24/24th. Say one of the numbers and students shout out *first* or *second*. Students continue in pairs.

- 9 Divide the class into pairs. As students continue, monitor and check for correct pronunciation. Students swap roles after a few numbers. Make a note of any repeated errors and go through as a class at the end.

Teaching tip

Students often find it difficult to produce the /θ/ sound, particularly when it follows a consonant (*fifth*) or consonant cluster (*sixth*). If students find this difficult, don't insist. Many native speakers of English don't pronounce the /θ/ sound.

C Read puzzles

In this section, students need to read each sentence very carefully for detail to solve the puzzles.

- 10 Check students understand key vocabulary. Use the abbreviated list of months to check they understand *before* and *after*. Ask *Which month comes before February?* and *Which month comes before March?* Show the meaning *at the end of* by drawing a straight line on the board and put a cross at the end of it. Explain that these are real puzzles.

Put students into pairs or small groups. If students find this difficult, give them these clues: 1 *think about spellings*, 2 *think about the order of the months*, 3 *think about letters of the alphabet*, 4 *think about the number of days in the months*. Students complete the activity.

- 11 After students have read the answers on >> p.126, go over the texts to check they understand and answer any questions.

D Grammar prepositions of time *at, in, on*

- 12 Draw three columns on the board. Go through the grammar box column by column as a class. Elicit more examples for each column and write them on the board. Go round the class for answers, eliciting the whole phrase, including the preposition.

Extra help

Say *time, month, or date* and gesture for students to call out the preposition. Students continue in pairs.

- 13 Students read through items 1–10. Check any problems. Go through the example as a class. Say *February 14th* and ask *Time, month, or date?* Elicit *date* and point to the third column in the grammar box (*on*). Students do the exercise individually and then check in pairs. Go over the answers as a class, making sure students say the complete phrase.

2 in 3 on 4 at 5 on 6 in 7 at 8 on 9 on 10 on

- 14 Divide the class into pairs and give students time to read through the questions. Check any problems. Go through the example as a class, making sure students are clear why *the* is used with the date (*because it's a spoken answer*). Students complete the activity, taking turns to ask and answer. Remind them to check back to exercise 13 if necessary. Monitor and check for any problems. Check answers as a class.

2 It's on December the thirty-first. 3 It's on February the fourteenth. 4 It's in March. 5 It's on July the fourth. 6, 7 Students' own answers

Language notes

Item 7 refers to Mother's Day, which is the fourth Sunday in Lent in Britain, but may be different elsewhere.

If the date is written in figures, 1.4.2007 would be British usage and 4.1.2007 the US convention.

Extra activity

Play a guessing game using *at, in, on*. Students ask each other yes/no questions about the month of their birthday, e.g. *Is it in January?* *Is it before March?* *Is it at the end of March?*

- 15 Divide the class into A/B pairs and go through the example. Remind students to ask for repetition and to say 's clearly. Monitor for pronunciation of ordinal numbers and the preposition *on* and give positive feedback. Students compare tables after they have completed them. They then answer the True/False questions.

1 False 2 True 3 True 4 False

ABCD Put it all together

- 16 Elicit some important dates for students, e.g. birthdays, holidays. Students read through the list of example events and the 'important dates'. In pairs, they find out the dates and then find six pieces of information about their partner.
- 17 Give students time to put their information in order using the abbreviations on the board if necessary. Ask them to listen to each other to see if anybody shares the same important date.

Student performance

Students should be able to tell the class about three or four important dates and events for others in the class using their notes.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students give information about four or more important dates? exercise 14
Accuracy	Do students pronounce the possessive 's? exercise 15
Pronunciation	Do students use some correct stress patterns for names of months? exercise 6

I can say dates.

Students tick *on my own* if they can give the information without a lot of hesitation, using their notes to help. They tick *with some help* if they need a lot of time to think.

Early finishers

Students make a class birthday calendar for display, or a calendar of festivals and celebrations for a country they know.

Additional material

www.oup.com/elt/englishresult for extra practice material

www.oup.com/elt/teacher/result for extra teacher resources

How to describe habits

4C

Orientation

Context

In this lesson, students will practise talking about what they do regularly in the mornings.

The picture page features a personality test or quiz that you might find in a lifestyle-type magazine *Are you a morning flower or a morning monster?* The pictures of the heads of people illustrate this idea.

The labelled photos to the right of *Personality test* illustrate some of the optional answers for different questions.

The vocabulary panel *Lily's morning*, lists morning activities which are illustrated in the drawings at the top of the page.

Language

Focus grammar	present simple he/she/it: <i>He wakes up, He doesn't ...</i> , etc.
Preview grammar	time adverbs: <i>often, always</i> irregular verbs: <i>have, has</i>
Focus phrases	morning habits: <i>have a shower/breakfast ...</i> , <i>get dressed</i> , etc.
Recognition vocabulary	words: <i>bathroom, later, snooze, think, without</i> , etc. phrases: <i>a healthy/big breakfast, go back to, late for work</i> , etc.
Recycled language	time phrases: <i>at eight o'clock</i> ordinal numbers: <i>first, second</i> , etc.
Pronunciation	final -s: <i>gets up, likes mornings</i> , etc. 4C3

Language note

As with plurals, the endings for third person present simple forms of the verb may be either a single consonant sound or a whole syllable (vowel and consonant).

End product

In *Put it all together*, students ask one or two partners five to eight questions about family members or friends, based on the *Personality test*. They take notes and use the answers to decide if people are *morning flowers* or *morning monsters*.

Preparation

Go through the quiz and work out your answers in advance if you want students to ask you the questions in *Extra activity*, exercise 8.

Warmer

You could tell students about yourself and find out what they are like in the morning. Draw four faces on the board: 1 smiling and wide-eyed 2 Normal: mouth smiling slightly, not quite a horizontal line 3 Stunned: the mouth drawn as a zig-zag line, lines under the eyes, and untidy hair on top of the head 4 Asleep: closed eyes with Zzzz around the head. Point at yourself and say *Seven o'clock in the morning* and face 3 (or whichever one is true for you). Then point at a student and say *Seven o'clock in the morning ... you?* and point at face 1. Elicit *yes* or *no* until you get the right face. Repeat with other students and different times.

Tell students to look at *Personality test*. Point to the picture of the woman, smile and tell students *She's a morning flower*. Ask *Is the man a morning flower?* (*No, he isn't, he's a morning monster*.) You could ask for a show of hands for *Who's a morning flower? Who's a morning monster*.

Write *How to describe habits* on the board.

A Vocabulary morning habits

- 1 Point to *Lily's morning* and picture a. Students read through the verbs. Check understanding and go through the example. Students match the pictures and phrases individually and then compare answers in pairs. Check answers.

b leave the house c get dressed d wake up e brush (her) teeth
f have breakfast g check (her) email h have a shower

Extra help

Say a phrase and the class call out the picture letter. Now point to a picture and get the class to say the phrase, either by looking at *Lily's morning* or from memory.

- 2 Write *What do you do in the morning?* on the board. Use gesture for the class to ask you, and reply using phrases from *Lily's morning*, emphasizing *then*. Give students time to put the morning habits in order and do the activity in pairs or small groups. Monitor for interesting sequences.

Extra activity

Students change pairs and guess their partner's order.

B Listen for key words

In this section, students follow a conversation, understanding key words in the audio script and ignoring words like *well* and *ehm*.

- 3 Review ordinal numbers, if necessary. Students do the activity individually and then compare in pairs and then small groups. Ask groups to give their suggestions to the class. There are several possible sequences for *Lily's morning*, beginning with *get up* (4) and ending with *leave the house* (2).
- 4 **4C1** Tell students they will hear Lily being interviewed. Students listen carefully to check their answers. Play and pause the audio after each item.

d a f g h e c b

- 5 Put the example on the board, underlining the key words (nouns and verbs) and crossing or rubbing out the others. Tell students that if they understand *what - do - morning* they can understand the question. Give another example if necessary. Go through *Lily's* answer to the first question as a class. In pairs, students work through the rest of the audio script and underline all the key words and count all the unimportant words. Go through the audio script as a class.
- 6 Students read the audio script again and discuss the question in pairs.

It doesn't really have a meaning. Lily uses it when she's speaking to give herself time to think.

C Read and respond

In this section, students read quiz questions and answers for detail.

- 7 Read through the key to the quiz and check any problems. Remind students to use the pictures and not to worry if they don't understand every word. Monitor as students compare answers and encourage them to use the words in the quiz options, rather than say the letters A, B, or C for answers.

- 8 **4C.2** Ask students *What about Jim, do you think he's a morning monster or flower?* Ask for a show of hands. Go through the example as a class, pause the audio and ask students which words gave them the answer (*press, snooze, five*). Pause the audio after each answer for students to think about key words. Students compare answers in pairs and count up his score.

2 A 3 C 4 C 5 C 6 C 7 C 8 C

Extra activity

Students ask you the questions and decide if you're a *Morning flower or monster*.

- 9 Divide students into A/B pairs. Give students time to read the questions silently and let them guess first and check vocabulary in their dictionaries. Monitor and check they give informative answers. Students write their partner's initials next to the answer and count up their scores. Ask *Who has a partner who's a morning monster?* See if the partner agrees.

D Grammar present simple with *he / she / it*

- 10 Books closed. Draw three columns on the board and write +, -, and ? at the top of each one. Elicit an example sentence for each of the columns from the quiz and write them on the board. Ask about Jim using the options in the quiz to elicit short answer forms. You could tell students that they don't have to give full answers, but answering just *Yes* or *No* would sound impolite.

Books open at >> p.41. Students complete the grammar box. Ask for examples and if the rule is true or false (*True*). Give pronunciation practice of *does* and *doesn't* if necessary.

+ I **work** in an office.
- I **don't work** at weekends.
? Do you **work** in a bank?
short answers *Yes, he does.*

Extra activity

Write this mnemonic on the board for students to repeat:

She gets up with an S, you and I get up without.

He leaves with an S, you and I leave without.

- 11 Read through the list of verbs and check any problems. Remind students that these spelling rules are only for *he, she, and it*. Go through the examples as a class. In pairs, students complete the exercise. They check with another pair before you go over the answers.

+ -s: gets, leaves, phones, plays
+ -es: does, finishes, goes, watches
y to i + -es: studies
irregular: is

- 12 Go through the examples as a class. Remind students to look at *Lily's morning*. Students continue individually. Monitor and help as necessary. Check answers.

3 has, checks 4 doesn't 5 brushes, gets 6 doesn't

Extra help

Draw two columns on the board, with the quiz titles. Point to a column and say a sentence, e.g. *A morning flower likes mornings*. Use gesture and elicit *A morning monster doesn't like mornings*. Continue using cues from *Personality test*.

- 13 Students change pairs. Explain the activity and tell students that they could write the initial of the person next to the answers for later.

E Pronunciation final -s

- 14 **4C.3** Direct students to the first sentence in A. Ask *How many brothers?* Repeat with B. Model the activity using the first example and gesture for the class to say A or B. If students react slowly, demonstrate again, exaggerating the final -s. Play the audio and pause to give them time to respond. Repeat if necessary.

- 15 In pairs, students test each other. Monitor and help with pronunciation as necessary.

Extra activity

Say phrases in the first or third person form and students call out either *I* or *she/he*. Use some phrases from *Lily's morning*.

- 16 As look at Eric and make a sentence with *get up*. Elicit *Eric gets up at eight o'clock*. Bs look at Erica. Elicit *Erica gets up at half past eight*. Give students time to find eight differences. Monitor for the third person -s and give positive feedback or revise as necessary. Students look at each other's pictures to check answers.

Eric: gets up at 8 o'clock, goes for a run, has a shower, gets dressed, has breakfast and listens to the radio, leaves for work at 8.45

Erica: gets up at 8.30, checks her email, has a bath, has her breakfast and watches TV, gets dressed, leaves for work at 9.30

Extra help

Students write key phrases from *Lily's morning* and exercise 12 next to the actions before they do the activity.

ABCDE Put it all together

- 17 Put students into different pairs or small groups from exercise 16. Go through the example. Tell them to look at *Personality test* for ideas and elicit one or two questions and write them on the board. Students then continue writing their own full questions or notes.

- 18 Students ask questions until they have enough information to say if their partner's person is a morning flower or monster.

Student performance

Students should be able to ask and answer simple questions.

You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students give informative answers? exercise 9
Vocabulary	Do students ask four or more questions about different habits? exercise 13
Pronunciation	Do students pronounce the final -s ? exercise 16

I can describe morning habits.

Students tick *on my own* if they can ask questions by looking at their notes occasionally and give answers with a little hesitation. They tick *with some help* if they read some of their questions and need time to think of answers.

Early finishers

Students answer the quiz questions for their weekend. In small groups, they discuss if they have the same habits.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to describe a typical day

4D

Orientation

Context

In this lesson, students will focus on talking about daily routines.

Office Life is the first of a series of photo strip stories from a make-believe TV situation comedy. There are three characters: the boss (Mr Minnit) and two employees (Justin and Holly). In the first picture, it's twenty-five past nine and Holly is working at her desk but Justin, who is rather cheeky, has just arrived at the office. The boss is telling him off for being late. Mr Minnit complains about how much time Justin spends having coffee breaks and lunch. The episode ends with Justin realizing the time, it's 9.35 and he's late for his coffee break!

The theme 'time' runs through this episode. There is a poster on the wall *Time is money* and Holly has a clock prominently displayed on her desk. There is also a poster behind Justin's desk saying *Better late than never*.

In the vocabulary panel *How often?* the meanings of adverbs of frequency are represented visually.

Language

Focus grammar	adverbs of frequency: <i>always, usually, often, sometimes, never</i>
Focus phrases	<i>get up at, have breakfast/lunch/a break, leave the house, etc.</i>
Recognition vocabulary	<i>add together, alone, chip, come back, late, make (equals), near, seat, with/without</i>
Recycled language	present simple: <i>Justin sits ..., Justin doesn't ..., Does he ...?</i> pronouns: <i>he, she</i> times: <i>twelve o'clock, 9.35</i>
Pronunciation	vowel sounds: <i>leave</i> or <i>live</i> /i:/ or /ɪ/ 4D.2
Discourse	pronouns (substituting nouns): <i>he, she</i>

End product

In *Put it all together*, students read four or more sentences about another student's daily routines. The class listens and tries to guess who is being described. Students rehearse this before doing the activity.

Preparation

You will need pieces of paper for *Put it all together*.

Warmer

Write *Office Life* on the board. Ask students to close their eyes for one minute and think about a typical office. Ask students for office words and write them on the board. Books open at >> p.42 and students look at the pictures. They tell a partner if they'd like to work in an office like this. Ask about differences between this office and the one they thought about. Do not overcorrect mistakes at this stage. Ask *Which days do people usually go to work? What time do they normally start and finish work in your country? How long do they have for lunch?*

Write *How to describe a typical day* on the board.

A Read a conversation

In this section, students read for gist and specific information in a dialogue.

- 1 Students read the captions below the pictures quickly and answer the questions individually. You could set a time limit to encourage students to skim the text. Remind them not to worry about understanding every word.

1 Mr Minnit, the boss, Justin, Holly

2 Justin isn't a good worker.

- 2 Students read the questions. Check any problems. Go through the example as a class. In pairs, students read the photo story to answer the questions. Explain that you will answer any questions about vocabulary after exercise 4 and that they should try to guess the meaning of words they don't know. Check answers.

2 No, he doesn't. 3 5 o'clock 4 No (never). 5 Yes, he does.

6 One hour. 7 No, he doesn't. He sometimes has two hours.

8 He's late for his coffee break.

Extra help

Review personal pronouns by asking students to give you the subject pronoun for an answer to each question.

- 3 Read the instruction and mime the meaning of *laugh*. Students work in pairs to guess where a British TV audience would laugh and write the letter L in the places on >> p.42. Do not give the answers at this point as students will listen to check.

Teaching tip

Humour doesn't always travel well across cultures and students might have difficulty with this activity for that reason. Stress that they are marking laughter for a British TV audience and not to worry if they don't agree.

- 4 **4D.1** Play the audio for students to check their answers. Students might not find the parts where people laugh funny. Go through the answers and explain why people might laugh in those places.

J ... never leave late! L J ... coffee machine without Holly. L

J ... and one make two! L J ... my coffee break! L

Go through the conversation again and check understanding. Explain or ask about the name of Justin's boss. It's pronounced the same as *just a minute* (and he's talking about time).

Extra activity

Write *Justin's working day* on the board. In pairs or small groups, students write brief notes to describe his working day. Groups exchange information. Who thinks Justin works hard?

- 5 In pairs, students read the conversation aloud. Nominate pairs to perform the conversation with the class acting as a studio audience, laughing in the appropriate places. Give positive feedback.

Extra plus

Tell students to find and explain the sayings *Time is money* and *Better late than never* in picture 1. Ask *Who do you think agrees with them, Justin or Mr Minnit? Ask Who else thinks about time? (Holly, because she has a clock on her desk.)*

B Pronunciation *leave /i:/ or live /ɪ/*

- 6 **4D.2** Write the first two sentences on the board and point out the symbols. Remind students that they can find these in their dictionary. Say one of the sentences and ask *A or B?* If your students find this difficult, exaggerate the length of the vowel sound in *leave* and underline it. Contrast this with the short sound in *live*. Read through the other pairs of sentences in the box and check students understand the difference. Play the audio for students to say A or B. Check answers. Play the audio a second time if necessary.
- 7 In pairs, students test each other for clear pronunciation of the vowel. After a few minutes, they swap roles. Monitor and check for /i:/ and /ɪ/. Play the audio again and drill the sounds if necessary.

Extra help

Students write the letter of the sentence they intend to say before they say it. Their partner can write what they hear.

C Grammar *adverbs of frequency*

- 8 Write the example sentences on the board and ask students to tell you what the main verb is in each one. Remind them of the meaning of *before* and *after*. Students complete the rule in pairs. Write *leave at five* and elicit a positive, negative, and question to make sure students understand the difference between the main and auxiliary verb.

Always goes **after** *be* and *do*.
Always goes **before** a main verb.

Students look at *Office Life* or point to the sentences you have on the board. Ask *Does the same rule work for usually, never, often, and sometimes?*

Language note

This rule is a simplification. If students find examples where the adverb is in a different position and ask about it, tell them they will study it later.

- 9 Go through the example as a class. Students complete the exercise individually and then check in pairs. Go through answers as a class.
- Justin ...
2 usually leaves at five o'clock.
3 never leaves the office late.
4 sometimes has lunch with Holly.
5 and Holly are often at the coffee machine.
6 doesn't always go for lunch with Holly.
- 10 Direct students to *How often?* and tell them to read through sentences 1–6. Check any vocabulary problems. Go through the first item, talking about yourself. Ask around the class for students to give you their answers. As students continue individually, monitor and comment on interesting information. Students compare answers in pairs.
- Extra activity**
Ask students to say one true sentence about themselves and one false one. The class guesses which statement is false.
- 11 Go through the example question and answer pointing out the time words which are polite and give more information. Give students time to think about their questions. As they mingle to find somebody with the same answers, monitor for word order in questions and a time adverb in the reply.

D Listen for key words

In this section, students are asked to predict words they will hear before listening to a description for specific information.

- 12 **4D.3** Tell students they will listen to a writer talking about his typical working day and to tick the words they hear. Play the audio. Students compare answers and then listen again to check. Play the audio again, pausing after each item.
- ✓ home lunch news bed evening
- 13 Tell students to read the sentences and check they understand. Ask who *he* is in the sentences. Play the audio.

Extra plus

Students can think about the answers to the questions first, and then listen to check or confirm.

- 14 Students read the audio script to check. Go over any problems.
- 1 True 2 True 3 True 4 False

Extra activity

Play the audio again and pause at different places to see if students can guess the next word or two. Follow the audio script and pause in the following places:

I don't work in an (p) ... I usually get (p) ... have a cup (p) ... I watch the news (p) ... I finish (p) ... I never work (p) ...

ABCD Put it all together

- 15 Go through the phrases and explain the activity. Remind students that they can also use negative sentences and a dictionary. Encourage them to write neatly and remind them to put their names on the paper. Collect the texts to redistribute for the next activity.
- 16 After you have redistributed the texts, students choose four or more pieces of information. Give them time to read silently and think about changes. They should also check the position of adverbs and correct the text. Students read the sentences and the class guesses the identity of the person. Monitor and ask for repetition as necessary.

Student performance

Students should be able to read a short text for the class to understand.

You can use this checklist to monitor and give feedback or to assess students' performance.

Accuracy	Do students use the adverbs in the correct position? exercise 11
Vocabulary	Do students talk about five or more activities? exercise 11 Do students use two or three different frequency words? exercise 11

I can describe a typical day.

Students tick *on my own* if they are understood by most people in the class. They tick *with some help* if you need to ask them to repeat one or two sentences to say them more clearly.

Early finishers

Students choose one of the characters in *Office Life* and describe their typical day to a partner. The partner guesses who it is.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will practise talking and writing about everyday life in their own country.

There is a short text about everyday life in Ethiopia, about eating times, the working week, weekend, holidays and celebrations.

Culture note

Ethiopia follows the Julian calendar, named after Julius Caesar. Months have 30 days, and there is a 13th month of five or six days. It is roughly 7.5 years 'behind' the Gregorian calendar, so the year 2000–01 was 1993 in Ethiopia.

New language	words: <i>celebrate, Ethiopia, Ethiopian</i> phrases: <i>a long/short holiday, fact file, main meal, small meal (snack), special days, working week</i>
Recycled language	words and phrases: <i>times, days, months, time adverbs, ordinal numbers</i> grammar: <i>time prepositions: at, in, on</i>

End product

In *Put it all together*, students use their notes to write a *Fact File* about everyday life in their country. They read a partner's description to decide if they are the same or different and review for correct use of spelling, prepositions, and information.

Preparation

Write a list of different holidays, festivals, etc. where you are.

Warmer

Write *Everyday life in my country* on the board. Put students into groups and ask them to look back through lessons A–D and make notes of general topics to write about, e.g. getting up and going to bed times, meal times, the working week, the weekend. See if they can think of any others.

A Vocabulary review

- 1 Write *Everyday life in my country* and *days and dates* on the board. Go through the example conversation and ask the questions in the box. Students continue making questions in pairs. Monitor for correct pronunciation of ordinals.
- 2 **4E.1** Read the first sentence, beating out the stress as you build it up. Play the audio while students listen and repeat as a class. If students need more help with rhythm, play the audio a second time or direct them to the audio script.
- 3 Do the first question as an example, beating the stress as you ask, starting with *when*. Students reply chorally. Insist on full answers and monitor for rhythm. Students cover the sentences and continue in pairs.

B Read and complete

In this section, students scan a short paragraph to locate one piece of specific information.

- 4 Tell students they are going to read a *Fact File* about Ethiopia. They read the text quickly ignoring the blanks (*September 11th*.)
- 5 Go through the first item as a class and do a quick review of when the different prepositions are used. Encourage students to do the exercise from memory first and then look at >> p.39, exercise 12 to check their answers.

1 at 2 in 3 at 4 in 5 at 6 at 7 in 8 on 9 on

C Make notes

In this section, students scan and transfer information into a table.

- 6 Explain that students are going to make notes about everyday life in Ethiopia and go through the example as a class. Check they understand the questions in the table. Students continue individually. Monitor to check they are writing in note form and give positive feedback. If they are writing full forms, write the answers on the board to show them how to make notes.

get up: 6.00 go to bed: 9.00 or 10.00

main meal: 12.30 other meals: 18.00 working week: Mon–Fri

free days: big meal with family long holiday: no

special days: New Year's Day

- 7 Let students use their dictionaries and help with names for national festivals. They can use the names in their own language if there is no equivalent in English. Monitor and check they are writing information in the correct box.

ABC Put it all together

- 8 If possible, pair students from different countries. If students are from the same country, they might have different ideas of precisely when people do things. Direct them to the example conversations and ask for volunteers to have a conversation for the class. Students continue comparing their ideas in pairs, working through the questions in exercise 6.
- 9 Students write a *Fact File* for their country. Remind them to answer all the questions, use frequency adverbs and use capital letters where necessary. Monitor and comment on the legibility of students' writing.
- 10 Put students into different pairs. They can make notes from their partner's information before they discuss differences.
- 11 Make sure your students see this as a collaboration activity. When their work has been returned, they should be polite.

Student performance

Students should be able to write a short paragraph using all the information from the table in exercise 6.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Have students included four pieces of information?
Accuracy	Have students used prepositions correctly?
Spelling	Have students spelt the days and months correctly?
Capitalization	Have students used capitals for months, days, and festival names?

I can write about everyday life in my country.

Students tick on *my own* if they do this without looking at *Ethiopia: Fact File* and their writing does not contain mistakes with prepositions and capitalization. They tick *with some help* if they have looked back at *Ethiopia: Fact File* for ideas or language.

Early finishers

Students rewrite the paragraph for display, adding pictures or photographs.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember who

Play a team game. Divide the class into two teams. Write *Who?* on the board. Read sentences 1–10 below and ask students who said them.

- 1 *My boyfriend's here in England.* 2 *I press 'snooze' five times.*
3 *You're always late.* 4 *I never work in the evening.*
5 *New Year's Day is 11th September.* 6 *I check my email.*
7 *I get up at lunchtime.* 8 *I never leave late.* 9 *You come back at two.*
10 *I sometimes go to the coffee machine without Holly.*

1 Ana 2 Jim 3 Mr Minnit 4 the writer 5 Yohannis 6 Lily
7 Jim 8 Justin 9 Mr Minnit 10 Justin

A Grammar

1 Present simple 4C exercise 11

Warm-up: Hangman. Use a couple of phrases in the third person from *Lily's morning* on >> p.40. Students study the spelling table in exercise 11 on >> p.41 if necessary.

Set-up: Direct students to the text. Ask *Who wrote it?* (Mr Minnit), *Who is it to?* (Tim Eismoney), *Who's it about?* (Justin Tyne).

2 has 3 goes 4 comes 5 leaves 6 finishes 7 phones 8 writes
9 plays 10 does

Follow-up: Tell students to think about how the names of people in the memo are pronounced and written. See if they can make phrases using the names. (*Justin Time* = just in time, *Arnold Minnit* = a minute, *Mr Minnit* = missed a minute, *Tim Eismoney* = time is money). In small groups, students complete the *Personality test* on >> p.40 for Mr Minnit. Regroup students to compare answers.

2 Frequency adverbs 4D exercises 10, 11

Warm-up: Write *What's the next word?* on the board. Say some sentence beginnings from the grid for the class to say the next word, e.g. say *Ana usually gets ...*, students say *up*. (Suggestions: *Ana sometimes goes ...*, *Ana never watches ...*) Do not give answers at this stage.

Set-up: Remind students not to look diagonally.

- 2 Ana sometimes goes for a run in the morning.
3 Ana never goes to work by train.
4 Ana always has coffee for breakfast.
5 Ana is sometimes late for work.
6 Ana usually has lunch at half past one.
7 Ana often goes to the cinema at weekends.
8 Ana never watches the news.

Follow-up: Complete cloze game. In pairs, students choose a picture from *Office Life* on >> p.42 and write the words from the conversation in a jumbled order on a piece of paper. They draw a line for each word and swap with another pair.

3 Frequency adverbs 4D exercises 10, 11

Warm-up: Write the frequency adverbs *often*, *always*, *never*, *sometimes*, *usually* on the board for students to put in order. Students check answers with *How often?* on >> p.42.

Set-up: Use the first example and elicit true sentences.

Follow-up: Students check their writing before telling a partner. They swap answers and check spellings.

4 Prepositions of time 4B exercise 13

Warm-up: Write *time*, *month*, *date*, *day* on the board and give random examples from sentences 1–10. Students say the word category. Now ask *at*, *in*, *on*? Say the words again for students to make a phrase with a preposition. If necessary, they can study the grammar box in exercise 12 on >> p.39.

Set-up: Read the example and ask a student to say *true* or *false*.

2 in 3 in 4 at 5 on 6 at 7 on 8 in 9 at 10 in

Follow-up: Students translate one sentence for each preposition.

B Vocabulary

5 Dates 4B vocabulary panels

Warm-up: Ask students to continue the sequence *January 1st*, *February 2nd*, *March 3rd* ... as a class.

Set-up: Do the first two items together. Show that for some months there are two dates.

2 Jan 15th 3 Feb 1st 4 Mar 12th 5 Apr 20th 6 May 3rd
7 June 2nd 8 Jul 10th 9 Aug 4th 10 Sept 9th 11 Oct 2nd
12 Oct 15th 13 Nov 25th 14 Dec 8th

Follow-up: Students copy the months in order and underline stressed syllables. They check in exercise 6 on >> p.39.

6 Dates 4B exercises 7, 8

Warm-up: Ask questions about birthdays of some of the people in *Pairwork 4B* on >> p.128 and >> p.132, e.g. *Is Madonna's birthday on the 6th, 16th, or 26th August?* Students can look at *Ordinal numbers* on >> p.38.

Set-up: In small groups, students take turns to say the dates.

Follow-up: In pairs, one student says a number (1–14) and the other says the month and date.

7 Responses 4A exercise 10

Warm-up: Write the following words on the board: *that's*, *Oh*, *well*, *see*, *luck*, *done*, *good*, *really*, *I*, *done*, *wrong*, *no*, *what's*, *great*. In small groups, students make *Good news*, *bad news* responses using each word once.

Set-up: Students read items 1–6 to find one example of good and bad news before they start.

2 Well done! 3 I see! 4 What's wrong? 5 that's great! 6 Oh no

Follow-up: Students copy the phrases and write translations.

8 Habits and routines 4C vocabulary panel

Warm-up: Ask students to draw six circles and dictate these words for them to write in each one: *have*, *get*, *go*, *listen*, *play*, *watch*. Students draw lines radiating from the circles, and write a noun used with the verb on each line.

Set-up: Before students do the exercise, they read the text. Ask *When does the boy do his homework?* (*After 10.30 in the evening, or he doesn't, the text doesn't say.*)

2 get 3 have 4 leave 5 go 6 listen 7 starts 8 have 9 play
10 go 11 watch 12 go

Follow-up: Students design a verb-noun revision sheet. They write verbs and nouns in lists, or draw circles with the verbs written in the middle, and the nouns radiating out.

Early finishers

Students look through unit 4, A–D lesson titles and write them in order of difficulty, starting with the easiest first. They make a note of what they need or want to study, with a list of exercise and page numbers. Next to each one they write a day and date to study.

How to introduce people

Orientation

Context

In this lesson, students will practise using object pronouns to talk about people.

In *Party puzzle*, students imagine that they are organizing a seating plan for a dinner party for the people in the pictures. They want everybody to get to know each other so they decide to make sure that their guests sit next to people they don't know. Guests will also be seated so men and women don't sit next to each other.

Who knows who? gives information about the people.

At the party, lists what people say to each other before they sit down to dinner. There is one statement (a-i) for each of the small pictures (1-9).

Language

Focus grammar	object pronouns: <i>me, you, him, her, it, us, them</i> prepositions of place: <i>next to, opposite</i>
Focus phrases	introductions: <i>Come and meet her, Do you remember him?</i>
Recognition vocabulary	words: <i>ex-, hate, love, neighbours, puzzle</i> phrases: <i>next to, opposite, 's short for ..., the other one</i>
Recycled language	words: <i>boyfriend, couple, girlfriend</i> grammar: <i>subject pronouns, present tense (be, do)</i>
Pronunciation	vowels: <i>a /eɪ/, e /i:/, i /aɪ/, o /əʊ/, u /ju:/</i> 5A.2-3
Discourse	substituting nouns for pronouns: <i>Kate knows ... and she knows you.</i> 5A.1

End product

In *Put it all together*, students do a class role play, imagining they are famous people at an Oscars party. They introduce people to others they have met and are introduced to as many people as possible. Students are given a model conversation but they should try and make the introductions from memory or look at the conversation cues on the board.

Preparation

Read through the answers to the puzzle so you can help your students find information when they try to do the puzzle. Think about how you will organize your classroom for a class role play in *Put it all together*.

Warmer

Write the following lesson titles on the board before your students arrive: *How to ... say names, give your name and address, introduce people, describe people, describe routines, start a conversation.*

Explain that you are going to say some phrases and students listen and say in which of the *How to ...* situations they might hear the phrases. Remind students they can ask you to repeat the phrases or say them again more slowly. They can also ask you to spell names of people they don't understand. Dictate the following phrases: *Hello. My name's Jane. What's your name? Nice to meet you. Kate, this is Steve. Jude. It's short for Judith. Come and meet Pete. Do you know them?* In small groups, students decide which *How to ...* the phrases match (*introduce people*). Ask students for examples of situations when people introduce each other.

A Read for detail

In this section, students scan and match key words to find specific information.

- 1 Direct students to *Party puzzle*. Ask them to tell you how many people are coming to dinner (8). Go through the names of the people as a class.
- 2 Ask students to look at *Who knows who?* at the bottom of >> p.46. Go through the example. Write *They're a couple.* and *Kate's my girlfriend.* on the board. Elicit who *they* are, and show the link between Joe and Kate. Students read through sentences 2-6 and underline the names to look for in the text. Check vocabulary and elicit or explain *neighbour*. Students continue in pairs. Check answers.

2 Jude 3 Mike 4 Jane or Rose 5 Kate 6 Pete

- 3 Go through the two examples in the box. Elicit or explain that Steve knows Jude, so there is a tick in the appropriate box. There is no information about Steve and Kate so there is a cross. In pairs, students continue until they have filled in all the boxes. Monitor and help if necessary.

Steve: Jane × Jude ✓ Kate × Rose ×
Joe: Jane × Jude ✓ Kate ✓ Rose ×
Mike: Jane ✓ Jude × Kate × Rose ×
Pete: Jane ✓ Jude × Kate × Rose ✓

- 4 Direct students to the table plan. Draw it on the board. Students look at seat 1 and suggest a man to sit opposite Jude. Ask questions about the men *Does Jude know Steve? (Yes.) Does Jude know Joe? (Yes.) Does Jude know Pete? (No.)* Write *Pete* in seat 1 opposite Jude. Tell students that there is only one possible plan. Students continue, individually or in pairs. Let the activity continue for as long as students are interested but stop if students get frustrated. Monitor and help, listening to see how well your students can use object pronouns. Check answers. Write the names of people on the plan on the board.

1 Pete (He doesn't know Jude, sitting opposite.)
2 Kate (Pete doesn't know Kate, but he knows the other women.)
3 Steve (Kate doesn't know Steve.)
4 Jane (Jane doesn't know Steve. She knows Mike so can't sit next to him.)
7 Rose (She doesn't know Mike or Steve opposite.)
8 Joe (He doesn't know Jane and Rose.)

B Grammar object pronouns

- 5 Books closed. Write *Joe knows Kate and she knows him.* on the board. Ask *Who does 'she' refer to?* and *Who is the subject of know?* (*Kate*.) Follow the same procedure for Joe. Students open their books at >> p.47. Direct them to the grammar box and check they understand the two sentences. Ask *What type of pronoun is used for the subject of a verb? (Subject pronoun.)* Elicit examples. Go through the first item as a class. Students continue individually and check answers in pairs. Elicit answers around the class.

I/me you/you he/ him she/her it/it we/us they/them

- 6 Check students understand the exercise. Read through the first sentence in *Who knows who?* Students call out *stop* when they hear the first object pronoun. Students continue to find seven more and compare in pairs before you check answers.

Extra help

In pairs, students underline the personal pronouns. Continue reading the text aloud for students to call out *stop* as a class.

Paragraph 1: him, her, him Paragraph 3: them, them, him
Paragraph 2: him, her Paragraph 4: her

- 7 Go through the example as a class and elicit or explain that the name at the beginning of the line is the person speaking. Students continue individually and compare in pairs. Monitor and direct students back to the grammar box and the picture of the person speaking. Check answers.

2 us 3 me 4 her 5 them 6 you 7 it

- 8 **5A.1** Students read through the examples. Play the audio, pausing after each phrase for students to complete the sentence. Monitor and check for correct use of pronouns and go through problem areas at the end.

Extra help

Pause the audio after each phrase and write it on the board. Give students time to write their answer. Play the audio again for students to finish the sentence. Repeat the activity, choosing phrases in random order from the audio script on >> p.153.

... and she knows him. ... and you know him.
... and they know us. ... and we know her.
... and they know you. ... and I know them.

Extra activity

In pairs, students write their own phrases for another pair to continue. Monitor and check they are using pronouns correctly.

C Pronunciation vowels a, e, i, o, u

- 9 **5A.2** Write the vowels on the board for students to say. Go through the pronunciation box and show how the names and the sounds are the same. Play the audio and pause after each name for students to repeat, pointing to the corresponding letter on the board. Give extra practice if necessary.
- 10 **5A.3** Check students understand the vocabulary in the sentences. Write *Kate's cat* and *Pete's pet* on the board, underlining the same letters. Play the audio, pausing after each sentence for students to see and hear the different pronunciation of *e*. Remind them that they can find the symbols in their dictionary.

Rule: Adding an *e* to the word changes the pronunciation of the preceding vowel so it sounds the same as the letter of the alphabet.

Extra plus

Ask students for examples of other words with a final *e* with the same pronunciation, e.g. *late*, *arrive*. There are some exceptions (mainly verbs), e.g. *live*, *love*.

- 11 Play the audio and monitor for pronunciation of the vowel sounds. Give extra practice if necessary.

Extra activity

Use pictures 1–9 in *At the party*. Say a number for students to call out the names of the people. Students continue in pairs.

D Vocabulary phrases to introduce people

- 12 Direct students to the pictures in *At the party* and give them time to familiarize themselves with the people. Call out the names of people for the class to say the picture number.

2 Steve, Joe, Kate 3/4 Rose, Jude, Pete 5/6 Jude, Pete
7/8 Rose, Jane, Mike, Steve 9 Jane, Rose, Mike

- 13 Students read a–i in *At the party* and check any vocabulary problems. Demonstrate the activity using the example. Ask *Who is speaking?* (Joe. He's waving his arm in the direction of Kate.) Students continue the activity in pairs. Monitor and give information about people if necessary and check pronunciation of names. Do not give answers at this point.

- 14 **5A.4** Play the audio for students to check answers. Play the audio a second time, pausing for students to repeat. Encourage them to listen and look up from their books before they repeat.

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

- 15 Students read the conversation. Check any problems. Divide the class into three and allocate each group a character. As students practise the conversation, encourage them to sound friendly and interested. Reorganize students into groups of three and tell them to write a conversation with three sentences from *At the party*. Monitor and help as necessary.

- 16 Students read their conversations then write some key words on a piece of paper and practise having the conversation from their notes.

Extra activity

Groups say their conversations for the class. The class count how many sentences from *At the party* they hear.

ABCD Put it all together

- 17 Elicit and write names of other famous people on the board. Go through the example conversation with the class and write these cues on the board: **A** Say hello and name / Ask name. **B** Say name / Introduce another person / Ask about the person. Once students have chosen a new identity, they mingle as if at a party and act out their conversations. Encourage them to say as much as they can about themselves. Students then write the names of the people they have met and what they found out.

Student performance

Students should be able to exchange information in short conversations.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students use two or three different phrases to introduce people? exercise 16
Coherence	Do students mostly use pronouns appropriately? exercise 8
Accuracy	Do students use the correct word order in questions? exercise 16

I can introduce people.

Students tick *on my own* if they have introduced and been introduced to three other people, without using the notes on the board. They tick *with some help* if they looked occasionally at the conversation cues on the board.

Early finishers

In groups of three, students prepare and practise a conversation similar to exercise 15 using their real names.

Additional material

www.oup.com/elt/englishresult for extra practice material

www.oup.com/elt/teacher/result for extra teacher resources

How to describe people and objects



Orientation

Context

In this lesson, students will focus on using adjectives to describe people they know.

The pictures of people, animals, cars and bags form a grid that students will use to play a game of bingo.

Language

Focus grammar	order of adjectives: <i>a big green bag</i>
Preview grammar	have got: 's got definite article: <i>I like the red car.</i>
Focus words	nouns: <i>cat, dog, eyes, hair, etc.</i> adjectives (colour, size): <i>big, blond, tall, white, etc.</i>
Recognition vocabulary	<i>flatmate</i>
Recycled language	family members: <i>brother, sister, etc.</i>
Pronunciation	short vowels: <i>man /æ/ or men /e/ 5B.2-3</i>
Discourse	<i>The new red car or the old red car? etc.</i>

Language note

We can say *blond hair/a blond man/a blond woman* and use *blondes* as a noun. For other hair colours we use *brown hair/a man with brown hair* not *a brown man*.

End product

In *Put it all together*, students rehearse for the final activity using two pictures in *Pairwork* on >> p.129 and >> p.133. They are given cues in exercise 12 to help them give descriptions of the people to their partner in order to find picture differences. Students follow a model and make notes about two people they know. They use these notes to describe the people to their partner.

Preparation

Number the pictures on the grid opposite in the order they appear on the audio in exercise 9 to help you check a student's bingo call easily. You could also have strips of paper to hand for students to cover the parts of the grid they are not using for the game.

Warmer

Write the words *people* and *objects* on the board. Call out some words from previous lessons for students to say *person* or *object*.

Students open their books at >> p.48. Show them the letter and number coordinates of each picture. To introduce students to the pictures, ask *What?* and give the coordinates of one of the item types, e.g. 1A, 4U, 5E, 6A. Students call out *bag* when they have identified the connection between the pictures. Now say 1I, elicit or give *eyes* and ask students for some examples of other pictures of eyes, not faces (4E, 5A). Check that students understand they are looking for the main focus of the picture, rather than the detail. Repeat with *hair* (3A, 5I).

Write any new vocabulary and *How to describe people and objects* on the board.

A Vocabulary adjectives

- 5B.1 Go through the example as a class. Play the audio for students to hear the first phrase and pause. Show students that they can find the word *red* in *Colours* on >> p.48, and give them time to find the pictures with coordinates in the example. Tell students that most of the pictures have two coordinates (*short hair* has three). Pause the audio while students find the coordinates. Give or elicit the answers as you go along.

blue eyes 1I	a tall man 2O;6U	a small bag 4U;5E
blond hair 3A;5I	black hair 1O;2E	a fat dog 2A;5U
a white cat 4A;6I	a yellow car 2U;6E	big eyes 1I;4E
a green bag 4U;6A	long hair 1O;5I	an old car 5O;6E
a grey dog 2A;3I		

Extra help

In pairs, students listen to the audio twice. The first time they point to the picture, the second they write the phrase.

- Give students time to plan what they are going to say. Use the example to demonstrate the activity and monitor as students continue in pairs. Give extra pronunciation practice if necessary.

B Pronunciation *man /æ/ or men /e/*

- 5B.2 Go through the examples to show the difference in pronunciation. As you say each phrase, point to the change in position of your lips in *man* and *men*. Say the vowel sounds in isolation and then again in context. Do a brief minimal pair activity to help students tune into the difference. Play the audio and pause after each item. Make a note of any difficulties and give extra practice if necessary.

Teaching tip

To demonstrate the difference between */e/* and */æ/*, put your thumb on your chin and your first finger on the tip of your nose. Show that when you say */e/* your hand does not move, but when you say */æ/* your finger and thumb are moved apart.

- Divide the class into pairs. Monitor and give individual help by encouraging students to put their thumb and first finger in place to see if there is any movement. Make sure students swap roles after a few minutes.
- 5B.3 Go through the instructions and check understanding. Tell students to underline the */æ/* sound as they listen to the first sentence. Play the audio as many times as necessary.

My flatmate Matt's got a fat black cat.
My best friend Jen's got ten red pens.

Teaching tip

In both sentences, 's got is introduced as a chunk. If students ask, explain what it means but it is the focus of lesson 5D.

Extra help

Draw two columns on the board, labelled */æ/*, */e/*. Say *black, cat, fat, bag, man* for */æ/* and *yellow, red, men* for */e/* and the class calls out the column sound. Write the words in the columns. Students continue in pairs.

Extra activity

If your students like chants, write the */æ/* rhyme on the board. Add *and a small white rat and a big red hat* for students to repeat.

C Grammar order of adjectives

- 6 Students read the information in the grammar box. Elicit the adjectives in the first row. Direct students to the pictures on >> p.48 and demonstrate how adjectives give extra information to help identify an item. Students read through the rules below the box and complete them, individually and compare in pairs.

1 ✕ 2 ✓ 3 ✓

Extra help

Give students this mnemonic *An adjective before a noun, fat before the colour brown.* to help them remember the sequence.

- 7 Go through the instructions and the example. Ask students to say which grammar rule the sentence has broken (*position of colour adjectives*). Students continue in pairs. Check answers.

2 a big grey dog 6 a small green bag
3 small blue eyes 7 old red cars
4 long blond hair 8 a big black cat
5 short black hair

- 8 Demonstrate the activity by asking the class to take the part of A and read B yourself. Give one or two more examples if necessary. After pairwork, repeat the exercise as an open pair activity. Nominate a student to say a sentence, and another to respond. Give positive feedback.

Language note

In this exercise the definite article is used because the speaker is thinking of a specific item, e.g. *the red car*.

D Listen for detail

In this section, students listen carefully for information in noun phrases to identify pictures and complete a table.

- 9 **5B.4** Explain that students will listen to descriptions of things and people. Go through the instructions for the game step by step and check students understand. Play the audio, pausing after each item. Use the audio script or your notes to check when the first student calls 'Bingo'. Alternatively, students can continue in groups.

Teaching tip

Make the activity shorter with the winner the first person to mark a line of three pictures, horizontally, vertically or diagonally.

- 10 **5B.5** Read the instructions making sure students understand the table. Go through the example, playing the audio and pausing after the first piece of information. Continue for students to make notes, pausing to give them enough time to write. Students compare answers in pairs. Do not give answers at this stage.

Extra help

Give students an introduction to the text by asking them to listen for the name of the man's best friend (*Sandra*) and neighbour (*Mr Ross*).

- 11 Before students check answers, see if they remember the name of Sandra's cat (*Felix*).

best friend: blue eyes, small white car, small grey cat
neighbour: short black hair, brown eyes, big red car

Extra help

After students have checked answers with the audio script, ask them to count how many times the speakers use words like *ehm*, *yeah*, and *well*. Explain that people use these words when they are speaking to give them time to think what to say.

ABCD Put it all together

- 12 Go through the instructions, and tell students they will describe different people to see how many differences there are. Elicit examples of sentences using the cues. Put students into A/B pairs and check they have turned to different pages and remind them to make notes of some key words for their descriptions. As students do the exercise, remind them to use personal pronouns appropriately and accurate adjective order. When they have finished, elicit sentences from the As and Bs before they look at each other's pictures to see if they found all the differences.

My best friend's got:

long brown hair (A); short brown hair (B)
a big brown dog (A); a small brown and white dog (B)
a small yellow car (A); a small red car (B)
a small black bag (A); a small white bag (B)

My neighbour's got:

short blond hair (A); short grey hair (B)
a black cat with yellow eyes (A); a black cat with green eyes (B)
a big black car (A); a big green car (B)

- 13 Go through the instructions and the example notes. Elicit the type of extra information to add to the notes, e.g. *big/small blue eyes*, *old/new white car*. Before they begin, remind students to ask for more information and refer them back to exercise 8. As students are writing their notes, monitor and check they are giving detailed information.

Student performance

Students should be able to give a brief factual description.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students give three or more facts about two people? exercise 8
Interaction	Do students ask for more information if necessary? exercise 8
Vocabulary	Do students use two different adjectives for each person? exercise 10

I can describe people and objects.

Students tick *on my own* if they can describe two people using at their notes occasionally. They tick *with some help* if they use their notes throughout the activity.

Early finishers

In small groups, students describe a person in the class. The class guesses who is being described.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to ask for things in shops

Orientation

Context

In this lesson, students will focus on talking about personal possessions, things they want and the availability of items in a shop.

At the shops shows people in different shops asking about different items they want to buy.

Office supplies lists vocabulary which is illustrated in the numbered pictures.

Culture note

In a conversation between a customer and a shop assistant, a customer might use *please* for each request, and say *thanks* when their requests are met. The shop assistant might use *please* when they give the price as it is an indirect request for payment. Such politeness conventions might be different across cultures.

Language

Focus grammar	have got: I/you/we/they (+, -, ?)
Preview grammar	quantifiers: any, How much ...?, lots of, some requests: Can I have ...?
Focus words	office supplies: computer, ink, notebooks, paper, pens, printer, etc. other: books, oranges, tomatoes, wine
Focus phrases	shopping: Can I help you?, Have you got any ...?, I'm sorry, we haven't got any.
Recognition vocabulary	baby care, bookshop, chewing gum, customer, delicatessen, greengrocer's, news-stand, popular, shop assistant
Recycled language	adjectives (colour, size): big, black, red, small, etc.

Language notes

In shopping conversations, *have got* in the question form is used to find out if the shop sells an item. *Can I help you?* is used by the shop keeper to offer assistance and *Can I have ...?* by the customer to ask for things.

Have got, *have* is an auxiliary form. We can also talk about possession using *have* as a full verb, using *do* for negatives and questions, e.g. *I have a CD player. I don't have a CD player. Do you have a CD player?* This form is more common in some varieties of English, including American English.

End product

In *Put it all together*, students take turns being a customer who wants to buy several items and a shop assistant. After making some notes and practising the conversation, students try and have it from memory. They act it out for the class.

Preparation

Collect some stationery items, such as a stapler, some A4 paper and CD-ROMs to take to class.

Warmer

Ask students if they like shopping. Elicit types of shops they like and don't like, and ask about these places: *office supplies shop, news-stand, delicatessen, bookshop, greengrocer's*. Show the stationery items and see if students know what they are called. Write new vocabulary on the board and *How to ask for things in shops*.

A Vocabulary office supplies

- Go through the instructions and the example as a class. Tell students to leave any items they are not sure of until the end. Monitor and help as students continue in pairs, but do not give the answers at this stage.
- 5C.1 Play the audio for students to listen and check their answers, pausing after each item for students to locate the picture. Play the audio a second time for students to practise pronunciation.

2 notebooks	6 a computer	10 paper
3 pens	7 files	11 CDs
4 pencils	8 printer ink	12 batteries
5 rubbers	9 a printer	

Extra help

Say the name of an item and elicit the picture number. When students are familiar with the items, tell them to cover *Office supplies*. Say a picture number and see if they can remember the name of the item. Give extra pronunciation practice as necessary. Students continue in small groups.

- Go through the instructions. Draw a simple pair of scissors on the board and ask students to find the word for this in their dictionaries. Set a time limit of about three minutes and monitor and help students use their dictionaries. Elicit ideas and ask them to spell any words they can't pronounce clearly. Write a list of items on the board, and give students time to check the meaning of any new words.

Suggested answers

scissors, Sellotape, drawing pins, paper clips, ink, cards (birthday, post), calendars, diaries, notebooks

B Read a shop conversation

In this section, students read conversations for specific information.

- 5C.2 Go through the instructions and direct students to *At the shops* on >> p.50. Play the audio and give students time to write their answers. Play the audio a second time and use mime to help students understand the answer. Ask students to read the conversation again and ask *What does 'one' mean? (printer)*.

Is it this one?

- Read the instructions and do the example together. Students continue individually and compare in pairs before you go over the answers as a class.

2 No, she hasn't. 3 Yes, she has. 4 No, she hasn't.

- 5C.3 Play the audio, pausing after each sentence for students to repeat. Monitor for clear pronunciation of short forms and the negative. Play the audio a second time for students to repeat if necessary.
- Put students into pairs to have the conversation. Monitor and encourage students to be expressive with their voices and give positive feedback when they do this.

C Grammar I / you / we / they have got

- 8 Check students understand how the grammar box is organized. Write the symbols +, -, and ? on the board and ask students to give you an example from *At the shops*. Students continue in pairs. Monitor and help as necessary. Elicit the answers and write each one on the board. Point out the position of *n't* in the negative, the word order in the question form and remind students not to use short forms in short answers.

+ They've got a computer.
- We haven't got a printer.
? Have they got a computer?
short answers + Yes, we have. - No, they haven't.

Extra activity

Set up a class chain drill. Ask *Have you got a ruler?* and nominate a student to reply. The student who gives the answer then asks a different question using the vocabulary from *Office supplies* and nominates another to answer. Give positive feedback and help with corrections at the end of the activity. Remind them that *got* is not used in short answers.

- 9 Go through the instructions and ask for a volunteer to have the example conversation with you. Put students in pairs to continue, using the vocabulary in *Office supplies*. Monitor and help as necessary, and give positive feedback for word order in questions and when students sound polite.
- 10 Give students time to read through questions 2–8 and go through the example. As students continue the activity, monitor and check they are writing the full form of *have* in an affirmative answer and that they don't use *got* in the answers.
- 11 Use the example to demonstrate that students should use numbers or adjectives to make their replies more informative. Monitor and help with ideas if necessary.

Extra help

Go through questions 2–8 and elicit ideas for extra information before students do the activity.

- 12 In pairs, students ask and answer the questions in exercise 10. Ask for two volunteers to have the example conversation, encouraging student A to respond to student B after *And you?* Tell students to listen carefully to the answers and to ask for more information if necessary. Monitor and encourage students to be informative and keep the conversation going. Check students swap roles. At the end of the activity, ask some questions round the class. Follow up a yes answer by asking for more information, e.g. *Is it new? What colour is it?*

Extra plus

Students repeat the activity with a different partner, using new vocabulary on the board from exercise 3.

D Listen for detail

In this section, students listen for gist to find out where a conversation takes place, and a second time for detail.

- 13 5C.4 Direct students to photos a–e on >> p.50 and the names of the shops. Elicit a few items, e.g. *books, newspapers, wine, tomatoes*. Play the audio and elicit answers from the class. Do not overcorrect for pronunciation of shop names.

Conversation 2 = delicatessen Conversation 3 = greengrocer's
Conversation 4 = news-stand

- 14 Go through the instructions and check any vocabulary in the table. Play the audio and pause at the end of each conversation to give students time to write their answers. Students compare their answers and listen again if necessary.

bookshop: books about **names**
delicatessen: English **wine**; English **red wine**, German **white wine**
greengrocer's: **tomatoes** and a bag of **oranges**; **oranges**
news-stand: **French newspaper**

- 15 Direct students to the audio script to check their answers. Point out how the customer uses *Excuse me* and *please*, and the shop keeper uses *I'm sorry*. Ask students *Do you say please and thank you in these situations in your language?*

Teaching tip

Let students work with the phrases *Can I ...?* as chunks in this lesson. They will study this language in unit 6.

ABCD Put it all together

- 16 Ask students for the names of three local shops and write them on the board. Ask *What have they got in these shops?* and give them time to think of ideas and find the words in their dictionaries. Write several items for each shop on the board. In pairs, students choose a shop and three things to buy. Students write their conversations.
- 17 Give students time to practise the conversation several times, encouraging them to look up and gradually make eye contact with their partners for longer and longer. Tell them to write some key words on a piece of paper and to close their books and have the conversation from memory. Students change roles.

Student performance

Students make and respond to requests for things.

You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students answer questions appropriately? exercise 9
Politeness	Do students use <i>Excuse me, please, and thank you</i> appropriately? exercise 9
Fluency	Do students use some shopping phrases without a lot of hesitation? exercise 7

I can ask for things in shops.

Students tick *on my own* if they can ask and answer about two or three things from memory. They tick *with some help* if they look at their notes a couple of times.

Early finishers

Shopping game. Students choose a type of shop and write six items each on small pieces of paper. In small groups, students tell each other the type of shop and take turns to ask for items. The shopkeeper hands over the piece of paper to the customer and the winner is the first person to get six different pieces of paper.

Additional material

www.oup.com/elt/english/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to ask about people's interests

D

Orientation

Context

In this lesson, students will focus on asking about possessions and interests.

The *In-flight offers* magazine page shows items which could mainly be bought on a plane. Two of the gifts are not real (the pocket-size mini keyboard for mobile phones and the electric travel wok).

Your friends at the bottom of the page shows photos of the people from *Party puzzle*. Each person has an item that provides a clue about their hobbies or interests.

Language

Focus grammar	he/she/it has got: <i>She's got a watch., She hasn't got a watch., Has she got a watch?, Yes, she has./No, she hasn't.</i>
Focus words	interests and possessions: <i>cook, films, music, perfume, ski, etc.</i> prices: <i>expensive, free, offer</i>
Recognition vocabulary	special gifts: <i>collection, flight simulator, gift box, mini keyboard, pocket-size, etc.</i>
Recycled language	words: <i>bag, car, clock, phone, watch, etc.</i> grammar: <i>Does she ...?</i> <i>but: He's got a bike but he hasn't got a car.</i>
Pronunciation	stress timing: <i>She's got a guitar ... 5D.4</i>

End product

In *Put it all together*, students find out about people's interests and possessions so they can make a suggestion for a gift. Students have practised the conversation and there is a model conversation in the audio script on >> p.153. They can refer to exercise 9 for help.

Preparation

Collect copies of typical gifts sold in *In-flight* magazines or catalogues for the *Warmer*.

Warmer

Distribute pictures of gifts and see which ones students already have or would like to receive as a gift. Tell students to look at >> p.52 and ask if they have any of the things. Students could put the items in order, starting with the one they would most like to receive as a present.

Write *How to ask about people's interests* on the board.

A Read and guess meanings

In this section, students scan short texts and use background information to understand the magazine page.

- 1 Direct students to *Your friends* and elicit any facts they can remember. Read through the instructions and go through the example. Ask why the chocolates are a good present for Pete (*because he likes chocolate and he's eating chocolate in the picture*). As students continue in pairs, monitor and help by pointing to the pictures and items in *In-flight offers*. Elicit answers and see if everybody agrees. Students can use the picture numbers (accurate pronunciation of most of these presents is not necessary). If there is a difference of opinion, have a class vote on the best present.

Jane: 6 picture calendar Pete: 9 chocolates
Rose: 1 flight simulator CD Rom Mike: 5 iPop MP3 player
Jude: 10 perfume Joe: 3 travel alarm clock
Kate: 2 alpine adventure watch Steve: 7 wine

- 2 Read the instructions and go through the examples. Remind students of the international words and see if they can remember any others. Direct them to *In-flight offers* to find other words which are similar in their language.
- 3 Read the instructions and let students work in pairs to see if they can use the words they know to find the items which don't really exist.
4 electric travel wok 8 pocket-size mini keyboard
- 4 Tell students to look again at the pictures and choose two presents they would like to receive and why they would like to receive them. Put students into pairs to explain what and why to their partner. Nominate students to tell the class what they would like.

B Grammar *he / she / it has got*

- 5 Begin by asking students if they can remember what the woman in the office supplies shop has got. They can look back at >> p.50 for help. Write + and - on the board and elicit sentences about her. Point out the position of *n't* in the negative. Now write ?, elicit questions they could ask her. Highlight the position of the subject and auxiliary, and the position of *got*. Check students understand how the grammar box is organized. In pairs, students complete the sentences. Monitor and help if necessary. Check answers.

Direct students to the short answers. Say *Yes, she has.* and elicit *Yes, he has.* Repeat for the negative short answer, checking students use the short form *n't*.

- He **hasn't got** a phone. It **hasn't got** an alarm.
? **Has he got** a phone? **Has it got** an alarm?
short answers + *Yes, he has.* - *No, it hasn't.*

Extra practice

In pairs, students ask each other questions about the items in the grammar box and make a note of the answers. They change pairs and tell a new partner to see if they possess similar items. The new partner says what they've got and haven't got.

Extra plus

In small groups, students make positive and negative sentences about hair and eye colour of other students, using *have got*, for the group to guess who it is.

- 6 Go through the example sentences. Put two columns on the board, write *got* and *like*. Ask *Has the woman in the office supplies shop got a computer?* Elicit *Yes, she has.* and put a tick under the *got* column. Ask *Does she like computers?* Accept *Yes, No, or We don't know.* and write the answer in the *like* column. Nominate and ask students similar questions. Check any vocabulary problems. Students complete the questions individually. Students compare in pairs before you elicit answers around the class.

1 Has 2 Does 3 Does 4 Has 5 Does 6 Has 7 Does 8 Does

- 7 Read through the instructions and check students understand. Monitor for correct use of *have* and *do* and help students find examples in the grammar box if they have made mistakes.
- 8 Read the instructions and go through the example conversation. Ask about the two examples of *'s* in the first line, and elicit or explain that the first is short for possession and the second for *is*. Explain that *'s* is also used for *He's got*. Divide the class in two for them to read the first three lines. Ask for two volunteers to continue the conversation. As students do the activity, monitor and check they use at least one of each question type. Encourage them to give negative answers to keep the conversation going for longer and give positive feedback. Students can change partners and repeat the activity.

Extra plus

Students have their conversations for the class.

- 9 **5D.1** Students read the conversation and tell you if speaker A buys Jane a DVD player (*No, she doesn't. They're too expensive.*). Check any problems before you play the audio. Students complete the activity. Pause after each blank to give students time to write their answers. Do not give answers at this stage.

Extra plus

Students complete the conversation and then listen to check.

- 10 In pairs, students compare answers before they read the audio script on >> p.153. Go over any problems.

2 Does 3 doesn't 4 hasn't 5 like 6 does

- 11 Explain that students are going to ask about interests and help their partner decide what to get as a present for two people. In pairs, students look at the conversation in exercise 9 and audio script **5D.1** on >> p.153 before they look at *Pairwork* on >> p.129 and >> p.133. Suggest they write some phrases on a piece of paper to help them have the conversations. Students change roles. At the end of the activity, ask them to tell their partner if the suggestion was a good one. When the class has finished, ask the As what they are going to buy for Jude and Mike, and the Bs for Rose and Pete and why.

C Listen for detail

In this section, students listen carefully to a conversation with characteristics of natural speech. They focus on the main detail.

- 12 **5D.2** Elicit or remind students of examples of words people use to give them time to think about what they will say, e.g. *ehm, well*. Students read the conversation in exercise 9 again before you play the audio for them to hear the differences. Ask for examples from the listening and tick any of the words on the board students recognize. Students read audio script **5D.2** on >> p.153. In pairs, they underline the differences between this and **5D.1**.

- 13 **5D.3** Students listen to another conversation in which the speaker uses the words on the board. Play the audio, pausing if necessary to give students time to make a note of the answers.

1 No, she doesn't. 2 No, she hasn't. 3 Yes, she has.

- 14 In small groups, students think of ideas for a present for Rose before they listen. After the listening, they should make a group decision. Ask each group what gift they chose for Rose and why (*flight simulator CD-Rom*).

D Pronunciation stress timing

- 15 **5D.4** Say the stressed syllables in the first sentence to maintain an even tempo as you say them. Repeat with the second sentence. Students listen to the sentences and clap with the stressed syllables. Play the audio as many times as necessary for them to see that there are a different number of unstressed syllables between the stressed ones in different parts of the sentences.

- 16 Play the audio again, encouraging students to clap the rhythm as they listen and repeat the sentences. As this is a first introduction to stress timing, don't worry if students find this difficult to do. Give positive class feedback for their efforts.

Extra practice

In pairs, students use the audio script to help them write a sentence about Rose. Write sentences on the board and highlight the stressed syllables, e.g. *Rose's got a phone but she hasn't got a car*. Students practise saying the sentences and clapping the rhythm.

- 17 Go through the example as a class. Encourage the rest of the class to listen and clap or tap the rhythm. In pairs, students say sentences about people they know. Monitor and check students are using short forms *'s* and *n't*.

ABCD Put it all together

- 18 Go through the instructions and the example. Put students into pairs to do the activity.

Student performance

Students should be able to have a short conversation, exchanging information to make a suggestion.

You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students make a good suggestion? exercise 14
Vocabulary	Do students use three or more words for interests and possessions? exercise 8
Pronunciation	Do students try to use sentence stress? exercise 17

I can ask about people's interests.

Students tick *on my own* if they have done the activity without looking at their notes. They tick *with some help* if they have looked at their notes to help them ask questions.

Early finishers

Students change pairs and repeat the activity.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will focus on reviewing and using adjectives for descriptions.

In the decorated poem, *A Self-portrait*, the passport photo shows the author and the pictures reflect personal information and interests.

New language	blues, flat, hats, jazz, ties
Recycled language	words: nouns and adjectives grammar: I've got discourse: and, but

End product

In *Put it all together*, students write a short self-portrait (about 50 words) using notes in a table and their dictionaries if necessary. They describe their physical appearance, daily routines, possessions, and likes and dislikes. The writing is based on a model and contains simple compound sentences with *and* and *but*. Students review their writing for spelling and adjective order.

Warmer

Tell the class that you're thinking about a student in the class. Give a description, e.g. *He's got blue eyes and brown hair*. The class guesses who it is by asking *yes/no* questions. Students continue in small groups. Stop them after a few minutes and ask them to write two or three sentences about themselves and tell the class. Write *A self-portrait* on the board, and ask students when they might do this (if they're meeting somebody for the first time).

A Vocabulary review

- Go through the instruction and the example. Elicit or explain that *green hair* is wrong, by showing that options *a* and *c* are normal descriptions, whereas *green hair* is very unusual. Students continue individually. Let them compare in pairs before you go over the answers as a class.

2 a 3 c 4 a 5 b 6 a

- Read through the instruction and ask students to complete the first example. Remind them of the position of adjectives if necessary. Check answers.

B Read and check spelling

- Books closed. In small groups, students see how many types of information they would put into a self-portrait. Give one or two examples from the first column in the table in exercise 5. Students open their book at >> p.54 and read *A Self-portrait* to see if they find their suggestions. Direct them to the pictures decorating the poem and elicit some information about Mike.

Go through the instructions and the first example. Read through the first four lines and encourage students to call out *stop* when there is a mistake in the poem. Students continue individually and compare in pairs. Continue reading the rest of the poem and check answers as a class or students can check against audio script 5E.1 on >> p.153.

I've got black hair, I've got brown eyes / I don't like hats and I don't like ties / I've got an old bike but I haven't got a car / I live in a flat, I work in a 'Spar' / I drink white wine but never Champagne / My favourite food's chicken chow mein / I listen to jazz but I don't like blues / I always watch the nine o'clock news / I haven't got a dog but I've got a small cat / My favourite place is my little flat

- 5E.1 Play the audio and pause at the end of each line for students to repeat. Tap the rhythm to help.

C Make notes

- Use the words on the left of the table to see what students remember about Mike. Tell students to cover *A Self-portrait* and ask for information, e.g. *Has Mike got black hair?* Students complete the table individually, and then compare in pairs. Ask them if they like the same things as Mike.

hair: black live: in a flat drink: white wine bike: yes
pet: small cat don't like: hats listen to: jazz

- While students are writing similar notes for themselves, monitor for spelling and help with vocabulary.

Extra plus

Set up a class chain drill. Say a sentence about yourself and Mike, e.g. *Mike's got a car but I've got a bike. following the rhythm. Nominate a student to continue. The student nominates another, and so on, until everybody in the class has said one sentence. The other students could clap or tap on the desk to maintain rhythm.*

ABC Put it all together

- Students find two sentences, one with *and* the other with *but* and show how they are used to join two shorter sentences. Remind them that *and* joins sentences which are similar and *but* joins sentences which are different. Direct students to >> p.37 exercise 3 to remember sentences with *but*.

Go through the example. Tell students to use all the information in the table and remind them that their self-portrait doesn't need to rhyme. They shouldn't write their name on the poem for the moment. Encourage them to write legibly, as another student will read their poem.

- Students check their writing carefully or ask their partner for help, underlining key words. Give them time to practise reading them silently. In small groups, students read their verse aloud, stressing the key words. Encourage other students to tap the rhythm.

Student performance

Students should be able to write a short, informative description (about 60 words).

You can use this checklist to monitor and give feedback or to assess your students' performance.

Content	Have students given information about their appearance, possessions, likes and dislikes?
Accuracy	Have students used adjectives in the correct position?
Spelling	Have students remembered the final e?

I can write a self-portrait.

Students tick *on my own* if they have written a self-portrait using the information in the table. They tick *with some help* if they have looked at *A self-portrait* three times or more.

Early finishers

Students choose a person in the class and write a short description. Read it to a partner who guesses who it is.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember the situations

Write lessons A–D *How to* titles on the board: A ... *introduce people*, B ... *describe people and objects*, C ... *ask for things in shops*, D ... *ask about people's interests*. Say phrases 1–13 below for students to call out a letter.

- 1 *Come and meet her.* 2 *Have you got any printer ink?*
3 *Does she ski?* 4 *Sorry, what's your name again?* 5 *She's got a car – a small white car.* 6 *Do you know my girlfriend Kate?* 7 *Excuse me, can you help me?* 8 *He's got big blue eyes.* 9 *Can I help you?*
10 *Jude. It's short for Judith.* 11 *The new red car or the old red car?*
12 *Does she like animals?* 13 *The tall man or the tall men?*

1 A 2 C 3 D 4 A 5 B 6 A 7 C 8 B 9 C 10 A 11 B 12 D 13 B

A Grammar

1 Pronouns 5A exercises 5–8

Warm-up: Make sentences about members of the class, pausing before the final object pronoun *him/her* for students say the word, e.g. *Mario knows Jan and Jan knows ...* Pause for students to say *him*. Nominate individuals to continue. If necessary, students can review the grammar box in exercise 5 on >> p.47.

Set-up: Do item 1 together as a class.

1 us 2 her 3 us 4 them 5 them 6 She 7 him 8 it

Follow-up: In pairs, students create three gap-fill sentences about people in the class and write an answer key on a separate piece of paper. Pairs swap sentences and then check answers with the key.

2 Have got 5C exercises 8–12

Warm-up: Team game. Write the words from the example in a jumbled order on the board. In small groups, students see who can make the question using all the words first.

Set-up: Before students do the exercise, they underline the first word for questions 2–6.

- 2 Have you got any children?
3 Have you got a dog or a cat?
4 Have your parents got a car?
5 Has your mother got red hair?
6 Has your teacher got brown eyes?

Follow-up: In pairs, students look at *Grammar Bank 5.4* on >> p.140. They make a similar sentence-matching exercise with three sentences and swap with another pair.

3 Have got 5C exercises 8–12

Warm-up: Ask the first question round the class.

Set-up: Use the example to remind students to give extra information if their answer is *yes*.

Students' own answers

Follow-up: Find someone who. Students find someone who has the same answer for two questions.

4 Order of adjectives 5B exercises 6–8

Warm up: Describe four pictures on >> p.48 to the class. Students call out the coordinates.

Set-up: Go through the first item as a class.

- 1 small black cat; big black dog
2 long brown hair; big blue eyes; small yellow car;
fat brown cat
3 tall man; short blond hair; brown eyes; big green car;
thin black cat

Follow-up: Students copy and translate item 3. They make a note about similarities and differences in word order and if adjectives are made plural in their language.

B Vocabulary

5 Phrases for introducing 5A exercises 12–16

Warm-up: Write *What's the next word?* on the board. Choose four sentence halves from items 2–8 and say them for the class to guess the next word. Do not give answers at this stage.

Set-up: Use the example and ask *What type of word comes next a noun, pronoun, verb, or preposition?*

2 e 3 b 4 c 5 d 6 g 7 f 8 a

Follow-up: Students write the title *Phrases for introducing*. They underline the verbs in exercise 5 and write them in a column. They write an example sentence for each one, using names of people they know. Students cover the sentences and see if they can remember their phrases by looking at the verb column.

6 Colours 5B exercises 1, 2

Warm-up: Write these letters on the board: T, B, I, L, H, O, Y, N, G, D, R, E, W, U and give students two minutes to make colour words. They can use each letter more than once. The words are in *Colours* on >> p.48.

Set-up: Tell students that every letter is used once, and that words are horizontal and vertical.

Across: yellow, white, green, blue, grey, black

Down: red, blond

Follow-up: Students make anagrams of colour words for a partner.

7 Adjectives 5B exercises 1, 2

Warm-up: Team game. Divide the class into small teams and ask students to look at >> p.48. Say some adjectives from exercise 7. Students find two picture coordinates, one for the adjective and the other for the opposite. Give two points for the first team to give both coordinates.

Set-up: Do the first item as a class.

1 c 2 a 3 b 4 d

Follow-up: Students write four true/false sentences describing people in the classroom. They read their sentences to a partner, who listens and says true or false.

8 Office supplies 5C exercises 1–3

Warm up: Team game. Divide the class into small groups. Give them two minutes to write the names of things you find in a stationer's. Ask each group to elect a scribe to go to the board. Team members call out their items, and check spelling as scribes write. Give one point for each item and one point for the correct spelling.

Set-up: Do the first item as a class.

1 a printer 2 a computer 3 printer ink 4 paper 5 blank CDs
6 a ruler 7 a rubber 8 a pen 9 a pencil 10 a battery 11 a file
12 a notebook

Follow-up: Using a dictionary, students write a list of all the things they can see in the classroom which could be bought at a stationer's.

Early finishers

Students use a dictionary to make a list of five of their own most important possessions. They write sentences using adjectives from the unit to describe them.

How to ask about prices



Orientation

Context

In this lesson, students will focus on talking about the prices of food.

Six tips for shoppers is a consumer web page which gives general advice on how to shop carefully. The small photos a–e illustrate five of the tips in a different order.

In *Tea and a sandwich*, Jim is in a snack bar which sells the items in pictures 1–8 in *Food and drink*.

Language

Focus grammar	countable/uncountable: <i>How much is/are ...?</i>
Preview grammar	<i>I'd like ...</i>
Focus words	snacks: <i>apples, coffee, soup, tea, water, etc.</i> prices: <i>cents, cheap, dollars, euros, expensive, pounds, €5.15</i>
Focus phrases	containers: <i>bags of, bottle of, bowl of, cup of, glass of, packet of</i> other: <i>How much?, I'd like a ..., That's cheap!, That's expensive!</i>
Recognition vocabulary	<i>Here you are., Here's your change.</i>
Recycled language	adverbs of frequency: <i>always</i> numbers: <i>14/40, etc.</i>
Pronunciation	sentence stress: <i>How much are the ...? 6A.2</i>

Language note

Things which are uncountable in English may be countable in the student's own language, e.g. *spaghetti* is uncountable in English but countable in Spanish.

When we make singular and plural forms of uncountable nouns, it usually changes the meaning to *a portion of* or *a kind of*, e.g. *a coffee* means *a cup of coffee* and *a cheese* means *a kind of cheese*.

End product

In *Put it all together*, students role play being customers and shop assistants in a café using *Pairwork* >> p.129 and >> p.133. Each student has €5, a list of snacks to choose from, and a price list which includes special offers for the day. There is a model conversation for students to start the role play, based on *Tea and a sandwich* on >> p.56.

Preparation

Check you know the average local prices of the items in exercise 6.

Take in some examples of countable and uncountable food items to help students understand the concept, e.g. *salt, sugar, apples, biscuits (individual and a packet)*.

Warmer

Ask students where they go for lunch, what they have, and elicit food vocabulary they know. Put two columns on the board, e.g. *A sandwich, apples, biscuits; B tea, coffee, water*. Write the title *snacks* and elicit more words. Put words for food in A and drinks in B. See if students can give you the words *food* and *drink* and put them at the top of the columns.

Ask *How much?* and draw a money sign, e.g. \$ and then ask if the place students go for lunch is cheap or expensive. Write the symbols €, £, \$ on the board, elicit or give the words and model pronunciation if necessary.

Write *How to ask about prices* on the board.

A Read tips on a web page

In this section, students look carefully at short phrases and scan a text to find information.

- 1 Read the title of the section and elicit or tell students the meaning of *tip (good advice)*. Go through the example to check understanding. As students continue in pairs, monitor and help. Check answers.

2 × 3 ✓ 4 × 5 ✓ 6 × 7 ✓ (but only if you can use three of something) 8 ×

- 2 Direct students to *Six tips for shoppers* and ask if the information is from a magazine, a television programme, a website (*website*). Go over the instructions and give students time to find the bad tip. Students compare answers in pairs. Go through the tips to see if the class agrees.

Tip 4 Cheap things aren't always bad, e.g. exercise 1, item 3

- 3 Read the instructions. Elicit or remind students that they don't need to understand every word. Go through the example and ask why Photo a is tip 5. Students find and match key words (*yogurt, small print, sell-by date*). Tell students you will explain the vocabulary at the end of the activity. Students continue in pairs. Monitor and help by showing which parts of the pictures match parts of the tips. Check answers as a class.

b 3 c 2 d 6 e 1

Extra activity

Ask questions about the tips and nominate a student, e.g. *Do you read the small print?* and elicit *I always (or never) do that*.

B Listen for prices

In this section, students listen intensively to understand prices.

- 4 6A.1 Prepare students for the listening by writing a few prices on the board, e.g. write €5.50 and say *five euros fifty*. Point to the prices on the board and gesture for students to repeat chorally, giving extra practice if necessary.

Explain the activity using the example. Play the audio for students to mark the route as they listen. Let them compare routes in pairs before you give the answer. Students listen a second time if they have differences or want to check again.

Start €5.50 €7.30 €3.14 €9.16 €6.40 €2.50 €13.70 €2.15 €30.17
€15.50 €50.15 end

- 5 In pairs, students plan a new route through the maze. Look at the examples and explain that some people say *seven euros thirteen* and others say *seven euros thirteen cents*. Write the word *cents* on the board. Monitor for clear pronunciation of numbers, e.g. 15/50. Go over any problems at the end.
- 6 Use two or three of the items in the exercise and ask *How much?* Write a higher price on the board and elicit or say *That's expensive!* Repeat with a lower price to elicit *That's cheap!* Give one or two other expressions, e.g. *What a bargain! That's too much! How much?* In pairs, students continue the activity. Monitor for clear pronunciation and appropriate responses to prices.

C Grammar countable and uncountable

- 7 Direct students to *Food and drink* and go through the example. Students continue the activity individually then compare in pairs. Check answers.

2 water	6 apples
3 sandwiches	7 tea
4 crisps	8 coffee
5 biscuits	

Extra help

Say the words from *Food and drink* for students to point to the picture. Students continue in pairs.

Extra plus

Say the phrases *cup of tea, glass of water, bowl of soup, bottle of water, bags of crisps, packet of biscuits* and students point to the item without looking at the words. Students continue in pairs.

- 8 Return to the examples from the *Warmer* and ask students for the plurals. For countable nouns write *C* and for uncountable write *U*.

Focus on the top part of the grammar box. Write *How much is a ...?* on the board, and underline the indefinite article. Tell students that we use *a* to mean *one of something*. Give or elicit other countable examples. Repeat with *How much are the ...?*

In pairs, students complete the grammar box. Monitor and help them understand the countable/non-countable distinction if necessary. Elicit examples. Direct them to the rule and ask them to think about their answer in pairs. Tell them not to write their answers yet. Elicit the correct answer before students complete the rule.

Write *is* before a singular noun, *are* before a plural noun, and *is* before an uncountable noun.

Extra help

Tell students that they have to guess the food or drink word you're thinking of. Say the first part of the question, e.g. *How much is the ...?* Students call out suggestions until they say your word. Check all the suggestions are uncountable. Repeat with *How much are the ...?* and *How much is a ...?*

- 9 Do the first item together referring to the grammar rule. Point out the definite article and ask students which questions they can use. Students continue individually then compare answers in pairs. Elicit answers around the class and check for pronunciation and give extra practice as necessary.

1 are 2 is 3 are 4 are 5 is

- 10 Students invent prices for the items in *Food and drink*. Go through the example and put students into pairs. Monitor for correct use of *is/are* and give positive feedback. Encourage students to respond to the prices, saying *That's cheap!* or *That's expensive!*. Make a note of any repeated errors and go over them at the end.
- 11 6A.2 Remind students that the bold syllables are stressed. Play the audio, tap the rhythm and encourage students to do the same as they listen to the rhyme.

Extra help

Students read and clap before doing the listening, or listen first and clap when they listen a second time.

Extra activity

Divide students into groups, saying different parts of the rhyme at different times.

D Listen to a conversation

In this section, students listen for specific information in a shopping encounter.

- 12 6A.3 Direct students to the photo of the snack bar in *Tea and a sandwich* and ask *Who? (Jim.)* Go through the instructions and play the audio. Check answers.

a sandwich and a cup of tea

Extra help

Play the audio before the exercise. Students count how many times they hear the word *please* (four times).

- 13 Students read the conversation to the end before they do the activity. They complete the conversation from memory and compare in pairs. Do not give answers at this stage.

Extra help

Write the missing words on the board in random order.

- 14 Play the audio for students to listen and check. They can look at the audio script on >> p.154. As they read the conversation, monitor for pronunciation of prices and correct use of *is* and *are*.

ABCD Put it all together

- 15 Divide students into A/B pairs. Ask them to look at their information and explain that Student A has a list of food and Student B has a price list. Students can make some notes from exercise 6 and audio script 6A.3 help them. Remind them that they should respond to the information the shop assistant gives, find out about as many different types of food and drink, and ask for repetition.

To help students prepare for the activity, build up an example conversation on the board: *A How much are the sandwiches, please? B €5.50 A Sorry? B €5.50 A That's expensive. How much is the yogurt? etc.*

Tell students to swap roles. Student A now looks at their price list on >> p.135. Students then tell the class what they bought and how much it cost. The class decides who got the best value for their money.

Student performance

Students should be able to have a short factual conversation.

You can use this checklist to monitor and give feedback or to assess students' performance.

Fluency	Do students respond to prices without a lot of hesitation? exercise 10
Vocabulary	Do students ask about three different food and drink items? exercise 10
Pronunciation	Do students say numbers clearly? exercise 6

I can ask about prices.

Students tick *on my own* if they can ask for what they want, and respond to the price or special offer without hesitating. They tick *with some help* if they use their notes and hesitate when responding to prices.

Early finishers

In pairs, students prepare a list of things to buy in a stationer's or another shop. Pairs exchange lists and do the role play.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to order food in a café



Orientation

Context

In this lesson, students will practise saying what they would like for a meal.

In *Ordering food*, Jim is giving his order to a waitress at a café called *The Greasy Spoon*. The photos advertise the food and give the prices of dishes on sale.

Culture note

The term 'greasy spoon' was a pejorative nickname, often used to refer to local cafés serving full English breakfasts. It implied that the place wasn't very nice and that the food wasn't very healthy. Nowadays, the term isn't necessarily negative and can often be used light-heartedly to refer a kind of cheap and cheerful café which might serve a traditional English breakfast all day.

Language

Focus grammar	quantifiers: <i>some, any</i>
Preview language	<i>with</i>
Focus words	food: <i>apple, beans, bread, cake, carrot, cheese, chicken, etc.</i>
Focus phrases	<i>Can I help you?, I'd like ...</i>
Recognition vocabulary	<i>extra, leg, menu, slice, toasted, waitress</i>
Recycled language	words: <i>prices: £5.50</i> grammar: <i>have/haven't got; countable and uncountable</i>
Pronunciation	spellings: <i>ee, ea</i>

Language note

Some things can be countable or uncountable, e.g. we say *an egg* (e.g. *boiled*) or *some egg* (e.g. *scrambled*).

End product

Students role play being a customer and a waitress in a café. The customer orders, but not everything on the menu is available so they have to ask for different dishes. The conversation is based on *Ordering food*, which students have practised in exercise 12. They try and have their conversations from memory or using a conversation map on the board.

Warmer

Ask students to recommend local cafés and restaurants they like to eat in and see if they can name food they like.

Ask students to look at the menu for *The Greasy Spoon* café and ask if it's the type of place they like to eat. Ask *Is the food healthy?* *When can you eat this food?* Ask about the name of the café and give a local example if you can. Point to the spoon in the picture and elicit or explain that *greasy* is an adjective which can be used to describe foods like chips and sausages.

See which food is the most and least popular with the class.

Write *How to order food in a café* on the board.

A Vocabulary food

- 1 Direct students to the pictures in *The Greasy Spoon*. Point out the column headings in the table and the examples. Do one or two examples together with the class and ask students to continue individually. Students can compare and check each other's spelling. Check answers.

meat and fish: steak, ham, chicken, fish

fruit and vegetables: onions, carrots, tomatoes, beans, peas

other: cheese, pizza, bread, jam, apple pie, chocolate cake

Extra activity

Call out the name of a meal and the class say the picture number. Say a picture number for the class to say the meal, and give extra pronunciation practice if necessary. Students continue in pairs.

- 2 Go through the instructions and the first two items as a class. Start the activity off with the whole class, showing that *eggs* and *legs* sound similar. As students work individually, monitor and help by pointing to a word which rhymes with the missing word. Do not give the answers at this stage.

Extra help

If students have difficulty remembering the vocabulary, write the answers on the board in random order.

- 3 6B.1 Students can compare in pairs before they listen and check. Pause the audio, giving extra practice if necessary.

1 eggs 2 Chicken 3 coffee 4 ham 5 cheese 6 chips
7 Potatoes 8 cake

Extra activity

If your students enjoy saying verses or singing songs, divide the class in half to read alternate rhyming pairs of lines.

B Grammar *some, any*

- 4 Draw two columns on the board, labelled *C* and *U*. Write the examples in each column. Ask students for one or two more examples before they continue in pairs. Elicit answers around the class and write the words on the board.

countable: sausages, apples, potatoes, eggs, tomatoes, beans, peas

uncountable: steak, ham, chicken, fish, cheese, pizza, bread, jam, apple pie, chocolate cake

- 5 Briefly introduce the two types of sentences, *I'd like ...* and *Have you got ...?* and check students understand that *I'd like* is a polite way of saying you want something, whereas *Have you got ...?* is asking about availability.

Go through the example and explain that there is only one correct answer (only *eggs* can be used with the number two. *Milks* and *bread*s are wrong because they are uncountable nouns and so cannot be made plural by adding *s*.) As students work in pairs, monitor and make a note of any questions which seemed to cause particular difficulties. When you go over the answers, check that students understand why the other options are wrong.

2 cheese 3 eggs 4 sausage 5 apples 6 meat

Extra help

Say some of the sentences from the exercise. The class repeats the sentence only if they are correct and stay silent if it is wrong. Students can do this first with books open and then from memory.

- 6 Go through the grammar box as a class and elicit an example of each type of sentence from exercise 5. Explain that we usually use *some* in affirmatives and *any* in questions and negatives, but that *some* can also be used in questions when we expect the answer to be *yes*. Monitor and help if necessary, and check answers as a class.

countable plural	uncountable
+ We've got some onions.	+ We've got some cheese.
- We haven't got any onions.	- We haven't got any cheese.
? Have you got any onions?	? Have you got any cheese?

- 7 Go through the instructions and point to the pictures to elicit vocabulary. Read the examples. As students write their sentences, monitor and check they are using the short forms *'ve* and *haven't*. Go around the class and ask each student to give you a sentence. Other students can listen and say if the same is true for them.
- 8 Ask for two volunteers to demonstrate the activity. Monitor for *a*, *an*, *any* and the corresponding singular/plural form of the noun. Go over any problem areas at the end.

C Pronunciation spellings *ee* and *ea*

- 9 Use *The Greasy Spoon* in exercise 2 to remind students of words which rhyme. Go through the example, pointing out that although the spelling of the vowel sound is different, the sound is the same. Students work individually and compare their answers in pairs. Monitor and pronounce words if your students ask for help.

2 tree 3 red 4 street 5 green 6 cake 7 week

Language note

Students are often frustrated about the irregularity of English spelling, and the *ea* spelling is one of the notorious problems. However, it is useful for them to know that the normal pronunciation of this spelling is /i:/. If they meet a new word with this spelling, then they can have a good guess at how to pronounce it.

- 10 Read through the instructions and check understanding. Write the symbols /i:/ on the board and draw a tick or a cross. Say a few examples of words which have the /i:/ sound, e.g. *tea*, *cheese*, *peas* pointing to the tick for the first one or two. Say *bread* and elicit *no* from the class. Continue the activity as a class, or let students work together in pairs.

cake steak bread red

D Listen for differences

In this section, students listen intensively to identify differences between what is written and said.

- 11 6B.2 Go through the instructions and play the audio, pausing after Jim's first request. Read the example answer. Continue the listening, pausing after each speaker's turn for students to underline the differences they heard. Play the audio again for students to check. Students check their answers using the audio script on >> p.154.

chips – beans eggs – bread toasted sandwich – pizza

- 12 To prepare students for the activity divide the class into two, half of the class takes the part of the waitress, the other half Jim. Play the audio, pausing after each turn for students to repeat. Check that students understand that *Sorry* in this context is an apology rather than asking for repetition. As students work in pairs, monitor for word order in *Have you got ...?* and revise as necessary.

Extra plus

Students, in pairs, write their own café menus. Students mingle, visiting different cafés to see which one they would go to. Students display their menus and the class can vote on the best café.

ABCD Put it all together

- 13 Go through the instructions and check students understand the activity. Remind them to be polite, using *please* after a request, and *sorry* to introduce an apology.
- 14 Go through the conversation *Ordering food* and elicit a conversation map to put on the board to help students do the activity with their books closed, e.g. *W Can ...? C I'd like ... W Sorry ... C New idea ... W Sorry ... C Have you got ...? W Sorry ... C New idea*. Ask for volunteers to act out their conversation for the class.

Student performance

Students should be able to ask for things in a short conversation.

You can use this checklist to monitor and give feedback or to assess students' performance.

Fluency	Do students respond without a lot of hesitation? exercise 12
Vocabulary	Do students ask for three or four different food combinations? exercise 8
Accuracy	Do students use <i>have</i> and <i>haven't got</i> accurately? exercise 12

I can order food in a café.

Students tick *on my own* if they can have the conversation without looking at *Ordering food*. They tick *with some help* if they look at the conversation map from exercise 14 once or twice.

Early finishers

In pairs, students write odd one out sentences, following the models in exercise 5. Pairs swap sentences.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about food



Orientation

Context

In this lesson, students will practise talking about food. The illustration on >> p.60 is a facsimile board game called *Supermarket Trivia*. It is based on typical supermarket shopping experiences and the object is to move round the supermarket to the checkout. Each square has a letter (A–L) and a student moves around the board according to how they answer questions on the audio. The penalties for wrong answers are given on the board along with the rules of the game. The small pictures a–d illustrate situations in *Penalty*!

Language

Focus grammar	<i>there is, there are, there isn't, there aren't, Is there?, Are there?</i>
Focus words	food: <i>butter, fruit, meat, milk, pasta, salad, salt, soup, sugar, vegetable, water, yogurt, etc.</i>
Recognition vocabulary	words: <i>carefully, checkout, hot, oven, paella, trolley</i> phrases: <i>in the way</i>
Recycled language	words: <i>nationalities, food colours, containers</i> grammar: <i>some, any</i>
Pronunciation	-er /ə/ <i>sugar, water 6C.5</i>

Language note

Vowels in unstressed syllables are very often reduced to the weak vowel /ə/. Thus, all of the endings in red in the rhyme in exercise 1 have the same vowel sound despite the fact they are spelt differently.

End product

Students look at different photos of food in a kitchen. They ask and answer to find out if they have the same food. There are six differences.

Preparation

Bring in some coloured counters or coins for *Supermarket Trivia*.

Warmer

Ask students where they go to buy food and why. Set a short time limit for them to write a typical shopping list of the kind of foods they (or a family member) buy in supermarkets. Put three columns on the board, *meat, fruit and vegetables, other food* but do not label them at this stage. Elicit some food words and write them in the appropriate columns. Now write the columns headings on the board and ask students to match them to the lists of food.

Write *How to talk about food* on the board.

A Vocabulary food

- 1 Direct students to >> p.60 and explain that this is a game. Ask general questions about the game before students begin, e.g. *Where are the people? What are they doing? Where is the exit?*

Go through the instructions and elicit one or two examples before students continue individually. Set a short time limit. Students compare in pairs before you go over the answers as a class. Write any new words on the board, and ask students to give you the letter of the square with the word in it to familiarize them with the board. Help with pronunciation if necessary.

meat: chicken, sausages

fruit and vegetables: apples, bananas, oranges, tomatoes, carrots

other: water, pasta, juice, soup, salt, sugar, jam, bread, pizzas, cheese, eggs, yogurt, milk, butter

- 2 Go through the example before students test each other in pairs. Monitor and make a note of any pronunciation problems. Students swap roles after a few minutes. Give extra pronunciation practice as necessary.

B Grammar *there is, there are*

- 3 **6C.1** Write *There are some apples. True or false?* on the board. Tell students to look at the picture. Play the audio, pause after the first item and elicit the answer *true*. Continue with the listening, pausing after each item to give students time to check.

2 False 3 False 4 True 5 True 6 True 7 False 8 False 9 True 10 False

Extra help

Students repeat the activity in pairs. Student A chooses sentences from the audio script and student B uses the pictures to say true or false. Students swap roles.

- 4 Write *there is* and *there are* on the board, say some of the sentences from audio script **6C.1** on >> p.154 and see if students can give you a reply. Direct students to the grammar box. Go through the example sentences in the box and point out the change in word order in the question form. Students complete the grammar box and compare in pairs.

+ There are some apples.
– There isn't any jam. There aren't any apples.
? Is there any jam?
short answers + Yes, there is. – No, there isn't.

Extra activity

If your students enjoy chanting, write this mnemonic on the board: *Is before there in a question, There before is in an answer.*

- 5 Ask questions about well-known dishes your students know. Go through the instructions and the example. Students continue individually. Do not give the answers at this stage.
- 6 **6C.2** Play the audio, pausing after each answer for students to check. Play the audio a second time if necessary.

2 Yes, there is. 3 Yes, there are. 4 No, there aren't.

- 7 Begin by asking students if they like the foods in the final column and elicit answers. Make sure students know how to use the conversation box. In pairs, students continue asking and answering. Monitor for the correct use of *is/are* and *any* in questions but do not correct mispronunciation of food names.
- 8 Go through the instructions and the example and remind students to link sentences with *but*. In pairs, students talk about the differences and write their sentences. Monitor and help as necessary. Ask each student to choose one sentence to read out. The class listens to see if the information is correct.

Example answers

There isn't any milk in an espresso, but there's some milk in a cappuccino.
 There aren't any eggs and bacon in a continental breakfast, but there are some eggs and bacon in an English breakfast.
 There isn't any milk in Turkish tea, but there's some milk in a cup of tea in England.
 There aren't any potatoes in a French omelette, but there are some potatoes in a Spanish omelette.
 There isn't any cheese in a Russian salad, but there's some cheese in a Greek salad.

C Read for detail

In this section, students answer true/false questions and match pictures and instructions to show they have understood.

- 9 Before you begin, ask students to read *Rules* and answer any questions. Go through the example and tell students to continue in pairs. Go through the answers as a class, eliciting or explaining why an answer is false.
- 2 False (see instruction 2) 3 True 4 False (the first person past the checkout wins)
- 10 Go through the instructions and do the first one as an example if necessary. Set a time limit of about two minutes for students to match pictures a–d with the relevant penalty. Check answers.
- a F b B c E d I

D Listen and respond

In this section, students rehearse listening for key words in a text similar to one they hear to play the board game.

- 11 **6C.3** Go through the instructions. Read the key words for item 1. Play the audio, pause and elicit the answer. Do the exercise item by item as a class, giving students time to read all the words before listening.

1 apples, Russian
 2 green, red, blue, apples
 3 meat, paella, vegetables

- 12 **6C.4** Check students have something to use as a counter. Go through *Rules* again and answer any questions. Tell students they will hear a man ask a question and a woman giving the answer. Do the first one as a class. Students look at rule 3 in *Rules* and read the penalty for square A as a class. Check any questions and check that students have followed the instruction correctly. Students raise their hand when they finish and then help others continue around the board.

Teaching tip

If students can comfortably sit around the board, play the game in groups of three or four. Elect a 'quiz master' for each group, who can read out the penalties after each move.

E Pronunciation -er = /ə/

- 13 **6C.5** Direct students to the picture. Tell them not to read the verse and ask *Are the people happy? Why not?* and elicit suggestions and ideas. Write the letters *er* on the board, and model /ə/. Go through the instructions and play the audio for students to follow the verse. Play the audio again, pausing after each line for students to repeat. Point out the different spellings for the same sound in *pasta* and *waiter*. Play the audio a third time for students to say the complete verse.
- 14 Go through the instructions and example and elicit one more word for each type. Remind students that they can check pronunciation in their dictionaries. Students continue in pairs. Put pairs of students together to compare answers and to check in a dictionary if they have different answers.

Possible answers

family: mother, sister, brother

jobs: actor, doctor, driver, farmer, waiter, worker

months: September, October, November

Extra help

Students repeat the activity from memory, in small groups.

ABCDE Put it all together

- 15 Go through the instructions and put students into A/B pairs. As turn to >> p.129 and Bs to >> p.133. They should keep their pictures hidden. Go through the model conversation as a class. Students continue the activity to find more differences. Set a time limit of about four minutes. Stop the activity and see how many differences they found. Students look at the pictures together and check the differences.

picture A: There isn't any coffee/water. There aren't any oranges.

picture B: There aren't any carrots/tomatoes.
 There isn't any rice.

Student performance

Students should be able to ask and answer short factual questions.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students use at least eight foods? exercise 2
Interaction	Do students ask and answer questions? exercise 7
Accuracy	Do students use <i>there is / there are</i> correctly in replies? exercise 7

I can talk about food.

Students tick *on my own* if they can do the activity without looking at the model conversation. They tick *with some help* if they look at the model once or twice.

Early finishers

Books closed. In pairs or small groups, students talk about the contents of their own fridge and find differences.

Additional material

www.oup.com/elt/englishresult for extra practice material

www.oup.com/elt/teacher/result for extra teacher resources

How to offer things



Orientation

Context

In this lesson, students will practise offering food and drink to guests.

Sue and Iris, the students who share a flat together, are in the kitchen and Iris is making a pot of tea. She offers Sue a cup but Sue realizes she hasn't got many tea bags. Iris uses Sue's tea and sugar and then asks Sue for a biscuit. Before Sue can explain that they are dog biscuits, Iris grabs the box and helps herself. The dog looks longingly at the biscuit.

The six cartoons a–f illustrate the phrases in *Offers*.

Language

Focus grammar	quantifiers: <i>much, many, a lot of</i>
Preview grammar	would like: <i>Would you like ...?, I'd like ...</i>
Focus words	<i>crisp, delicious, fridge</i>
Focus phrases	<i>a cup of tea, Do you take sugar?, Help yourself!, How much/many do you want?, Would you like another?</i>
Recognition vocabulary	<i>It's bad for you., ... of course ...</i>
Recycled language	words: <i>food</i> grammar: <i>there is, there are</i>
Pronunciation	unstressed words: <i>a cup of tea</i> 6D.4

End product

Put it all together, students role play being a host and a guest at breakfast in each other's homes, offering, accepting and declining various food and drinks. Students make some notes on what they like and don't like for breakfast and use these and the information on >> p.129 and >> p.134 for the activity. The cards have a list of items for students to offer and pictures of other items they also like. Students have the conversation from memory based on audio script 6D.5 on >> p.154.

Warmer

Play a puzzle game. Write *Would you like ...?* on the board and nominate students to offer you some food. Accept it only if the word fits your secret rule, e.g. you could say *yes* to words of more than one syllable, food that is countable or words containing certain letters. Here is an example conversation for words of two syllables: S1 *Would you like some tea?* T *No, thanks.* S2 *Would you like an apple?* T *Yes, please.*

As the activity continues, the students try to guess why you refuse some things and accept others. Ask students what they remember about Sue and Iris. Point to *Would you like ...?* and ask who would offer things and who wouldn't.

Write *How to offer things* on the board.

A Vocabulary offering phrases

1 Direct students to *Offers* and pictures a–f. Ask questions about the pictures and elicit information, e.g. *Where are the people? What are they doing?* Go through the instructions and the example. Divide the class into pairs for students to continue. Monitor and help with any vocabulary. Do not give answers at this stage.

2 6D.1 Play the audio for students to check their answers, pausing after each phrase.

b Help yourself! e Do you take sugar?
c Would you like another one? f Try this. It's delicious!
d How much do you want?

3 6D.2 Demonstrate the activity with the example. Say the parts of the phrase for the class to repeat. Play the audio, pausing after each part. Monitor and encourage students to repeat and maintain the rhythm of the phrase. Repeat if necessary.

Extra plus

Say a letter. Students say the phrase and then continue in pairs.

B Read for general meaning

In this section, students read *Sue and Iris* for gist and then specific information.

4 Go through the instructions. Set a short time limit for students to choose the best title (*In the Kitchen*). Elicit or explain why the other options are not correct: *Best Friends* would only be possible in an ironic sense, and *Going Shopping* is inappropriate as the girls are in the flat and Sue has just done the shopping.

Extra activity

Say true and false sentences about the story. Students repeat the sentences if they're true, but correct you if they're false, e.g. *Sue offers Iris a cup of tea.* False. *Iris offers Sue a cup of tea.*

5 6D.3 Give students time to read the table and answer any questions. Explain that the words in the exercise are in a different order to the story so students must read and listen carefully for key words. Do the first item as a class, using the story only. Give students time to guess the answers before they listen and read the cartoon. Check answers.

b Sue (picture 2) c Iris (picture 1) d Sue (picture 3)
e Iris (picture 4) f Iris (picture 5) g Iris (picture 1)

6 Go through the instructions and the example. Give students time to read sentences 2–7 and to look back at *Offers* if necessary. In pairs, students do the exercise from memory, before looking at the cartoon for help. Check answers.

2 a 3 d 4 e 5 b 6 f 7 g

Language note

When Iris says *I'd like a biscuit* this is an indirect request.

7 Divide the class in half, with one part reading Sue, the other Iris. Encourage students to sound inviting when they make the offers. In pairs, students read the conversation a second time. Monitor and encourage them to be expressive.

Extra activity

Students read the conversation to the class. The class decides which pair sounded more inviting.

C Grammar *much, many, a lot of*

- 8 Review the countable and uncountable nouns in English before starting the exercise. Read through items 1–4 as a class and go through item 1 as an example. Tell students they can find *much, many, and a lot of* in *Sue and Iris*. Elicit the answer. Students continue in pairs. Monitor and help them find examples in the pictures in the cartoon. Check answers.

1 much 2 many 3 a lot of 4 a lot of

- 9 Read the instructions and ask if *is* is used with countable or uncountable nouns (*U*). Repeat with *are*. Monitor and help as students complete the sentences in pairs. Check answers.

countable	uncountable
+ There are a lot of biscuits.	+ There's a lot of milk.
– There aren't many biscuits.	– There isn't much milk.
? How many biscuits are there?	? How much milk is there?

- 10 Demonstrate the activity. Tell students to find the milk in the kitchen (picture 3). Ask *Is there a lot of milk?* and direct students to the answer in the cartoon, *there isn't much*. Students work together and continue the exercise. Monitor and help them write the sentences if necessary.

There are a lot of books. There's a lot of bread.
There isn't much butter. There are a lot of carrots. There aren't many eggs. There isn't much fruit. There isn't much milk.
There isn't much orange juice. There aren't many potatoes.
There's a lot of water. There's a lot of yogurt.

Extra activity

In pairs, students tell each other about what they have in their kitchens.

- 11 Students turn to >> p.127. Elicit the example question and write it on the board. Direct students to *Answers* and explain that when *a lot* is at the end of a sentence, it isn't followed by *of*. Students continue in pairs. Monitor for *much/many* and do any further work as necessary at the end.

Extra plus

Students ask a new partner the questions from memory.

D Pronunciation unstressed words *a, of, some, and, with, or*

- 12 6D.4 Direct students to the circles and elicit or explain that the words in bold with the big circles are stressed syllables. Read through the instructions and the examples. Play the audio for students to listen and tap the desk when they hear the word in bold.
- 13 Explain that the words *a, of, some, and, with, or* are not key words, they are not stressed and they have the /ə/ sound. Beat the rhythm and encourage students to do the same as they listen and say the rhyme.

Extra practice

If your students enjoy chanting, divide them into groups, and gesture for them to start saying the rhyme at different times. They try to maintain rhythm in their rhyme.

- 14 Students read through the conversation box. Check any problems. Say a phrase from the last column and get the class to shout out a suitable item from the second column. Ask students how they would respond to the offers. They can look at *Sue and Iris* for a *yes* answer. Point out that for a *no* answer they have to be polite and say *No, thanks.* or *No, thank you.* As students continue in pairs, monitor for pronunciation of unstressed words.

E Listen for key words

In this section, students tune in to a conversation by listening for gist and then listen a second time for key words.

- 15 6D.5 Read the instructions and tell students that they will hear two people talking about food. Play the audio. Ask for the answer (*morning*) and see if students can remember words which helped them decide.
- 16 Go through the instructions and give students time to read the vocabulary items before they listen again. Play the audio, pausing after each answer.

✓ coffee, apple, yogurt, an egg, sausages

Extra practice

Divide the class in two to read the conversation from the audio script on >> p.154.

ABCDE Put it all together

- 17 Read the instructions and tell students they can look at exercise 16 and >> p.58 to find vocabulary words. Encourage students to find other words in their dictionaries if necessary.
- 18 Before students do the activity, tell them to turn to audio script 6D.5 on >> p.154. Read through the conversation as a class. Divide students into A/B pairs. Bs turn to >> p.129. Tell them they have a list of what they have at home in the first column and extra ideas if their partner asks about other food. Remind them to say *Good morning* at the start of their conversation and check they are being polite. Make sure students swap roles and student B looks at >> p.134.

Student performance

Students should be able to make and respond to offers.

You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students make their guests at least four offers? exercise 14
Vocabulary	Do students use different food and drink words? exercise 14
Pronunciation	Do students use some weak forms? exercise 14

I can offer food and drink.

Students tick on *my own* if, as the host, they have done the activity without looking at *Offers*. They tick *with some help* if they have looked at *Offers* once or twice.

Early finishers

Students work in pairs and discuss what they eat/don't eat for breakfast.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will write a short factual description about food.

There is a magazine article giving information about eating habits of visitors to Madrid.

New language	course, dessert, siesta, typical, visitors
Recycled language	words: food grammar: much, many, a lot of; is/are
Recognition language	after all that, long after midnight

End product

Put it all together, students use their notes to write a description of food facts for their own country or another place they know about 60 words). There is a model and students use their notes from exercise 6 and their dictionaries for new vocabulary.

Warmer

Ask students about meal times and types of food in their country or places they have visited. Encourage them to tell travelling tales about food they like and don't like, or occasions when they've visited a place with different meal times. Do not focus on accuracy, but help them express their ideas.

A Read for detail

In this section, students think about the topic before reading a description for detail.

Write the headings types of food, places to eat, meal times on the board and put students in small groups to brainstorm what they know about Spain. Elicit ideas and make a note of a few suggestions on the board, but do not comment on any facts yet.

Read the questions with students and give them a time limit to read the text quickly. Tell them not to worry if they don't understand all the vocabulary and to ignore the gaps. Check answers.

1 small cakes 2 after 2 o'clock 3 small snacks with a drink

Read through the phrases as a class and check understanding. Students do the activity individually and then compare in pairs. Check answers making sure students understand any wrong answers.

1 b 2 e 3 d 4 a 5 c

Extra activity

Say some factually correct and incorrect sentences about eating habits in Madrid. If the sentence is correct, the class repeats it. If it is incorrect, they stay silent, e.g. Lunchtime in Madrid is at one o'clock.

B Build phrases

Direct students to the phrases in exercise 3 again and ask questions to check they understand the difference between or and with. Go through the example as a class. Students continue individually and then compare in pairs. Do not give the answers at this stage as students will listen and check.

6E.1 Play the audio for students to listen and check, pausing after each item if necessary. Play it a second time for students to repeat.

2 or 3 with 4 with 5 or 6 with 7 or 8 or 9 or 10 with

- Go through the instructions and check students understand. As students write their notes, monitor and check they are including information for different courses.
- In pairs, students exchange information. As students do the activity, monitor and listen for accurate use of or and with. Nominate students to tell the class about typical food for them.
- Remind students to be careful with the spelling of vowel sounds. Students correct the mistakes individually and compare in pairs.

2 cheese 3 steak, chips 4 bread, breakfast

Extra activity

Students ask each other to spell words with ee and ea on >> p.59, exercise 9.

AB Put it all together

- Students look again at exercise 2. Ask them to imagine they are going to Madrid. Ask Is this a good article? Does it give you information you want to know? and elicit the answer. Point out that the text gives information about meals in a chronological order. It starts with breakfast and ends with the evening meal. Remind students to think about their visitor and to give a lot of information.
- Students check each other's spelling or use a dictionary to check their own work.
- Tell students to imagine they are going to visit the place their partner has written about. After they have read their partner's description, they decide if they have enough information as a visitor. If they need more, they tell their partner.

Student performance

Students should be able to write a short description using phrases with or and with.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Have students given information about the three main meal times and foods people eat?
Organization	Have students written the information logically?
Vocabulary	Have students used with and or to give more detail?
Spelling	Have students spelt ee and ea words accurately after corrections have been made?

I can write about food in my country.

Students tick on my own if they have written the description from their notes. They tick with some help if have looked at Food facts for visitors and copied some phrases.

Early finishers

In small groups, students read their description for others to decide if they like the eating habits of the place.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember the places

Write the letters C (café), S (supermarket), F (flat), M (Madrid) on the board. Tell students that you will read out some sentences (see 1–12 below) and they call out the letter of the place. Students can ask you to repeat the sentences.

1 You want a bag of rice. 2 Help yourself! 3 Tapas are small snacks.
4 The checkout is closed. 5 How much is a cup of tea? 6 The evening meal is at nine or ten o'clock. 7 How much are the sandwiches, please? 8 There aren't any trolleys. 9 Sorry, we haven't got any eggs today. 10 People usually eat small cakes for breakfast. 11 I'd like some sausages with beans and bread, please. 12 Would you like another biscuit?

1 S 2 F 3 M 4 S 5 C 6 M 7 C 8 S 9 C 10 M 11 C 12 F

A Grammar

1 Countable and uncountable 6A exercises 7–11

Warm-up: Say food vocabulary for students to call out countable or uncountable. Use these items: *oranges (C), batteries (C), orange juice (U), biscuits (C), cheese, (U), bread (U), jam (U), sausages (C)*. If necessary, students can review the grammar box in exercise 8 on >> p.57.

Set-up: Check students understand they write singular and plural forms in the first column before they do the exercise.

singular and plural: biscuit(s), carrot(s), crisp(s), onion(s), sandwich(es)

no singular or plural: meat, soup, tea, water, yogurt

Follow-up: In pairs, students take turns to point to an item in the picture *Pairwork 6C*, >> p.129. Their partner says the word and if it is countable or uncountable in English.

2 Some, any, much, many 6B exercises 6–8, 6D exercises 8–11

Warm-up: Memory game. Say *some sausages*. Ask a student to say another food word, and then ask them to add it to the list: *an apple and some sausages*. The next student adds another word to the list: *some ham, an apple and some sausages*. Continue round the class.

Set-up: Use the example to remind students how to do the exercise.

2 We've got some biscuits.	6 I haven't got any carrots.
3 Have you got any onions?	7 Have you got an apple?
4 There aren't many eggs.	8 We haven't got any apples.
5 There isn't much rice.	

Follow-up: In pairs, students create four sentences similar to those in exercise 5 on >> p.59. They must give four answer options for each sentence.

3 There is .../There are ... 6C exercises 4–8

Warm-up: Give students about 30 seconds to look at 6C, exercises 4–8, >> p.61. Books closed. Say some true/false sentences about food and drinks for students to repeat if the information is correct, e.g. say *There are a lot of peas in a fruit salad*. Students stay silent. *There are a lot of potatoes in a Russian salad*. Students repeat.

Set-up: Go through the instructions and the examples as a class.

1 Is there any cheese in a Greek salad?
2 There are some/a lot of potatoes in a Spanish omelette.
3 There isn't any milk in a Turkish coffee.
4 There are some/a lot of vegetables in a paella.
5 There aren't any eggs and bacon in a continental breakfast.
6 There isn't any ham in a hamburger.
7 There aren't any tomatoes in a fruit salad.
8 Is there any jam in a ham sandwich?
Students' own answers

Follow-up: In pairs, students ask and answer their questions in pairs. They translate the questions and answers and underline any differences in the use of the negative.

B Vocabulary

4 Phrases for asking, offering, and answering 6A exercise 14, 6B exercise 8, 6D exercise 6

Warm-up: Team game. Choose part of the conversation from *Sue and Iris* on >> p.62 and write the words in a jumbled order on the board. Write the names of the speakers and draw a numbered line for each word. Nominate a person from each team in turn to give you the word and number of the gap. Only give a point for the correct word and place.

Set-up: Go through the example and ask *Which words help you understand the answer? (coffee, sugar)*. Do the next item as a class, if necessary.

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

Follow-up: In pairs, students write a short conversation using some of the questions, offers and answers from the exercise. They swap with another pair and check for mistakes before they roleplay the conversation, from memory if they can.

5 Food and drink 6B exercises 1, 7

Warm-up: Play hangman, using the answer to 7 down, *sandwiches*.

Set-up: Put students into A/B pairs and check they have the right set of clues. Students read their clues in turn and guess the words together. Do the first two clues as a class to demonstrate. You could periodically change pairs for students to compare answers and continue.

Across: 3 an 5 banana 7 soup 8 on 9 tea 12 No 13 salad 14 peas 16 eggs 17 biscuits 18 expensive 21 cups 23 price 25 No 26 fish 27 piece

Down: 1 onion 2 jam 4 No 6 cup 7 sandwiches 10 apples 11 ham 14 piece 15 chips 17 biscuits 19 pasta 20 cheese 22 rice 24 an

Follow-up: Students review food and drink words in Unit 6 and make a list of the things they don't like. They can use *or* and *with*. Students see if they can find others in the class who don't like the same things.

Early finishers

Students write down everything they have had to eat and drink in the past 24 hours, in English and their own language. If necessary, they use dictionaries to find the words in English and make a note.

How to talk about free-time activities



Orientation

Context

In this lesson, students will practise exchanging information about leisure time.

Life at Villa Clooney shows a portrait photo of George Clooney decorating a magazine article about his everyday life in Italy and free-time activities. The other three pictures show his boat, villa, and motorbike. George Clooney normally plays the part of likeable rogues in films that involve some type of robbery.

Leisure activities has small numbered illustrations (1–11) showing people doing the activities.

Language

Focus phrases	leisure activities: <i>play: basketball, cards, table tennis, the guitar</i> <i>go: sailing, roller-skating, fishing</i> <i>go for: a run, a swim</i> <i>ride: a bike</i> <i>read: the newspaper</i>
Recognition vocabulary	<i>feed the ducks, summer</i>
Recycled language	phrases: <i>daily routines: get up, have dinner, have lunch, in the morning, wake up, etc.</i>
Grammar	frequency adverbs: <i>always, etc.</i> present simple: <i>Do you ...?</i>
Discourse	introducing an alternative: <i>or</i>

Language notes

Some of the activities with the verb *go* can be expressed in different ways, e.g. *go for a run* and *go running*, *go for a swim* and *go swimming*, *go for a sail* and *go sailing*. We can't say *go for a fish*.

Bilingual dictionaries often show students which verb (*play / go or other*) to use with the activity (collocation).

End product

In *Put it all together*, students have a conversation in pairs about their free-time activities, based on a model in exercise 11. They find out about four things their partner does, using question cues in exercise 17, and answer questions about themselves using notes they have made before the activity.

Warmer

Write *George Clooney* on the board and ask students, in groups, to write two or three questions they would ask if they met him. Ask one person from each group to read out the questions and see if anyone can answer. Tell students that they will read about what George Clooney does in his free time and ask them to guess what he likes doing to see what vocabulary they can remember.

Write suggestions and *How to talk about free-time activities* on the board.

A Vocabulary leisure activities

- 1 Direct students to *Leisure activities* and illustrations 1–11. Elicit the meaning of *leisure*. Ask questions about the picture, e.g. *Where? How many different leisure activities?* Go through the instructions and ask students to continue in pairs. Do not give the answers at this stage.
- 2 **7A.1** Play the audio and pause after each item while students listen and check. Play the audio a second time for students to practise saying the phrases. Give extra practice as necessary.

2 ride a bike 3 go for a run 4 go fishing 5 go for a swim
6 read the newspaper 7 go roller-skating 8 play cards
9 play the guitar 10 play table tennis 11 play basketball

Extra help

A student says a picture number and the class says the phrase from memory. Mime some sports for students to guess.

Extra activity

Draw two columns on the board, *go* and *play*. Give students two minutes to study *Leisure activities*. Books closed. In pairs, students see how many phrases they can remember.

- 3 Go through the instructions and the frequency adverbs. Ask for volunteers to read the example conversation and check that *What about you?* is said in an interested tone. Students continue in pairs. Monitor and check they are using the correct verbs and that adverbs are in the correct position. Students swap roles after a few minutes.

Extra help

Open class activity. A student makes a personal statement and nominates another to respond by asking *What about you?*

- 4 Monitor and help students use their dictionaries to make phrases for the activities they want to talk about. Remind them to look at the example in exercise 3 if necessary. Monitor and help with pronunciation and give positive feedback.

B Listen for detail

In this section, students listen for key words to answer a general question.

- 5 **7A.2** Ask students what they remember about Jim (*he's a teacher, he acts*) and elicit suggestions for what he does in his free time. Go through the instruction and ask students what they should listen for (*key words, nouns and verbs*). Play the audio. In pairs, students compare answers. Encourage them to add any other information they can remember.
- 6 Elicit some examples around the class before students check the audio script on >> p.154. After you have checked answers, direct students back to the picture in *Leisure activities* to find the woman feeding the ducks. (*She's on the edge of the lake.*)

go to the park go for a run go roller-skating
read the newspapers feed the ducks play basketball
go for a swim ride a bike

Extra activity

Play the audio again, pausing it for students to say the next word, e.g. *free (time), roller (skating), read the (newspapers), ride my (bike)*.

C Read a magazine article

In this section, students use background knowledge to predict information they will find in the article.

- 7 Direct students to the small photos and use the examples to elicit information about George Clooney. Write any interesting suggestions in note form on the board.
- 8 Read through the instructions and check students understand the titles. Set a short time limit to encourage them to read for gist. As you give the best title, ask students to tell you why the other alternatives are wrong.

Summer in Italy (*All Work and No Play* is wrong as George Clooney has a lot of time for leisure activities. *A Life of Leisure* is also wrong as he often reads film scripts and phones Los Angeles in the afternoon.)

- 9 Read through the instructions and check students understand the two parts of the activity. Go through the first item as an example. In pairs, students write the questions. Monitor and help with word order in questions. Ask for volunteers to make the questions and explain any mistakes as necessary.

- 1 Where's George's villa?
- 2 What time does he wake up?
- 3 What does he do in the morning?
- 4 What time does he have lunch?
- 5 How many people are there at lunch?
- 6 What does he do in the afternoon?
- 7 What does he do in the evening?
- 8 When does George go to Italy?

Focus on the second part of the activity. Direct students to *Life at Villa Clooney*, to answer question 1. Students continue individually. Monitor and give positive feedback where students have used verbs and nouns correctly.

- 10 In pairs, students compare answers.

- 1 In Italy, on Lake Como.
- 2 He wakes up at 7.30.
- 3 He reads the newspapers (an hour and a half), feeds the ducks, goes to the gym, goes sailing, rides his motorbike.
- 4 At two o'clock.
- 5 15–25 people.
- 6 He (often) reads film scripts and phones Los Angeles, goes for a swim.
- 7 He has big dinner parties by the lake.
- 8 In summer.

Extra activity

Students write two true/false sentences about George Clooney. Books closed. In small groups, students read their sentences for the others to repeat if they are correct.

D Talk about free time

- 11 Explain that in the conversation, both people answer and ask questions in the same turn to show interest and keep the conversation going. Illustrate with the first two turns, both of which end in a question. Ask students to count the number of questions in the conversation (6). Students complete the activity individually and compare in pairs before you go over the answers. Elicit or explain that the speaker uses *or* to give more information and check students understand that *ever* emphasizes the idea of *at any time at all*.

2 you 3 up 4 in 5 read 6 go 7 for 8 go 9 play

- 12 As students read out the conversation, monitor and encourage them to sound interested and ask questions to keep the conversation going. Students swap roles.

Extra help

Divide the class into two and let students read the conversation chorally before reading in pairs.

- 13 In pairs, students write some key words or the questions they will ask in the interview. Set a short time limit.

Extra help

Before students do the interview, draw two columns on the board, *I* (interviewer) and *GC* (George Clooney). Elicit words/prompts for each person and write them on the board.

- 14 Read through the instructions and put students into A/B pairs. Monitor and give positive feedback for correct question formation.
- 15 Read through the instructions. Give students time to prepare by writing some key words. If students choose another famous person, remind them to tell their partner their name and job before starting the interview. Monitor and check questions.

ABCD Put it all together

- 16 Students can use the activities they talked about in exercise 3 or talk about different or interesting things they do at different parts of the day.
- 17 Go through the instructions as a class and check students understand. In pairs, students read the example. Ask for volunteers to make questions from the table. Nominate or ask for a pair of students to have the conversation for the class and encourage A to continue with another question, e.g. *What about you?* Encourage them to try to look up from their books as they ask the question and listen to their partner's reply. Students report back to the class.

Student performance

Students should be able to exchange personal information in a short conversation.

You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students answer and ask questions to keep the conversation going? exercise 12
Accuracy	Do students form most questions correctly? exercise 14
Vocabulary	Do students talk about four or more different free-time activities? exercise 3

I can talk about free-time activities.

Students tick *on my own* if they can find out about and give information about four activities using their notes. They tick *with some help* if they need to look at the table and read all their questions.

Early finishers

Students change partners and tell their new partner about the person they interviewed.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about the weather

Orientation

Context

In this lesson, students will practise suggesting different things to do, depending on the weather.

The pictures show four well-known fine art paintings of different places in different weathers:

Picture 1 shows several people and a dog on a river bank or in the water on a sunny summer's day. There are boats on the river.

Picture 2 shows lots of shoppers walking along a street in a northern English city at dusk on a wet day. There are lights in the windows.

Picture 3 shows a wheat field on a windy and cloudy day in the French countryside. There are blue mountains in the background.

Picture 4 shows a boy walking on ice on a freezing lake on a snowy day in a park.

Language

Focus grammar	verb patterns: <i>How about ...ing?</i> , <i>Let's go ...</i>
Preview grammar	-ing forms: <i>going to the shops</i>
Focus words	outdoors: <i>boat, field, ice, lake, lights, mountain, river</i> weather: <i>clouds, cloudy, cold, cool, dry, hot, ice, icy, rainy, snow, snowy, sunny, the sun, warm, weather, wet, wind, windy</i>
Focus phrases	asking for and giving suggestions: <i>What shall we do?</i> , <i>What's the weather like?</i> , etc. prepositions of place: <i>on, in</i>
Pronunciation	sounds: /w/ 7B.1
Discourse	joining adjective phrases: <i>cold but sunny, snowy and cold</i>

Language note

Many weather adjectives are formed by adding -y to a noun (*wind* → *windy*). Sometimes making an adjective from a noun requires consonant doubling, e.g. *sun* → *sunny*. Adjectives like *cold*, *warm*, *wet* are not formed by adding -y as they are not formed from nouns.

Ask students to find the words in their dictionaries. This will show them that the adjective usually appears as a separate entry.

End product

Students work in groups of three to find an activity they'd like to do together on four different days. They use information cards, which give them the weather conditions on four days, and a list of activities they like and dislike. Students can add their own ideas and have a model conversation to help them.

Warmer

Ask students to look at the pictures and decide which one they like best. Direct students' attention to the pictures one at a time, eliciting vocabulary they know to describe them. Put students into groups and ask them to choose a picture and make notes of free-time activities they could do on that type of day. Ask groups to give their ideas.

Write *How to talk about the weather and make suggestions* on the board.

A Vocabulary weather

- 1 Go through the instructions and the example. Direct students to picture 1 and ask for sentences. In pairs or small groups, students make sentences about the pictures. Check answers, but do not overcorrect pronunciation at this stage.

- 1 There are boats on a river.
- 2 There is a wet street. There are lights in the windows.
- 3 There is a field. There are mountains. There are clouds.
- 4 There is ice on a lake. There is snow in a park.

Extra help

Draw two columns on the board: *weather* and *outdoors*. Check students understand *outdoors*. Give an example for each column and elicit more words. Ask for local or well-known examples.

Suggested answers

weather: wet, ice, snow, clouds

outdoors: river, street, field, mountains, lake, park

- 2 Direct students to the *Weather* vocabulary panel and the symbols for the weather. Point to the symbols as you say the words. Point to the list of adjectives and ask students to give you true statements about the weather. Elicit spelling differences between nouns and adjectives.

Go through the instructions and the example. Students continue in pairs. Tell them to use two words for each picture. Monitor to check they are using full sentences. Check answers.

Picture 2 It's wet and rainy.

Picture 3 It's windy and cloudy.

Picture 4 It's cold and snowy.

Extra activity

In pairs, students look at a picture for ten seconds and see if they can describe it to their partner, books closed. The partner writes down key words. Students exchange papers and see what other words they could use.

- 3 Direct students to the examples and elicit other weather phrases with *and* and then *but*. Students make phrases individually and then compare in pairs. Check answers.

- 1 snowy **and** cold; snowy **but** warm
- 2 cloudy **and** wet; cloudy **but** dry
- 3 windy **but** hot; windy **and** cold

- 4 **7B.1** Read the sentence, and ask students where they might hear it (*on the TV or radio as part of a weather forecast*). Ask why people want to know about the weather. Play the audio for students to repeat the sentence and listen carefully to see if there are any difficulties. Play the audio a second time if necessary.

Teaching tip

To demonstrate how to pronounce the /w/ sound, model and show that the starting position is with the lips pushed forward, as in a kiss, then the lips pull back. This is completely distinct from the starting position of the lips in /v/ where the top teeth are pressed into the bottom lip. Do a minimal pair exercise with *vet* and *wet*.

B Listen for key words

In this section, students are guided to key words in order to understand a text.

- 5 **7B.2** Students look at the pictures again. In pairs, they write four words they expect to hear in a description of each picture. Before you play the audio, remind them to listen for key words to help them decide. Play the audio. Elicit key words around the class and the picture number (2).
- 6 As students listen again ask them to tick any words they expected to hear. Students listen a second time, looking at audio script **7B.2** on >> p.154 to check.
- 7 Direct students to the fragment of text and go through the example. In pairs, students underline other key words and phrases in the audio script which helped them identify the picture. Set a word limit, e.g. 10–15 words, to encourage students to consider the relative importance of different words. Students compare in pairs before you check answers.

Suggested answers

street England typical very wet quite dark lights windows
lots people streets

Extra plus

Students reconstruct the text from the above words.

- 8 **7B.3** Tell students they will listen to descriptions of the other pictures. They can look at the notes they made in exercise 5 and listen for key words. Play the audio, pausing after each description and ask *Which picture?*

Picture 4 Picture 3 Picture 1

- 9 Go through the instructions and play the audio again. Pause after each description to give students time to write and compare ideas.

Direct students to audio script **7B.3** on >> p.154 to read and underline the words they heard.

Suggested answers

Picture 4: cold park snowy trees small lake boy ice

Picture 3: fields trees blue mountains windy cloudy

Picture 1: people river small brown dog boats river warm
sunny summer

C Make suggestions

- 10 **7B.4** Direct students to the conversation map and the different 'routes'. Show how both speakers agree to do the same thing at the end in the phrase *Yes, all right*.

Play the audio, pausing after each turn. Go through the audio script and elicit or explain that *What shall we ...?* and *Where shall we ...?* are used to invite a person to make a suggestions. OK is used to signal agreement.

Conversation 1: 1 2 4 6 8 11 13

Conversation 2: 1 2 3 5 7 10 13

- 11 Divide students into A/B pairs and ask them to have two more conversations. Monitor and help them give an appropriate response to a suggestion.

Extra plus

Students change pairs several times, eventually trying to have the conversations without looking at their books and making different suggestions.

D Grammar *Let's ..., How about ...*

- 12 Read the instructions and look at the examples in the box. In pairs, students complete the grammar box using examples from exercise 10. Monitor and help if necessary. Check answers and explain any problems.

Let's: watch a DVD

How about: going to the shops a game of cards

- 13 Students write six suggestions. Remind them to think of leisure activities from 7A and to use a dictionary to help them with their own ideas.
- 14 Read through the instructions and check understanding. Write this conversation frame on the board: **A** Ask for ideas **B** The weather? **A** Suggest **B** Say yes (OK) + Ask where or say no + Let's **A** Say OK or No let's **B** Agree. Monitor and check for correct use of *Let's ..., How about ...?* and weather words and that the suggestions make sense.
- 15 Give students time to read out their conversation a couple of times before they try to say it from memory. Give positive feedback.

Extra plus

Students extend their conversation by rejecting a second suggestion and offering another.

ABCD Put it all together

- 16 In groups of three, students decide who is A, B, and C and find their pairwork card. Direct students to the model conversation and ask As, Bs, and Cs to read it out as a class. Groups choose one of their conversations to read out to another group, or to the class.

Student performance

Students should be able to have a short three-way conversation to reach a consensus.

You can use this checklist to monitor and feedback or to assess students' performance.

Content	Do students make two or three suggestions? exercise 15
Interaction	Do students respond appropriately? exercise 15
Vocabulary	Do students use two or three weather words? exercise 2

I can talk about the weather. **I can** make suggestions.

Students tick *on my own* if they have reached consensus using their notes and the example conversation in *Pairwork*. They can tick *with some help* if they looked at the conversation map in exercise 10 once or twice before replying to their partner.

Early finishers

Students work in groups and talk about the real weather and activities they could do if they were free after class.

Additional material

www.oup.com/elt/englishresult for extra practice material

www.oup.com/elt/teacher/result for extra teacher resources

How to describe abilities



Orientation

Context

In this lesson, students will practise talking about how well they can do different activities.

Jim and Ana are pointing at photos of various challenging feats in a magazine, and having a conversation about how well they can do these things which people often find difficult

In *Can you do this?* pictures 1–12 show the activities Jim and Ana are talking about:

- 1 holding a hand up in salutation, with a gap between the first and second fingers, and the third and fourth (a Vulcan salute)
- 2 writing with right and left hand
- 3 whistling with your fingers between your teeth
- 4 clicking fingers and making a smacking sound
- 5 mirror writing
- 6 saying a tongue twister
- 7 writing in phonemic script
- 8 reading music
- 9 rubbing your stomach with one hand and patting your head with the other
- 10 standing on one leg
- 11 sitting in the lotus position
- 12 walking on your hands

The actions in the two verses of *Abilities* are shown in the small illustrations a–i.

Language

Focus grammar	modal <i>can</i> (ability): <i>I can ... , I can't ... , Can you ... ?</i>
Preview grammar	word formation: <i>-ly</i> adverbs
Focus words	actions: <i>draw, drive, jump, stand</i> adjectives and adverbs: <i>bad, badly, difficult, easily, easy, good, quick, quickly, slow, slowly, well</i>
Focus phrases	ability: <i>but not quickly, but not very easily, but not very well, but only very slowly</i>
Recognition vocabulary	<i>climb up a tree, climb up a wall, do a lot more, kick a ball, left/right hand, the star of the gym, walk on my hands</i>
Recycled language	<i>cook, play the guitar, ride, run, sit, skate, ski</i>
Pronunciation	rhyming words: <i>guitar – car, wall – ball 7C.1</i> <i>/ɑː/</i> in negatives: <i>can, can't 7C.2</i>

End product

Students conduct a survey in small groups, asking and answering about how well three people in the class can do tasks from previous lessons. They can look at *Questions and Answers* in exercise 13 for help if necessary.

Warmer

Write *easy – difficult* on the board and choose a few of the activities in the pictures to present the idea of difficulty, e.g. write your name and say *That's easy*. Now try to write your name with the other hand and say *That's difficult. I can't do it*. Nominate students and ask if they can do it. Don't worry about presenting vocabulary for the different activities as students will point to a picture and talk about it. Use the picture numbers to ask if the activity is easy or difficult.

Write *How to describe abilities* on the board.

A Vocabulary abilities

- 1 **7C.1** Direct students to pictures a–i in *Abilities* and the verse. Explain that there are more activities in the verse than in the pictures. Play the audio and pause after each line to give students time to find the picture and write the number. Students compare in pairs before you check answers.

b draw c climb up a wall d ride a bike e walk on my hands
f play the guitar g (can't) swim h cook i jump

- 2 Go through the instructions and the example and check students understand. Say *guitar* and *car* and ask them what they notice about the spelling of the words and pronunciation (*words that sound the same in English don't always have the same spelling*). Play the audio, pausing as necessary. Students compare in pairs before you check answers. As you give feedback, ask students to spell the words and write them on the board. Say the words together to help students hear the similarity.

wall – ball ski – tree cook – book stand – hands
draw – more

- 3 Elicit examples of what the person who wrote the poem can and can't do. Before students say the verse, explain that the beats fall on the words in bold. Play audio **7C.1** again for students to say the verse chorally as a class if they need some support.

Language note

All of the lines of the song have the rhythm o o O o o O, except the final line of each verse which has the rhythm o o O O. In order to keep the rhythm, students must elongate the word *can't*.

Extra activity

Students say the verse in pairs, reading out alternate lines or saying two lines each at a time. Alternatively, do this as a 'round', with one half of the class starting a line before the other half.

B Grammar *can, can't*

- 4 Go through the examples as a class and elicit that *can* is followed by the infinitive form of the verb. It does not change in the third person singular and the negative is placed after *can*. In pairs, students complete the grammar box.

+ He **can** drive. She **can** draw.
– I **can't** swim.
? Can he **drive**? Can she **draw**?
- 5 Ask students to count how many of the activities they can do and ask for a show of hands.
- 6 Tell students they can also look at 7A to find different activities. Monitor for correct verb forms and go around the class asking each student for an example.
- 7 Use the example conversation to demonstrate the activity. Nominate and ask individuals if they can do various activities. In pairs, students ask and answer. Remind them to return the question using *What about you?*

Extra help

Nominate students to report one positive and one negative fact about another student in the class. Give positive feedback for correct use of *can*.

C Pronunciation *can, can't*

- 8 **7C.2** Draw two columns on the board, A and B. Write *I can swim* o o O under A and *I caaaaaan't swim* o O O under B. Say the sentences to illustrate how the circles show how the pronunciation changes in the affirmative and negative. Underline the *t* and ask students what it represents (*not*). Play the audio, pausing after each item for students to say A or B.

Extra help

Face the class and say sentences with *can* and *can't*, articulating the long vowel sound and the /t/ very clearly at first so students can see your lips. Then turn your back to the class and continue. Play the audio again to give extra practice.

- 9 In pairs, students test each other. Tell them to ask their partner to repeat a sentence if they aren't sure if it was positive or negative. Monitor and ask for repetition if they haven't enunciated clearly.

Teaching tip

The letter *t* in *can't* is sometimes inaudible if the next word begins with a consonant. The fact that *can* is unstressed and *can't* is stressed may be the best clue to distinguish them. If students have difficulty communicating the difference to each other, encourage them to exaggerate the *t*. It may sound a little unnatural but at least they will get the meaning across!

D Grammar adverbs

- 10 Explain that when a person asks if you can do something, it's polite to give extra information. Direct students to the grammar box. Go through the example showing how *well* is the irregular adverb for *good*. Ask students for the name of a singer they like and write ... *is a good singer* and ... *sings well*. Draw a line between *good* and *sing* and *sing* and *well* to show the connections.

Direct students to the *regular adverb* column and ask what they notice about the spelling. Elicit that all words end in *-ly*. Tell them that the word *easily* is on every exercise page in their book and ask them to find it (*at the end of the Can do bar for every lesson*). Read through the words and do the first example as a class. Students continue individually and compare in pairs. Check answers.

adjective: easy quick bad slow

Extra activity

Students find the words in their dictionaries, so they can see that adverbs are recorded as separate entries.

- 11 **7C.3** Read through the instructions and play the audio, pausing after Ana's first answer. As students read and listen, pause after Jim and Ana's answer to the question to give students time to write their answers. Play the audio a second time if necessary. Check answers and ask students about the position of adverbs in the sentences (*after the noun/pronoun*).

2 very slowly 3 very well

- 12 Direct students to *Jim and Ana* on >> p.70 to read and check their answers to exercise 11.

Extra practice

Team game. Choose six activities from pictures 1–12. In small teams, students guess if you can do the activity easily, very easily, very well, not very well; slowly, quickly; badly.

E Talk about abilities

- 13 Read through the instructions and point to the *Questions* and *Answers* columns. Students ask you questions about the pictures. Answer the questions using different phrases.

In pairs, students continue the activity. Monitor and listen for the pronunciation of *can* and *can't*. Give positive feedback and go over any problems. Students tell the class one thing about their partner.

Extra help

Before students begin the activity, call out a picture number from *Can you do this?* and students choose the correct verb, e.g. say picture 5 and elicit *read*.

ABCDE Put it all together

- 14 Students choose three of the *can do* sentences at the end of the lessons in units 1–6 and write them in the first column. Go through the different replies, explaining that if students say they can do something very easily, they don't look at their book and they can speak clearly. Tell them they can only mark *no*, *I can't* if they really can't do any part of the activity.

As students self assess their ability, monitor and check they are being realistic. Offer your own assessment to help them reach a fair self-assessment. Give concrete examples from the student's spoken performance, if you can.

At the end of the activity, ask students to tell each other about one activity they can do.

Student performance

Students should be able to ask and respond to short questions.

You can use this checklist to monitor and give feedback or to assess students' performance.

Accuracy	Do students ask questions accurately? exercise 7
Vocabulary	Do students use two or more different adverbs? exercise 13
Pronunciation	Do students pronounce <i>can't</i> clearly enough? exercise 9

I can describe abilities.

Students tick *on my own* if they can ask and answer questions and have looked at *Questions* and *Answers* in exercise 13 once or twice. They tick *with some help* if they have looked at *Questions* and *Answers* up to five times.

Early finishers

If students have completed the *can do* bars regularly, they look back at units 1–6 and find three things they can do easily. Alternatively, they look back at 7A and B and mark the *can do* bar.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about likes and dislikes

D

Orientation

Context

In this lesson, students will practise exchanging opinions about activities.

In the cartoon story, Harry Pimm thinks he's in the barber's but he has gone to the wrong place and he's actually at the vet's. Harry mistakes an Afghan hound for a young boy and continues a conversation with the dog about his interests and what he liked doing when he was younger. He only realizes he's at the vet's when an assistant calls the owner of the Afghan hound to take her dog to see the vet.

Language

Focus grammar	don't like, enjoy, hate -ing, like, love
Focus phrases	activities: dancing, driving, going on the Internet, listening to the radio, meeting friends, playing computer games, taking photos, watching DVDs
Recycled language	free-time activities: fishing, playing guitar
Pronunciation	hate /h/ 7D.3

Language note

The letter *h* on its own is normally pronounced /h/. However, the letter *h* is often combined with another consonant letter to make a different phoneme, e.g. *ch* = /tʃ/, *th* = /θ/ or /ð/, *sh* = /ʃ/. The /h/ sound is dropped in some accents, e.g. cockney and it is usually dropped in the weak forms of pronouns *he*, *his*, *her*.

End product

In *Put it all together* students work in pairs and use information they are given and their own ideas to find three activities that they feel the same about. They are given a model conversation to begin the activity in exercise 16.

Warmer

Ask students what they've done in their free time since the last class and write activities on the board. Draw two faces on the board: one with a big smile, another with an unhappy face. (See the faces in *Likes and dislikes* on >> p.72.) Point to each activity in turn and ask for a show of hands to see which one is the most popular with the class. Encourage students to say why. Help them get their ideas across but do not overcorrect for accuracy at this stage.

Write *How to talk about likes and dislikes* on the board.

A Listen for key words

In this section, students listen to a monologue for gist and identify key words.

- 1 **7D.1** Books closed. Ask students to listen for information to answer the question *Where is Harry? (At a vet's.)* They might not remember the word *vet* (2C), but they might hear the word *dog*. Elicit suggestions. Play the audio. If students don't get any clues from the listening, tell them to look at the picture to get some ideas (but not to read Harry's text).
- 2 In small groups, students look at the list of activities and mark ones they thought they heard with a question mark. Play the audio. Do not give the answers at this stage.
- 3 In pairs, students compare answers. Play the audio again if necessary, pausing to clarify any problems.

✓ dancing taking photos listening to the radio watching TV

Extra activity

Students see if they can remember two other activities Harry talked about (but which aren't in exercise 2) from memory. They read the cartoon or audio script 7D.1 on >> p.155 to check.

Suggested answers

talking on mobile phones, watching Formula 1

B Read for detail

In this section, students use pictures and text to understand a text in more detail.

- 4 Go through the instructions and do the example as a class. Ask students why the statement is false (*the dog is at the vet's and dogs wouldn't be taken to a vet's for a haircut*). Point to the sign outside the window, making sure that students realize that the hairdresser's is on a different floor. Students read through items 2–6. Check any problems. Elicit answers around the class.

2 True 3 False 4 False 5 True 6 False

Extra plus

Students answer the questions from memory.

- 5 Ask questions about some of the activities on the board and nominate students to ask each other. Encourage them to give short answers, *Yes, I do./No, I don't*. Go through the example and remind students to use key words (in the question and cartoon) to help them find the answers. Students can work in pairs. Do not give answers at this stage.
- 6 Students read through Harry's story again. After checking the answers, nominate and ask individuals if they like the activities Harry Pimm talks about.

2 don't like 3 like 4 enjoy 5 love

- 7 **7D.2** Before students listen and repeat, check they have understood the story. Ask *What's Harry's mistake? (He thought he was in the hairdresser's.)* Play the audio for students to repeat Harry's sentences. Monitor and check you hear -ing. Stop the audio, model and give extra practice if necessary.

C Grammar *like doing, like sth*

- 8 Direct students to *Likes and dislikes* and go through the example. Students answer individually and compare in pairs before you check answers.

b like/enjoy c don't like d hate

Language note

Like is used more generally for a person, food, and activities, whereas *enjoy* is used only for activities.

- 9 Go through the table as a class. Tell students to find the verbs in *Harry Pimm* and ask what they notice about the next word (*it can be followed by -ing forms and nouns*). Students complete the table individually before you check answers. Ask each student to tell the class about an activity using *don't like* and *hate*. Students look again at *Harry Pimm* to find two questions beginning with *Do*. Write *Do you like fishing?* and *Do you like Formula 1?* on the board. Point out the use of *do* and word order for the question (*do* + subject + *like* + *-ing*) and direct students to *Remember this*.

Extra plus

Students make a sentence from the table, ask a question and nominate another student to answer, e.g. *I love swimming. Do you love swimming, Pablo?*

- 10 In pairs, students look at the pictures and guess the activity. As students work individually, monitor and check they use the third person *s* with the verbs. Give positive feedback and revise any problems with *s* or pronunciation as necessary.

- 2 Satomi doesn't like tennis/playing tennis.
- 3 Ana loves watching TV.
- 4 Ana and Satomi (They) hate taking photos.
- 5 Satomi likes listening to the radio.
- 6 Pablo and Ana (They) like playing the guitar.
- 7 Jim doesn't like dancing.

- 11 Encourage students to use a dictionary or look back at earlier lessons in the unit for ideas. As students write sentences, monitor and help them phrase what they want to say and then encourage them to make eye contact with their partner as they talk about themselves. Ask each student to tell the class one fact about their partner.

Extra help

Nominate students and ask them if they like doing the activities in exercise 2. Encourage them to give you more informative answers, e.g. *Do you like ...? Yes, I do. I love/enjoy ...ing, or No, I don't. I hate ...ing.*

D Pronunciation *hate /h/*

- 12 **7D.3** Pronounce *eight* and *hate*, pointing out that the difference in the pronunciation is at the beginning of the word. Model the other words exaggerating the initial sound for students to repeat. Mime being out of breath to exaggerate as you say the words. Play the audio and pause after each item to elicit answers. Repeat if necessary.
- 13 Students complete the activity in pairs. Remind them to use *Sorry?* if they want their partner to repeat the word. Monitor and listen carefully for differences between what one student says and another hears. If students find the */h/* sound difficult, demonstrate that if you put your hand in front of your mouth, you should feel some breath on it when you say *hate* but not when you say *eight*.

Extra plus

Students do the listening activity in small groups.

E Listen for detail

In this section, students listen for detail to a natural-sounding interview with false starts and repetition.

- 14 **7D.4** Students read the phrases in the first column. Answer any questions. Elicit the phrases for the emoticon symbols. Ask *How old is Jessica?* (*Between 12 and 15.*) Play the audio while students listen and decide. Play the audio a second time, pausing after each answer to give students time to note their answers if necessary. Do not give answers at this stage.

- 15 Students compare in pairs before they read audio script **7D.4** on >> p.155. After you have gone through the answers ask if they think *cool* means something positive or negative. *Cool* in informal English means *fashionable*, in this case, for girls to play football.

taking photos: likes
going on the Internet: enjoys
playing computer games: loves
running: hates
swimming: hates
playing football: likes

ABCDE Put it all together

- 16 Before students start, ask them to decide who is A and B. Give them time to add an activity to each box. Tell students they have to find three activities that they both love, like, enjoy, don't like or hate. Ask for two volunteers to have the example conversation for the class and remind them to ask their partner a question after they have given their own answer. At the end of the activity, pairs can report on one activity they feel the same about.

Student performance

Students should be able ask and answer questions to find similarities.

You can use this checklist to monitor and give feedback or to assess students' performance.

Vocabulary	Do students use five or more different activity words and phrases? exercise 11 Do students use three or more words for likes and dislikes? exercise 11
Pronunciation	Do students mostly pronounce <i>/h/</i> ? exercise 13

I can talk about my likes and dislikes.

Students tick *on my own* if they have asked and answered the questions without looking at the example conversation in their books. They tick *with some help* if they have looked at the example conversation up to three times.

Early finishers

Books closed. Students repeat exercise 16 in small groups using their own ideas.

Additional material

www.oup.com/elt/english/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will write a paragraph about an average family in their own country.

The magazine text describes how an average British family spends their time.

New language	words: <i>average, exercise, game, housework, travelling</i> phrases: <i>do (exercise), go (walking), play (games), spend (about ... hours ...ing), spend time ...ing</i> discourse: <i>also</i>
Recycled language	words and phrases: <i>routine and free-time activities</i> grammar: <i>adverbs of frequency: sometimes, usually</i>

End product

In *Put it all together*, students write a short paragraph (about 70 words) about the everyday activities of an average family in their country including information on work and study, hobbies and exercise. They use their notes from exercise 11 and their paragraph is based on a model text in exercise 6.

Warmer

Write *I spend ... hours a day ...ing.* on the board. Tell students what you do on a week day (working, sleeping, eating, travelling to work and home by metro/bus/train, etc.) and see if they can guess how long you spend doing it. Change the day to the weekend. Write *An average day* on the board and check students understand *average*.

A Vocabulary review

- 1 Give students a couple of minutes to complete the chart and ask around the class for examples of different activities.
- 2 Go through the instructions and ask for examples for the first item. Tell students to write their own ideas in items 5–8.
- 3 Go through the example conversation. Tell students to make a note of their partner's answers. Monitor and encourage them to look up from the page and give positive feedback.
- 4 Put students into different pairs. As students tell their new partner, monitor and check you hear the *-ing*. Ask each student to tell the class one fact about another.

B Read for general meaning

In this section, students use background knowledge to help them understand general meaning in a description.

- 5 Ask students what they think an average British family does. In pairs, they see if they can think of any more ideas. Students change partners several times to share ideas.
- 6 Set a time limit for students to read the text and answer the question. Tell them to ignore the gaps in the text at this stage. Nominate students and elicit similarities and differences.
- 7 Go through the instructions and the example. Elicit or explain that the verb *watch* and the noun *TV* make a phrase and they should look for clues like this to help them decide the answers. Students continue individually. Check answers.

2 likes playing 3 likes talking 4 likes playing
5 goes swimming

- 8 Go through the instructions and the example. Students answer the questions from memory before they read the text again.

2 their daughter 3 Mrs Average 4 their son 5 their children

Extra activity

In small groups, students write three true/false sentences about Mr and Mrs Average and read them out. The class corrects the false sentences, e.g. by calling out *No they don't, they ...*, *No she doesn't ... she ...*.

C Connect ideas

- 9 Go through the example and item 1 as a class before students continue individually. Ask around the class for answers, and check students understand the link between the sentences which have been joined using *also*.

2 ... He **also** plays a lot of video games.
3 ... I **also** go to the gym.
4 ... I **also** go running in the park. ...
5 ... I **also** like watching football in the park.

- 10 Students write pairs of sentences about themselves with *also*. Encourage them to use their dictionaries. Monitor and check they are linking topically connected sentences and that *also* is in the correct position. Students say their sentences and tell others in the class to make a note of any new activities.

ABC Put it all together

- 11 Remind students they are not writing about themselves, but about an average family in their country. Give students ideas of what they could make notes on if necessary.
- 12 Read through the instructions and remind students to use all the information in their notes and to write about 70 words.
- 13 Students will probably finish writing at different times. Ask them to check their writing and remind them to use *^* if they have forgotten a word. Match students with different partners to compare their ideas about the average family.
- 14 Tell students to make a note of any changes their partner could make to improve their text and to tell or show their partner.

Student performance

Students should be able to write a short paragraph, including simple sentences joined with *also*.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Have students given information about all family members?
Coherence	Have students used <i>also</i> appropriately?
Accuracy	Have students used <i>like + -ing</i> and <i>spend time + -ing</i> correctly?

I can write about an average day.

Students tick *on my own* if they have looked at the model text to check. They tick *with some help* if they have copied some sentences from the model text.

Early finishers

Students write a second draft of their description for display.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember who

Read statements 1–10 below for students to write who said or wrote them. Students check answers by looking back through the unit lessons.

1 Who sometimes goes roller-skating? 2 Who said, 'You like meeting friends and dancing'? 3 Who goes sailing in his boat every day? 4 Who doesn't really like sports? 5 Who can't whistle very well with their fingers between their teeth? 6 Who spends eight hours a day sleeping? 7 Who caaaaaaaan't swim? 8 Who loves playing video games? 9 Who loves listening to Italians? 10 Who loves watching Formula 1 on TV?

1 Jim 2 Harry 3 George Clooney 4 Jessica 5 Ana
6 Mr and Mrs Average 7 the star of the gym/writer of the poem 8 Jessica 9 George Clooney 10 Harry

A Grammar

1 Can, like 7C exercise 4, 7D exercise 9

Warm-up: Class chain drill. Say *I can swim but I can't play tennis*. Nominate a student to make a true sentence using one of the activities, e.g. *I can't swim but I can ...*

Set-up: Direct students to the word in red at the end of the example. Ask *What type of word comes next, an infinitive or a noun?* Go through the item and do another as a class if necessary.

2 She **can** read a book ...
3 She **loves** reading books ... she doesn't **like** writing.
4 She **can't** spell very well and she **hates** writing letters.
5 She **hates** writing ... she **likes** writing ...
6 ... and she **can** write them ...
7 ... and she **enjoys** playing games on it.

Follow-up: Students choose three sentences and rewrite them to make them true for themselves. They translate the sentences and note any differences in word order or grammar.

2 Adverbs 7C exercise 10

Warm-up: Draw four circles on the board with these words in the middle: *read, understand, say, play*. Students draw radials from the circles and write words associated with the verbs. Ask for examples around the class and write them on the board.

Set-up: Do the first item as a class.

1 very 2 but, well 3 I can 4 badly

Follow-up: In pairs, students write a question and statement about Jim or Ana's abilities. They scramble the words to make an ordering exercise for another pair.

3 Adverbs 7C exercise 10

Warm-up: Ask students to imagine how well they think Harry Pimm can do the following activities: *fishing, dancing, playing computer games, swimming, playing football*. Elicit answers round the class.

Set-up: Ask the questions around the class.

Follow-up: In pairs, students create four multiple-choice sentences similar to those in *Grammar Bank 7.5* on >> p.142. They write an answer key on another piece of paper. Pairs swap questions and then check answers.

4 Like doing, let's, how about 7B exercise 12

Warm up: Ask *What does George Clooney like doing?* Elicit answers round the class and write suggestions on the board.

Set-up: Go through the example and item 2 as a class if necessary.

2 I don't like watching football.
3 They love playing the piano.
4 Do you like playing table tennis?
5 I don't enjoy roller-skating.
6 Do you enjoy reading newspapers?
7 How about going for a swim?
8 I'm not interested in playing cards.
9 I hate watching Formula 1 on TV.
10 Let's go out.

Follow-up: Find someone who. Students choose question 1, 4, or 6 and do a class survey.

B Vocabulary

5 Abilities and activities 7A, C exercise 1, 7D exercise 2

Warm-up: Odd one out. Put students into pairs or small groups and tell them you will read out a group of nouns (see *Suggestions* below) for them to write the odd one out, e.g. say *guitar, golf, TV, cards*. (The odd word out is *TV* because we *play* the others.)

Suggestions: 1 TV, DVD, *a book*, a film (watch) 2 football, *fishing*, tennis, computer games (play) 3 skating, cycling, *basketball* for a run (go) 4 *piano*, exercise, housework, gardening (do) 5 book, newspaper, *sailing*, magazine (read).

Set-up: Do the first item as a class.

1 play 2 taking 3 kick 4 riding 5 going 6 climb 7 reading
8 going

Follow-up: In pairs, students create three odd one out sentences and prepare to explain which word is the odd one out and why. They swap sentences with another pair.

6 Leisure activities 7A exercise 1, 7D exercise 2

Warm-up: Team spelling game. Students study the vocabulary panels in 7A on >> p.66 and 7C on >> p.70. Books closed. Start spelling a word or phrase for students to guess. They can interrupt when they think they know what you are spelling. Give two points for a correct guess but deduct one point for a wrong answer if a team has interrupted.

Set-up: Do the example on the board as a class.

2 skating 3 tennis 4 riding 5 sailing 6 playing cards
7 playing basketball 8 fishing 9 playing the guitar 10 skiing
11 walking

Follow-up: Students copy words and phrases from vocabulary panels on >> p.66 and >> p.70. They underline similarities between words in English and their language and make a note of differences in pronunciation or spelling.

7 Weather 7B exercises 2, 3

Warm-up: Vocabulary brainstorm. Students turn to >> p.68 and match these (invented) titles to the *Weather* pictures: *A Boy in the Park; Fields in France; People by the River; A Wet Street*.

Set-up: Go through the instructions and do items 1 and 3 as a class, if necessary.

1 Belem 2 Porto Alegre 3 sunny, windy and warm 4 snowy, cold and windy 5 cloudy and hot 6 Students' own answers

Follow-up: Students make a sentence about the weather in a place they know, beginning with *In the summer it's usually ...* They tell a partner and the partner guesses the place.

Early finishers

Students write the title *Weather* and draw three columns, *noun, adjective, verb*. Using dictionaries they complete a table using *Weather* words on >> p.68. They draw a dash if the word doesn't exist.

How to invite and reply



Orientation

Context

In this lesson, students will practise inviting people to do things and responding to invitations.

The personality test *Alone or with friends?* is the kind that you find in light-reading magazines. These types of quizzes are often pop-psychology in nature, and are based on the idea that if you understand yourself better you can change your behaviour. The quiz is decorated with photos of people doing various things, illustrating some of the questions in the personality test.

The reader answers the quiz questions *yes* or *no*, and then finds the corresponding score for that answer. Those who score a low number of points are compared to the mythical Robinson Crusoe (who was shipwrecked and lived on a small, uninhabited island).

Language

Focus grammar	verb patterns: <i>I'd like ...</i> , <i>Would you like ...?</i> prepositions: <i>for</i> , <i>to</i>
Preview grammar	present continuous: <i>We're going to the café.</i>
Focus words	<i>alone</i> , <i>invite</i>
Focus phrases	<i>Do you want to come?</i> , <i>Where are you going?</i> etc.
Recognition vocabulary	<i>Try it some time!</i>
Recycled language	frequency adverbs: <i>often</i> , <i>sometimes</i> , <i>usually</i> , etc.
Pronunciation	weak forms: <i>for</i> and <i>to</i> 8A.3–4 sentence stress: <i>I'm going for a walk</i> – would you like to come? 8A.5

End product

In *Put it all together*, students mingle and invite each other to join them in different free-time activities. Students should check they understand the invitation before replying and give a reason if they decline an invitation. They have time to prepare, before doing the activity from memory.

Preparation

If you can, collect some real personality tests.

Think about how to organize your classroom for the mingle activity in *Put it all together*.

Warmer

Draw a stick figure on the board, and invite individual students to go to a restaurant with you. For each one that says *yes*, draw another stick figure. Write *with friends*. Now repeat the activity, this time inviting students to do something with you that you know they wouldn't like, e.g. going to the dentist's. Next to the solitary stick figure write *alone*.

Ask students what type of activities they do at weekends with friends and alone and write a list of their ideas on the board. Write *How to invite and reply* on the board. Show students an example of a personality-type quiz if you have one and ask *Do you ever do these quizzes? Where do you find them?* Tell students they will do a personality test to find out if they spend too much time with friends or on their own.

A Read and respond

In this section, students read short phrases for detail.

- 1 Give students about one minute to look at the photos. Books closed. See how many activities they can name. Write their answers on the board and tell students to open their books to see how many they remembered. Students continue individually and compare answers in pairs. Do not give the answers at this stage.
- 2 8A.1 Play the audio, pausing for students to call out the answers. Play the audio a second time, pausing for students to repeat the phrases. Give extra practice if necessary.

2 e 3 g 4 b 5 a 6 j 7 f 8 h 9 i 10 d

Extra help

Say a phrase for students to call out the photo number or say the photo number for students to say the phrase without looking at *Personality test*. Students continue in pairs.

- 3 Direct students to *Do you do it ...?* and check they understand. Students do the personality test in pairs. Monitor and check pronunciation and give extra practice if necessary. Do students agree with the description of their personality and the advice they are given?

Extra help

This part of the lesson reviews adverbs of frequency. If students have forgotten, do a quick review by writing *sometimes*, *often*, *usually*, *never*, *always* on the board. Ask students to put them in order starting with *always*.

- 4 Put students into pairs to compare answers. Nominate students or ask for volunteers to tell the class about their partner's score and personality.
- 5 Direct students to the picture of Satomi and ask them to guess what her personality might be and then read through the text quickly and think again. Students read the first sentence and ask *Which question?* (e). Tell students to read the text carefully and note Satomi's answers. They then compare answers in pairs. Pairs tell the class their score and go through the questions to find reasons for differences in scores.

Satomi's total score = 20

(a 2 b 1 c 0 d 2 e 3 f 2 g 3 h 1 i 3 j 3)

B Vocabulary social phrases

- 6 Before students do the activity, tell them to read the two conversations quickly and ignore the blanks. Ask *Does Jim go to the park?* (No, he doesn't, he hasn't got time.) *Does Ana go for a walk?* (Yes, she does.) Go through the questions before students do the exercise in pairs. Do not give answers at this stage.

Teaching tip

The present continuous (for activities happening now or around now) is introduced in this lesson. Do not focus on the form at the moment, as students will study this in 8C.

- 7 **8A.2** Play the audio and pause after each blank for students to check answers. Draw two columns on the board: *place?* and *activity?* Elicit examples and put them on the board. Point to each column and ask *For or to?* (*for* = *activity*, *to* = *place*).

2 Would you like to come? 3 What are you reading?
4 Are you enjoying it? 5 Would you like to come?

Culture note

Point out that in conversation 1 Jim gives a reason. In English, politeness conventions require that a refusal of an invitation is accompanied by a reason. Ask students if this is the same in their language.

- 8 Before students say the conversations in pairs, role play both dialogues as a class. Encourage them to read silently first and then to look up before speaking to help them remember the phrases.

Language note

Students often fail to make the distinction between *to* as a preposition and *to* as an infinitive marker before the base form of the verb. If they ask about *to*, use these sentences to show the difference: *Would you like to come?* *We're going to the park.*

C Pronunciation for and to

- 9 **8A.3** Remind students that words with the /ə/ sounds (6D) *a*, *of*, *some*, *and*, *with*, and *or* are unstressed.

Play the audio and beat the rhythm. Show how in the 'wrong' pronunciation, *four* and *two* are stressed syllables, while in the 'correct' pronunciation, *for* and *to* are unstressed syllables. Put a cross through the first (wrong) column on the board.

Teaching tip

The phrases with *four* and *two* don't make sense. They illustrate how not to pronounce *for* and *to* and the general rule that grammatical (function) words are normally unstressed, while lexical (content) words are stressed. Prepositions are function words, but numbers are content words.

- 10 **8A.4** Play the audio, pausing after each phrase for students to say *right* or *wrong*. Play the audio again if necessary.
11 **8A.5** Students read *Would you like to come?* Check any vocabulary problems. Encourage them to read silently and to clap or tap their desks when they hear the words in bold.
12 Play the audio again for students to repeat. Give positive feedback if they are making progress, but if students have difficulty producing the weak forms do not insist at this stage.

Extra plus

Students say phrases to a partner. The partner repeats only if they hear the short form.

D Grammar I'd like... , Would you like ...?

- 13 Make a few statements about something you want to do and ask individual students to respond, e.g. say *I'd like a coffee*. *Would you like a coffee?* Draw + and *I'd like* on the board and elicit examples. Point out the *'d*. Repeat with *Would you ...?* Underline the full form. Direct students to the grammar box and ask them to complete the sentences in pairs. Check answers. Nominate individuals to say a sentence. Repeat using *he/she* to show there is no change in the infinitive form in the third person.

+ I'd like to go out.
? Would you like a drink?

- 14 Go through the model conversations. Read the first line for Student A, nominate a student to reply and nod to elicit a *yes* answer. Read the first line for Student B and invite another student to respond. Shake your head to indicate a *no* answer. Remind them to ask for repetition or check their understanding before they reply. As students continue in pairs, monitor, and check they use the short form *I'd* in a positive reply. After a few minutes, students swap roles.

Language note

In this role play, students may invite their partner to their home. If they do, make sure they don't insert a preposition or article before *home*.

Extra help

Students swap partners and repeat exercise 14.

ABCD Put it all together

- 15 Books closed. In pairs, students practise their conversations from exercise 14.
16 Set a time limit of about three minutes for students to invite as many of the class as they can to join them. Go round the class, asking them to say what their invitation was and how many people agreed to join them.

Student performance

Students should be able to have a simple question and answer conversation.

You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students ask for repetition or clarification if necessary? exercise 14
Politeness	Do students give a reason when they decline an invitation? exercise 14
Vocabulary	Do students make two or more different suggestions? exercise 14

I can invite and reply.

Students tick *on my own* if they can have the conversation without looking at their books. They tick *with some help* if they need to look at exercise 14 occasionally before they answer.

Early finishers

In pairs, students write their own personality test. They do the tests with another pair and compare personalities.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to say what to wear



Orientation

Context

In this lesson, students will focus on clothes vocabulary and practise giving advice.

The *Wedding* shows two versions of the same illustration of a wedding photo. In the first, people are suitably dressed for a traditional wedding ceremony, but in the second most people are wearing something unsuitable. Picture B has the following differences:

Laura's family

dad: sandals sister: skirt is very short
brother-in-law: Bermuda shorts mother: baseball cap

Earl's family

Earl: blue jeans Earl's mum: fur coat uncle: boots
aunt: yellow T-shirt

Don't is missing from the three signs.

Culture note

Picture A shows people having their photographs taken after a typical Christian church wedding in Britain, which involves many traditions (some of which date back to pagan times). There are many other types of weddings that take place in Britain and the forms these take depends on the culture and religion of the people concerned. The kind of clothes that people wear in different places is often a matter of convention or traditional expectation and people often get caught out not wearing appropriate clothing because conventions vary across cultures.

Language

Focus grammar	imperatives: <i>Don't climb the tree!</i> , <i>Look at the camera.</i> etc.
Preview grammar	present continuous: <i>I'm going to a wedding.</i>
Focus words	clothes: <i>boots, coat, dress</i> , etc. family members: <i>aunt, brother-in-law, niece</i> , etc. others: <i>take, wear</i>
Focus phrases	adjectives in noun phrases: <i>a long skirt</i> , etc.
Recognition vocabulary	<i>clothes, fur coat, lots of, tip</i>
Recycled language	vocabulary: <i>family members, colours</i> grammar: <i>going for/to, have got, possessive 's</i>
Pronunciation	sounds: <i>shirt /ɜ:/ or short /ɔ:/</i> 8B.2-3
Discourse	<i>and</i> for addition, <i>or</i> for an alternative

End product

In *Put it all together*, students have different *Pairwork* information role cards. They ask for and give appropriate advice on what clothes to take to four different places, and what to wear for four different activities.

Warmer

See what clothes vocabulary students know. Describe a person in the class for students to guess who. Use the colour adjectives from 5B and simple clothes vocabulary to say what one student is wearing. Resist giving students clothes vocabulary at this stage.

Write *How to say what to wear* on the board.

A Vocabulary family; clothes

- Students write family words from memory and compare in pairs. Ask around the class for examples and write any new vocabulary on the board.
- Go through the example, reminding students of the 's. Encourage them to look at the English section of their dictionary to check any new words. Ask for volunteers to say the answers and help with any pronunciation.

2 aunt 3 nephew 4 niece 5 uncle

Extra activity

Students tell each other about their family. Students could draw a family tree and ask each other about the people.

- Go through the example and check understanding. Students work individually and compare in pairs. Ask around the class for the answers and help with pronunciation.

a baseball cap 5	jeans 10	a short skirt 4
boots 16	sandals 7	a suit 6
a coat 12	a shirt 13	a sweater 1
a dress 8	shoes 9	a tie 14
a hat 11	shorts 3	trousers 15
a jacket 2	a long skirt 18	a T-shirt 17

Extra help

Use *Clothes* vocabulary on >> p.78 and ask students about others in the class. Ask *Who's wearing jeans? Who's wearing a yellow dress?* etc. Students continue in small groups or as a class.

- Write *What shall I wear?* on the board. Elicit other expressions with *shall* to see if students can remember. Go through the example and point out that the first letters of the missing words are given. Do not give the answers at this stage.

Language note

The line *a tie and a suit* reverses the usual order in the noun phrase *a suit and tie* in order to keep the rhyme.

- 8B.1 Students compare in pairs before you play the audio, pausing as necessary after each line. Play it a second time for students to repeat. After you have checked answers, write *and* and *or* on the board. Say word pairs from the verse for students to call out *and* or *or* to check understanding.

dress, skirt coat, sweater jacket, shirt hat, cap tie, suit
shorts, T-shirt shoes, boots

B Pronunciation *shirt /ɜ:/ or short /ɔ:/*

- 8B.2 Point to the A/B pictures and check understanding. Play the audio, pause and ask students to read the other sentences in A and B.
- 8B.3 Play the audio to do the minimal pair activity, pausing after each sentence for students to call out as a class.

Extra help

Model the sounds in isolation if necessary. Say */ɜ:/* and */ɔ:/*, pointing to the change in the shape of your lips when you say the two sounds and overpronounce if necessary. Say the sounds again for students to call out A or B. Continue the activity.

- 8 In pairs, students test each other. Remind them that they should ask for repetition if they are in doubt. Monitor and ask them to repeat if they don't pronounce the sound clearly.

Language note

The letter *r* after a vowel is not pronounced in the accent on the audio, even though it makes the vowel long, e.g. *board*, *more*, *four*. Similarly, a letter *l* after an *a* usually makes it long, as in *walk*, and is always silent. Many native speakers pronounce the *r* so don't overcorrect. Encourage students not to pronounce it very strongly.

C Grammar imperatives

- 9 Put students into pairs and direct them to picture B. Go through an example to check understanding. Point to Laura's dad in pictures A and B and elicit the difference (*dad* – *sandals*). Tell students to look for seven more differences and set a short time limit. Ask around the class for differences, and monitor and help with pronunciation.

See Context.

- 10 Put students into pairs. Go through the instructions. Give students time to look at the picture and ask for volunteers to give the answers.

2 Laura's sister 3 Laura's sister 4 Laura's dad

- 11 Go through the examples. Students write the tips from exercise 10 in the correct column.

+ Look at the camera! Wear a long skirt!
– Don't climb the tree! Don't wear sandals!

- 12 Go through the example and explain that, for some people, they could give two pieces of advice. Put students in pairs to continue the exercise. Check answers.

2 Don't wear a fur coat.	6 Don't climb the tree.
Wear a jacket.	7 Don't wear a T-shirt.
3 Don't wear boots.	Wear a jacket.
Wear shoes.	8 Don't wear a baseball cap.
4 Don't pick the flowers.	Wear a hat.
5 Don't drink the water.	9 Don't wear shorts.
	Wear trousers.

Extra plus

Students make notes, putting a tick and cross next to the words, rather than writing complete instructions. Give an example on the board: ✗ jeans ✓ trousers. Students give answers from the notes.

D Listen for key words

In this section, students listen for key words and use the words to help them follow and sequence a conversation.

- 13 Go through the instructions and check understanding. Go through the example and tell students to continue individually. Students compare answers in pairs. Check answers.

2 d 3 a 4 b

Language note

In some languages, the same verb can be used for *wear* and *take* and students find it difficult to distinguish between the two in English. Use mime to show *wear* means having clothes on the body and *take* means to carry. To check understanding, ask *What do people wear for a wedding?* (Smart clothes.) *What do people take to a wedding?* (A present or a camera.)

- 14 **8B.4** Remind students if they think about the topic before they listen, a text is easier to understand. Give them time to read the vocabulary and tell them that the words are in the conversation. Play the audio and go over the answers as a class. Play the audio a second time if necessary.

✓ suit tie jacket trousers

- 15 Give students time to read the A/B lines and answer any questions. Elicit the first part of the conversation and the reply. Students continue individually and compare answers in pairs. Do not give the answers at this stage.
- 16 Play and pause the audio for students to check answers. Go over any problems and write the conversation frame on the board: **A** Ask for a suggestion. **B** Suggest, ask. **A** Answer no. **B** Ask. **A** Answer yes. **B** Suggest.

1 A I'm going to a wedding. What shall I wear?
2 B Wear a suit and tie. Have you got a suit?
3 A No, I haven't.
4 B Hmm ... Have you got a jacket?
5 A Yes, I've got a jacket for work.
6 B OK, so wear a jacket and trousers.

- 17 As students have the conversation in pairs, monitor and help with the pronunciation of clothes words and check students swap roles. Ask for volunteers to have their conversations for the class.

Extra activity

Put students into small groups. Write these events and places on the board: *a party*, *work*, *the beach*. Set a short time limit and see which group can write the most tips for each one.

ABCD Put it all together

- 18 Put students into A/B pairs. Check they have the correct *Pairwork* information and understand the activity. Remind them to be helpful by giving positive and negative advice. After students have finished the activity ask for pairs to volunteer to have their conversations for the class. The class decides if the advice was good or helpful.

Student performance

Students should be able to exchange information to agree a solution. You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students give helpful advice? exercise 17
Accuracy	Do students use the imperative accurately? exercise 12
Vocabulary	Do students use five or more different clothes words? exercise 5

I can say what to wear.

Students tick *on my own* if they have given their partner advice on what they should and shouldn't do, using the model conversation or the frame on the board. They tick *with some help* if they have looked at the *Clothes* vocabulary panel up to three times.

Early finishers

Students write some tips for visitors to their own town or country for different months, e.g. *In Argentina, it's hot in January. Take shorts and a lot of T-shirts. It's sometimes cold at night. Take a sweater or a jacket. Don't take a coat.* Students discuss with a partner.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to say what's happening



Orientation

Context

In this lesson, students will focus on describing what's happening now or around now.

The photograph was taken by a journalist and shows people celebrating Russian National Navy Day in a street in Moscow. This celebration, which is a national holiday in Russia, normally takes place on the last Sunday in July. Several nations, e.g. Australia, Peru, and India celebrate the role the navy has played in their history.

Some of the people and actions are labelled in the photo.

Moscow Madness has stressed syllables in bold. There is a song version on the audio.

Language

Focus grammar	present continuous: <i>They aren't wearing sandals.</i>
Focus words	action verbs: <i>dance, laugh, smile</i> , etc. spelling of <i>-ing</i> forms: <i>smile – smiling</i>
Focus phrases	<i>play the guitar/saxophone, What's happening?, What's he doing?</i> , etc.
Recognition vocabulary	words: <i>another, feel, heat, madness, musician, summer, sailor, sun</i> phrases: <i>like a star, time of year</i>
Recycled language	vocabulary: <i>clothes, colours</i> grammar: <i>personal pronouns: he, she, it</i>
Pronunciation	<i>-ing</i> /ɪ/ 8C.2

Language note

In colloquial speech, the *-ing* ending is often reduced to *-in*. In song lyrics, you may see spellings such as *singin'* and *dancin'*. This reduction will not cause misunderstandings. However, where the *-ing* is not a verb ending, such a reduction can cause confusion, as in the *thing/thin* example.

End product

In *Put it all together*, students work in pairs and describe what people are doing and wearing in a picture of a typical street carnival to find eight differences. Students have a model conversation for support.

Warmer

Revise colours and names of clothes, referring to what students are wearing to class today. Put students into small groups and ask them to look at the photo of Navy Day on >> p.80 for one minute. Books closed. Students write down any words associated with the photo. Go round the groups, one at a time, and write the words students give you on the board. Do not correct for pronunciation at this stage. Tell students to open their books and see if they can tell you why the photo was taken and if they have a special day like this in their culture. Do not overcorrect for accuracy at this stage. Write *How to say what's happening* on the board.

A Read and guess meanings

In this section, students use a picture to help them infer what a song is describing.

- 1 Go through the instructions. Give students time to decide what they think is the best title and then compare with a partner or in small groups. Ask for suggestions and elicit why the other titles are not the best ones.

Dancing in the Street (*Having Fun with Friends* suggests there are a lot of people who know each other well and *Everybody's Laughing* isn't appropriate because there are people who aren't laughing.)

- 2 Go through the questions and do the first item as a class. Give students one minute to answer the questions from memory. Monitor and check for correct use of personal pronouns. Do not give the answers at this stage.

- 3 Encourage students to compare answers before they look at the picture again. Check answers.

1 No, she isn't. 2 Yes, he is. 3 No, they aren't. (One's wearing a blue dress, the other trousers and a T-shirt.) 4 No, he isn't. 5 Yes, they are. 6 No, she isn't. (She's looking at the sky.)

- 4 8C.1 Go through the instructions, making sure students understand. Organize students to work in small groups to agree their answers. Play the audio and give them time to decide their answers. Ask for feedback and see if students can explain why the two options are inappropriate.

b c (*a sailor and a girl* isn't appropriate because there is also information about other people and *a concert* would give information about the musicians and the music.)

- 5 Play the audio again for students to say or sing along. Direct them to the glossary on >> p.80. Do the first one as a class before students continue in pairs. Monitor and encourage them to use a dictionary.

1 smiling 2 fun 3 heat 4 everybody 5 star 6 sailor

B Grammar present continuous + - - ?

- 6 Ask students to find words ending in *-ing* in *Moscow Madness*. Write *She's dancing in the street.* on the board. Ask *Does the girl always dance in the street?* Write *past, now, future?* and underline the *-ing*. Elicit or explain that the sentence describes actions *now*. Make a few true present continuous sentences to illustrate its use, e.g. *Maria's wearing a red skirt today.*

Go through the grammar box for students to complete the boxes. To demonstrate the *-ing* spelling rules, write the base forms *watch, dance, shop* on the board. Elicit the spelling changes.

- + She's **smiling**.
- They **aren't watching**.
- ? Is she **smiling**? Are they **watching**?

- 7 Read the instructions and go through the first item as a class. Check students understand the difference in meaning between *laugh* and *smile*. Students complete the exercise individually and then check each other's spelling. Go over any problems.

1 laughing 2 playing 3 dancing 4 wearing 5 smiling

- 8 Go through the instructions and do this as a class. Ask *Who's laughing?* and elicit *The girl dancing with the sailor.* and *One of the girl's friends.*

1 **laughing:** the girl dancing with the sailor, one of her friends
 2 **playing music:** the sax player, the guitar player
 3 **dancing:** sailor, girl
 4 **not wearing sandals:** everyone
 5 **not smiling:** people who are shopping, not watching the couple

Extra activity

Tell students you're thinking about somebody in the picture. Students ask *yes/no* questions to find out who it is and then continue in pairs.

- 9 Go through the instructions and the examples. Check any problems. Monitor and check grammar and spelling as students write their sentences.

Extra plus

Students repeat exercise 9 as a speaking activity and include one false sentence. Students read their sentences and the class identifies the false sentence.

- 10 In pairs, students complete the activity. Monitor and check for word order in questions. Give positive feedback when students use the question form correctly and go over any problems at the end.

C Pronunciation -ing /ɪŋ/

- 11 **8C.2** Say the three words clearly to help students hear the difference. If students have difficulty distinguishing the differences, write the words on the board and contrast two words at a time. Say the words randomly for students to say *A* or *B*. Repeat with *thin* and *think*, then *thing* and *think*. Play the audio and pause after each word for students to call out *A*, *B*, or *C*. Repeat as necessary.
- 12 Books closed. Students listen to the song again for pleasure before doing the activity. Before they read the verse, point out that the *-ing* ending of verbs is unstressed and although they should pronounce /ɪŋ/, they should also make sure that they don't overstress it.

D Listen for general meaning

In this section, students listen to get the gist of a text to identify genre, before listening for detail.

- 13 **8C.3** Read through the instructions and elicit the kind of information a listener might hear in each text. Put students into pairs and play the audio. Give them time to compare ideas before eliciting the answer.

c a radio news programme

Extra activity

After the listening, ask students what words they can remember. Write suggestions on the board and play the audio again for students to check. Choose some of the words and ask students if they can remember any of the surrounding text.

- 14 Tell students they will listen to the audio again to complete the text. Encourage them to read the text before they listen and to ignore the blanks. Ask *Does the radio news describe the picture?* (Yes.) Put students into pairs and play the audio.

Nominate a student or ask for a volunteer and go through the example conversation. Go over the answers, responding to students' questions. Ask for volunteers to spell *-ing* words.

2 man 3 playing 4 saxophone 5 playing 6 guitar 7 sailor
 8 dancing 9 girl 10 girl 11 friends 12 laughing 13 watching

Teaching tip

Do exercise 14 as a team game. Divide the class in two teams. Each team takes a turn to guess a word and they win a point if they get the right word in the right place.

- 15 **8C.4** Tell students they will listen to another radio news programme about National Navy Day, with different information. Ask students *where* (St Petersburg) and play the audio. Play it a second time while students listen carefully for more differences. Give them time to compare in pairs. Do not give the answers at this stage.
- 16 Ask students if they'd like to listen again before they read audio script **8C.4** on >> p.155 to check their answers. Check answers. Play the song again for students to sing or chant along.

St Petersburg three musicians playing guitars three girls are dancing other people are laughing and taking photos

ABCD Put it all together

- 17 Put students into A/B pairs and check they have the correct *Pairwork* information. Go through the instructions and ask for two volunteers to read out the example conversation. Set a time limit of about four minutes and encourage them to look up as they have the conversation. Give positive feedback. Students show their partners their pictures to check the differences they found. Check answers.

- 1 The singer's standing. (A); sitting (B)
 2 The woman who's dancing is wearing a blue dress. (A); a yellow T-shirt and jeans (B)
 3 The man who's dancing is wearing a pink shirt and black trousers. (A); a purple T-shirt and shorts (B)
 4 The boy's wearing a red cap. (A); blue cap (B)
 5 A man's painting. (A); taking photos (B)
 6 There's a black cat in the tree. (A); white cat (B)
 7 There are flowers round the stage. (A); no flowers (B)

Student performance

Students should be able to exchange factual information about a picture.

You can use this checklist to monitor and give feedback or to assess students' performance.

Coherence	Do students use the correct personal pronoun? exercise 2
Vocabulary	Do students use three or more different verbs? exercise 10
Pronunciation	Do students pronounce <i>-ing</i> clearly? exercise 12

I can say what's happening.

Students tick *on my own* if they can exchange information about the picture without looking at exercise 14. They tick *with some help* if they have looked at exercise 14 two or three times for ideas.

Early finishers

In small groups, students choose one of the *Pairwork* pictures and write a description which includes some false information. Students describe the picture to the group who identifies the differences.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to describe actions



Orientation

Context

In this lesson, students will practise using the present simple and present continuous to talk about habits and routines contrasted with events happening around now.

The facsimile film review is the type which can be found in a movie magazine or on the cover of a DVD. The film being reviewed is *The Conversation*, a thriller originally released in 1974. It was nominated for three Oscars (best picture, best sound, and best writing) and won several different awards. The DVD, released in 2001, was also nominated for an award.

The film is given a five-star rating by the reviewer and there is an introduction to the plot. The film stills (photos 1–4 at the bottom of the page) show some of the main elements in the story.

Language

Focus grammar	indirect object pronouns: <i>me, you, him, her, it, us, them</i>
Focus words	<i>conversation, email, Internet, magazine, mistake, newspaper, problem, tape, etc.</i>
Focus phrases	<i>have a drink/shower, listen to jazz, open the door, the phone rings</i>
Recognition vocabulary	words: <i>award, movie, murder, plan, rating, secret, spy, starring</i> phrases: <i>coming soon, star of the film</i>
Recycled language	present simple: <i>the phone never rings</i> time adverbs: <i>always, usually, never</i> discourse introducing contrast: <i>but</i>
Pronunciation	contrastive stress: <i>He's listening to her, but she isn't listening to him.</i> 8D.4

Language note

Film and *movie* are often used interchangeably. *Movie* is used more frequently in American English and tends to be a film with a story. *Film* is used more widely to describe TV documentaries and news footage. *Movies* is often used to refer to the place where a film is shown and in British English the word *pictures* is also used.

End product

In *Put it all together*, students tell their partners about another student's normal day compared to an imaginary day on holiday. Students have rehearsed a similar activity using conversation cues in exercise 15 and can look at these cues for help with the final activity.

Preparation

Think about how you will organize your classroom for students to work with different partners for exercises 16 and 17.

Warmer

Ask students about films they have seen recently or which are about to be released. Choose a film most students know and ask for more information, e.g. the director, the film stars, if it's had good reviews or won any awards like an Oscar, or other film festival awards, e.g. Cannes, Venice, etc. See if students can tell you the plot of their favourite film for others in the class to guess the name. Do not correct for accuracy at this stage.

Write *How to describe actions* on the board.

A Read for detail

In this section, students are encouraged to look at headings and pictures to help them understand detail in a text.

- Go through the instructions and check understanding. Set a short time limit and tell students to look at the pictures and heading, but not to read the text. Students compare ideas before discussing as a class.
- 8D.1 Give students time to look at pictures a–f before they listen. Play the audio. Do not pre-teach any vocabulary at this point. Students compare ideas in pairs before you give the answers. Play the audio a second time if necessary.

a tape b cinema c movie d spy e secret f murder

- Go through the instructions and the example. Tell students not to worry if they don't understand some words in the text. Students continue individually then compare answers in pairs. Check answers.

2 True 3 True 4 False (He lives alone.)
5 False (He plays the saxophone.)

- Direct students to *The Story* and ask them to read quickly and count how many words end in *-ing* (5, in the last paragraph). Direct students to photos 1–4 on >> p.82. Go through the example and remind students to use the present continuous tense. Put students in pairs to decide what's happening. As students give you the answers, monitor for the present continuous. Ask students if they'd like to see this film.

2 He's playing the saxophone. 3 He's talking on the phone.
4 He's taking the tapes to a customer.

B Listen for key words

In this section, students use key words to identify and sequence a series of actions.

- 8D.2 Go through the instructions and check any vocabulary problems. Read the cue and ask *Does Harry arrive home every evening? (Yes.)* See how many actions students can remember without looking at their books and write their suggestions on the board. Students underline key words in the phrases. Play the audio and pause at the end of each sentence. Do not give answers at this stage.
- Students compare answers in pairs. Play the audio again if necessary before students check with audio script 8D.2 on >> p.155. Elicit answers around the class and begin by saying *Every evening Harry ...*

2 opens the door 3 goes to the kitchen 4 has a drink
5 has a shower 6 listens to jazz 7 plays the saxophone

- 8D.3 Go through the instructions. Play and pause the audio after the first sound if necessary. Use the example to show that *-ing* words describe what's happening now. Play the audio, pausing after each sound effect to elicit the answers.

2 He's opening the door.	8 He's answering the phone.
3 He's having a drink.	9 He's playing the saxophone.
4 He's having a shower.	10 The phone's ringing (again).
5 He's listening to music.	11 He's answering the phone.
6 He's playing the saxophone.	12 Someone's talking to Harry (on the phone).
7 The phone's ringing (again).	

C Grammar present simple and present continuous

- 8** Students read through the grammar box. Elicit or explain the differences between the present simple (habitual or single action) and the present continuous (action happening now or around now). Go through the first item as an example. Students complete the grammar box. Check answers.

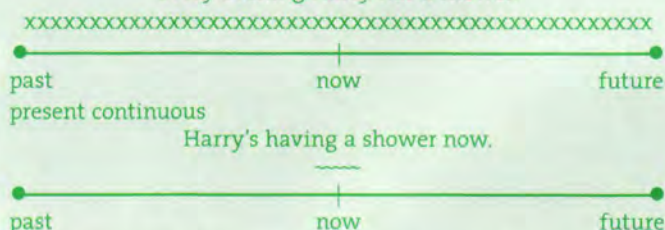
I'm going to work by train.
Now people are listening to him.
What are you doing now?

Teaching tip

Use these timelines to help students understand the differences between the present simple and the present continuous:

present simple

Every evening Harry has a shower.



- 9 Go through the instructions and the example. Check understanding. Students continue the exercise individually. Ask for volunteers to give the answers as you go over the exercise as a class. Check for pronunciation of the verb *be* and *-ing* when appropriate.

2 listens, are listening	5 takes, drives
3 's having, has	6 's sitting, 's playing
4 's watching, watches	

- 10 Go through the instructions and ask students to read the questions and underline the verbs. Ask *Usually or now?* (*usually*). Nominate a student or ask for a volunteer to answer the questions. Ask the questions and reply to the student's response, giving different information. Monitor and check students use the present simple as they continue in pairs. Ask for volunteers to tell the class about any differences.
- 11 Tell students to imagine that they 'change lives' with their partner for one day. Show what you mean by saying, e.g. *Javier, you are Anna for a day*. Read the example sentence and elicit one or two more ideas around the class. As students write their sentences, monitor for the use of *but* and accurate use of the tenses. Go round the class asking students to give one difference and one similarity. Monitor and revise the pronunciation of /in/ as necessary.

Extra activity

Send one or more students out of the room or ask them to close their eyes. Make some changes, e.g. students change seats, bags, remove glasses. Then ask the student(s) to come back or open their eyes and say what's different, e.g. *Pablo isn't wearing his glasses*, etc.

D Pronunciation **contrastive stress**

- 12** Read the example sentence with main stress on the personal and object pronouns. Nominate a student and use gesture to convey the idea of contrastive stress. Give another example by directing students to the last paragraph of *The Conversation*. Read the last sentence, placing contrastive stress on *they* and *him*. In pairs, students complete the sentences. Monitor and direct them to 5A, exercise 5 >> p.47 to check the object pronouns. Do not give answers at this stage.
- 13** **8D.4** Play the audio for students to check answers as they listen, clap, or tap the rhythm.
- ... **they** aren't listening to **us**.
... **she** isn't listening to **him**.
- 14** Play the audio for students to listen and underline the stressed words in their answers to exercise 12. Refer them to audio script **8D.4** on >> p.155 to check answers. Play the audio a second time, pausing after each sentence for students to repeat.

ABCD Put it all together

- 15 Read through the instructions and check understanding. Use the two columns on the board and copy the model sentence. Underline the words *usually* and *today* and stress the words to show the contrast as you read the sentence. Ask students to repeat as a class. Students continue individually. Encourage them to use their dictionaries. Give them time to make notes.
- 16 Students draw two columns on a piece of paper to make a note of what their partner usually does and is doing now. Students continue the activity in pairs. Remind them to note down information as accurately as possible.
- 17 Go through the example, reminding students to stress the words *usually* and *today*. Encourage them to try and say one or two sentences without looking at their notes. When they have finished, ask each one to tell the class about an interesting difference.

Student performance

Students should be able to express a contrast in short sentences joined with *but*.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students talk about three or more differences? exercise 11
Accuracy	Do students use object pronouns correctly? exercise 12
Vocabulary	Do students talk about three or more different routines? exercise 10
Pronunciation	Do students pronounce <i>-ing</i> clearly? exercise 11

I can describe actions.

Students tick *on my own* if they can say one or two sentences without looking at their notes. They tick *with some help* if they look at their notes to make all the sentences.

Early finishers

Books closed. Students repeat exercises 16 and 17 with different partners.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will practise using *-ing* phrases to describe a moment in time.

New language	boring, busy, exciting, fridge, mail box, moment, quiet
Recycled language	words: favourite, near, o'clock grammar: present simple, present continuous

End product

Put it all together, students write a short poem which describes things happening at a specific point in time. Students have read four short poems describing different moments in time which provide the models for the writing activity. Students are also given an outline of a structure in exercise 7.

Preparation

You can write your own *Moment poem* and make copies for the class to use in exercises 5 and 7.

Warmer

Write the word *moment* on the board and ask students what it means. Ask *Is it a long time or a short time?* (A very short time.) Now write the adjectives *busy*, *quiet*, *exciting*, and *boring* on the board and ask students to check the meaning in their dictionaries. Ask students to say the words. Help with pronunciation as necessary. Elicit examples of the activities.

A Read for general meaning

In this section, students read four short texts for gist and detail.

- Students look at photos a–d and match the titles with them. Put students into pairs or small groups to compare answers and go over suggestions as a class. Accept a range of answers. Do not overcorrect for accuracy at this stage.

Suggested answers

a boring b quiet c exciting d busy

- Books closed. Ask *Which moment am I describing?* and read the first poem aloud. Elicit ideas. Students open their books at >> p.84 and read the first poem again. Students read the next three poems and choose the best title for each one. Students compare in pairs and underline words and phrases associated with the title. Go over each one and ask for suggestions.
 - A Boring Moment (aren't moving, haven't got newspaper, iPod)
 - A Busy Moment (everybody moving, talking, working, phone's ringing, customers waiting, isn't time)
 - An Exciting Moment (big, fat letter)
- Go through the example and ask students why the sentence is false. (*The writer says 'It's five o'clock ... I'm in bed' and from that we know the writer doesn't get up at 5 o'clock.*) Students do the activity individually and then compare answers. Ask students which poem they like best.
 - 2 True
 - 3 False (They go by bus.)
 - 4 True
 - 5 False (It isn't from the bank.)

Teaching tip

Ask students questions to show how the language is used figuratively, e.g. in poem 1, *do streets really sleep?* In poem 2, *is there really a 'river of cars'?* Tell students that this is appropriate for a poem or song.

B Get ideas for writing

- Go through the instructions and check understanding. Read each question, check any vocabulary problems and elicit other possible answers. Students continue individually. Encourage them to use their dictionaries. Monitor and help with ideas.
- Choose one of the poems in exercise 2 or use your own poem. Students ask you the questions and make a note of the answers and guess the moment you are describing. Students continue in pairs or small groups. Monitor and remind them to ask for repetition or clarification if necessary.
- Students repeat the activity and make notes for a different moment. Ask for volunteers to answer questions for the class to guess the moment.

C Write a simple poem

- Tell students to write a title for their poem and point out the use of capital letters in the example. Monitor and help students write their poems using the model. Give positive feedback for interesting ideas as well as language use.

D Check your grammar

- Go through the instructions and the example as a class. Students correct the mistakes individually and compare in pairs. Check answers.

The birds **are** singing and the sun's going down, I'm on a quiet beach, I'm drinking fruit juice ..., I'm not thinking ...

- Make sure students only review each other's work for correct use of the present continuous. After they have returned their work, ask what other mistakes they could look for. Students can read their poems aloud in small groups.

ABCD Put it all together

- Brainstorm other types of moments for poems, e.g. *favourite*, *happy*, *interesting*. Remind students to think about the answers to the questions in exercise 4 before they start writing. Encourage students to remember the title so that when their partner reads the poem they can guess the moment.

Student performance

Students should be able to write a short, simple description.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Have students given all the information?
Coherence	Have students given an appropriate title to the poem?
Accuracy	Have students used the auxiliary of the verb <i>be</i> correctly?

I can write about things happening now.

Students tick *on my own* if they have written their poems following the structure in exercise 7. They tick *with some help* if they have looked at the model poems two or more times.

Early finishers

In pairs, students swap poems and underline any mistakes.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember the questions and answers

Team game. Dictate the statements and questions 1–10 below. In two teams, students ask each other the questions in random order and nominate a student from the other team to answer. Give one point for each appropriate response.

1 I'm going to the Sahara. What shall I wear? 2 What are you doing? 3 I'm going for a walk. Would you like to come? 4 What do you watch on TV? 5 What are you reading? 6 Have you got a jacket? 7 Do you ever go to the pool? 8 We're going to the park. Would you like to come? 9 Would you like a drink? 10 I'm going to the mountains. What shall I take?

Students' own answers

A Grammar

1 Imperatives 8B exercises 10, 11

Warm-up: Simon says class game. Say some classroom instructions from 2A >> p.16 for students to follow.

Set-up: Before students do the exercise, they look at symbols 1–8 and find the odd one out. (7 The others show what people mustn't do.)

- | | |
|--------------------------|----------------------|
| 2 Don't climb the trees. | 6 Don't swim. |
| 3 Don't smoke. | 7 Wear a tie. |
| 4 Don't cycle. | 8 Don't wear shorts. |
| 5 Don't take photos. | |

Follow-up: Students translate three sentences. They underline any differences, comparing the position of the negative and the use of pronouns.

2 Present continuous 8C exercise 6

Warm-up: Direct students to the small picture of Earl and Laura and ask questions, e.g. *Who are the people? Where are they? What are they doing?* Students read the text to find the answers before completing the exercise.

Set-up: Do the first item as a class. Ask students to spell the -ing form of the verb.

- | | |
|---------------|--------------------|
| 1 're leaving | 5 are ... doing |
| 2 's sitting | 6 are ... watching |
| 3 's playing | 7 's sleeping |
| 4 'm reading | |

Follow-up: Students write a list of ten verbs and swap with another student, who writes the -ing form. They swap answers and check each other's spelling, using a dictionary, if necessary.

3 Present simple or continuous? 8D exercises 8, 9

Warm-up: Choose a sentence or pair of sentences from exercise 9 on >> p.83 and draw numbered blanks for each word on the board. Tell students to think about Harry Caul in *The Conversation*. In teams, students play a complete cloze game.

Set-up: Use the example to check students understand how to complete the sentences.

- | | |
|----------------------------|--------------------------------|
| 2 's watching football | 6 're wearing a jacket and tie |
| 3 sit by the door | 7 has a shower |
| 4 have dinner at home | 8 wears shoes |
| 5 're going to the theatre | |

Follow-up: In pairs, students create four items similar to those in *Grammar Bank 8.5* on >> p.143. They write an answer key on a separate piece of paper and prepare to explain why an answer is wrong. Pairs swap, complete the questions, and then check answers.

B Vocabulary

4 Social phrases 8A exercise 6

Warm-up: Write these words on the board: *fun, going, the, like, I, can't, time, Hi, are, we're, to, sorry, see, where, Jim, you, park, haven't, have, later, would, got, come, Hello*. Put students into pairs or small groups to write a conversation. Tell students they can use the words more than once. Students look at exercise 6 on >> p.77 to check answers.

Set-up: Go through the instructions as a class.

- 2 I'm going to the park, would you like to come? Sorry, I can't.
3 I'm going to the cinema, would you like to come?
Sorry, I can't.
4 I'm going for a coffee, would you like to come?
Yes, I'd love to.

Follow-up: Students mark the stressed syllables on the three questions they have written. They can look back at *Would you like to come?* on >> p.76 if necessary. They ask and answer in small groups.

5 Family 8B exercise 2

Warm-up: Write these anagrams of family words on the board: *rtbrohe, enice, unlec, unat, tagudher, enpweh* for students to find. Do not give answers at this stage as students use these words in the exercise.

Set-up: Use the example and remind students to write *my* in their answers.

- | | |
|---------------|---------------------|
| 2 my daughter | 5 my niece |
| 3 my uncle | 6 my brother-in-law |
| 4 my nephew | |

Follow-up: Students write a list of names of people in their family. In pairs, they ask and answer *Who's this?*

6 Clothes and activities 8B exercises 3, 13

Warm-up: Make some true sentences about students in the class, e.g. *Ana and Paolo are wearing green ones*. Students guess the clothes word.

Set-up: Put students into A/B pairs and check they have the right set of clues. Students read their clues in turn and guess the words together. Do the first two clues as a class to demonstrate. You could periodically change pairs for students to compare answers and continue.

- Across: 2 for 3 shorts 5 work 6 jacket 8 map 10 park 11 long
13 shirt 14 coat 15 take
Down: 1 drive 3 sandals 4 hot 5 wear 6 jeans 7 cap 9 party
12 hat

Follow-up: Students write a list of things they packed to go on their last holiday. They use a dictionary to find words in English that they don't know. They put the words into three columns: *things to wear, things to carry, others*.

Early finishers

Students look through lesson A–D titles and write them in order of difficulty, starting with the easiest first. They make a note of what they need or want to study, with a list of exercises and page numbers. Next to each one they write the day and date to study.

How to ask for transport information



Orientation

Context

In this lesson, students will practise asking for directions using public transport.

Ana in *Glasgow* shows Ana with a map. She is asking a passer-by for directions, who is indicating the way.

The map of Glasgow city transport includes the subway, suburban rail and the number 17, 38, and 84 bus routes, all colour coded. The subway has two circular lines, the Outer Circle which runs clockwise and the Inner Circle which runs anti-clockwise. There is an arrow pointing to Prestwick Airport in the west.

Glasgow is the second biggest city in Scotland, after Edinburgh, the capital. It is situated on the River Clyde. Glasgow is a modern, cosmopolitan city with many tourist attractions like the Transport Museum and the Gallery of Modern Art. It's also the home of two of the top Scottish football clubs, Glasgow Rangers and Partick Thistle.

Culture note

A Scottish accent is very different from an English one. Glasgow is famed for its accent and dialect, which many visitors to the city struggle to understand. Some Glasgow place names are also difficult to pronounce.

Language

Focus words	public transport: <i>airport, bus, change, gate, line, plane, return, take, taxi, train, underground</i>
Focus phrases	instructions: <i>Excuse me, ... every 30 minutes, ... get off at ..., How can I get to ...?, it goes from gate 13 ..., It takes five minutes., Take the 80 bus.</i>
Recognition vocabulary	place names: <i>conference/sports centre, destination, football stadium, hospital, Queen/Bridge Street</i>
Recycled language	words: <i>gardens, platform, shopping centre, station, museum, theatre, ticket, university</i> grammar: <i>imperatives: Take the Inner Circle line. etc.</i>
Pronunciation	polite intonation: <i>Excuse me, how can I get to the station, please? 9A.4–5</i>

End product

In *Put it all together*, students have maps of the same town, but have the location of different places marked. Each student asks for directions to five different places and marks the location. The conversations are based on a listening and students can use the transcript on >> p.86 to help them. Students should repeat information to check they have understood correctly.

Preparation

Mark the routes for exercises 4 and 6 on your map, so you can help students follow the information on the audio.

Prepare directions if you plan to do the *Extra help* activity after exercise 9.

Warmer

Students open their books at >> p.86. Write *GSGLOWA* on the board and ask students to find the name of the city. Ask some questions to familiarize students with the map, e.g. *What are the names of the main stations? How many rivers, etc. can you find?*

Write *How to ask for transport information* on the board.

A Vocabulary transport

- 1 **9A.1** Tell students to cover *Transport* and look at pictures 1–10 on >> p.86 and elicit any transport words they know. Read through the instructions. Play the audio while students work individually before comparing in pairs. Play and pause the audio to give students pronunciation practice as necessary.

bus 8 bus station 10 departure gate 4 plane 5 platform 6 taxi 2 train 1 train station 7 underground station 3

- 2 Go through the instructions and the example. Show students that they should think about the underlined word and any information around it as this will help them guess the mistake. Students complete the activity in pairs. Monitor and help if necessary but do not give the answers at this stage.
- 3 **9A.2** Ask for corrections before you play the audio for students to check answers. Elicit answers around the class and play the audio a second time for students to listen and repeat.

2 take 3 five 4 the 5 get 6 take 7 to 8 plane

B Listen and follow directions

In this section, students listen and follow the main points of a conversation, thinking about the context.

- 4 Direct students to the map and the key for different routes. Tell them they are at Central Station. Point to the compass on the map and ask if these stations are north, south, east or west: *Cowcaddens (N), High Street (E), Bridge Street (S), Ibrox (W).*

Go through the instructions and check understanding. Do the first item as an example. As students continue in pairs, monitor and help as necessary. Check answers. If an answer is false, see if students can give you the correct information, but do not overcorrect for accuracy at this stage.

1 True 2 True 3 False (It's south.) 4 False (It's the stop before, the Outer Circle Line runs in a clockwise direction.)

- 5 **9A.3** Go through the instruction and play the audio. Students compare answers in pairs. Check answers. Play the audio a second time if necessary.

Yes, the man answers Ana's first question, but before he does he checks he understands where she wants to go to.

Teaching tip

Point out that a question is not always answered immediately. Students should not be surprised or think they have misheard if they don't hear the question-answer pattern.

- 6 Students cover *Ana in Glasgow*. Play the audio again for them to follow Ana's route. Students compare routes with a partner.
- 7 Use the picture to show students Ana's route. Go through the conversation and check students understand what's happening. Ask questions, e.g. *What do you think Ana does when she says 'this'? (She points to the name of the place on her map.) Why does she point? (Because the name of the place is difficult to pronounce.)*

Teaching tip

Echoing to check what a speaker says is a useful communication strategy. It gives both people involved in the conversation the opportunity to rectify any misunderstanding. Encourage students to use this strategy in exercises 11 and 15 in this lesson and other conversations in the future.

C Read for detail

In this section, students interpret detail and use a map to guess destinations.

- Direct students to West Street Station and go through the example, making sure they are following on the map. As students complete the activity in pairs, monitor and check they are working together. Check answers and go through the directions stage by stage if necessary.

1 Paisley 2 Charing Cross 3 Old Kirkpatrick

- Direct students to the words beginning the sentences and ask if they notice anything (*they are all verbs in the imperative form*). Students work individually. Remind them to look at the instructions in exercise 8 if necessary. Check answers.

2 b 3 e 4 a 5 d

Teaching tip

Students often find *at*, as a preposition of place, difficult to understand. If students ask, point out that we use *at* for a point on a map, when we are thinking more of a geographical coordinate, rather than the place, e.g. item 4, *Get off at Partick*.

Extra help

Write imperatives 1–5 on the board and ask for directions to places from Partick, e.g. Kelvin Hall, Gartnavel Hospital, Ibrox, Old Kirkpatrick, Queen Street.

- Do the first item as a class and check understanding. Ask students to find Bridgeton (bottom right), and remind them that they are in West Street. Direct students to the colour-coded transport key and ask *What type of transport?* (*Underground and train.*) Students look again at exercise 8 and work in pairs to write the directions. Check answers.

Bridgeton: Take the Inner Circle line three stops. Get off at Buchanan Street and walk to Central Station. Take a train two stops to the east.

Cardonald: Take the Outer Circle line four stops. Get off at Ibrox and take the 38 bus two stops.

Gartnavel Hospital: Take the Outer Circle line six stops. Get off at Partick. Take the number 84 bus. Get off at the next stop.

High Street: Take the Inner Circle line three stops. Get off at Buchanan Street and walk to Queen Street station. Take a train one stop to the east.

Transport Museum: Take the Outer Circle line seven stops. Get off at Kelvinhall.

- Students work with a different partner from exercise 10. Monitor and check they are using correct word order in questions and give positive feedback. Make a note of any repeated errors to go over at the end. Encourage students to say *How can I get from ...?* as a chunk to sound more fluent and to echo to check their understanding and make sure they can convey the basic information.

Teaching tip

There are many different ways of giving directions, as well as many different routes to destinations. Check students use the phrases in exercise 9 correctly, but do not overcorrect for other mistakes.

- Divide the class into A/B pairs. Go through the instructions and check understanding. Remind students that they should check any information they don't understand using the echo technique.

Extra help

Students change partners and repeat the activity.

D Pronunciation polite intonation

- 9A.4** This introduces students to the idea of *sounding* polite. As students listen, demonstrate the difference in intonation by following it with your finger in the air. Play the audio a couple of times or model impolite and polite sounding questions so students get the idea.

Language note

There is no specific polite intonation pattern. However, a very flat intonation can often sound rude to English speakers.

- 9A.5** Play the audio for students to repeat and give positive feedback where they try to sound polite. Play the audio a second time if necessary.

ABCD Put it all together

- Put students into A/B pairs and tell them they have the same transport information (train, bus and underground) and direct them to the key to the transport routes.

Remind students to check any information they don't understand, especially bus numbers, and tell them to mark where the places are on their maps. Students show each other the location of the places on their maps.

Student performance

Students should be able to ask for and check factual information.

You can use this checklist to monitor and give feedback or to assess students' performance.

Communication strategy	Do students echo to check their understanding? exercise 12
Politeness	Do students use <i>Excuse me</i> and <i>please</i> and try to sound polite? exercise 14
Fluency	Do students ask questions without a lot of hesitation? exercise 14

I can ask for transport information.

Students tick *on my own* if they have found the location of all the places on their map. They tick *with some help* if they have found three of the places and looked at Ana's conversation two or three times to ask questions.

Early finishers

Students role play being tourists asking for and giving real transport information about the town they're studying in.

Additional material

www.oup.com/elt/englishresult for extra practice material

www.oup.com/elt/teacher/result for extra teacher resources

How to give and follow directions



Orientation

Context

In this lesson, students will focus on describing the location of places in a town.

Tourists has two tourists visiting Glasgow asking their hotel receptionist for directions to a bank and the museum. The map shows a small part of the city centre near a hotel, on the West side of the River Clyde. The location of a few places is shown.

Language

Focus words	location and direction: <i>across, between, near, next to, opposite, out of, past</i> places in town: <i>art gallery, bridge, car park, castle, health centre, market, police station, post office, river, shoe shop, etc.</i>
Focus phrases	giving directions: <i>Can you tell me the way to ...?, Go into/out of the shop., Go straight on., past the lights, ... straight across, Turn left/ right etc.</i>
Recycled language	words: <i>colour: yellow, etc.</i> town words: <i>bank, bus stop, hotel, pub, school, etc.</i>
Pronunciation	linking words together: <i>left at the corner</i> /'leftət ðə 'kɔ:nə/ 9B.4-5

End product

Students role play being tourists and locals who ask for and give directions to three places from the hotel on the map on >> p.88. They are given the opening of the conversation and time to think about how they will give directions, but they do the activity from memory. Students should help their partner understand the information by repeating words more slowly and they should ask questions to confirm their understanding if necessary.

Preparation

For the *Warmer*, prepare some very brief true and false directions to places nearby which your students will know, e.g. to the police station, a chemist's, a post office, a bank, a supermarket and a restaurant.

Warmer

Write *How to give and follow directions* on the board. Tell students you will give the directions to some places in the town (see *Preparation*). If they are correct, they should say true and if not, false. Say the name of the destination, read the directions, and give feedback after each one.

To see what students can do, ask for directions from the place you are in now to some of the places. Do not overcorrect for accuracy at this stage.

A Vocabulary directions

- 1 Direct students to the plan of the town and ask *Where? (Glasgow.)* Students look back to >> p.86 and see if they can find the area (*It's in the south-east, near the river.*) Go through the instructions and the example. As students continue individually, monitor and help as necessary. Write numbers 1-11 on the board and elicit the answers around the class. Write the phrases next to the numbers.

- | | |
|-------------------------|---------------------------------|
| 1 Go across the bridge. | 7 opposite |
| 2 between | 8 Turn left at the corner. |
| 3 Go out of the door. | 9 Turn right at the lights. |
| 4 Go straight on. | 10 Go past the bank. |
| 5 next to | 11 Go to the end of the street. |
| 6 at the corner | |

- 2 9B.1 Play the audio, pausing for students to look again at the diagrams in *Directions* and to repeat the phrase. Play the audio a second time if necessary.
- 3 In pairs, students test each other. Monitor and help with pronunciation and give positive feedback or make a note of any repeated errors to go through at the end.

B Listen to directions

In this section, students listen to several tourists asking for and being given directions.

- 4 9B.2 Tell students they will hear the receptionist of the hotel giving directions to two tourists who want to go to different places. Students read items 1 and 2. Check any vocabulary problems. Play the audio while students listen. Go over the answers and ask why item 1 is wrong.

1 False (The bank is opposite the hotel.) 2 True

- 5 Direct students to *Tourists* on >> p.88 and go through the instructions. Students work in pairs to find the places. Go over the answers as a class and tell students to write the names of the places on their plan.

bank f museum c

- 6 Ask students to read the conversations and ask *Who checks the information, Tourist 1 or Tourist 2? (Tourist 2.)* Divide the class in two to read the conversations aloud together before students do the activity in pairs. Monitor and check for polite sounding intonation.

Play audio 9B.2 again and tell students that when you pause it, they should say the word they think comes next. For example, pause the audio after *bank (near), straight (across), museum (please), East (street), castle? (Thanks).*

- 7 9B.3 Go through the instructions and check any vocabulary. Play the audio and pause after the first item to give students time to think and call out the answer. Repeat for each item, checking answers after students have listened to each section. At the end of each section, write the answer on the board for students to copy.

Tourist 4 gift shop (souvenir shop) / bookshop
Tourist 5 restaurant
Tourist 6 art gallery
Tourist 7 supermarket

- 8 Students look at the plan again and go through the instructions. Play and pause the audio after each set of directions to give students time to think. Students then compare answers in pairs. Play the audio a second time if necessary. Do not give the answers at this point.
- 9 Monitor as students read audio script 9B.3 to check where places are and explain why answers are wrong if necessary.

a art gallery e supermarket
b restaurant g gift (souvenir shop)
d bookshop h post office

- 10 Go through the instructions and ask students to read sentences 1–6. Check any vocabulary problems. Direct students back to illustrations 1–11 on >> p.88 to check the meaning of prepositional phrases if necessary. Go through the first item as a class, making sure students understand why the information is false. Students continue in pairs. Check answers.

1 False (It's opposite the tourist information office.)
2 False (It's next to the gift (souvenir) shop.)
3 True
4 True
5 True
6 False (It's on the corner next to the police station.)

Extra activity

Students look at the map on >> p.88. Say some true/false statements about the location of different places, using *between*, *opposite*, and *next to*. Students repeat the statements if the information is correct.

C Pronunciation linking words together

- 11 9B.4 Write the phrase *left at the corner* on the board and elicit and draw the — symbol between the letter *t* and *a*. Go through the instructions and elicit or model some of the phrases before students listen. Play the audio, pausing after each item. Give positive feedback and extra practice where necessary.

Teaching tip

Remind students that the phonetic symbols show how the phrases sound. They shouldn't worry if they can't remember these symbols as they can always check in their dictionaries.

- 12 Go through the instructions and the first item as a class. Students continue individually and then compare answers in pairs. Write the sentences on the board and elicit places for the linking symbol. Play the audio for students to check, pausing after each sentence.

1 Stop at the end of the street.
2 Turn left at the lights and walk across the street.
3 Walk across the bridge and stop opposite the castle.

- 13 9B.5 Play the audio again, pausing after each sentence for students to repeat. Monitor and give extra practice if necessary.

Extra help

Break the sentences down into short phrases if students have difficulty saying the whole sentence, e.g. *Stop at the end of / the street. Turn left at the lights and / walk across the street. Walk across the bridge and / stop opposite the castle.*

Extra activity

In pairs, students mark the places where words are linked in the audio script. They take turns saying the sentences again.

D Give directions

- 14 Ask students which place they would like to visit and write on the board. Put students into pairs to write directions to this place from the hotel. Monitor and check they are including all stages on the route, e.g. *walk across the street*. Elicit directions around the class, and write them on the board. Go through the instructions again, using the — symbol where necessary. As students continue the activity individually, monitor and help as necessary.

Extra help

Students work in pairs and write the instructions.

- 15 Go through the instructions and nominate or ask for volunteers to read the example conversation. Tell the class to follow the directions on the plan with a finger or pencil. Put students into different pairs to continue the activity and remind them to repeat information to check they have heard correctly. Monitor and help with any communication breakdowns and give positive feedback where students have used word linking.

ABCD Put it all together

- 16 Go through the instructions and check understanding. Tell them to keep their plans secret and mark the places. Remind students to mark all three places and give them time to think about how to tell a tourist where the places are.
- 17 Go through the instructions and the example. Remind students to attract attention politely and to say thank you. Students have the conversation. Check they swap roles and tell them to compare maps when they have finished.

Student performance

Students should be able to ask for and help their partner understand instructions.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students give sufficient information for the directions? exercise 15
Interaction	Do students reply appropriately to requests to check information? exercise 15
Pronunciation	Do students try to link words? exercise 13

I can give and follow directions.

Students tick *on my own* if they have given directions to places and their partner has found them. They tick *with some help* if they have looked at *Directions* for support.

Early finishers

In pairs, students prepare a role play, giving directions to nearby places from the *Warmer*. They act the role play for another pair.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to ask about and describe a holiday

Orientation

Context

In this lesson, students will practise using adjectives to describe a beach holiday.

Your *holiday personality* is a magazine holiday personality quiz, analyzing the type of holiday a reader prefers, e.g. a quiet holiday in beautiful countryside (Nature), holidays which people take to relax (Comfort), or holidays with lively nightlife (Fun). Photos a-h which surround the quiz show typical scenarios people come across on different holidays.

Jill's email is an email from Jill to her friend Carla. Jill has just returned from a terrible holiday.

Language

Focus grammar	past simple of <i>be</i> : <i>was, wasn't, were, weren't, yes/no</i> questions
Focus words	adjectives: <i>boring, clean, crowded, dirty, quiet, etc.</i>
Focus phrases	<i>What was the (weather) like?</i>
Recognition vocabulary	words: <i>buffet, empty, lift, nightlife, sea view, sunbed, surfer, etc.</i> phrases: <i>a long way, not safe, out of the sun, to be into ...</i>
Recycled language	<i>beach, enjoy, hotel, people, polite, restaurant, room, sunny, wet</i>
Pronunciation	word stress: <i>uncomfortable</i> oOoo 9C.2 weak forms: <i>are</i> /ə/, <i>was</i> /wəz/, <i>were</i> /wə/ 9C.4
Discourse	pronoun substitution: <i>room – it, beaches – they</i>

Language note

Many of the adjectives in this lesson are formed from nouns (*crowd-crowded, dirt-dirty*) which is a generative feature in the vocabulary in this unit. This may help students understand the meaning of what might look like a new word more easily.

End product

In *Put it all together*, students ask and answer about eight different aspects of a real or imagined last beach holiday. They are given time to prepare and write notes before they do the activity based on the listening in exercise 10.

Preparation

Check how word stress is recorded in your students' dictionaries.

Do the personality quiz for yourself if you want students to ask you the questions for them to calculate your holiday personality.

Think about a real or imaginary holiday for yourself for exercise 17.

Warmer

Draw a tick and cross on the board and ask students to tell you what was good and bad about their last beach holiday. Write their ideas on the board in the appropriate column, looking out for ones that appear in both, e.g. one student might say that the disco was good, but for another it might have been bad. See if students can tell you why, but do not correct for accuracy at this point. If students can't think of anything, give them prompts, by giving key words associated with holidays, e.g. *hotel, food, weather, people*. Write *How to ask about and describe a holiday* on the board.

A Vocabulary adjectives

- 1 9C.1 Play the audio while students match the phrases in *On holiday* with photos a-h and compare in pairs. Check answers.

cheap but dirty restaurants d	a noisy building site e
a comfortable room with a sea view c	a quiet pool h
exciting nightlife a	wet weather f
friendly people g	

- 2 Play the audio again, pausing for students to repeat. Play it a second time if necessary.
- 3 9C.2 Go through the instructions and the list of words. Give or elicit some examples of opposites, e.g. *hot/cold*. Go through the example. Play the audio, pausing to give students time to write their answers. Play the audio a second time for students to check. As you go over the answers, point out how the affix *un* makes the opposite of *comfortable* and *friendly*.

2 inexpensive 3 friendly 4 dirty 5 exciting 6 quiet 7 wet

Language note

Pronouncing *comfortable* Oooo is also possible, but many speakers cut the middle syllable so it sounds like *comftable* /kʌmfɪtəbl/.

Extra plus

Students write the opposites of the adjectives first and then listen to check.

- 4 Go through the instructions and the example in exercise 3 and check understanding. Play the audio, pausing after each word for students to draw the stress pattern. Play the audio again, pausing to check answers.

2 inexpensive o o O o	5 exciting o O o
3 friendly O o	6 quiet O o
4 dirty O o	7 wet O

- 5 Go through the instructions and direct students to the table. Students continue individually. When students have finished, go around the class asking each student to give one example of what they like and don't like when they go on holiday.
- 6 Put students into groups to compare answers. Monitor and listen for interesting facts or differences and ask students to tell the class about people in their group.

B Read for detail

In this section, students read quiz questions and an email for specific information and detail.

- 7 Students look quickly at the questions in the quiz on >> p.90. Go through the first question as an example. As students do the quiz, monitor and help with vocabulary as necessary. Put students into pairs to compare answers and help each other calculate their holiday personality.

Extra activity

Students ask you the questions and work out your holiday personality.

- 8 Students read *Jill's email* quickly to see if she had a good or bad holiday (*bad*). Students do the activity individually and compare in pairs before you go over the answers. Encourage them to guess Jill's holiday personality (*She likes comfort.*), but do not give the answer at this stage.

2 people 3 hotel 4 rooms 5 pool 6 food 7 beaches 8 weather

- 9 Go through the instructions and Jill's answer to the first quiz question as a class. Students continue individually. Monitor and help them find and interpret Jill's information as necessary. Students compare in pairs before class feedback.

1 b 2 no information 3 no information 4 b 5 no information
6 b 7 no information 8 a 9 c Jill is mainly into comfort.

Extra help

Tell students that Jill doesn't answer questions 2, 3, 5, and 7 before they do the activity.

C Listen for key information

In this section, students listen for key words to understand gist.

- 10 **9C.3** Go through the instructions and answer any vocabulary questions before students listen. Play the audio for students to order the information. Students compare answers in pairs. Play the audio a second time. Do not give the answers at this stage.
- 11 Ask students what they think Ben's holiday personality is and play the audio again. Do not give the answer at this stage.
- 12 Direct students to audio script **9C.3** to check their answers to exercises 10 and 11. Go through the audio script and play the audio again if necessary.

2 hotel 3 beach 4 food 5 nightlife Ben's into nature.

Extra help

Before students check answers, ask them if they remember anything Ben said about the topics. Write individual words on the board and encourage them to build phrases.

D Grammar past simple of *be* + - - ? *was, were, wasn't, weren't*

- 13 Focus on the past tense by asking students to look again at Jill's email and ask students to underline the verbs in the past (*was, were, wasn't* and *weren't*).

Write the affirmative sentences on the board and the symbols – and ?. Elicit negative sentences and questions and write them on the board. Highlight verb/subject agreement and the position of the negative and inversion of subject/verb for questions forms. Ask students to read the grammar box. Read *Remember this* aloud and complete the first sentence as a class. Students continue in pairs. Check answers.

am and *is* = **was** *am not* and *isn't* = **wasn't**
are = **were** *aren't* = **weren't**

- 14 Read through the instructions and check students understand the exercise. Write the example on the board and underline *room* and *it* to show the connection. Go through items 2–5 and ask students what the pronoun in B's part refers to (2 *they* = *the beaches*, 3 *it* = *the nightlife*, 4 *they* = *the restaurants* 5 *it* = *the weather*). Students work individually, then compare in pairs. Elicit answers and check any problems.

2 A were B weren't; were 3 A was B wasn't 4 A were B were
5 A was B wasn't; was

E Pronunciation *is, was, are, were*

- 15 **9C.4** Direct students to the box and read the instructions. Ask A or B and say the verbs *is, are, was, were* randomly to check understanding. Play the first item, pause the audio and elicit the answer (A). Tell students that the verbs are pronounced very quickly, as weak forms *are* /ə/, *was* /wəz/, *were* /wə/, so they should listen carefully. Pause the audio after each pair of sentences and give positive feedback.

Teaching tip

On the audio, *is, are, was, and were* are unstressed weak forms which may make it difficult for students to hear the difference. A good strategy is to listen for the /w/ sound as an indicator of the past form.

Extra help

Say some of the sentences again from the box, emphasizing the /w/ sound to help students hear the difference in tense. Instead of saying A or B, students call out *present or past*.

- 16 In pairs or small groups, students say one of the four sentences from the pronunciation box at random. Remind them that they can ask for repetition. Monitor and check students are not overpronouncing the auxiliary verb.

Extra plus

Students can make their own sentences to test their partner, using ideas from *On holiday* and the quiz on >> p.90.

ABCDE Put it all together

- 17 In pairs, students continue talking about their own holiday. Remind them that they can look at the question prompts on the board and encourage them to give informative replies, not simply *Yes, it was./No, it wasn't*. Ask for volunteers to tell the class about their partner's holiday.

Student performance

Students should be able to ask for factual information and give informative answers.

You can use this checklist to monitor and give feedback or to assess students' performance.

Coherence	Do students use singular/plural pronouns appropriately? exercise 14
Vocabulary	Do students ask and answer about three or more different aspects of a holiday? exercise 5
Pronunciation	Do students pronounce the past tense of the verb <i>be</i> clearly? exercise 16

I can ask about and describe a holiday.

Students tick *on my own* if they can ask and answer questions using their notes. They tick *with some help* if they need to read three or more questions from the grammar box.

Early finishers

Students change partners and repeat the activity.

Additional material

www.oup.com/elt/englishresult for extra practice material

www.oup.com/elt/teacher/result for extra teacher resources



How to tell a story

Orientation

Context
 In this lesson, students will focus on using the past tense to narrate a story.
 There are nine pictures, printed out of order, which illustrate the story *Nightmare Hotel*.
 The story tells the tale of a man who arrives at the *Nightmare Hotel* late one cold and windy night. He can't find a bell, receives no reply when he knocks at the door and can't see anything through the window. When he goes back to the door it's raining, he finds it open and so goes inside. Once inside, the hotel is in complete darkness and the front door closes behind him. He moves towards the stairs but then turns around to see a woman on the floor. She begins to tell him her story about when she also walked into the *Nightmare Hotel*.

Language

Focus grammar	past simple affirmative (regular verbs): <i>stopped, walked, etc.</i>
Preview grammar	ability in the past: <i>could, couldn't</i>
Focus words	verbs: <i>arrive, call, cross, decide, push, start, turn, wait, walk, etc.</i>
Recognition vocabulary	words: <i>bell, body, dead, floor, light, nightmare, noticed, etc.</i> past time expressions: <i>yesterday, last night</i>
Recycled language	the alphabet: <i>spelling</i> grammar: <i>past tense of be: was, were, wasn't, weren't</i> question words: <i>what, where, why</i>
Pronunciation	-ed endings: <i>I stop at the door. I stopped at the door. 9D.3-4</i>

Language note
 The examples in the grammar box simply show the contrast between the use of the present simple for repeated actions and the past simple for finished actions (at a definite point in time in the past). In *Nightmare Hotel*, the past tense is used for finished actions which took place at an unspecified time in the past.

End product
 Put it all together, students work in pairs to invent a story. They write notes together before telling the story to another partner. Students can base their story on *Nightmare Hotel* and the listening exercise 14, audio script 9D.5 on >> p.156. They try and tell the story from memory.

Warmer
 Begin by setting the context of horror films and nightmares.
 Ask *Do you like horror films?* e.g. Hitchcock or more up-to-date films. *Can you sleep after a horror film? Do you get bad dreams?*
 Tell students bad dreams are called *nightmares*. Tell them about your current horror film or ask them to talk about horror films they like now. Help with vocabulary but don't correct for accuracy. If there are no current horror films, ask who's seen them and what the story was.
 Write *How to tell a story* on the board.

A Read a poem

- In this section, students scan a verse for specific information.
- 1 Read through the instructions and tell students that they can talk about a hotel they know about. In pairs, students do the activity. Ask for volunteers to tell the class about their hotel. The class decides which hotel sounds the worst.
 - 2 **9D.1** Put students in pairs or small groups and direct them to the pictures. Ask students where the story takes place (*in an old hotel*) and what time of day it is (*at night*). Check any vocabulary questions and tell them to think about the sounds they would hear in a horror film called *Nightmare Hotel*. Direct them to picture number 1 and play the audio, pausing after each sound. Do not give the answers at this point.
- Teaching tip**
 Students don't have to be able to describe the sounds, but they might find it fun to make them before listening.
- 3 **9D.2** Direct students to *Nightmare Hotel* and tell them to read and listen to check answers. Ask them if they would go and see a horror film with this story.
- Picture sequence from left to right: 7 3 9 1 6 8 4 5 2
- 4 Go through the instructions and the example to check understanding. Students read through items 2-8 and answer any vocabulary questions. As students continue individually, monitor and help them find the information. Students compare in pairs. Check answers.
- 2 (It was) cold and windy. 3 (It) was open. 4 The door closed.
 5 Who's there? 6 On the stairs. 7 On the floor.
 8 No, she wasn't.
- 5 Go through the questions as a class, and put students into pairs or groups to talk about their answers. Ask for volunteers to tell the class their answers and the class decides on the best or most interesting answer to each question. Help students express their ideas but do not overcorrect for accuracy.

B Grammar past simple + regular -ed

- 6 Write the sentences from the grammar box on the board and label them A and B. Underline *every day* and ask *How often?* Underline *yesterday* and check when the action took place. Underline *walk* and *walked* and ask which verb is used to talk about the past. Underline *-ed*. Point to column B and ask *Am I walking to work now?* to elicit that the action finished in the past.
- Direct students to *Nightmare Hotel* and in pairs they underline the past tense verbs. Ask *When? Yesterday? In 2004?* Elicit or explain that we use the past tense to talk about actions in the recent or distant past. Elicit the answer to the regular verb spelling rule. (*Verbs in the past simple usually end with the letters -ed.*)
- Go through the notes on irregular verbs and spelling rules and ask students to find examples in *Nightmare Hotel*.
- Language note**
 With some verbs, three letters have to be added because the final consonant is doubled. Students can treat these as exceptions for now because the rule is difficult to explain.

- 7 Put students into pairs to make the past tense form of the regular verbs. Remind them to look at the spelling rule and *Nightmare Hotel* for help. Go through one or two examples on the board.

closed	knocked	noticed	turned
ended	looked	started	waited
	moved	stopped	walked

Extra plus

Students cover the spelling rule and write the past tense forms, then check their answers against the rule.

- 8 Students either tell the story directly or give them time to put the verbs in exercise 7 in the order they appear in *Nightmare Hotel*. Monitor and make a note of any pronunciation difficulties but do not correct at this stage.

C Pronunciation -ed endings

- 9 9D.3 Go through the instructions and ask *Nightmare Hotel*, Which column? (B.) Check students understand the activity. Play the audio, pausing after each item for students to say A or B. Make a note of any mistakes and play the audio again or repeat the sentences if necessary.

Teaching tip

In the past tense forms on the audio for exercise 9, the vowel in -ed is not pronounced. In these cases, the past tense ending may be pronounced either /t/ or /d/. The important distinction is between cases where the -ed is pronounced as an extra syllable and cases where it isn't. This is the focus of exercise 11.

- 10 In pairs, students test each other. Remind them that they can ask their partner to repeat, if necessary. Monitor and ask individual students to repeat if their pronunciation is unclear.

Teaching tip

Some students might find it difficult to pronounce the consonant cluster at the end of some past tense verbs, e.g. *walked* /kt/. If students find this difficult, put a word with a vowel after the verb, e.g. *walked into* so that the /t/ at the end of *walked* is at the start of *into*, so they say *walk into*.

- 11 9D.4 Go through the instructions and check understanding. Go through the sentences in the pronunciation box and model the two sentences to show the difference in the number of syllables. Play the audio while students read the sentences. Pause after each one and ask *One syllable or two?* Give the answer before students write the sentences in the appropriate column. Read the rule and elicit the answer from the class.

1-syllable verb: Nick knocked. Luke looked.

2-syllable verb: Stacy started. Wendy ended.

Rule: If the verb ends with the letters t or d, ...

- 12 Play the audio a second time for students to repeat. Monitor and give extra practice as necessary.
- 13 Students underline the verbs in *Nightmare Hotel* which have an extra syllable before they do the activity. They read the verse as a class first, tapping the rhythm on the desk. Students then read the whole of *Nightmare Hotel* one by one or alternate verses. Monitor and help with pronunciation.

D Listen for key words

In this section, students listen for gist and specific information.

- 14 9D.5 Tell students they will listen to another story. Ask them to look at the titles and to guess what the story is about. Students compare in pairs or small groups. Elicit ideas around the class and write some on the board. Play the audio and ask students if they still agree. Elicit why two titles aren't appropriate.

The Wrong House (*My Aunt's House* isn't a good title because, although the speaker was going there, the woman made a mistake. *The Old House* isn't a good title because the story doesn't tell us if the house the woman went to is old or new.)

- 15 Go through the instructions and tell students to read the verbs before listening. Play the audio. Students compare answers in pairs. Play the audio again if necessary. Do not give answers at this point.

Extra plus

Students tick the words from memory and listen and check.

Extra activity

Play the audio again. Pause at the following points and ask students to guess the next word: ... *stopped the (car)*, *knocked on the (door)*, *walked (inside)*, *complete stranger's (house)*.

- 16 After students have read audio script 9D.5 and checked their answers, ask why the verb *lives* is in the present tense (*because she still lives in a new house*). Point out how the speaker repeats words and pauses when she is telling the story.

noticed stopped walked waited

ABCD Put it all together

- 17 Go through the instructions and elicit some ideas for the end of the story and write them on the board. In pairs, students complete the story. Direct them to the audio scripts on >> p.156 to help with ideas. Students rehearse telling the story to their partner, looking up from their notes as much as possible.

- 18 Put students into different pairs, and tell them to think of a title for their partner's story as they listen.

Student performance

Students should be able to tell a short, detailed narrative.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students include interesting detail? exercise 4
Vocabulary	Do students use four or more different past tense verbs? exercise 7
Pronunciation	Do students usually pronounce past tense verbs correctly? exercise 13

I can understand and tell a story.

Students tick *on my own* if they need to look at their notes once or twice. They tick *with some help* if they need to look at their notes more than twice for help.

Early finishers

Students use dictionaries to make notes about another horror story they have heard. They tell their stories in small groups and vote for the most exciting story.

Additional material

www.oup.com/elt/englishresult for extra practice material

www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson students will write a postcard from their favourite city.

There is a postcard of Rio de Janeiro looking down from Sugar Loaf Mountain to Copacabana beach and another person in a tourist part of Istanbul.

Recycled language	words: <i>holiday vocabulary</i> grammar: <i>present continuous, past simple</i> other: <i>capital letters for names of places</i>
Recognition language	words: <i>favourite, greetings from, love, see you soon</i> preview grammar: <i>past tense question form</i>

End product

In *Put it all together*, students use notes to write a postcard from their favourite city (about 60 words). The postcard should include a greeting and a closing.

Preparation

Collect some picture postcards of popular foreign holiday destinations or tourist brochures.

Think about your own answers for exercise 3 if you want students to ask you the questions.

Warmer

In small groups, students brainstorm what people write on postcards. Now ask what people would write about if they visited Athens (*the Acropolis, Olympics, etc.*), New York (*Central Park, the Statue of Liberty, etc.*). Ask each group to write the name of a holiday destination on a piece of paper. Collect in and redistribute the pieces of paper. Set a short time limit for groups to come up with ideas. Groups tell the class what they would write on their postcard.

A Get ideas to write about

- 9E.1 Tell students that Avril is in Rio. Ask if anyone has ever been there, and elicit names of famous places, e.g. Copacabana, Ipanema beach, (on the postcard). In pairs, students look at the photo and try to guess the missing information before listening. Play the audio and pause after Avril's answer to each question. Play it a second time if necessary.

weather: hot and sunny

places to visit: the beach the forest the football stadium

- Give students a little time to think about their favourite place. Write the following cues on the board *city?*, *famous place?*, *weather?*, *stay?*, *visit?* Monitor and help students complete the table, checking capital letters for place names. Ask students to give information about their favourite city.
- Direct students' attention to the pictures of the woman (Avril) and the man (Victor) having a telephone conversation. Ask *Where is he? (Istanbul.)* Tell students to read the conversation and ignore the gaps, ask *Who is A? (The woman.)* Students complete the conversation using their notes from exercise 2. In pairs, students have the conversations. Monitor and help as necessary.
- Students swap roles and find out about their partner's holiday. Encourage them to look up from their books and use the cues on the board.

B Think about your reader

In this section, students think about the expectations of a reader by eliminating irrelevant information in a postcard.

- Students read the postcard. Ask *Where is Victor writing the postcard? (Istanbul, in a café by the sea.)* Go through the instructions and check understanding. Monitor and help as students do the activity individually and compare in pairs. Check answers.

I started school when I was four.

My mother makes very good cakes. Fish can swim.

- Use the example to check students understand the activity. Check answers.

Where are you staying? ... a hotel near the Bosphorus

What's the weather like? ... warm and sunny

What did you do yesterday? ... visited the Blue Mosque, the market and Galatasaray football stadium

Teaching tip

Students often find writing difficult when they can't think of anything to write. Thinking about the questions a reader might want answering is a useful technique and can help.

- Go through the instructions and the example. Students continue the activity in pairs. Monitor for the use of present and past tenses. Direct students back to lesson 9C if necessary.

Suggested answers

What's the food like? What are the people like?

What's the nightlife like? What did you do last night?

- Go through the instructions and put students with a different partner. Monitor to make sure they are taking turns to ask and answer and make a note of any repeated errors to go over.

AB Put it all together

- Go through the instructions as a class. Remind students to use capital letters for the names of places and to write neatly as other students will read their postcards.
- Students swap postcards and make a note of places they would like to visit. Students feedback to the class or small groups.

Student performance

Students should be able to write a postcard for an imagined reader. You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Have students included relevant information for a reader?
Organization	Have students written a greeting and closing?
Accuracy	Have students used the past tense appropriately?
Capitalization	Have students used capitals for names of places?

I can write a postcard.

Students tick on *my own* if they can write using the cues and without referring to the model in exercise 5. They tick *with some help* if they have looked three or more times at the model for guidance.

Early finishers

Students write about a different type of holiday, e.g. a horrible one, using language from 9C. Students compare with a partner.

Additional material

www.oup.com/elt/englishresult for extra practice material

www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember the questions

Write *You want to ...* on the board. Say situations 1–10 below and students write a question to ask.

1 go to the train station 2 go to a bank near the school 3 find out about your friend's last holiday 4 know what your friend did yesterday 5 find out how to pronounce a word 6 get to the airport 7 find out where the supermarket is 8 find out how to get to the station 9 find out about the weather 10 get from where you are now to the cinema

Suggested answers

- 1 Excuse me, how can I get to the station, please?
- 2 Excuse me, is there a bank near the school?
- 3 What was your holiday like? 4 What did you do yesterday?
- 5 Excuse me, how do you pronounce this?
- 6 Excuse me, how do I get to the airport?
- 7 Excuse me, do you know where the supermarket is?
- 8 Excuse me, how can I get to the station, please?
- 9 What's the weather like?
- 10 Excuse me, how do I get to the cinema from here?

A Grammar

1 Was, wasn't were, weren't 9C exercises 13, 14

Warm-up: In pairs or groups, students imagine a good party and write down as many words connected with it as they can. Students classify words into groups: nouns, verbs, adjectives. Elicit and write the words on the board in three columns. Ask which words would change if the party wasn't very good.

Set-up: Use the example to check students understand.

- | | |
|------------------------------|-------------------------------|
| 2 The music was horrible. | 4 The rooms was very hot. |
| 3 The food wasn't very nice. | 5 There was nothing to drink. |

Follow-up: In small groups, students tell each other about a different party. The group decides if it was good or not.

2 Was / were questions 9C exercise 8

Warm-up: Write *I went to a Japanese restaurant last night* on the board. Students, in pairs or groups, think of questions to keep a conversation going. Elicit questions around the class.

Set-up: Go through the instructions and example as a class, pointing out the connection between *cinema* and *film*. Check students understand that for items 3–5 they should use *Oh really?* to sound interested.

- 2 What was the food like?
- 3 Oh really? What was the weather like?
- 4 Oh really? What was the hotel like?
- 5 Oh really? What was the music like?

Follow-up: In pairs, students write five statements for another pair to make follow-up questions.

3 Past simple 9D exercises 6, 7

Warm-up: Give students three minutes to write notes about *Nightmare Hotel*. In small groups, students compare ideas and check on >> p.92.

Set-up: Use the example to show students that they have to find the appropriate verb and use the past tense.

- | | | |
|-----------|-----------|----------|
| 2 looked | 5 walked | 8 closed |
| 3 noticed | 6 knocked | 9 turned |
| 4 stopped | 7 opened | 10 asked |

Follow-up: Students draw two columns labelled *one-syllable verb* and *two-syllable verb*. They put the verbs from the gaps in the story into columns. They check answers using exercise 11 on >> p.93.

B Vocabulary

4 Instructions 9A exercise 8

Warm-up: Word soup. Write these letters on the board: a, a, e, e, e, g, g, g, h, k, o, t, t, n. Tell students they must use every one once and make four imperatives used to give instructions (*get, take, go, change*). Give the first letter of each word if necessary.

Set-up: Remind students not to look diagonally.

- | | |
|------------------------------|-------------------------|
| 2 Get off at Market Street. | 5 Go across the bridge. |
| 3 Go to the end of the line. | 6 Go past the bank. |
| 4 Change to the Circle Line. | |

Follow-up: Direct students to exercise 4 on >> p.87. Students write instructions to four places from Glasgow Central Station using the transport map on >> p.86. In pairs, they read the instructions for their partner to follow and say the name of the destination.

5 Directions 9B exercise 1

Warm-up: Students look at the map on >> p.88. Say some true and false sentences about different places, using *between*, *opposite* and *next to*. Students repeat the statements if they are true.

Set-up: Go through the example and tell students to use each phrase once for items 2–5.

- 2 The supermarket is opposite the station.
- 3 The craft market is between the castle and the museum.
- 4 The bar is at the corner of the crossroads.
- 5 The theatre is next to the station.

Follow-up: In pairs, students use *Pairwork 9A*, >> p.131 and >> p.135. They ask for directions from Central Station.

6 Directions 9B exercise 13

Warm-up: Set a time limit for students, in small groups, to write some directions using the plan. They mark places to show where words are linked in their directions together and check using *Directions* on >> p.88 and exercise 11 on >> p.89.

Set-up: Go through the first part of the instruction as a class

... turn right. Turn left at the corner. Go past the museum and turn right. Go past the theatre and the station is next on the left.

Follow-up: In pairs, students choose three different places and ask a partner for directions.

7 Adjectives 9C exercise 3

Warm-up: Choose one adjective from the options in items 1–7 for students to call out associated nouns.

Set-up: Use the example and ask students to explain why *friendly* and *polite* are wrong.

- | | |
|---------------|-----------|
| 2 noisy | 5 quiet |
| 3 comfortable | 6 boring |
| 4 expensive | 7 crowded |

Follow-up: In pairs, students create three questions similar to those in exercise 7. They prepare to say why other words are wrong, and swap with another pair. They correct the exercise together, explaining any problems.

Early finishers

Students think of a central place in their home town (or one they know very well). They write five sentences to give directions to important locations or transport information and mark where words are linked when spoken.

How to continue a conversation



Orientation

Context

In this lesson, students will practise talking about events in the past.

Ana's bag shows various receipts (from restaurants and shops), tickets (swimming pool, theatre, cinema and art galleries) and other documents. From the information (dates, prices and items bought) we can tell what Ana did the previous week. (See answer key for exercises 1 and 2.) Students may recognize some of the places, e.g. The Tate Gallery – an art gallery, NEXT – a clothes shop, DEON – cinemas.

In A good weekend Ana and Jim talk about their weekends.

Language

Focus grammar	past simple yes/no questions: <i>Did you go out last Friday?</i> past simple wh- questions: <i>Who did you meet?</i>
Preview grammar	irregular verbs: <i>buy, go, have, meet, see</i>
Focus words	time expressions: <i>last night, last week, weekend</i> places: <i>art gallery</i>
Focus phrases	<i>Did you have a good weekend?, Oh really?, What did you ...?</i> etc.
Recognition vocabulary	<i>go away, go for a swim, go out</i>
Recycled language	verbs: <i>buy, drink, eat, go, have, know, meet, see, think, etc.</i> places: <i>cinema, fitness centre, pool, restaurant, shops, theatre, wine bar</i>
Pronunciation	stress pattern in wh- questions: <i>Who did she know?</i> 10A.1–2

Language note

Gallery and museum are false friends in some languages. In English, a gallery is a place for art exhibitions. A museum is a place where historical artefacts are kept and displayed.

Culture note

In this lesson, students are introduced to strategies for keeping a conversation going, e.g. by replying to a question, adding information and then asking for extra information.

End product

In Put it all together, students add real or imaginary events to a diary on >> p.127. They find out what their partner did and use their notes to answer questions about their own activities. Conversations are based on audio 10A.3 on >> p.156 and exercise 10. Students have the first two lines of the conversation, and continue from memory.

Preparation

Collect receipts and entry tickets with recent dates, prices, etc. Students use them to talk about things people did (see Warmer).

Warmer

If you have some receipts, put students into small groups and share them out. Ask *What did I/he/she do? Where ...? What ... I buy?* etc. Set a time limit for them to find information. Write the questions on the board and ask for a volunteer to ask you yes/no questions and give a short yes/no answer. Nominate another volunteer to ask you the same question. This time, answer and give some details, e.g. say *Yes, I did. I went with .../No, I didn't, I ...* Write *How to continue a conversation* on the board.

A Read and find information

In this section, students scan short texts for specific information.

- 1 Write *Ana, Mon 23rd–28th May* on the board and ask students to look at *Ana's bag* for about one minute. Books closed. Elicit information about Ana's week and write suggestions on the board. When students have no more ideas, direct them to >> p.96 to check the information and then clean the board.

Go through the instructions and answer any questions about vocabulary, using the names of local places to help. Students continue individually and compare in pairs. Check answers.

Mon 23rd: to the pool

Tues 24th: to the shops

Wed 25th: to a wine bar

Thu 26th: to London

Fri 27th: to the cinema, to an Italian restaurant

Sat 28th: to the theatre, to a Chinese restaurant

- 2 Go through the instructions and the example. Make sure students understand that they use information from both boxes and join the sentences with *and*. Do one or two more as a class if necessary. Do not spend time on the past tense form of the verbs at this stage. In pairs, students continue. Monitor and help them make associations between places and activities.

To check answers, ask volunteers to say the sentences and see if the class agrees. If they don't, elicit another answer. Make a note of any problems, but do not correct for accuracy at this stage. Students will focus on the past tense of the irregular verbs in exercise 3.

She went to ...

the cinema and saw 'River of Time'.

the Footlights Theatre and saw 'An Inspector Calls'.

London and visited the Tate Gallery.

Virgin Records and bought a CD. Next and bought some jeans.

Luigi's and had spaghetti carbonara.

the Happy Buddha and had vegetable fried rice.

Blake's wine bar and met an actor called Paul Chan.

- 3 Elicit some examples of regular past tense verbs, e.g. *walk, talk, listen*. Tell students that there are a lot of irregular verbs in English and ask them to find them in exercise 2. Go through the answers as a class and give pronunciation practice.

2 went 3 bought 4 saw 5 had

Extra activity

Ask students to look again at *Ana's bag* to make more sentences, e.g. *She went to Luigi's and had some garlic bread.*

B Grammar past simple ?

- 4 Focus on the form of past simple questions. Write the question *Do you go out on Fridays?* on the board. Ask around the class and check students understand that the question is about Fridays in general. Nominate students and ask *Did you go out last Friday?* *Where did you go?* if appropriate. Write the past tense form of the question on the board, underlining *Did* and *go*. Elicit or explain that only the auxiliary verb changes to the past form.

Direct students to the grammar box to complete it in pairs. Go over answers as a class. Point out that when a past question

begins with other question words, e.g. *Where, What, When*, etc. the auxiliary *do* still changes to the past form.

present simple: **Where do you** go on Mondays?
When **does** his class start?
past simple: **What did you** drink last night?
Who did she meet for lunch yesterday?

- 5 Go through the example as a class to check students understand the activity. As students continue individually, monitor and give positive feedback for grammatically correct questions. Ask for volunteers to ask the questions.

2 What did you see ...? 5 What did you visit ...?
3 What did you have ...? 6 Where did you go ...?
4 What did you buy ...?

Extra help

Write some more cues on the board for students to make the questions, e.g. *Virgin Records, the Footlights Theatre*.

Extra activity

Students write past simple questions to ask a partner. They change the names of the days of the week and the places. Monitor for accuracy in question forms.

C Pronunciation stress in *wh*- questions

- 6 **10A.1** Draw the stress pattern O o o O on the board and direct students to look at the sentences in columns A and B. Point to the pattern and ask *Present or past? (Both.)* Go through the instruction and play the audio, tapping to the rhythm and pausing after the first item. Ask *A or B? (B.)* Explain that students will hear one sentence only from each row. Play and pause the audio after each item. Repeat the activity if necessary.

Language note

The rhythm O o o O is characteristic of *wh*- questions in English. This is because the *wh*- interrogative and the main verb are stressed, while the words in between (the auxiliary verb and the pronoun) are unstressed. The grammar is reflected in the pronunciation. Also note that it is usual in *wh*- questions for the intonation to go down at the end.

- 7 **10A.2** Play the audio, pausing after each item for students to repeat. Tap the desk to help students maintain the rhythm and do the activity to drill the rhythm again if necessary.
- 8 Put students into pairs and remind them that they can ask for repetition if they didn't hear the rhythm clearly. Monitor and check pronunciation and give positive feedback as appropriate.

D Practise conversations

- 9 Read the question and draw a smiley on the board to show that by *better* we mean *more friendly* (or polite) in this context. Go through item 1 together. Divide the class into half A/B. Ask the first question and cue the As to reply. Ask the question again, this time cueing the Bs to reply. Ask *Which is better? (B.)* See if students can explain why (*B gives more information*). Ask students if this is the same in their language. Role play the other conversations with the class. Go over the answers together.

1 b 2 b 3 b 4 b

- 10 Go through the instructions and do the exercise as a class, referring back to the conversations in exercise 9.

a 2 b 1 c 4 d 3

- 11 **10A.3** Go through the instructions and direct students to *A good weekend*. Play the audio while students listen and read the

conversation. Play the audio a second time and pause after an example of each tip and elicit the answer.

Ana Yes, I went to the theatre on Saturday. = tip b
Jim What did you see? = tip d
Ana What did you do? = tip a
Jim I went to Blake's on Friday. = tip c

Extra help

Write *I went to the cinema in town yesterday with my friend Paul* on the board. Underline *cinema, town, Paul* and elicit questions, e.g. *Which cinema did you go to? What did you go and see? Where in town? How's Paul?* Tell students that *things, places, and people* are topics to listen out for to keep a conversation going.

Extra activity

Students write a sentence with three elements (person, place, and thing) on a piece of paper. Collect in the papers, read the sentence and give students time to think of questions. Volunteers ask the questions to the person who wrote the sentence.

- 12 Ask students to see if they have any receipts or tickets for anything they did last week or weekend. If they don't have any, tell them to invent three or four like the ones in *Ana's bag*. Put students into pairs and monitor and help as necessary while students write and practise their conversations.
- 13 Tell students to change partners and to have the conversation from memory. Monitor and give positive feedback, and make a note of any language problems to revise at the end.

ABCD Put it all together

- 14 Tell students to turn to >> p.127 and write last week's dates in the diary. Remind students to use the tips and put them in pairs to continue the activity.

Student performance

Students should be able give informative answers to questions.

You can use this checklist to monitor and give feedback or to assess students' performance.

Communication strategy	Do students give informative answers to keep the conversation going? exercise 12
Fluency	Do students ask questions without a lot of hesitation? exercise 8
Vocabulary	Do students talk about four or more different activities? exercise 2
Pronunciation	Do students try to use stress in <i>wh</i> - questions? exercise 8

I can continue a conversation.

Students tick *on my own* if they have found out about what their partner did the previous week and can add some extra detail to the diary. They tick *with some help* if they looked at Jim and Ana's conversation two or three times for ideas.

Early finishers

Students have their conversations in exercise 14 in small groups. The group listens and counts the number of tips they hear. The group decides who had the most interesting week.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about a career

10B

Orientation

Context

In this lesson, students will practise talking about personal past experiences.

The picture page shows the filming of a comedy show for channel TV6. In this episode, *A job interview*, Robin Banks goes to a job agency for an interview and during this we learn that Robin is a petty criminal. His name is associated with his criminal nature (it sounds like 'robbing banks'), and as he leaves he returns a mobile phone he's taken off the desk during the interview.

Most of the humour in the comedy show dialogue is the result of a clash of expectations e.g., Robin says he went to Oxford, we are meant to assume that he's referring to Oxford University, not the bus station.

The cartoons, *Robin's career*, illustrate some of the incidents he's been involved in.

Language

Focus grammar	irregular past forms: <i>bought, did, got, left, made, make, went</i> , etc.
Focus words	careers: <i>arrive, interview, job, join, stay, study</i> , etc.
Focus phrases	<i>come in, got married/a job, sit down, thank you for coming</i> , etc.
Preview language	saying years: <i>1995</i>
Recognition vocabulary	words: <i>job</i> (slang <i>committed a crime</i>), <i>rob</i> time phrases: <i>after that, for a while, for six months</i> , etc.
Recycled language	time expressions: <i>in 1998</i> past simple regular verbs: <i>started</i> wh- questions: <i>When did you leave school?</i>
Pronunciation	wrote /t/ or rode /d/ 10B.2

Language note

The word *career* might be a false friend, e.g. '*carrera*' in Spanish, means *degree course*. In English, it means the job a person does, usually professional, requiring study or training.

End product

In *Put it all together*, students take turns to answer questions about their own or an imagined career based on ideas they have made a note of in exercise 15. Students practise with a partner a few times before being interviewed by and interviewing two other students.

Preparation

Students will need dictionaries for this lesson.

Write your own or an imaginary career for exercises 14 and 15.

Warmer

Ask students to tell the class about any experiences they (or anybody they know) have had at interviews. Elicit the type of questions people ask at a job interview and ask if they are fun. Write *How to talk about a career* on the board.

A Read a funny story

In this section, students skim a dialogue for gist and then scan a story to show they have understood the main ideas.

- 1 Put students into pairs to brainstorm jobs vocabulary they know. Ask around the class for names of jobs and ask students if they would like to do the particular job or not.
- 2 Direct students to picture 1 in *A job interview* on >> p.98. Elicit or explain that the text is the script of an episode in a TV comedy series. Ask students the name of the person being interviewed for the job (*Robin Banks*) and write it on the board. Set a short time limit for students to decide if Robin will get the job. Elicit opinions around the class.

Suggested answer

No, probably not. He's been in prison, he admits to stealing mobile phones, he tried to rob a bank and he takes a mobile phone off the desk during the interview. He's honest though: he tells the truth and he returns the phone at the end.

- 3 Use the example to show students how they scan the text to do the matching exercise by finding the key words *took mobile phones* and *bags* to get the answer. Monitor and help as necessary while students work individually and then compare in pairs. Check answers.

b 2 c 8 or 9 d 4 e 7

- 4 Go through the example as a class to check students understand the activity. Ask for the number of the picture with the information in item 1 (*picture 2*). Students continue individually and compare in pairs. Monitor and help but only explaining past tense forms of the verb if necessary at this stage. As you go over the answers as a class, ask for picture numbers where students found the information.

2 False (picture 4) 3 False (picture 6) 4 True (picture 7)
5 False (picture 9)

- 5 Direct students to the title of the section *Read a funny story* to place the text in its wider context – a TV comedy show. Give students time to read the text carefully and, in pairs, to predict where a TV audience laughs.

Language note

Students often confuse the words *fun* and *funny*. If something is fun, people enjoy doing it, e.g. going to the cinema, or maybe even going to work or school. If something is funny, it makes you laugh.

- 6 **10B.1** Play the audio and pause at each laughter point for students to check their answers.

Extra plus

Play it a second time, pausing at the laughter places again, and see if students can explain why the audience laughs. Do not overcorrect for accuracy, but help students get their ideas across.

- 7 Put students into pairs to 'act out' the interview. Monitor for word order in questions and how expressive students are being with their voices. Give positive feedback and refer to specific examples of what students said and how they said it.

Extra activity

Take the part of the interviewer and ask for a volunteer to be Robin. Read the comedy dialogue. The class laughs at appropriate places.

B Grammar past simple regular and irregular

- 8 The lead-in exercise to the grammar section is based on past tense forms students are now familiar with. Go through the example as a class and ask students to give you the picture number when they find the word *joined* (3). Explain that the words in the exercise are not in the same order as the pictures. Ask for volunteers to give the answers. Monitor for correct pronunciation and give extra practice if necessary.

2 left (2)	5 arrived (9)	8 got (8)
3 took (4)	6 drove (4)	9 sold (7)
4 worked (7)	7 went (5)	

Extra plus

Students guess the past form of the verbs before looking through the interview to check.

- 9 Go through the two examples as a class and ask students to continue writing the words in the box. Make sure students check their spellings before you go through the answers.

regular: worked, arrived
irregular: left, took, went, got, sold

Extra help

In pairs, students write true/false sentences about Robin using the past forms of the verbs and then say their sentences to the class. The class repeats the sentence only if the information is factually correct.

- 10 Direct students to the dictionary entry for *think*. Tell them a dictionary gives information about grammar of words as well as meaning. Monitor and help if necessary, encouraging students to guess the past tense of the verbs before they check in their dictionaries. Go through the answers as a class and ask for spellings.

become – became	pay – paid
drink – drank	ride – rode
give – gave	send – sent
know – knew	think – thought
make – made	write – wrote

C Pronunciation wrote /ʊ/ or rode /d/

- 11 **10B.2** Draw two columns on the board and write /ʊ/ and /d/ at the top of each. Write the first sentence in the first column and check students understand what it means. Write the second sentence in the second column. Elicit or explain that the difference between them is the pronunciation of /ʊ/ or /d/ and show that pronunciation can make a difference to meaning. Read through the examples before students listen. Play the audio and pause after each item for the class to say A or B. Make a note of problems and give extra practice if necessary.
- 12 Tell students that their pronunciation of the sentences doesn't have to be perfect, but that they should pay attention to /ʊ/ and /d/ when they say the sentences. Put students into pairs. Remind them that they can ask for repetition if they don't understand or spell a word to explain to their partner what they said. Monitor and check students are either saying the sentences clearly enough for their partners to distinguish between /ʊ/ and /d/, or finding another way to explain what they said.

Extra help

If students need more pronunciation practice of /t/ and /d/, make the sounds in isolation. Put your hand on your neck to show that, for the /d/ sound there is voice from your throat. In the /t/ sound there is no voice, but you feel air being expelled from your mouth. Use the following minimal pairs for extra practice: *down/town, code/coat, wide/white, stayed/state, played/plate*.

D Vocabulary careers

- 13 Students read the short job descriptions and match the texts with photos a–c. Ask for volunteers to give the answers. Go through any vocabulary questions with the class or encourage students to check in their dictionaries

a 2 b 3 c 1

- 14 Go through the instructions and do an example on the board with the class. Use your own (imaginary) career or elicit a four-line version of Robin's career and write it on the board. Tell students to write a career description (their own, somebody's they know or one they would like to have) and to look at the verbs in exercises 9, 10, and 13 for ideas. Monitor and help as necessary. Volunteers read their lines and the class votes for the most interesting or the one which sounds most fun.

ABCD Put it all together

- 15 Go through the instructions, adding more lines to the board model or one of the texts in exercise 14. Students add lines to their own 'careers' so they have more to say in the final fluent activity.
- 16 Elicit the four conversation tips or direct students back to >> p.97, exercise 10. Go through the instructions and nominate or ask two students to read the example. Ask students which good conversation tips they heard (*showing interest* and *asking questions*). Students continue in pairs, taking turns to interview each other. Give them time to practise as the interviewer a few times each. Tell students to interview two other students and see who has the most interesting career.

Student performance

Students should be able to give factual information in response to questions.

You can use this checklist to monitor and give feedback or to assess students' performance.

Accuracy	Do students use most regular past tense forms accurately? exercise 9
Vocabulary	Do students talk about four or more career activities? exercise 14 Do students use four or more different verbs? exercise 14

I can talk about a career.

Students tick *on my own* if they can answer questions about their career. They tick *with some help* if they need to look at exercise 13 up to three times for help.

Early finishers

In small groups, students take turns to do the interview in exercise 16 with a different partner. The group decides who uses the most conversation tips.

Additional material

www.oup.com/elt/result for extra practice material

www.oup.com/elt/teacher/result for extra teacher resources

How to talk about what happened

10C

Orientation

Context

In this lesson, students will practise using irregular verbs to narrate a story in the past.

In *The people*, the three black and white photo stills introduce the three main characters and a short explanation of the role each one plays in the crime.

In *The crime*, the pictures illustrate key aspects of the mystery story.

Language

Focus grammar	past simple: <i>Did Lisa buy a car? No, she didn't. Her father bought a car for her, etc.</i>
Focus words	<i>dead, die, died, drank, gave, hated, kill, left, paid, plan, planned, put, saw, use, etc.</i>
Recognition vocabulary	words: <i>crime, detective, good-looking, must, poison, somebody, toothpaste, married, whodunnit, etc.</i> phrases: <i>fell in love, go wrong, got rich, etc.</i>
Recycled language	past simple verbs: <i>bought, had, stopped, visited, went, etc.</i> family: <i>boyfriend, daughter, father, wife</i> other: <i>badly, expensive, poor, rich, was born</i>
Pronunciation	stress in auxiliary <i>didn't</i> : <i>She didn't want a job. 10C.1</i>
Discourse	pronoun substitution across sentences: <i>Where did Lisa's mother go? She went to Australia.</i>

Language note

The word *Whodunnit!* has become a catch-phrase which describes a type of film or book based around finding out who was responsible for committing a crime. Famous examples are Agatha Christie stories. It is spelt with double *n* in British English, but one *n* in US English.

End product

In *Put it all together*, students work with a partner and choose ten key words from *Whodunnit!*. They expand the words into notes and use these to retell the main events of the story.

Preparation

The story is built up in stages throughout the lesson, so check you remember the main events of the situation and the crime.

You could put the main events, as they occur in the story, on an overhead transparency (see answer key, exercise 2) and the summary of the crime (audio script 10C.2).

Warmer

Write *Whodunnit!* on the board and ask students what they think the word means. Ask them for the names of famous murder mystery films, stories or writers, e.g. Sherlock Holmes, Agatha Christie. Put students into groups and ask them to invent their own murder story, using all these words and numbers: *man, woman, poor, daughter, rich, young, beautiful, kill, poison, 40, 21, 24, 55*. Groups read their stories out to the class and vote for the best one.

Write *How to talk about what happened* on the board.

A Read for detail

In this section, students use headings and reference words to scan texts to locate key information.

- 1 Go through the instructions and the example as a class. Direct students to *The people* and *The crime* and ask where they think they would find information about Ernie's first wife (*The people*). They read the text quickly to see if they were right. Ask *Is Clara 'he' or 'she'? (She.)* Explain that they will have to look quickly over the text for the name *Clara* or the personal pronoun *she* to find the answer for item 2. Remind them not to read every word. Monitor and help as students continue in pairs. Go over the answers, asking students which paragraph they found the answers in.

2 Nigel 3 Lisa 4 Jackie

Extra help

If necessary, go through the second item as a class. Help students to follow the reference in the first paragraph to *Clara* and to look at the titles of the texts, in pairs. Repeat for item 3 and see if students can do item 4 on their own.

- 2 Focus students' attention on the key factual information. Ask them to read through the items and answer any vocabulary questions before they start. Direct students to the first fact and ask them to find it in the text on >> p.100. Do one or two more examples until you feel students are comfortable and monitor and help as they continue in pairs. Go through the answers.

2 Ernie got married when he was 40. 3 Ernie and Clara had a child. 4 Ernie's wife Clara left him. 5 Ernie bought a flat for Lisa. 6 Jackie worked for Lisa. 7 Lisa didn't pay Jackie well. 8 Jackie married Ernie. 9 Ernie stopped Lisa's money. 10 Lisa wanted to kill Jackie.

Extra help

Before students start to put the sentences in chronological order, go through each one and ask students to find the section in *Whodunnit!* where the information occurs (1-4 *Ernie Fortune*, 5-7 *Lisa*, 8 *Jackie*, 9-10 *The crime*).

Extra activity

Make true/false sentences about the main characters and key facts, saying them in chronological order according to the story. Students repeat the sentences only if the fact is true, e.g. say *Ernie got married when he was 45*. The class remains silent.

- 3 Questions 1-6 focus students' attention further on key factual information. Go through the example as a class, and elicit or explain that the use of *she* for Lisa's mother is to avoid repeating the same word. Students continue in pairs. Monitor and help as necessary, only explaining the past tense question form if necessary at this stage. Check answers.

2 He lived in a country house/a house in the country.
3 She got a flat in the city. 4 She worked for Lisa.
5 She hated Lisa. 6 She wanted to kill Lisa.

Teaching tip

In sentences which include reference to Lisa and Jackie (both female), check students haven't used the personal and object pronouns which make the sentence difficult to understand. If students have written *She hated her*, explain that this is confusing. One of the people must be named.

B Grammar past simple □ ?

- 4 Draw three columns on the board, +, -, ? and write *Jackie died*. in the first column. Elicit the sentences for the other two columns, *Jackie didn't die*. and *Did Jackie die?* Underline *didn't* and point out that the negative is placed with the auxiliary *do* in the past. Remind students that *Did* is placed before the subject and the bare infinitive *die* is placed after the subject in the question form. Tell students to complete the second column and go over the answers as a class.

– Jackie **didn't** see Lisa. ? Did Jackie see Lisa?

- 5 Go through the instructions and the example as a class. Tell students that when we give a negative answer to a question we normally give more information. Students work in pairs to answer the questions using the information in the texts. Go through the answers as a class.

2 No, she **didn't**. She gave money to Jackie.

3 Yes, she **did**.

4 Yes, she **did**.

Extra activity

Ask students *What do you think?* questions about the other characters, e.g. *Did Nigel/Ernie/Lisa die?* to elicit sentences in the positive and negative forms. Do not respond to the information at this point.

- 6 Go through the example with the class, making sure students see how to use the verb at the end of each sentence. Students complete the sentences individually. Monitor and help as necessary and ask for answers around the class.

2 **didn't** leave, left 3 **didn't** go, went 4 **didn't** buy, bought

C Pronunciation *didn't*

- 7 **10C.1** Tell students to read the verse about Jackie. Ask *Who was Bob?* (*Jackie's boyfriend, who was poor.*) Write the first two lines of the verse on the board and mark or elicit the stressed syllables and words (*Jackie wanted money* ○ ○ ○ ○ ○ *She didn't want a job* ○ ○ ○ ○ ○). Play the audio and pause after each line for students to repeat, tapping the rhythm. Play the audio a second time if necessary.

Language note

Auxiliary verbs (*be, do, and have*) are stressed in negatives and help the listener hear that the verb is **not** in the affirmative.

D Listen for key facts

In this section, students block out detail in a conversation to focus on the main facts.

- 8 Students think about possible events in the next part of the story to prepare them for the listening. Direct students to *The crime* and the pictures at the bottom of >> p.100. Go through the instructions and ask students to read questions 1–7 and check vocabulary. Do one or two items as a class before students continue in pairs. Monitor and give praise for correct sentences in the past tense. Elicit suggestions around the class, but do not tell students if their ideas are correct at this point.

- 9 **10C.2** Play the audio for students to check the answers. Play it a second time if necessary. Elicit answers around the class and accept short responses, e.g. *in Jackie's toothpaste*.

1 Yes, she **did**.

2 She put it in Jackie's toothpaste.

3 No, she **didn't**.

4 No, he **didn't**.

5 Yes, she **did**.

6 She phoned Lisa.

7 Your father's dead.

Language note

Explain the difference between *died* (past tense of *die*) and *dead* (adjective) if necessary.

Teaching tip

When you go over the answers to questions 1–7, do not mention the end of the story. Students will listen again to the whole conversation and focus on this.

- 10 Read the instruction and ask students not to say anything if they think they know the answer (*Lisa died*). Books closed. Students listen again to the conversation.
- 11 Put students into A/B pairs to ask and answer the questions in exercise 8. Student A asks questions 1–4 for student B to answer. Student B continues. Monitor and encourage students to look up as they answer. Check you can hear the negative *n't* and give positive feedback.

Extra help

Write *did* and *didn't* on the board, and label them A/B. Do a minimal pair exercise by saying the words randomly for students to say A or B. Students continue in pairs.

ABCD Put it all together

- 12 Go through the instructions and ask students what type of words are key words (*nouns, verbs, adjectives*) and point to the words on the board from the *Warmer*. Tell students to find seven key words (not including names of people) to help them tell the story. Students begin by reading *Whodunnit!* again, noting important words, before reducing the list to seven.
- 13 In pairs, students compare lists and choose ten words. Tell them to look for words they both have chosen first before discussing others.
- 14 Go through the instructions and write the examples on the board and elicit or explain that all grammatical words have been omitted from the notes. Encourage students to check that their notes are in chronological order.
- 15 Tell students that as they listen to their partner, check that they hear the main points of the story in chronological order.

Student performance

Students should be able to retell a short narrative.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students include the key facts of the story? exercise 11
Coherence	Do students tell the main events in chronological order? exercise 2
Pronunciation	Do students pronounce <i>didn't</i> clearly enough? exercise 7

I can talk about what happened.

Students tick *on my own* if they have given all the main events. They tick *with some help* if they miss out one or two points or tell some of the events in the wrong order.

Early finishers

Students choose a character in the story and make notes of important events which happened to them. In pairs or small groups, they tell the story for others to guess who they are.

Additional material

www.oup.com/elt/result for extra practice material

www.oup.com/elt/teacher/result for extra teacher resources

How to talk about life stories

Orientation

Context
In this lesson, students will focus on describing events in the lives of important people.
The Nobel Prize is one of a number of prizes which is awarded annually for achievements in physics, chemistry, medicine, literature, and the promotion of peace. The prize is named after Alfred Nobel who bequeathed money for the award.
The panel, *Alfred Nobel*, describes his life story with the paragraphs in the wrong order.
Nobel Prize winners includes some key information (dates and places) about different people who have won the prize. The life of one of the prize winners, Pablo Neruda, is the topic of 10E.

Culture note
The term *primary school* is used in different countries but the ages of children who attend this type of school often vary. In England, children normally go to secondary school from the age of 11 and they have to stay there until they are 16. They can continue until they are 18 or they can go to a further education college. Some education words are false friends, e.g. a *college* does not always mean the same thing in different languages.

Focus words	careers: <i>army, businessman, engineer, farmer, scientist, etc.</i> past tense verbs: <i>moved, returned, spoke, started, studied, etc.</i> education: <i>certificate, history, primary/high school, subject, university, etc.</i>
Focus phrases	time phrases: <i>after that, and then, in 1863, When he was nine ..., etc.</i>
Recognition vocabulary	<i>became, chemical, could, dangerous, dynamite, ill, medicine, peas, price, sciences, won, etc.</i>
Recycled language	<i>died, got married, left, made, 1967, etc.</i>
Pronunciation	/s/ or /z/: <i>peace /s/ peas /z/ 10D.1</i>

End product
Put it all together, students work in groups of four. Each student has information in note form, and uses this to describe the life of one of the famous people on >> p.102. The description is based on audio script 10D.4 on >> p.157. They also guess the identity of the people being described.

Preparation

Collect some biographical information about a recent Nobel Prize winner to demonstrate *Put it all together* and use for the *Warmer*.

Warmer

Write *The Nobel Prize* on the board and ask students what they know about it. Ask *Why is it called the Nobel Prize? When was the first prize? Who has won it?* and give some general background information (see Context).
Ask students which famous people they think should win the prize this year, and get them to say a little bit about the person to the class. Do not correct for accuracy at this stage. Write *How to talk about life stories* on the board and tell students to open their books >> p.102. Students look at the pictures. Ask if they know any of the people and can tell the class anything about them.

A Pronunciation /s/ or /z/

- 1 10D.1 Write the title *Nobel Prize winners* on the board and ask students which of the pictures a–d relates to the title (a, d). Draw two columns on the board, /s/ and /z/. Write *price* and *peace* in the first column and *prize* and *peas* in the second. Play the audio, pausing after each phrase for students to call out the picture letter. Repeat if necessary.

Extra help
To help students, say the two sounds in isolation. Say /s/, like a snake hiss and /z/, like the buzz of a bee. Label the columns 1 and 2 and model the words. Say *prize* and ask students if they hear sound 1 or 2. Repeat with *price, peace, peas*.

- 2 In pairs, one student says a phrase, the other says a, b, c, or d. Give students a couple of minutes to practise this and encourage them to ask for repetition.

Extra help
Say /z/ and indicate that they should feel vibration. Say /s/ and indicate that there is no vibration. Say the sounds alternately to help students hear the difference. Point to words on the board and ask students to repeat.

B Read for detail

In this section, students think about what they know about a topic before reading a narrative.

- 3 Students read items 1–3 and complete the activity with a partner. Remind them there might be more than one answer. Do not give answers at this stage.
4 Direct students to *Alfred Nobel* on >> p.102 and set a time limit for them to check answers.

1 businessman/scientist 2 Sweden 3 Russian

- 5 Tell students to look again at *Alfred Nobel* and ask *Are the paragraphs in the correct order? (No.)* Direct them to paragraph C (numbered 1) and ask *Which words tell us that this is the first paragraph? (name, born, 1833, the earliest date in the text).* In pairs, students decide which one is the next paragraph (E). As students continue, monitor and direct them to key words. Elicit answers around the class, and ask for examples of words which show which paragraph is the next one.

1 C 2 E 3 B 4 A 5 D

- 6 Go through the example. Check students understand that the dates are in chronological order and so they only need to look through the texts for the numbers. Students continue individually. Check answers.

1842 went to St Petersburg
1852 returned to St Petersburg and worked in father's business
1863 returned to Sweden
1867 made the first dynamite
1896 died

Teaching tip
To prepare for the next exercise, ask questions about Alfred Nobel, e.g. *When was he born?*

C Say years

Students review how to say numbers to help them listen for key information in the next section.

- 7 Write some numbers on the board, e.g. 18, 19, 2000, 2009, 67 and ask the class to say them. Go through the example as a class. Monitor and help if necessary as students complete the exercise individually.

2 1914 3 1890 4 1905 5 1900 6 2003

- 8 Go through the example. Ask the question and nominate a student to answer. In small groups of three or four, students write three more questions. Ask for ideas and put them on the board, e.g. *born? leave school?* Monitor and help with pronunciation as students ask and answer.
- 9 **10D.2** Check students understand the activity. Remind them that the years are either horizontally or vertically next. They don't move diagonally. Play the audio and pause after each item to give students time to mark the route. Students compare their routes. Play the audio a second time if necessary.

Start 1990, 1909, 1945, 1999, 1995, 2001, 2004, 2003, 1830, 1918, 1916, 1980, 1981 end

- 10 Divide the class into pairs to do the activity. Check students swap roles. Monitor and check they are saying years correctly and make a note of any repeated errors to go over as a class.

D Vocabulary education

- 11 Draw three columns on the board and copy the verbs in each one. Go over one or two examples as a class. In pairs, students continue. Check answers. Ask students about education in their country, e.g. *Do you have a school leaving certificate? How old are you when you go to secondary school?*

go/leave: primary school, secondary school, university
study: chemistry, history, literature
get: certificate, degree, diploma

- 12 Ask students to think about more education words, e.g. *place: college, polytechnic, institute, subjects: Maths, Biology, Computer Science, qualifications: PhD, Masters Degree*. Monitor and help as necessary.

E Listen for key facts

In this section, students identify the text type before listening for key information.

- 13 **10D.3** Go through the instructions and check understanding. Play the audio. Point out or elicit the differences between the three types of programmes.

c a quiz game The speaker begins by saying *OK, first one, number one ...*, suggesting there will be more items to follow.

- 14 In pairs, students find the second example of repetition in the text (*degree*). Explain that people often stop in the middle of a sentence and then start again or make noises like *'ehm ...'* when they are not reading.

- 15 **10D.4** Direct students to *Nobel Prize winners* and tell them to listen to find the answers. Play the audio.

1 Martin Luther King 2 Marie Curie 3 Mother Teresa

Teaching tip

The listenings for this exercise are deliberately long. In some ways this makes it easier, because the speaker repeats the information in different ways. If students don't catch the information at first, they are given more chances later. Encourage them not to give up. They should try to ignore what they don't understand and gradually pick up more and more words as they go along.

- 16 This exercise raises students' awareness to the fact that that they will have realized the answer at different points and that there is often more than one place where they can understand information in a listening. Direct students to the audio script to remember the point in the text when they know the answer. In pairs, students show each other when they know the answer and which information helped them.

ABCDE Put it all together

- 17 In groups of four, students decide who is A, B, C, and D. Give them time to read the information and remind them to use *'ehm'* and repeat words if necessary.

Student performance

Students should be able to describe events in a narrative in chronological order.

You can use this checklist to monitor and give feedback or to assess students' performance.

Coherence	Do students tell the main events in chronological order? exercise 6
Fluency	Do students use <i>'ehm'</i> and repeat words to avoid long pauses? exercise 14
Pronunciation	Do students say years clearly? exercise 10

I can understand and talk about life stories.

Students tick *on my own* if their partner has identified the person being described. They tick *with some help* if their partner has needed to ask and answer questions to find the identity of the person being described.

Early finishers

Students choose a Nobel Prize winner from the lesson. In pairs or small groups, students write quiz questions for other pairs/groups to guess who it is.

Additional material

www.oup.com/elt/result for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will focus on writing personal biographical details.

In the facsimile book cover, students are given biographical information about the Chilean Poet and Nobel Prize winner, Pablo Neruda. His real name was Neftali Reyes Basoalto, but he changed names to that of his favourite poet when he was 20.

Recycled language	past simple positive (regular and irregular verbs), question formation, time phrases
Recognition language	words: accountant, economics, firm, grades, ill, mathematics, still phrases: couldn't go, it's called

End product

In *Put it all together*, students use their notes from exercise 7 to write a chronologically organized paragraph (about 60 words) of personal biographical details. The paragraph should be loosely based on the model in exercise 2.

Warmer

See if students remember the names of any of the Nobel Prize winners from 10D. Write an anagram of the poet's name on the board, e.g. *alnrupboeda*. Tell students he is one of the Nobel Prize winners and ask them to find the name on >> p.102.

A Read for key facts

In this section, students read for specific information and detail in a biography.

- 1 Go through the instructions and check students understand the activity. Ask for a volunteer or nominate a student to go through the example. Tell students that they can write notes next to the facts as they find out the information.
- 2 Write *Did he write crime stories? What language did he write in?* on the board and give students one minute to find the answers in the text. (*He wrote poems about love in Spanish.*)

Tell students to read the text carefully and to use all the words and phrases in exercise 1. Monitor and help as necessary. Check answers. Ask students if they found out anything interesting about Pablo Neruda. (*He wrote his first poem when he was only 13 years old.*)

2 1904	7 Rangoon, Burma
3 a town called Temuco	8 Literature
4 first poem	9 1971
5 13 years old	10 1973
6 French	

B Get ideas for writing

In this section, students talk about important dates, people and places in their lives.

- 3 After students have written five key words, tell them to make a note of why they are important on a separate piece of paper. Monitor and help as necessary.
- 4 Go through the instructions and check understanding. In pairs, students continue the activity. Monitor and note down any past tense language problems to go over as a class. Students change partners and repeat the activity for extra practice.

C Organize ideas for writing

In this section, students are given practice in organizing content for writing chronologically.

- 5 Read through the information in the first column and students write the words in the column. Check answers.

1 born 4 work 5 now

- 6 Direct students to the second column and the text in exercise 2. Students complete the second column individually and compare in pairs.

Possible answers

early life: 7, Temuco first poem, 13 years old

education: French, University of Chile

work: Rangoon, Burma

now: 20th century

- 7 Monitor and help students use their information from exercise 3 to complete the third column.

Teaching tip

Change the sections to suit your students, e.g. for younger learners, education could be *primary and secondary school* and for older learners, work could be *marriage and family*.

ABC Put it all together

- 8 Students use their notes in exercise 7 and write their biodata. When they have finished, ask them to review their writing and check the sequencing of information, tenses, spelling, and use of capitals. Remind them that another person will need to be able to read what they have written.
- 9 Put students into pairs as they finish writing and tell them to ask two or more questions about their biodata. Remind them of the questions in exercise 3.
- 10 Students give their writing to a partner. If they think there is something missing they should tell their partner what they would add.

Student performance

Students should be able to write a short paragraph containing chronologically ordered factual information.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Have students included all the necessary information?
Coherence	Have students sequenced information chronologically?
Accuracy	Have students used past tenses appropriately?
Spelling	Have students spelt irregular past tenses correctly?

I can write my biodata.

Students tick *on my own* if their partner signals they have included all the necessary information. They tick *with some help* if they have had to refer to the text in exercise 2 and their partner suggests that they should include more information.

Early finishers

Students add five more key facts to their information in exercise 3. They work with a new partner to ask and answer questions.

Additional material

www.oup.com/elt/result for extra practice material

www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember the questions

Put students into small teams to write as many questions as they can using these words in three minutes: *do, London, she, that, to, went, in, eat, where, did, Friday, about, what, he, you, on, after, meet, live, out, see, last, who, I, go.*

Students can use the words as many times as they want.

Nominate a student from each team in turn to say a question and don't accept repeat sentences. The class decides if the question is correct and awards two points. For a wrong answer, give the first team to correct the question two points.

Suggested answers

Who did you/he/she meet last Friday?
Where did you meet/go last Friday?
What did you/he/she do last Friday?
Did you/he/she go to London on/last Friday?
Where do you live? Did you/he/she live in London?
What about you?
What did you do after that?

A Grammar

1 Irregular verbs 10B exercises 9, 10 10C exercise 2

Warm-up: Put students into small teams to write the present tense of 15 verbs from unit 10 on a piece of paper. Collect the papers and redistribute them for another team to write the past tense. After two minutes, return the paper to the team who wrote the list to check the answers. Teams give one mark for each correctly spelt answer.

Set-up: Go through the instructions. Do the first two as a class.

Start leave – think – take – drive – go – get – sell – write
– become – make – give – pay – have – buy – end

Follow-up: In pairs, students make two copies of another grid. They mark the route on one, and give the other to another pair to repeat the exercise. Pairs swap answers.

2 Irregular verbs 10B exercises 9, 10, 10C exercise 2

Warm-up: Call out one or two of the irregular verbs in the grid. As a class, students spell the past tense.

Set-up: Before students do the exercise, check they have identified all the irregular verbs in the grid in exercise 1. After you have given the answers, students can check their spellings using the irregular verb list on >> p.148.

left thought took drove went got sold wrote became
made gave paid had bought

Follow-up: In pairs, students write a list of regular verbs from the grid and underline those which have an extra syllable in the past tense.

3 Past simple 10A exercises 4, 5

Warm-up: In small groups, students write five true/false sentences using the information on >> p.100. Groups say their sentences for the class to repeat if they are correct.

Set-up: Go through the example and ask students which word they need to add to make the question (*did*).

2 Who did Lisa hate? 6 What did Jackie say?
3 Where did Lisa put the poison? 7 Did Ernie use the toothpaste?
4 Did Jackie see this? 8 What did Lisa do?
5 What did Jackie do?

Follow-up: Students create three *wh*- questions using *where*, *what* and *who* about *Whodunnit!*. They translate the sentences and underline any difference in the past tense questions.

4 Past simple 10C exercise 4

Warm-up: Ask questions around the class using *What did you do ...?* and some past time expressions from items 1–8.

Set-up: Use the example to demonstrate that students can write positive or negative sentences.

Follow-up: Find someone who. Students write four questions to ask the class. They mark the questions for sentence stress using *Stressed and unstressed words* on >> p.149. Students see how many people did the same things at the same time.

B Vocabulary

5 Life stories 10D

Warm-up: Write these words on the board: *go, have, get, study, make*. Students write as many nouns as they can which are associated with each one and compare in pairs.

Set-up: Use item 1 and say some wrong sentences using the endings from a–k, e.g. *We got certificate*. Ask students why the sentences are wrong.

2 a 3 k 4 d 5 b 6 c 7 h 8 i 9 f 10 e 11 j

Follow-up: Odd one out. In pairs, students create five odd one out sentences for the verbs from *Warm-up* with four options for each answer, e.g. *He studied medicine / history / rich / French at university*. They must explain why a word is wrong.

6 Life stories 10D

Warm-up: Class chain drill. Say *I studied English*. Nominate a student to say a sentence using the same verb. Rephrase your sentence and say, e.g. *I studied English and Marta studied French*. Students continue around the class.

Set-up: Check students understand that they can write about different people.

Follow-up: Students swap sentences for peer-correction and ask their partner *wh*- questions to find out more information.

7 Years 10D exercise 7

Warm-up: Put some numbers on the board for the class to say.

Set-up: Use the example and point out spelling and the use of the hyphen. Ask students for the page number in the unit if they want to check their answers.

2 two thousand and five 4 eighteen fifty one
3 nineteen eighty 5 nineteen oh five

Follow-up: Students make their own maze (see exercise 9, >> p.103). They make a second copy for their partner to read out.

8 Education 10D exercise 11

Warm-up: Students look at >> p.98 and in pairs, make notes about Robin Banks's imaginary biodata. Elicit ideas around the class, e.g. ask *Where was he born? What did he study?*

Set-up: Before students do the exercise, ask them to read the text to answer *Did Robin go to university?*

2 engineer 3 Secondary 4 subjects 5 physics 6 chemistry
7 history 8 literature 9 joined 10 certificate 11 university

Follow-up: In pairs, students prepare a gap-fill text about Ernie, Jackie, or Lisa on >> p.100. They imagine the information and write an answer key. They swap gap-fill texts and then exchange answer keys.

Early finishers

Students draw two columns and review unit 10 to make a list of verbs they would use to write their own biodata. They can use a dictionary to find other verbs. Students make a note of the past tense of the verbs and underline extra syllables.

How to make suggestions

Orientation

Context

In this lesson, students will focus on responding to suggestions and justifying opinions.

The text *Accommodation in the area* is the type found in holiday brochures, giving details of places to stay, prices and contact details.

In *Good idea!* Ana is looking at advertisements in a holiday brochure and Jim makes suggestions about the different types of accommodation she could stay in.

Language

Focus grammar	comparatives <i>too/not</i> + adjective + <i>enough</i> : <i>The bed's too small.</i> , <i>The bed isn't big enough.</i> , etc.
Focus words	holiday accommodation: <i>apartment, bed and breakfast, campsite, farm, hotel, self-catering, tent, village</i> adjectives: <i>attractive, beautiful, excellent, peaceful</i> others: <i>cook, outside, sleep, valley</i>
Focus phrases	<i>Can I make a suggestion?</i> , <i>I'd like to/a ...</i> , <i>What about ...?</i> , <i>Why don't you ...?</i> , <i>You could ...</i>
Recognition vocabulary	<i>advertisement, brochure, go by, minimum, planning, stay in</i>
Recycled language	adjectives: <i>big, cheap, clean, cold, comfortable, delicious, dirty, expensive, fantastic, friendly, modern, quiet, small</i> others: <i>beach, flat, fun, go fishing, go swimming, place, quick, restaurant, room, slow</i>
Pronunciation	stress in long words: <i>fan'tastic</i> 11A.3–4

Language note

Accommodation is a general term describing various types of places to stay.

End product

In *Put it all together*, students take turns explaining problems with a situation and responding with suggestions. The conversation is based on *Good idea!* on >> p.106. Students should make three or four suggestions to help their partner find a solution.

Warmer

Ask students questions about holidays, e.g. *Where do you go on holiday? Where do you stay? In a hotel? Do you camp?* Make an inverted v with your hands to suggest a tent. Write *tent* on the board. Ask *Is it expensive to camp?* to elicit *cheap*.

Students open their books at >> p.106 and look at the pictures. Ask them about the text, e.g. *Is this a film review, a newspaper, or a holiday brochure? (A brochure.)* Ask questions about the holiday destination, e.g. *Do you like places like this? Which is the best place to stay?* Do not correct for accuracy at this stage.

Say some sentences about yourself, e.g. *I want to go on holiday* and draw a £ or € symbol on the board with a line through it to suggest that you don't have a lot of money. Elicit a couple of ideas from students.

Write *How to make suggestions* on the board.

A Vocabulary holiday accommodation

- Go through the instructions and demonstrate the activity using the example. Tell students not to worry about new vocabulary for the moment. Students continue individually or in pairs. Ask for answers around the class and check pronunciation. Go through any new vocabulary or tell students to look up the words and phrases, e.g. *bed and breakfast*, in their dictionary.

self-catering apartment 2	accommodation 5
bed and breakfast 4	hotel 3

- In pairs or small groups, students exchange ideas. Monitor and help but do not overcorrect for accuracy at this stage. See which is the most popular type of accommodation.

B Read and find

In this section, students ignore unknown vocabulary to skim and scan holiday advertisements for specific information.

- Set a time limit of about one minute to encourage students to skim and scan the texts to find the answer. Ask students which words helped them find the false text.

Millside Farm: pig shed, dirty, ugly, uncomfortable, expensive, cold water only, views of the motorway

- Go through the instructions and check any vocabulary problems. Go through the example as a class and encourage students to explain why this is the best accommodation for that person. Remind students to use the pictures and titles to help them locate information. Encourage students to skim and scan the texts. Check answers.

2 The Clifftops Hotel	5 Freshnest Farm
3 Freshnest Farm	6 The Clifftops Hotel
4 Brackenhall Apartment	

Extra activity

Students choose five words to look up in their dictionaries. Encourage them to guess the meaning of any words or phrases they can't find. Monitor and help as necessary.

- 11A.1 Go through the instructions and the table. Remind students to listen for the key words and then to listen carefully for the answers. Play the audio. Do not give answers at this point.

Extra help

Students compare notes in pairs and listen a second time before you go over the answers.

- Direct students to *Good idea!* on >> p.106 to check answers. Ask students which suggestion they think is a good one.

self-catering: have to stay a week (or more), hates cooking
campsite: too cold
bed and breakfast: breakfast too early

C Grammar *too* + adjective; *not* + adjective + *enough*

- 7 Direct students to the two pictures and ask about the bed and the tent, making sure that students understand the difference between *too* and *not enough*. Students complete the grammar box. Check answers.

The tent's **too** short.
The tent **isn't** long **enough**.

- 8 Go through the instructions and the example as a class. Students complete the exercise individually. Monitor and check students are using *too* and *enough* in the correct position. Check answers.

2 too expensive 3 too early 4 big enough 5 rich enough

Extra activity

Direct students to *Good idea!*. Ask them to find and underline the words *too* and *enough*. Ask *Why does Jim say, 'Why don't you just stay at home?' (Because Ana finds a problem with each of his suggestions.)*

D Make suggestions *You could ...*, *Why don't you ...?*

- 9 Go through the instructions and the example. Students underline the phrases in *Good idea!*. Check answers.

2 ... why don't you stay at a campsite?
3 You could stay in a bed and breakfast.
4 Why don't you just stay at home?

- 10 **11A.2** Play the audio for students to repeat the phrases, encouraging them to run the words together.

Extra plus

Start a chain drill. Say *You could stay in a self-catering place*, and nominate a student to reply. The student makes another suggestion and nominates another student to respond. Continue around the class until students run out of ideas.

- 11 Put students into pairs to read the conversation. Monitor and check that they swap roles.

Extra help

Before students do the activity in pairs, divide the class into two halves. One half reads Jim's part, the other reads Ana's part. Students swap roles.

- 12 In pairs, students decide who is A and who is B and look at >> p.131 and >> p.135. Do one example with the whole class. Tell students that they can make their own problems and suggestions. Monitor and check students are giving appropriate suggestions, and help if necessary. Check students swap roles.

Extra plus

Students repeat the pairwork as an open pairs activity. One student names another to make a suggestion and the class decides if the suggestion is good.

E Pronunciation stress in long words

- 13 Go through the example as a class. Ask students to find the adjective *attractive* in *Accommodation in the area*. Ask students how they can tell that the word is positive (*It's in a sentence with the word friendly*.) Check answers.

positive: beautiful, comfortable, delicious, excellent, fantastic, friendly, modern, peaceful

negative: expensive, ugly

Teaching tip

Most of the adjectives are positive because they are in advertisements, except for those in *Millside Farm*. This is another clue to this advert being a joke rather than real.

- 14 Write *fantastic* on the board and ask students *How many syllables?* (3). Go through the instruction and the question as a class. Underline the second syllable and check students understand that, in dictionaries, the symbol is placed before the stressed syllable
- 15 **11A.3** Go through the table with the class. Students find the word *attractive* in their dictionaries to check how the stress pattern is marked. Play the audio, pausing after each word. Students compare answers in pairs. Do not give the answers at this stage.
- 16 **11A.4** Play the audio a second time pausing for students to check answers. Play the audio a second time for students to repeat.

Oo friendly modern peaceful ugly
oOo attractive delicious expensive fantastic
Ooo beautiful comfortable excellent

ABCDE Put it all together

- 17 Students copy the table from exercise 5 and the adjectives in exercise 15 and make some notes for each place in *Accommodation in the area*.

Ask students to look at *Good idea!* and to think about how to start the conversation. Remind students to end the conversation with *That's a good idea!* Ask for volunteers to have their conversations for the class who decides if the student giving the suggestions was helpful or not.

Student performance

Students should be able to give appropriate responses to help solve a problem.

You can use this checklist to monitor and give feedback or to assess students' performance.

Fluency	Do students use two or three suggestion phrases without a lot of hesitation? exercise 12
Coherence	Do students make appropriate suggestions? exercise 12
Vocabulary	Do students use different adjectives to respond to suggestions? exercise 13
Pronunciation	Do students try to use stress in long words? exercise 16

I can make suggestions.

Students tick *on my own* if they can make three or four suggestions without looking at *Good idea!*. They tick *with some help* if they have looked at *Good idea!* once or twice for help with suggestions phrases.

Early finishers

Students repeat exercise 17 with a different partner.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to say what's wrong

Orientation

Context
In this lesson, students will practise using phrases with *too much* and *not enough* ... (+ noun) to describe problems in places to live.

A cartoon strip, *The Estate Agent*, shows a couple being shown a flat by an estate agent. There are several problems with the flat, but the clever estate agent manages to find a way of turning the problems into advantages.

Language

Focus grammar	quantity: <i>too much / many</i> + noun, <i>not enough</i> + noun
Focus words	rooms and furniture: <i>bedroom, cooker, cupboard, dining room, hall, light, living room, plates, shelf, sink, space, sofa, wash basin</i>
Focus phrases	quantities: <i>a few/a little, too much/many</i>
Recognition vocabulary	words: <i>mice, only, shelves</i> phrases: <i>I'm afraid</i>
Recycled language	words: <i>bathroom, bed, chair, cups, fridge, kitchen, lift, shower, stairs, table, toilet, window</i> grammar: <i>there is/are + countable/uncountable nouns</i>
Pronunciation	long and short vowel sounds: <i>bed /bed/, sofa /'saʊfə/, hall /hɔ:l/</i>

Language note

Sink and *washbasin* are often used interchangeably. *Sink* is more commonly used for the kitchen, *washbasin* for the bathroom.

Product

Put it all together, students, in pairs, have to choose the best place to live. They have pictures of different flats and talk about the good points and problems of each one before deciding which is the best. Students are given time to make notes and can refer to these in their discussion. They are also given part of the conversation to use in the activity.

Preparation

Make sure you are familiar with the flat plans on >> p.131 and p.135, so you can help students prepare for exercise 14.

Warmer

Ask students to open their books and look at the pictures on p.108. Give them about one minute to do this. Make true/false questions about the story, e.g. *The man in the green jumper and the woman are a couple. (T) They are looking at a flat. (T) The flat has a lot of furniture. (T) The man in the suit is showing the couple the flat. (T) The couple are very tall. (F) The couple like the flat. (F).*

Write *How to say what's wrong* on the board.

Ask if any students have been shown horrible flats and see if they can tell the class about them. Help students express their ideas, but do not correct for accuracy at this stage. Ask *Who's the estate agent? The man in the green jumper or the man in the suit? (The man in the suit.)*

A Vocabulary rooms and furniture

- Go through each room and elicit suggestions around the class.

Suggested answers

bathroom: a toilet, a shower, a bath, a washbasin

dining room: a table, a chair (or chairs)

hall: a table, a shelf

kitchen: a table, a chair (or chairs), a shelf, a cupboard, a cooker, a sink

living room: a shelf, a sofa, a chair (or chairs)

- 11B.1** Students look at the pictures and close their books after one minute. Play the audio, pausing after each item. Students compare answers in pairs. Check answers.

1 shelf – bathroom F

2 sofa – living room T

3 table – kitchen F

4 toilet, shower, washbasin

– bathroom T

5 window – living room T

6 bedroom – chair F

7 cupboard, cooker – kitchen T

8 bath – bathroom F

- Go through the instructions and the example to demonstrate the activity. Tell students that all the words are in *The Estate Agent*. Put students into pairs to guess the words but tell them not to worry about any they can't do.

- 11B.2** Play the audio, pausing after each item for students to check answers. Play the audio a second time for students to practise pronouncing the words.

2 chair 3 cooker 4 cupboard 5 hall 6 shelf 7 shower 8 sink
9 sofa 10 table 11 toilet 12 washbasin

Extra activity

Tell students that you are looking at a picture from *The Estate Agent* and they have to ask *yes/no* questions to find it, e.g. *Is there a sofa in your picture? (picture 4).*

B Pronunciation long and short vowel sounds

In this section, students are shown how short and long vowel sounds are dealt with in dictionaries.

- Copy the table and information on the board and draw attention to the : symbol to indicate a long vowel. Remind students that they will find this in their dictionaries. Do a couple of examples with the class, starting with item 2 in exercise 3. Students continue in pairs. Monitor and help as necessary. Check answers as a class.

1 vowel symbol: cooker, cupboard, shelf, sink

2 vowel symbols: chair, shower, sofa, table, toilet, washbasin

- Go through the instructions and do the first one together as a class. Students complete the activity. Check answers.

short vowel sound: enough fridge

long vowel sound: bath mouse room space stairs too

Language note

Many dictionaries show two pronunciations for *bath* and *room*, one with a long and another with a short vowel, reflecting variations in pronunciation.

C Listen to a conversation

In this section, students listen for gist before focusing on specific information.

- 7 **11B.3** Go through the instructions. Write the phrases on the board and direct students to >> p.107, exercise 7 if necessary. Books closed. Play the audio. Check answers.

c It's too small

- 8 Books open. Go through the instructions as a class. Ask students to read items 1–5 and check vocabulary. Play the audio, pausing after the estate agent's first statement to show that the first sentence is true. Play the audio and ask students to compare their answers in pairs. Play the audio a second time if necessary. Go over the answers and use the picture numbers to help.

2 False (picture 5) 4 True (picture 9)
3 False (picture 7) 5 False (picture 10)

Extra plus

Students guess the answers first and listen to check.

- 9 Do the example together as a class. As students continue individually, monitor and help them find the information if necessary. Check answers.

2 the kitchen 5 the kitchen
3 the living/dining room 6 all the rooms
4 the bathroom 7 the lift

- 10 In pairs, students read the conversation. Monitor and help with pronunciation if necessary and check students swap roles.

Extra help

Before students do the activity in pairs, divide the class into two halves. One half reads the estate agent's part, the other reads the woman's part. They then swap roles.

D Grammar *too much / many + noun, not enough + noun*

- 11 Write the words *noise, plates, space*, and *spiders* on the board. Ask students which are countable (*plates, spiders*) and which are uncountable (*noise, space*). Ask for other examples of *countable* and *uncountable* words and direct students to lessons 6A–C, and Review exercise 1 on >> p.65 for ideas. In pairs, students decide which words are used with *many* and *much*.

Go through the exercise as a class. Tell students to look at the pictures and ask *Are the situations good or bad? (Bad.)* Look at each picture in turn and elicit the sentences.

1 There are too many spiders. 3 There's too much noise.
2 There aren't enough plates. 4 There isn't enough space.

Language note

Too is used to describe problems, so it can't be used with positive adjectives like those in exercise 13 on >> p.107.

- 12 Do the first item as a class. Check students understand why the other options are wrong. (*There isn't any water in the living room and 'chairs' is grammatically wrong because it is a countable noun.*) Students complete the activity individually. Check answers as a class.

1 light 2 chairs 3 water 4 spiders

Extra plus

Students write three more sentences like the ones in exercise 12 for a partner.

Extra activity

In pairs, students make two sentences about the flat. Each student reads a sentence and the class repeats the sentence if it's true. The class remains silent if the sentence isn't factually correct.

- 13 Go through the instructions and the example as a class. Give students time to read items 1–5 and check vocabulary. Tell students that the plural of *shelf* is *shelves*. Students do the exercise individually and then compare in pairs. Monitor for the correct use of *enough* before the noun. If this is a problem, remind students that when *enough* is used with adjectives, it is placed after the adjective, but with nouns it is placed before. Check answers.

2 There are too many people. There aren't enough chairs.
3 There's too much tea. There isn't enough coffee.
4 There are too many sofas. There isn't enough space.
5 There's too much food. There aren't enough people.

ABCD Put it all together

- 14 Put students into A/B pairs. Tell them that they have different pictures of flats. Give them time to look at their picture, label the rooms and make some notes before they do the activity.

Write these phrases on the board *It's got too ...*, *The living room's not ... enough*. and give students about five minutes to describe the flats. They can make notes on their partner's information. Direct students to the second part of the activity.

Student performance

Students should be able to talk about problems and reach an agreement.

You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students respond to their partner's information appropriately? exercise 10
Vocabulary	Do students give detail using rooms and furniture words? exercise 4
Pronunciation	Do students use some long vowel sounds? exercise 4

I can say what's wrong. I can describe a home.

Students tick *on my own* if they can describe the good and bad points of the flat using their notes. They tick *with some help* if they need to look at exercise 9 once or twice for help.

Early finishers

Students, in pairs or small groups, talk about where they live now, saying what's good and bad about their accommodation, or explain what their perfect flat would be like.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to compare things

Orientation

Context

In this lesson, students will focus on using adjectives to make comparisons.

Ricky's office and *Frank's office* show the offices of twin brothers, Ricky and Frank. Ricky's office is much better than Frank's with bigger, better, more modern furniture and equipment.

The poem *Envy* describes the difference between two people's possessions and lives. The first verse describes what is bigger and better and the second what is smaller or worse. The recorded version of *Envy* is a song.

Language

Focus grammar	comparatives: ...er than, more ... than
Focus words	adjectives: bad, better, big, clean, cold, dirty, fat, hard, higher, worse, poor, rich, etc.
Recognition vocabulary	business class, compare, envy, first/last in line, I'd like, office, sweet, twin, wait (n)
Recycled language	grammar: adjectives; is/are; possessives; I've got; apostrophe 's
Pronunciation	-er endings

End product

In *Put it all together*, students look at the simple picture on >> p.127 and draw it from memory. They make notes and discuss the differences between their pictures, helping each other find appropriate words as necessary.

Warmer

Students turn to >> p.110. Explain that the pictures are of the offices of twin brothers, Ricky and Frank. Give them two minutes to look at the pictures and remember the furniture in both offices. Books closed. In small groups, give students another two minutes to write as many furniture words as they can remember for things in both offices. Elicit furniture words around the class and write them on the board.

Write *How to compare things* on the board and ask students to open their books and check the furniture is in both offices.

A Vocabulary adjectives

- Go through the instructions and example. In pairs, students complete the activity. Tell them to leave any words they don't know until the end. Check answers.

2 clean	5 old-fashioned	8 fat	11 warm
3 new	6 expensive	9 comfortable	12 rich
4 good	7 big	10 soft	

Extra help

In small groups, students say an adjective and the first person to write the opposite wins a point.

Extra activity

Students work in pairs to find an example of something in the pictures for positive and negative adjectives. They will find that most of the positive adjectives could be used to describe Ricky's office and the negative ones, Frank's.

B Grammar comparatives

- Ask students to look again at the adjectives in exercise 1 and ask -er or more? and go through one or two as a class. Tell students to look at the spelling rules in the box and to give you one more example for each table heading. Ask them to spell the words aloud and write them on the board. Direct them to the *irregular forms* box and tell them they will have to learn these separately. Go through items 1 and 2 and elicit the sentences.

1 Frank's poorer than Ricky.

2 Ricky's office is more comfortable than Frank's.

- Individually, students write the comparative forms of the adjectives in exercise 1. Remind them to think about spelling. Monitor and help as necessary. Students compare in pairs and check spellings before you go over the answers as a class

+ -er: longer cleaner older newer cheaper smaller harder softer cooler poorer richer warmer

more + adjective: old-fashioned expensive uncomfortable comfortable

double the consonant: thinner fatter

- Ask for volunteers or nominate students to make sentences comparing Ricky's and Frank's offices and ask the class to decide if each one is correct. Continue until all the words have been used.

Possible answers

Ricky's view is better than Frank's.

Ricky's cupboard is more modern than Frank's.

Frank's plants are smaller than Ricky's.

Ricky's chair is more comfortable than Frank's.

Ricky's phone is more modern than Frank's.

Ricky's shelves are longer than Frank's.

Ricky's table is longer than Frank's.

Extra help

Students write six sentences. Monitor and check for spelling.

Extra plus

Students cover the grammar box and make the sentences from memory.

- 5 Go through the instructions and write the example conversation on the board. Divide the class into half A/B and cue each half of the class to speak, checking that the Bs do not start speaking until the As have finished. Ask *Why does speaker A say 'ehm'?* (Trying to remember the word, and saying 'ehm' gives the speaker some more time to think, as well as being an indirect way of asking for help.) Ask *What does speaker B do?* (They help.) Give students one minute to look at the picture. In pairs, students have conversations about the pictures from memory.

Teaching tip

The example conversation introduces students to turn taking. The conventions of turn taking, when people start to speak in a conversation, can vary a lot between languages and across cultures. Between native English speakers there is usually a (very) short time interval between turns. To raise students' awareness, ask *When you speak your language, do people leave a space?*

C Read a poem

In this section, students read a poem for gist and specific information.

- 6 **11C.1** Direct students to the poem *Envy* and the title on >> p.110. Play the audio. Ask students for the answer (c) and to tell you which lines helped them answer. Check they understand the last two lines of each verse.
- 7 Go through the instructions and write items 1–3 on the board. Go through the example as a class and make sure students have found the words in the poem. Students continue the activity. Monitor and help as necessary before you elicit suggestions around the class and write them on the board.

home and garden: flat, cat, grass, view, plates, stairs,
food and drink: bread, cakes, steaks, wine
furniture: bed chairs TV

- 8 Go through the instructions and the example as a class. Do one or two more examples before students continue in pairs. Tell students that their lines don't have to rhyme. Monitor and help as necessary. Ask for volunteers to read their lines to the class.

Extra help

Before students do the activity, write the words on the board and ask around the class for adjectives to use with each noun. Write any suggestions on the board.

- 9 Go through the instructions and give students time to plan what they will say. Tell them to make notes and remind them that they can use their dictionaries. In pairs, students complete the activity. Monitor and help students express their ideas if necessary and make a note of any problems to go over at the end. Ask for volunteers to tell the class.

D Pronunciation -er endings

- 10 Go through the information as a class. Ask students to look up *better* in their dictionaries and to check the -er ending. Give them pronunciation practice using the -er comparative adjectives in the grammar box and monitor for pronunciation of the -er ending.

- 11 Go through the instructions. Play audio **11C.1** while students listen and decide. Elicit the answer.

The speaker doesn't pronounce the r.

Language note

This dictionary entry gives the (r) as optional because this is an important variation in accents of English around the world. Most speakers in Scotland, Ireland, and North America pronounce it. Most speakers in Southern England and Australia don't pronounce it.

- 12 Students practise saying the poem, either in small groups, pairs or individually. In pairs, students could say alternate lines. Play the audio again. Students could sing along if they enjoy this type of activity.

ABCD Put it all together

- 13 Go through the instructions and direct students to the picture on >> p.127. Ask them what they can see (*mountain, aeroplane, cloud, boat, house, tree, dog, car, person*). Tell them to close their books and draw the picture from memory.
- 14 Put students into pairs and go through the example. Tell them to look at each other's pictures and make sentences. Remind them to help each other if necessary. Students count each difference and when the class has finished, see which pair has the most differences.

Student performance

Students should be able to make simple sentences to talk about differences.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students talk about all the things in their pictures? exercise 5
Communication strategy	Do students ask for help if necessary? exercise 5
Vocabulary	Do students use five or more adjectives? exercise 1
Pronunciation	Do students mainly pronounce -er endings? exercise 12

I can compare things.

Students tick *on my own* if they can agree on four or more differences. They tick *with some help* if they need to look at exercise 1 up to three times for help.

Early finishers

In pairs, students choose the same room in their house. They draw a simple picture and compare rooms.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to understand opinions



Orientation

Context

In this lesson, students will practise making comparisons between three or more things.

The catalogue page, *Furniture MegaStores Winter Sale*, gives information about different sofas, chairs, and tables on sale at the company's showroom.

Language

Focus grammar	regular and irregular superlatives: <i>good, better, best</i> , etc. Which is the most comfortable?
Focus words	furniture: <i>dining chair</i> adjectives: <i>best, exciting, least, most, relaxing, strong, useful, worst</i> , etc. other: <i>laptop, opinion, palm-top, wall</i>
Focus phrases	giving opinions: <i>Yes, I agree, I think, Me too!, What do you think?</i> , etc.
Recognition vocabulary	<i>camping bed, design, double/single bed, stylish, range, stocks</i> , etc.
Recycled language	adjectives: <i>attractive, comfortable, green, red</i> , etc.
Pronunciation	individual sounds: /w/, /v/, /b/, /p/ 11D.2

End product

In *Put it all together*, students make notes and practise exchanging opinions on three things before asking others in the class. The conversations are based on audio script 11D.1 on >> p.158. Students have the conversations from memory and try to find people who share their opinions.

Preparation

Go through exercise 9 and think about which consonants your students might have problems hearing and producing.

Think about how to organize your classroom so students can work with others for exercise 13, *Put it all together*.

Warmer

Tell students to open their books at >> p.112 and ask about the text, e.g. *Is this a film review, a catalogue or a magazine article?* Ask *How do you know?* Do not correct for accuracy at this stage, but help students express their ideas.

Ask students to imagine that they are going to get some new furniture for their bedroom. Write *No! No! No!* on the board and tell them to choose a sofa, a chair, a table, and a desk they would not have.

Put students into groups or pairs to compare their ideas and go through each piece of furniture, using the picture letters to see which items are the most unpopular.

Write *How to understand opinions* on the board.

A Read a catalogue

In this section, students scan a catalogue for detail.

- Go through the instructions and give students time to choose an item in each category. Put students in pairs to compare ideas. Ask for a show of hands to find the most popular items.
- Go through the instructions and check understanding. Set a short time limit. Students complete the activity and compare in pairs before checking answers as a class.

2 f 3 j, k 4 n 5 b 6 k

B Listen for detail

In this section, students listen intensively to short conversations.

- Go through the instructions and check any vocabulary students are unsure of. Students complete the activity then compare answers in pairs.
- 11D.1 Point to the final two columns and tell students to write the information they hear. Explain that they will hear Ana and Pablo discussing the topics in the same order, but sometimes they give their opinions in a different order. Play the first conversation and do the activity as a class.

Extra help

Pause the audio at the end of Ana's comments to give students more time to find the letters and write their answers in the boxes.

- Tell students to listen to Pablo this time and play the audio again while students complete Pablo's column.

		Ana	Pablo
1 sofa	the most comfortable	c	c
	the most attractive	a	a
	the ugliest	b	d
2 chair	the most comfortable	e	e
	the most attractive	f	h
	the cheapest	h	h
3 table	the most attractive	i	j
	the ugliest	l	l
	the strongest	j	j
4 desk	the most useful	o	o
	the ugliest	n	n
	the most attractive	o	m
5 wall colour	the warmest	red	red
	the coldest	blue	blue
	the most relaxing	green	green
	the most exciting	yellow	yellow

- Students turn to audio script 11D.1 on >> p.158 and check answers. Monitor and help as necessary. Ask students to find phrases which introduce opinions and write them on the board for later.

Extra activity

Students work with a different partner. They repeat exercise 3, using some of the opinion expressions on the board.

C Grammar superlatives

- 7 Remind students of comparatives. Make some true/false sentences about the furniture on >> p.112, e.g. *The Century is more modern than the Victoria.*

Direct students to the superlative section and elicit an example. Students read through the grammar table and write their own examples. Ask for suggestions around the class.

Extra help

Students look again at the table in exercise 3. Make some true/false sentences about Ana and Pablo, e.g. *Pablo thinks the Standard is the most attractive sofa.* Students correct wrong sentences, e.g. *No, he doesn't. He thinks the Picasso is the most attractive sofa.* Students continue in pairs.

- 8 Go through the instructions and ask students to read items 1–5. Go through the example and put students into pairs to complete the activity. Monitor and help, directing students back to the information in the grammar box. Remind students of the spelling rules on >> p.111 if necessary.

- 2 A double bed is the biggest. A camping bed is the smallest.
3 A coffee table is the lowest. A dining table is the biggest.
4 A sofa is the most comfortable. A school chair is the hardest.
5 A mobile phone is the most modern. A mobile phone is the most useful.

Teaching tip

The last sentence is a matter of opinion. If students have different answers, ask them to try and say why.

Extra activity

In pairs or small groups, students make sentences using the superlative and the information in the catalogue. They read their sentences aloud for another pair/group or for the whole class to say true/false or agree/disagree, as appropriate.

ABCD Put it all together

- 12 Go through the instructions and check any vocabulary. Give students time to think about their ideas, and remind them that they can use the vocabulary in exercises 3 and 8 and their dictionaries to write their notes. Help as necessary.
- 13 Put students into pairs and tell them to think about what they will say. Write this conversation frame on the board: *A I think the ... is the ... What about you? B Yes, me too! And I think the ... is the ... A Oh, I think the ... B I quite like it. And what about ...?* Ask students to stand up and have the conversations from memory. Tell them to ask at least four other students in the class. When students have finished ask who found two or more people who shared with their opinion.

Student performance

Students should be able to use simple sentences and exchange points of view.

You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students use some phrases to introduce their opinion? exercise 6
Communication strategy	Do students check if they don't understand? exercise 11
Vocabulary	Do students use five or more different adjectives? exercise 8

I can understand and give opinions.

Students tick *on my own* if they can have two or more conversations without using their notes. They tick *with some help* if they look at the board or audio script 11D.1 for help.

Early finishers

In pairs or small groups, students exchange opinions on the items on the catalogue page.

D Pronunciation /w/ /v/ /b/ /p/

- 9 11D.2 Write the symbols /w/, /v/, /b/, and /p/ on the board and check students understand the vocabulary in the pronunciation boxes. Tell students they will hear words from each column. Play the audio and pause after each word for students to say A or B. Give extra practice where necessary.

Extra help

Choose from these pairs of word to do an extra minimal pair activity if students need more help.

/b/ /w/: by-why; better-wetter

/w/ /v/: worse-verse; wine-vine

/b/ /v/: bet-vet; berry-very

/b/ /p/: big-pig; back-pack

- 10 Put students into pairs. Monitor and check students are saying the sentences clearly enough for their partners to distinguish between the consonant sounds.
- 11 Direct students to the puzzle on >> p.127. Read through the puzzle and put students into pairs. Monitor and help but stop the activity if students are getting frustrated. Go through the puzzle on the board, placing the hotels on a line from cheapest to most expensive. Encourage students to call out the names of the hotels and ask for clarification if necessary, e.g. ask *Did you say Pilton or Bilton?*

cheapest – most expensive: Bilton York Wilton Vilton Pilton

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will practise writing short sentences on topics related to visiting other places. The writing is based on the model *How to be a good guest in Japan*.

Culture note

There are many similarities and differences between cultural conventions concerned with socializing. As a guest, a good strategy is to follow the lead from others.

New language	behave, gifts, greet, guests, host, take off, try, etc.
Recycled language	grammar: too; enough; comparative/superlative; imperatives vocabulary: countries and nationality adjectives phrases: Shall I ...?, Can I ...?, Would you like ...? discourse: or to introduce an alternative
Recognition language	bow, chopsticks, slippers, tatami mat

End product

In *Put it all together*, students are given a topic structure to use to write a list of tips for a visitor. Their writing is based on the model *How to be a good guest in Japan* and students can use their dictionary to help. They include one false tip in their writing for others to identify.

A Use polite expressions

- 11E.1 Direct students to the picture and ask *Who is the guest?* (*The person sitting at the table.*) Tell students to listen to the rhyme and ask *Is the guest polite?* Play the audio while students listen and decide. (*The guest is very polite.*) Play the audio a second time for students to listen and say or mumble the rhyme.
- Go through the instructions and the examples as a class. Ask students to read items 1–8 and check vocabulary. Students answer the questions individually and compare in pairs before you go over the answers.

2 host 3 guest 4 host 5 host 6 guest 7 host 8 guest

B Read about cultural differences: dinner invitations

In this section, students scan and read short sentences for detail.

- Go through the instructions and elicit ideas around the class. Do not overcorrect for accuracy but help students get their ideas across. Do the first item together as a class. In pairs, students complete the exercise. Monitor and help as necessary. Go round the class asking for suggestions. There are no right answers as each situation will be dealt with differently depending on which culture a student is talking about.
- In pairs, students compare ideas about other countries. Ask for volunteers to tell the class. Help students express their ideas but do not overcorrect for accuracy at this point. Continue the activity and ask about what people do in Britain.

Suggested answers for Britain

- 1 Arrive five or ten minutes early.
 - 2 There is no real convention for the amount of food people are expected to eat. However, if you don't like something you can apologize and say so and no offence will be taken. In fact, the host will probably apologize for not having asked if you liked something before serving it.
 - 3 This depends on individuals, but it's best not to be the last person to leave, not to overstay your welcome. You can always say to your host, *You must be tired, I'll go now.* and see what they say.
 - 4 There is no particular convention about what to take and presents are not really expected. You could take wine, chocolates, or flowers if you want to.
 - 5 This depends on your relationship, but it would be inappropriate to bow or rub noses. Shaking hands, kissing or simply saying hello is sufficient.
- 5 Ask students if they have ever been to Japan and if they think conventions are the same as in their country or in Britain. (*No.*) Direct students to the pictures and see if they can guess what the tip for these items could be. Ask them to read the tips to see if they were right. Students read carefully to find the bad tips. Students compare answers in pairs. Go over answers as a class.

3 6 10 13

- 6 Monitor and help students find sentences if necessary as they continue individually. Check answers.

a 1 b 2 c 4 d 5, 7 e 11, 12, 14

Extra activity

Ask students about conventions connected with the topics in exercise 6 and their culture.

AB Put it all together

- Go through the instructions and answer any questions. Tell students to make notes for each topic before they start writing. Remind them to use their dictionaries to help them express ideas.
- Students swap their writing and find the false tip. Students tell the class about any interesting or different conventions they found out about. The class votes on the funniest false tip.

Student performance

Students should be able to write simple instructions.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Have students included all the information?
Coherence	Have students given relevant information?
Accuracy	Have students used capital letters and full stops correctly?

I can write tips for guests.

Students tick *on my own* if they can write tips using the structure in exercise 7. They tick *with some help* if they need to look at *How to be a good guest in Japan* up to three times for help.

Early finishers

Students write tips for visiting a home in another country they know or would like to visit. Students compare tips in pairs.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember the situations

Write lessons A–D How to titles on the board: A ... *make suggestions*, B ... *say what's wrong*, C ... *compare things*, D ... *understand opinions*. Say phrases 1–10 for students to say the situation.

1 *There aren't enough windows.* 2 *Oh! For me, I think the Picasso's the most attractive.* 3 *I'd like a fatter cat.* 4 *You could stay in Millside Farm.* 5 *What about the chairs?* 6 *Ricky's sofa's longer than Frank's.* 7 *There isn't enough space.* 8 *Why don't you sleep in your car?* 9 *There are too many spiders.* 10 *Yes! Me too!*

If there is disagreement, write the sentence on the board. Students look through lessons A–D and check at the end.

1 B 2 D 3 C 4 A 5 D 6 C 7 B 8 A 9 B 10 D

A Grammar

1 Too, enough 11A exercises 7, 8

Warm-up: Play a team game. Put students into small groups. Choose one of the questions and answers from the exercise and write the words in jumbled order on the board. Students make the question and answer using all the words.

Set-up: Go through the example and check understanding. Students compare and check answers in small groups.

Suggested answers

- 2 It's too cold/small.
- 3 It's too hard/cold/uncomfortable. There's not enough space.
- 4 They're too uncomfortable/small. There isn't enough space.
- 5 It's too expensive.
- 6 It's too cold/dirty/noisy.
- 7 It's too cold/dirty/noisy. There are too many people.
- 8 It's too uncomfortable/hard.

Follow-up: Students choose three sentences to copy and translate. They underline any differences in grammar and word order.

2 Comparatives 11C exercises 2, 3

Warm-up: Word soup. Put students into pairs and write these letters on the board:

n, b, w, i, s, g, m, o, c, a, l, p, e, h, o, r, d, t, f.

Set a time limit of three minutes for students to make adjectives. They match any opposites they have found.

Possible answers

big/small short/long old/new bad/good thin/fat hard/soft poor/rich hot/cold

Set-up: Before students do the exercise, ask *Is Frank happy?* and direct students to read his letter. Go through the example and ask students which words they have to add to make the question.

- 2 Your computer's better than my computer.
- 3 Your holidays are longer than my holidays.
- 4 Your office is more modern than my office.
- 5 Your house is bigger than my house.
- 6 Your shoes are more expensive than my shoes.
- 7 But I'm happier than you!

Follow-up: Students create five questions similar to those in *Grammar Bank 11.5* on >> p.146 and swap with a partner.

3 Superlatives 11D exercises 7, 8

Warm-up: Ask around the class for examples of places in town, e.g. *the best place to live, the best restaurant, the cheapest café, the most old-fashioned clothes shop, the most modern cinema.*

Set-up: Use the example to check students understand they make should two sentences for each item.

- 2 the hottest/coldest place in the world
- 3 the cheapest/most expensive chocolate in the shop
- 4 the softest/hardest bed in the house
- 5 the smallest/biggest plate in the cupboard
- 6 the most old-fashioned/modern shoes in the shop

Follow-up: Students choose three pieces of furniture they like the best and create jumbled sentences for a partner.

B Vocabulary

4 Adjectives 11A exercise 13, 11D exercise 3

Warm-up: Team spelling game. Students study adjectives in unit 11. Books closed. Spell an adjective from the exercise answers. Students can interrupt when they think they know the word. Give two points for a correct guess but deduct one point for a wrong answer if a team has interrupted.

Set-up: Use the example to check students understand. Do another as a class, if necessary.

- 2 be – beautiful 3 he – cheap 4 pea – peaceful
- 5 table – comfortable 6 pen – expensive 7 end – friendly
- 8 an – fantastic 9 go – good 10 or – poor 11 in – thin

Follow-up: Students, in small groups, play hangman using adjectives from the table.

5 Opinions and suggestions 11A, D

Warm-up: Class chain drill. Students look at the furniture on >> p.112. Say *I think the Picasso is the most attractive.* and nominate a student to give their opinion. The student chooses another piece of furniture and continues. If necessary, students revise using audio script 11.D1 on >> p.158.

Set-up: Use the example to show students they should find as many responses as possible for each statement.

- 2 f 3 a, c, d 4 a, c, g 5 e 6 d 7 a

Follow-up: In pairs, students write an imaginary conversation between Ricky and Frank about their offices. They read their conversation to another pair.

6 Rooms and furniture 11B exercise 1

Warm-up: Team memory game. Put students into A/B pairs. Give them two minutes to study the flat plans on >>p.131 and >> p.135. Books closed. Students describe the furniture in each room from memory and their partner makes a note of the items. They exchange notes and look again at the flat plans.

Set-up: Ask students to look at the picture and say the names for rooms a–e and the items 1–12.

- a living room 1 sofa
- b dining room 2 chair 3 table
- c kitchen 5 fridge 6 sink 7 cooker
- d bedroom 8 bed 4 shelf
- e bathroom 9 toilet 10 washbasin 11 shower
- f hall 12 window

Follow-up: In pairs, students point to furniture items in the flat plans on >> p.131 and >> p.135 to test a partner.

Early finishers

Students write a list of items they would find in rooms in their ideal flat or house. They can use a dictionary to find new words.

How to make an appointment

12A

Orientation

Context

In this lesson, students will practise using short time phrases to negotiate a time to meet.

The pictures in *Signs* contain information about, e.g. opening hours and the type of place. The opening hours of the various shops and services are typical for Britain.

Photos a–h illustrate the vocabulary in *People*.

In *At the dentist's* Jim is making an appointment.

Culture note

The opening hours of shops and banks differ from country to country, and are usually connected with geographic locations, climate and daylight hours.

Language

Focus words	people: bank manager, dentist, doctor, hairdresser, optician, shop keeper, etc. time: early, late, mid- others: appointment, barber, lenses, prepare
Focus phrases	times: a month ago, later today, midnight tonight, next weekend, now, on Monday of next week, the day after tomorrow, tomorrow evening, yesterday morning other: Can it be a bit later?, First thing on ..., I'd like to see ..., Is (six o'clock) good for you?, That's better for me, that's fine., till late
Recognition vocabulary	words: dental surgery/practice, sick phrases: fine (OK), I'm afraid ... signs: Back in ten minutes, banking hours, Kwik Fix, opening hours, surgery hours, While-U-Wait
Recycled language	words: early, lunch, mechanic, times (6 o'clock) phrases: Can I ..., I'd like ..., Would you like ..., etc. grammar: comparatives: banks open earlier
Pronunciation	intonation to ask and confirm: This afternoon? This afternoon. 12A.3–4

End product

In *Put it all together*, students take turns at role playing a receptionist and a person telephoning to make an appointment. The conversations are based on the telephone conversation *At the dentist's*. Students rehearse the conversations before saying them from memory for the class.

Warmer

Write *opening hours* on the board and ask students about the typical opening hours for shops, banks, garages, doctor's, etc. in their country. Ask if they have been to countries where these are different and elicit times. See if they can suggest why the times are different from country to country. Do not overcorrect for accuracy at this stage but help students express their ideas.

Write *How to make an appointment* on the board and ask for examples of places for which we make appointments e.g. the dentist's, the hairdresser's, the doctor's.

A Read and find

In this section, students skim and scan signs and notices using visual clues to help understanding.

- Go through the instruction and direct students to *People* on >> p.116. Check any vocabulary questions and do the example. Students check answers in pairs, before you go through them as a class.

b doctor	f shopkeeper
c mechanic	g dentist
d optician	h women's hairdresser
e men's hairdresser	

Extra help

Use the example to show students how they can use the process of elimination to find the answer. Ask *Is she a dentist? (No.) Is she an optician? (No.)* etc.

- Direct students to *Signs* on >> p.116 and do the example as a class. Ask *How do know? (We can see typical chairs through the door, behind the sign.)* Students continue in pairs. Monitor and help as necessary. Check answers.

2 doctor	6 women's hairdresser
3 shopkeeper	7 bank manager
4 mechanic	8 dentist
5 optician	

- Go through the instructions and the example and ask *Which words helped you find the answer? (24/7, referring to 24 hours a day call-out service.)* Students read items 2–8. As students continue individually, monitor and help them find key words in the texts if necessary. Check answers.

- 2 men's hairdresser (back, 10 minutes)
- 3 shop keeper (till late)
- 4 women's hairdresser (opening hours not 12.00–1.00)
- 5 dentist (three surnames, Haddad, Smythe & Steel on sign)
- 6 doctor (6 pm MON–FRI)
- 7 optician (While-U-Wait)
- 8 bank manager (Banking hours 9.00–4.00 Monday to Friday)

- Read the instructions and go through the example. Ask for a few more comparisons and monitor and review the grammar if necessary. Put students into small groups. Monitor and help them express their ideas, but do not correct for accuracy at this stage. Ask for volunteers or nominate students to tell you about opening times for shops and services. Ask students why different countries have different opening hours and help them express their ideas (see *Culture note*).

B Vocabulary times of the day

- Direct students to *Times of the day* at the bottom of >> p.116. Give them two minutes to look at the diagram. Books closed. Start at 8am, say times and gesture for students to call out the part of the day from memory.

Go through the instructions and the box and check understanding. If necessary, do the first one or two as a class. Students continue individually and compare answers in pairs. Do not give the answers at this stage.

Extra plus

Students do the exercise before looking at *Times of the day*.

- 6 **12A.1** Play the audio for students to listen and check answers, pausing after each item. Play the audio a second time for students to listen and repeat.

Start first thing tomorrow morning, mid-morning tomorrow late tomorrow morning, early tomorrow afternoon, mid afternoon tomorrow, late tomorrow afternoon, early tomorrow evening, tomorrow night, the day after tomorrow, next week **end**

Extra help

In small groups or pairs, students say times for today, tomorrow, and the next day. The others say a time phrase.

- 7 **12A.2** Go through the instructions and check understanding. Play the audio but do not give the answer at this stage.
- 8 Direct students to *At the dentist's* to check answers. Go through the conversation again, pointing out how Jim and the receptionist start talking about the day of the appointment, then the part of the day, and finally the precise time.

c mid-morning, the day after tomorrow

Teaching tip

A conversation between two people arranging a time to meet may contain insertion sequences because the initial question can only be answered after several other issues have been clarified. Students should be aware that they often need to listen across several turns to find the information.

Extra plus

Students listen to the conversation a second time. Ask them to listen for the name of the dentist and make a note of the different times they hear.

C Pronunciation intonation to ask and confirm

- 9 **12A.3** Explain to students that the tone or music of the voice indicates the difference between asking and confirming in spoken English. Play the audio, pausing after each phrase for students to repeat. Give extra practice if necessary.

Teaching tip

Ask students if and how the same distinction is made in their language. Students might find it difficult or strange to use their voices in this way, but encourage them to have a go.

- 10 **12A.4** Go through the instructions and check understanding. Play the audio, pausing after each item for students to repeat. Give extra practice if necessary.
- 11 Put students into pairs and remind them that they can ask for repetition. Monitor and check students are using intonation clearly enough for their partners to distinguish between the two types of sentences.
- 12 Direct students to *At the dentist's* on >> p.116. Students mark the conversation with the arrows. Monitor and check students are using intonation appropriately. Go through the conversation with the class and draw a conversation map on the board, e.g. *R Can I help you? J Yes. I'd like ... R Suggest day. J Agree. R Ask part of day. J Answer. R Suggest time. J Another time? R Suggest time. J Agree. R Confirm.* Put student into different pairs. Monitor for intonation and check students swap roles. Ask students to try to have the conversation from memory, using the conversation frame on the board.

Extra help

Play 12A.2 *At the dentist's* again, for students to listen to the intonation.

D Listen for key facts

In this section, students listen for gist and ignore irrelevant parts of a conversation, before listening for specific information.

- 13 **12A.5** Go through the instruction and check understanding. Remind them that the speakers will talk about different times. Play the audio and ask volunteers for the answers and to tell you the words which helped them understand.

1 an optician (glasses, eye test) 2 a doctor (doctor)

- 14 Ask students why they should listen carefully to find the time of the appointments. (*The speakers will talk about more than one time.*) Play the audio, but do not give the answers at this stage. Students compare answers in pairs.

- 15 Direct students to audio script 12A.5 on >> p.158 to check answers.

1 4 o'clock tomorrow afternoon. 2 Friday, 10.30 in the morning

Extra help

Play the audio again for students to mark the intonation pattern as they listen.

ABCD Put it all together

- 16 Put students into A/B pairs and go through the instructions. Tell students to start the conversation like *At the dentist's* and remind them they can use the conversation map on the board to help. Check they swap roles.
- 17 Books closed. Students have the conversation again from memory. Ask for volunteers to have their conversation for the class. The class writes the time of the appointment.

Student performance

Students should be able to make and respond to suggestions to reach an agreement.

You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students make suggestions to negotiate a time? exercise 12
Vocabulary	Do students use three different times of the day? exercise 6
Pronunciation	Do students try to use intonation to ask and confirm? exercise 12

I can make an appointment.

Students tick *on my own* if they can have the conversation from memory. They tick *with some help* if they have to look at the notes on the board two or three times.

Early finishers

Students change partners and have conversations about some of the other places in *Signs*. They act their conversation for another pair who decides which place and notes the time of the appointment.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to say how you feel

Orientation

Context

In this lesson, students will focus on talking about minor illnesses.

The article, *Phoning in sick*, is typical of human interest articles on newspaper-related websites. Background information to the topic is given at the beginning of the article and people are invited to respond and share their opinions with others.

The numbered pictures in *The body*, illustrate the words in the vocabulary panel and the labelled photos below show people with everyday health problems which are mentioned in the article and readers' responses.

Language

Focus words	the body: <i>arm, back, foot, hand, head, heart, leg, neck, stomach</i> , etc. health: <i>ache, flu, ill/sick, pain, well</i>
Focus phrases	<i>Can you phone for me?, How do you feel now?, I don't feel well., Phone in sick, Why, what's wrong?</i>
Recognition vocabulary	<i>bonus, instead, sick days, sick leave, sick notes, stealing, lying</i>
Recycled language	grammar: <i>imperatives</i>
Pronunciation	short and long vowels: /æ/, /e/, /ɪ/, /ɒ/, /ʌ/, /ɑː/, /eɪ/, /iː/, /əʊ/ 12B.2

Language note

The words *ill* and *sick* are treated as synonyms and students will see how they are used in different phrases, e.g. we say *sick note* not *ill note*, but we can say *I feel sick*. or *I feel ill*.

End product

In *Put it all together*, students work in pairs taking turns to have conversations based on exercise 10 and audio script 12B.4 on >> p.158. Students provide an explanation, giving details of why they don't want to do something. They have the conversation from memory.

Preparation

Find the answers to exercise 5 in the text, so you can monitor and help students find the words in *Phoning in sick*.

Warmer

As students arrive for class, ask them how they are and if they feel well. Do not overcorrect for accuracy but help students express their ideas.

Write *How to say how you feel* on the board.

A Vocabulary the body

- 1 Put students into pairs and direct them to *The body* and pictures 1–11 on >> p.118. Go through the example as a class and monitor and help if necessary as students continue the activity. Do not give answers at this stage.
- 2 12B.1 Play the audio for students to check their answers. Play it a second time, pausing after each item for students to repeat. Check and drill pronunciation for *heart* and *stomach* if necessary.

2 neck 3 heart 4 stomach 5 arm 6 hand 7 leg 8 foot 9 back
10 well 11 ill/sick

B Read for general meaning

In this section, students read a website article for gist and specific information.

- 3 Students look at *Phoning in sick* and decide what it is and where it comes from. (*It is a website.*) Ask students *Who wrote it?* (*A journalist and the people who replied to Your comments.*) Go through the instructions and ask *How are you going to read the article, quickly, slowly, every word?* (*Quickly, as the question asks about general meaning.*) Students read items a–c. Check any vocabulary. Set a time limit of two minutes for students to decide what the title means.

b Telephoning your boss to say you're ill.

- 4 Students read items 1–6. Check any vocabulary. Do the first item as a class. Ask *What are the key words and phrases in the first question?* (*education, most time off.*) Tell students to underline these words and to find them in the text. Check they have located the words in the first bullet point and read the information carefully. Ask for the answer and a reason why. (*The statement is false. People who work in the public sector take most time off. The police take most time off.*) Monitor and help as students continue individually. Students can compare in pairs before you go through the answers.

2 True (one in five) 5 True (takes sick leave in February)
3 True (9 million are well)
4 True (don't pay us enough) 6 False (No, always ill at weekends.)

- 5 Go through the instructions and the example. Ask students to identify the key words in the sentence (*time off, ill*) and for another word for *ill* (*sick*). Tell them to read the first part of the text and find the answer. Students read items 2–9. Check any vocabulary. Elicit or give other examples of strategies students could use to help them find an answer in a long text, e.g. *guess, think about the type of word, is it a noun or a verb?, look carefully at numbers.* Monitor and help as necessary.

2 sick note 3 take sick leave 4 headache 5 stomach ache
6 bonus 7 9 million 8 stealing 9 lying

Extra help

Write a couple of the words before and after the answer on the board to help students find the place in the text.

- 6 Students read the text again and make a note of any differences. In small groups, students exchange information or ask for volunteers to tell the class. Ask if the information surprises them and help students express their ideas.

C Pronunciation short and long vowels

- 7 **12B.2** Draw two columns on the board and elicit or remind students that there are two types of vowel sounds in English, short and long. Write *Put your hand on your hat.* in the first column, underline the *a* in *hat* and ask *Short or long? (Short.)* Write *Put your hand on your heart.* in the second column and underline *ea*, a long vowel sound. Go through each row and ask students to underline the vowel sounds in blue. Go over any vocabulary and play the audio, pausing after each one for students to call out A or B. Play the audio a second time if students need more practice.
- 8 Put students into pairs and remind them that they can ask for repetition if they didn't hear what their partner said. Monitor and check students are pronouncing the vowel sounds clearly enough for their partners to decide if the sound is short or long.

Extra help

Repeat exercise 8 using the key words only, e.g. *hat/heart*.

D Vocabulary phrases to say how you feel

- 9 **12B.3** Ask students to read through the verse and check any vocabulary. Play the audio for students to listen and tap when they hear the words in bold. Play it a second time for them to say the verse with the recording. Give extra practice as necessary.
- 10 Tell students to read the conversation and ask *Is A very ill?* (*Not really, A doesn't want to go to work, and feels better when B agrees to phone work.*) Check any vocabulary and direct students to the pictures in *Phoning in sick*. Ask them to complete the conversation and compare in pairs. Do not give answers at this stage.
- 11 **12B.4** Play the audio, pausing at the end of each space for students to check answers.

- | | |
|----------------------|---------------------|
| 2 I think it's flu. | 4 Don't go to work. |
| 3 I feel really ill. | 5 Phone in sick. |

- 12 Go through the conversation in exercise 10. Point out or elicit that speaker A (*the man*) gives four pieces of information to explain how he feels (*headache, back pains, flu, feel ill*). Put students into pairs and monitor for the pronunciation of vowel sounds. Check they swap roles and give extra practice of problem words at the end.

Extra help

In pairs, students write another conversation using words in *The body on* >> p.118 and audio script 12B.4 to help. They read their conversations to another pair or to the class.

Extra plus

Draw a smiley on the board and ask students if speaker B is sympathetic? (*No. Not really. The speaker doesn't sound very sympathetic and says You look fine to me.*) Go through the conversation again and elicit or give students phrases a more sympathetic person would say, e.g. *Oh, I'm sorry, poor you. Why don't you stay at home?* Students practise the conversation again, being more sympathetic.

E Listen for key words

In this section, students ignore redundant information and listen for gist, before listening more carefully for specific information.

- 13 **12B.5** Go through the question and ask students if they need to listen to every word to answer the question. (*No.*) Play the audio and give the answer (*the man*).
- 14 Go through the instruction and ask students to read the words and phrases. Answer any vocabulary questions. Ask students if they need to listen carefully. (*Yes.*) Play the audio. Students compare their answers in pairs. Do not give answers at this stage. Play the audio a second time if necessary.

Extra plus

Students tick the words from memory before they listen and check.

- 15 Ask students to look at audio script 12B.5 on >> p.158 to check answers. When they have finished, go through the conversation and answer any questions.

✓ not dressed headache phone work

ABCDE Put it all together

- 16 Go through the instructions. In pairs, students write the conversation. Tell them they can look at audio script 12B.5 for ideas. Encourage students to give several pieces of information about how they feel.
- 17 Give students time to practise saying the conversation and check they swap roles. Students say their conversations for the class. The class decides if the ill person gives enough detail.

Student performance

Students should be able to give a short explanation.

You can use this checklist monitor and give feedback or to assess students' performance.

Content	Do students give two or three reasons? exercise 12
Interaction	Do students ask and answer appropriately? exercise 12
Fluency	Do students use some words and phrases without long pauses? exercise 12

I can say how I feel.

Students tick *on my own* if they can have the conversation from memory. They tick *with some help* if they need to look at exercise 14 two or three times for help for ideas.

Early finishers

Put students into different pairs to repeat the activity. They can use the conversation frame on the board.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about future arrangements

Orientation

Context

In this lesson, students will focus on talking about free-time activities and making plans to meet.

In episode two of *Office Life*, Justin and Holly are both planning to take Friday off work, but neither realizes the other is planning to do the same. They are both pretending to be ill. Mr Minute appears and notices that Justin doesn't look well. He tells Justin that he'll have time to recover as Friday is a holiday.

Language

Focus grammar	present continuous future: <i>I'm taking Friday off sick.</i>
Focus words	illness: <i>fine, ill, not very well, plans, sick, toothache</i>
Recognition vocabulary	words: <i>officially</i> phrases: <i>I'm just acting., What's wrong with ...?</i>
Recycled language	parts of the day/days of the week: <i>Wednesday evening, etc.</i> places: <i>doctor's, hairdresser's</i> free-time activities: <i>having dinner, travelling, etc.</i>
Pronunciation	sentence stress in questions 12C.2

Language note

The present continuous is used to talk about future actions which have already been decided. Usually, there is evidence in the present to show that the plan is more than just an idea, e.g. when talking about travel plans a person might have booked a flight and a hotel, bought some new clothes and bought a guide book. The plan is unlikely to change, unless something unexpected happens.

End product

In *Put it all together*, students complete a diary for the week with real or imaginary plans. In pairs or groups of three, they try and find a time when they are all free to meet. The conversation is based on exercise 13 and audio script 12C.3. Students have the conversation from memory.

Preparation

Think about classroom organization if you want students to do exercise 16 in groups of three.

Plan a diary page for the next couple of days (real or imaginary) for the *Warmer* (optional).

Warmer

Draw three columns on the board, headed with the dates and days of the week, similar to the one in exercise 15. Write one or two arrangements in different boxes, e.g. *meeting sister for lunch, cinema with brother*, and tell students to ask you *yes/no* questions to see if they can guess more of your future arrangements.

Ask students to tell the class about their plans and ask questions to see if they have definitely decided and already done anything. Make sentences using the present continuous where appropriate. Write their names and the arrangements on the board and *How to talk about future arrangements*.

Students open their books at >> p.120. Give them two minutes to look at Justin and Holly. Ask students if they can see anything strange. (*Justin's wearing a football scarf in work and Holly's mouth looks strange.*) Point to the lesson title and see if students can give you reasons why. Do not correct for accuracy but help students express their ideas.

A Read a conversation

In this section, students read quickly and use pictures to identify the general topic in a dialogue.

- 1 Go through the instructions. Ask students how they are going to read, *Quickly for the general idea or slowly for detail? (Quickly).* Set a time limit of two minutes and remind students to use the pictures to help. Go over the answers as a class and if students don't agree, direct them to look again at frames 2 and 3 for information about Justin and frames 5 and 6 for Holly.

1 b 2 a

- 2 Go through the instructions and the example. Students read questions 2–8. Check any vocabulary. In pairs, students complete the activity. Check answers.

- | | |
|------------------------|-------------------------------------|
| 2 He's going to Paris. | 6 She's going to the hairdresser's. |
| 3 Debbie | 7 Mister Minnit. |
| 4 On the train. | 8 Friday's a holiday. |
| 5 In a cheap hotel. | |

Teaching tip

Check students' overall understanding of the text. Ask *Are Justin and Holly happy at the end of the episode? (No.)*

- 3 Go through the instructions, mime *laugh* and ask *Fun or funny? (Funny.)* Put students into pairs and tell them to read the script carefully and mark it when they have guessed where people might laugh.
- 4 12C.1 Play the audio for students to check answers. Play it a second time, pausing at the laughter places and ask students why they think people might laugh. Do not overcorrect for accuracy but help students try to get their ideas across.

Extra activity

Ask for two volunteers or nominate students to read the script for the class to laugh at appropriate places.

- 5 In pairs, students practise reading out the conversation. Monitor and encourage them to use the short forms *I've* and *I'm*.

B Grammar present continuous future

- 6 Go through the grammar box with the class. Ask students to look at the blue letters and show that in all the sentences, the present continuous is used. Direct students to the questions in exercise 2 and ask *Now or the future? (The future.)* Tell students to find examples of the present continuous in *Office Life* and decide if they are referring to events happening now or future arrangements. Go over the answers and check students understand that, in all the situations, the speaker is talking about a plan which has been decided.

I'm taking Friday off sick. (frame 1)
What are you doing on Friday? Officially, I'm seeing the doctor.
What are you doing really? (frame 2)
I'm going to Paris. How are you getting there? (frame 3)
Where are you staying? (frame 4)
I'm taking Friday morning off too. (frame 5)
I'm going to the dentist's. (frame 6)

Teaching tip

Ask for examples of things Justin has already done to show that he's committed to taking Friday off sick. (*He's got tickets for the train, he's booked the hotel.*)

- 7 Go through the instructions and the example. Monitor and help as necessary while students complete the activity individually. Check answers.

2 are talking 3 'm having 4 's going 5 is sitting 6 's going

- 8 Put students in pairs and do the first item as an example together. Go over the answers as a class and elicit ideas of things people could have done to make the plan more than just an idea.

1 Checked the times of the train, bought a ticket, booked a seat.
3 Agreed a time and place to meet, reserved a table.
4 Telephoned the hairdresser, made an appointment.
6 Bought the train ticket, booked the hotel.

Extra help

Students write three sentences about their plans for tomorrow morning, tomorrow afternoon, and the weekend.

C Pronunciation sentence stress in questions

- 9 **12C.2** Tell students to read the verse. Direct them to the bold words. Play the audio while they listen and tap the rhythm. Play it a second time, pausing after each question for students to listen and repeat. Monitor and check that students are keeping approximately the same length of time between each stressed syllable. Give extra practice if necessary.

Extra help

Divide the class into A/B halves for students to read the lines alternately.

- 10 Direct students to the chart. Elicit or give more examples of phrases to put in the last column. Write ideas on the board, e.g. *tomorrow morning, next month, the summer holidays* to remind students that the present continuous isn't only used for events in the very near future. Elicit one or two examples of questions around the class before students write sentences. Monitor and help as necessary before asking the class for suggestions.

Teaching tip

Students often associate the use of the present continuous future for near future events. Ask students if this sentence is correct: *I'm going to Paris next year.* The sentence is correct if the speaker has made a definite plan. Ask students if they use the present continuous in the same way in their language.

- 11 Go through the instructions and put student into pairs. Monitor and check for sentence stress and fluency and that students swap roles. Give more pronunciation practice for the questions if necessary.

Extra help

Repeat the exercise as an open pair activity. Ask for a volunteer to make a statement and nominate another student to respond. The second student makes a statement and nominates another to respond. Continue until everyone has had a turn.

D Listen for key facts

In this section, students listen for key facts to sequence a conversation.

- 12 **12C.3** Go through the questions and play the audio. Check students have the correct answer. If there are differences, play the audio a second time.

a Holly b Justin

- 13 Go through the instructions and direct students to the example. Do one or two more as a class if necessary and tell students to continue individually. Monitor and help as necessary. When students have finished, put them in pairs to compare but do not give answers at this point.

- 14 Play the audio, pausing at the end of each turn for students to say which line comes next before they hear it. In pairs, students read the conversation. Check they swap roles. Write this conversation frame on the board: **A Suggest. B Say yes. A Tonight? B No, why, suggest. A No, why. B Suggest. A Agree. B Conclusion.** and encourage students to look up from their books and have the conversations again.

1 J Let's go out ... 5 J Tomorrow's ...
2 H Yes, good ... 6 H OK, what ...?
3 J What are ...? 7 J Nothing ...
4 H I'm having ... 8 H OK, fine ...

Extra plus

Nominate students or ask for volunteers to have the conversation for the class.

ABCD Put it all together

- 15 Go through the instructions and tell students to write real or imaginary plans. Check students leave three squares free.
- 16 Put students into small groups to see if they can find a time to meet. If/When students find a time when they are all free, they continue the conversation and decide what to do. Ask for volunteers to have their conversations for the class.

Student performance

Students should be able to have a short conversation exchanging factual information.

You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students use start the conversation with a suggestion? exercise 11
Fluency	Do students ask questions without a lot of hesitation? exercise 11
Vocabulary	Do students talk about five different types of activities? exercise 11

I can talk about future arrangements.

Students tick *on my own* if they can ask and answer about plans. They tick *with some help* if they need to look at the questions in exercise 10 up to three times for help.

Early finishers

Put students into different pairs to repeat the activity.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

How to talk about intentions

Orientation

Context

In this lesson, students will focus on using phrases to talk about healthy living.

In *Three steps to healthy living*, an information leaflet, a doctor gives simple advice on how people can realize their intentions related to health issues. The pictures illustrate the advice she gives.

In *Good Intentions*, there is a picture of a rather unhealthy-looking man and the lyrics to the song of the same name. The stressed syllables are in bold.

The glossary under the lyrics provides brief definitions and pictures to help students understand some of the vocabulary.

Culture note

In Britain, many people make New Year's Resolutions, promises to start doing something good or to stop doing something bad. This is less common in other countries. The most common British resolutions are to quit (stop) smoking, cut down (reduce or lower) drinking, lose weight, do more exercise, cut down stress, spend more time with family, study something new, organize time, clear out (throw away unwanted things) in the home, be happy.

Language

Focus grammar	future intentions: <i>I'm going to get fit, I'm going to lose weight.</i>
Focus words	lifestyle: <i>clear out, cut down, fat-free, intentions, joking, organize, quit, reduce, resolutions, smoking, stress, stress-free, weight</i>
Recognition vocabulary	words: <i>alcohol-free, chess, cholesterol-free, herbal tea, mess, nicotine patches, omega 3, saccharine tablets, stress control</i> phrases: <i>That's it!</i>
Pronunciation	understand fast speech: <i>I'm going to have a good time. I'm gonna have a good time. 12D.2-3</i>

End product

In *Put it all together*, students work in small groups and give a short presentation about three or four things they want to achieve in the future. They make notes, based on the advice given in *Three steps to healthy living* on >> p.122. They can look at their notes for the presentation.

Preparation

Prepare answers (real or imagined) for the items in exercise 9 for you, for the optional *Extra activity*.

Think about classroom organization if you want students to work in groups of three for exercise 14.

Warmer

Write *New Year Resolutions* on the board and check students understand the phrase. Explain or elicit that many people in different countries decide to change their life at this time of year and give an example, *I'm going to do more exercise next year!* Ask some questions about the topic, e.g. *Do you ever say things like this at other times of year?* Direct students to the picture of the man on >> p.122 and elicit ideas of things he could do.

Write *How to talk about intentions* on the board.

A Vocabulary lifestyle

- Go through the instructions and check students understand the vocabulary in the examples. Ask for or give examples of things that make people stressed, e.g. too much work, money problems. In pairs, students add to the lists. Monitor and help if necessary. Go around the class asking for suggestions and write them on the board.
- 12D.1 Direct students to *Good Intentions* on >> p.122 and the glossary. Check students understand the words and the two symbols in items 3 and 5. In pairs, students complete it. Play the audio while students read the verse. Give them time to think about the words and check answers.

1 quit 2 fit 3 weight 4 less 5 chess 6 stress-free

Teaching tip

Students find the words in their dictionaries to check answers.

- Play the audio, pausing after each line for students to listen and repeat. Play it a second time, tapping the desk to maintain rhythm while students say or sing the chant.
- Go through the instructions and do the first item as a class. Tell students that the words after the blanks in items 2-5 are in the glossary. They find the words in *Good Intentions* and complete the activity.

1 smoking 2 get 3 lose 4 join 5 learn

Extra help

In pairs, students test each other. One student says a word from the blank and the other says the word that is used with it to make a phrase, e.g. say *quit* and elicit *smoking*. To continue say *fit, weight, a gym, to play chess* to elicit the verbs *get, lose, join, learn*.

B Read for key information

In this section, students use visual clues to predict the content of a leaflet before reading for specific information.

- Direct students to *Three steps to healthy living*. Ask them to look at the title and the pictures and elicit what they think the text is about.

Go through the instructions and ask them to read items 1-3. Check any vocabulary. Remind students to think about key words in the questions to help them locate the information in the text. Check answers.

1 False (at the start of the year) 2 True 3 True

- Go through the instructions and the first item to check understanding. Tell students to look at *Three steps to healthy living* and ask them where they will find Dr Patricia Carlsson's advice. (*Points 1, 2, and 3.*) Students read items 2-6. Check any vocabulary. In pairs, students continue the activity. Check answers.

2 Think positive. 5 Think positive.
3 Give details. 6 Be realistic.
4 Give details.

Extra activity

Direct students to *Good Intentions* and ask if the man follows Dr Patricia Carlsson's advice. Students find examples of where he is realistic, where he gives details and thinks positive.

C Grammar *going to* for future intentions

- 7 Write *Intention*: *I'm going to get fit* on the board, underline *get fit* and check students understand this is the infinitive form. Ask for more examples. Elicit the negative and question forms of the sentence and ask students to check in the first column of the grammar box. Students complete the second and third columns. Check answers.

- + She's **going to** eat fruit.
- They **aren't going to** swim.
- ? Is she **going to** eat fruit?

- 8 Go through the grammar box with the class, making sure they understand the difference between an arrangement and an intention. Direct students to the first column and ask them to give you examples of sentences from 12C for each arrangement, e.g. *I'm going to Paris*. *I'm going to the hairdresser's*. *I'm going with Debbie*.

Write *I'm going to lose weight* on the board. Elicit or explain that this also refers to the future, but it isn't an arrangement. The speaker is thinking about doing something alone, and can change their mind very easily.

Go through the example as a class, checking that students understand the answer by referring them back to the questions in the table. As students continue the activity individually, monitor and help as necessary by asking questions in the table to lead them to the correct answer. Check answers.

- | | |
|------------------|---------------|
| 2 going to quit | 5 going to do |
| 3 going to relax | 6 meeting |
| 4 going | 7 playing |

Language note

This rule is a simplification. Arrangements are a subset of intentions, so anything which is an arrangement is also an intention. *Going to* could be used in all cases in exercise 8 but present continuous couldn't. Explain this to students if they ask. You could tell them that they could use *going to* in all cases, but the reverse isn't always true.

- 9 Go through the instructions and do the first item as a class to check students understand the activity. Ask *What are you going to learn?* and nominate students to answer.

Extra activity

Tell students to guess your intention (real or imaginary) by asking *yes/no* questions for each of the items.

- 10 Ask for volunteers or nominate two students to have the example conversation. In pairs, students continue the activity. Monitor and check they are giving realistic intentions. Check students swap roles after a few minutes.

Extra help

Ask one student to say an intention and then to name another student to respond. The second student says an intention and nominates another student. Continue until all students have told the class about at least one of their intentions.

D Pronunciation understand fast speech

- 11 12D.2 Go through the instructions and check that students understand the table. Explain that when people speak quickly the pronunciation changes. Play the audio, pausing after each sentence for students to hear the difference.

Language note

Although sounds are reduced and elided in all fast speech, only a few examples are commonly written in an elided form. Two of the most common are *gonna* (going to) and *gotta* (got to). Ask students if they've seen *gonna* in the lyrics of any pop songs. Sometimes, in the words of pop songs *going to* is spelt *gonna* and *want to* spelt *wanna*.

- 12 12D.3 Play the audio, pausing after each item for students to say *normal* or *fast*. Play it a second time if necessary.

Teaching tip

This exercise helps students understand fast speech. You could play the audio again for students to repeat, which will help them develop fluency, but don't expect them to start using *gonna* in their own speech.

ABCD Put it all together

- 13 Go through the instructions and the example as a class. Make sure students understand the activity. Give students a few minutes to think of their intentions and make some notes. Remind them to be realistic and encourage them to refer back to the text on >> p.122. Encourage students to express their ideas.
- 14 In pairs or small groups, students discuss their intentions. Encourage groups to express an opinion on each other's intentions and decide whose will come true.

Student performance

Students should be able to give a short presentation using notes.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students give enough detail for each point? exercise 6
Fluency	Do students use <i>going to</i> without a lot of hesitation? exercise 3
Vocabulary	Do students use four or more different verbs? exercise 10

I can talk about intentions.

Students tick *on my own* if they can talk about their intentions using their notes. They tick *with some help* if they need to look at *Good Intentions* two or three times for help.

Early finishers

Students work with two or three different students and talk about their intentions from memory.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Orientation

Context and Language

In this lesson, students will write a thank-you letter for a gift.

New language	I hope you're well, I'm writing to thank you for ..., It was a lovely surprise., Write soon!
Recycled language	grammar: going to future intentions
Recognition language	words: ash tray, bathroom scales, carrots, chess set, cookbook, dumbbells, flippers, paperweight, red meat, swimming goggles, tea pot phrases: bad for the eyes, easy to clean, perfect for me, use something as

End product

In Put it all together, students write a thank-you letter to another student who has given them a present. They describe why they like the present and what they plan to do with it. Students are given three models to look at. They check content and spelling.

Preparation

You can copy the answer to exercise 5 onto an overhead transparency, for students to check each other's letter in exercise 6.

Warmer

Ask students if they ever write thank-you letters or emails when they receive presents. Tell students that the practice of writing thank-you letters is dying out, but it's always nice to receive them.

A Read thank-you letters

In this section, students scan letters to find specific information and look at greetings and closings in informal letters.

- Go through the instructions and the example. Students use the picture letters and continue individually. Check answers.

2 b 3 g 4 c 5 a

Teaching tip

Students don't need to know all the vocabulary for pictures a-j. If they are interested or want to use the items in exercise 8, ask them to check in their dictionaries. Give the words if the entries don't appear: a cookbook, b dumbbells, c chess set, d paperweight, e carrots, f flippers, g bathroom scales, h tea pot, i ash tray, j goggles.

- Direct students to the thank-you letters and go through the instructions. As students continue, monitor and help them find key words and phrases. Check answers and help students understand why the answers are correct.

2 a (cook book, stop eating red meat, vegetables)
3 b (quit smoking)

- Direct students to Gemma's letter and ask them to find the information in the letter. Give them time to work individually and to compare answers in pairs. Elicit ideas from the class.

Vince: He's going to use them this afternoon. He wants to go swimming every week.
Caroline: She's going to use it as a paperweight. She's going to stop smoking.

- Ask students about the people Are they friends? (Yes.) Go through the instructions with the class and elicit the answers.

They all begin with the word Dear.
They have different endings: Lots of love, Love, Best wishes.

B Check your writing

- Direct students to present c, the chess set. Students complete the activity individually. Check answers as a class.

¹ Dear Caroline,
² I'm ³ writing ⁴ to ⁵ thank ⁶ you ⁷ for ⁸ your ⁹ present. ¹⁰ It
¹¹ was a ¹² lovely ¹³ surprise. ¹⁴ I'm ¹⁵ going ¹⁶ to ¹⁷ learn ¹⁸ to
¹⁹ play ²⁰ chess ²¹ so ²² this ²³ is ²⁴ perfect ²⁵ for ²⁶ me.
I ²⁷ hope ²⁸ you ²⁹ are ³⁰ well.
³¹ Lots ³² of ³³ love,
Vince

- Students swap letters and check spelling. They can check in their dictionary if they are not sure.

Teaching tip

Display the transparency with the answer (see Preparation).

- In pairs, students do the activity. Monitor and help as necessary. Check answers.

Vince: I I'm writing to thank you. / So thank you very much.
2 really comfortable love the colour 3 go swimming, pool
water bad for eyes

Gemma: I I'm writing to thank you. 2 got lots of interesting
ideas 3 cook healthier food, didn't know how to cook ...

Caroline: I I'm writing to thank you ... 2 looks great, love the
colour, easy to clean 3 paperweight, stop smoking

AB Put it all together

- In pairs, students draw or write the names for their presents. They swap pieces of paper with another pair.
- Remind students to include all the information in exercise 7. When they have finished, tell them to give their letter to the person who gave them the present.
- Remind students of conventions for correcting. Students check and return the letters. They check their partner's corrections.

Student performance

Students should be able to write a short letter using some compound sentences.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Have students included all the necessary information?
Organization	Have students used openings and closings?
Politeness	Have students said thank you?
Accuracy	Have students used going to for future intentions?
Spelling	Have students corrected spelling mistakes?

I can understand and write thank-you letters.

Students tick on my own if they have written the letter using the notes in exercise 7. They tick with some help if they need to include more information.

Early finishers

Students write a second, neater and accurate draft of their letter.

Additional material

www.oup.com/elt/englishresult for extra practice material
www.oup.com/elt/teacher/result for extra teacher resources

Warmer

Remember who

Read sentences 1–10 below from unit 12. In small groups, students write down who said or wrote them.

1 I'm taking Friday morning off too. 2 I'm going to use it as a paperweight because I'm going to quit smoking. 3 I'm going to Paris for the weekend with Debbie. 4 I'm going to learn to play chess. 5 Go on, you can do it! 6 Officially, I'm going to the dentist's. 7 I want to cook healthier food this year. 8 Could it be a bit earlier, say 10.30? 9 How are you getting there? 10 Friday's a holiday!

1 Holly 2 Caroline 3 Justin 4 Vince 5 Dr Patricia Carlsson
6 Holly 7 Gemma 8 Jim 9 Holly 10 Mr Minnit

A Grammar

1 Arrangements 12C exercises 6, 7

Warm-up: Tell students you've made an arrangement for tomorrow and they should ask you *yes/no* questions to guess where you are going and at what time.

Set-up: Use the example and check students understand how to rewrite the sentences.

- 2 Jim's going to the dentist's at 10.45 on Wednesday.
- 3 Justin and Debbie are staying in a hotel in Paris for the weekend.
- 4 Ana's playing tennis with Jim tomorrow.
- 5 I'm having dinner this evening at an Italian restaurant.

Follow-up: In pairs, students write three more similar sentences for another pair to rewrite. They can look at 12C, *Office Life* on >> p.120 and audio script 12C.3 on >> p.159 for ideas. Students prepare an answer key on a separate piece of paper.

2 Intentions 12D exercises 7, 8

Warm-up: Categories. Say word groups and ask students to call out the verb. Use exercise 9 on >> p.123 for ideas.

Set-up: Before students do the exercise, they read through the text and answer *What bad habits do the family have?*

- | | |
|---------------------|----------------------|
| 2 's going to eat | 6 'm going to do |
| 3 are going to join | 7 'm going to run |
| 4 's going to quit | 8 're going to watch |
| 5 's going to drink | |

Follow-up: In pairs or small groups, students create a gap-fill text about Justin's good intentions and swap with another pair.

3 Intentions 12D exercises 7, 8

Warm-up: Choose five New Year's Resolutions from 12D, *Culture note* and dictate them. Ask students to put them in order of importance for them.

Set-up: Ask round the class for students to say one good intention for themselves.

Students' own answers

Follow-up: Find someone who. Students find other students who have the same intentions.

4 Intentions 12D exercises 7, 8

Warm-up: Say *I'm going to travel round the world next year*. Tell students to give you examples of *wh-* questions they could ask to keep a conversation going.

Set-up: Go through the example as a class and check understanding. Tell students to look at the answer before they write the question.

- 1 When are you going to leave?
- 2 How are you going to travel?
- 3 Where are you going to stay?
- 4 How are you going to get money?
- 5 What are you going to eat?
- 6 When are you going to come home?

Follow-up: In small groups, students tell each other about one plan and see who can ask the most questions.

B Vocabulary

5 Health 12B exercise 1

Warm-up: Write these letters on the board:
b, o, a, r, k, o, h, e, m, c, f, t, n, d, l, g, s.

Set a four-minute time limit for students to make *Body* words. They can use the letters more than once. Students check with the vocabulary panel on >> p.118.

Set up: Go through two or three clues. Ask *Is the word a noun, a verb, an adjective?* etc.

Across: 2 foot 4 feel 5 off 7 ill 9 note 10 bed 12 sick
13 headache

Down: 1 well 2 flu 3 take 6 fit 8 legs 9 neck 10 backache
11 upset

Follow-up: In pairs, choose five words from *Phoning in sick* on >> p.118 and write crossword clues. Students swap clues with another pair.

6 Appointments 12A exercise 12

Warm-up: Team game. Put students into small groups. Write these words on the board: *an, Can, I'd, I, help, how, day, please, the, with, of, like, to, Smythe, appointment, after, about, yes, course, you, make, Dr, tomorrow.*

Put students into small groups to write a conversation about an appointment. They can use words more than once. Students check their answers in *At the dentist's* on >> p.116.

Set-up: Do the second item as a class if necessary.

2 make 3 about 4 good 5 after 6 afternoon 7 bit 8 OK

Follow-up: Students make their own six-line conversation with five gaps for another pair. They can use audio scripts 12A.2 and 12A.5 on >> p.158 for ideas.

Early finishers

Students look back through the book and think about their study plans for listening, reading, speaking, and writing. In their own language, they write one plan for each skill and an example of what they could do and when, e.g. *Listening: I'm going to watch more films with sub-titles in English. I'm going to the cinema next week to watch (name of film) in English.*

Grammar Bank Key

Unit 1

- 1.1 1 What's her telephone number?
2 What's his website address?
3 What's your name?
4 My email address is samir@teleline.uk.
5 His name's Alan.
6 Her mobile number's 91 456 2110.
- 1.2 1 They 2 We 3 She 4 he 5 they
6 He
- 1.3 1 ✓ 2 X Her first name's Derya.
3 ✓ 4 X What's your email address? 5 X What are their first names? 6 ✓
- 1.4 1 's 2 is 3 're 4 is 5 's 6 'm
7 are 8 's
- 1.5 1 he is 2 they aren't 3 I am
4 she isn't 5 you are 6 I'm not
- 1.6 2 b 3 c 4 a 5 g 6 e 7 f

Unit 2

- 2.1 2 e 3 a 4 g 5 c 6 f 7 i 8 b
9 h
- 2.2 1 X He's Steve's father.
2 X They're John's books.
3 ✓
4 X We're Simon's students.
5 X Sandra's Bob's children's teacher.
6 ✓
- 2.3 1 Those 2 That 3 this book
4 Those 5 That 6 those men
- 2.4 1 He's a retired office worker.
2 Are your parents rich?
3 She isn't a rich woman.
4 My car is old.
5 Is Jaime an old man?
6 Elena's a young doctor.
- 2.5 1 single 2 young 3 married
4 old 5 divorced
- 2.6 2 an 3 a 4 an 5 a 6 a 7 an
- 2.7 1 X The next Spanish lesson is on Friday. 2 ✓ 3 X The quiz is tonight. 4 ✓ 5 X The news is on at half past seven.

Unit 3

- 3.1 1 The 2 the/the 3 a 4 the 5 an
6 a 7 an/the
- 3.2 1 ✓ 2 X Mary isn't a vet. She's a doctor. 3 ✓ 4 X Marbella is a town in Spain. 5 X Is the euro the currency of Australia? 6 ✓ 7 ✓
- 3.3 1 watches 2 languages 3 email addresses 4 designers 5 capital cities 6 those
- 3.4 1 currency 2 tree 3 toilet
4 class 5 person 6 cash machine

- 3.5 1 I speak two languages.
2 Do you like coffee?
3 They don't understand English.
4 We like Cairo.
5 They don't live in a city.
6 Do you speak Polish?
- 3.6 1 Yes, I do.
2 No, they don't.
3 Yes, we do.
4 No, I don't.
5 Yes, they do.
6 No, we don't.
- 3.7 1 I understand German very well.
2 They don't speak Italian well.
3 Do they understand English well?
4 We understand French quite well.
5 Do you speak Portuguese very well?
- 3.8 1 They speak English and French very well.
2 The telephones and (the) toilets are upstairs.
3 I understand Spanish but I don't speak it very well.
4 We like tennis but we don't like football.
5 Jorge and his wife are doctors.
6 I don't speak Russian but I speak a little Polish.

Unit 4

- 4.1 1 the morning 2 Friday 3 eight o'clock 4 the weekend 5 July
6 Monday
- 4.2 1 at 2 on 3 in 4 in 5 on 6 at
- 4.3 1 He doesn't play football.
2 She gets up at seven o'clock.
3 Does Alan listen to the radio?
4 My brother works in a hospital.
5 Does he read the newspaper in the evening?
6 Holly doesn't live in Spain.
- 4.4 1 doesn't have 2 plays 3 studies
4 doesn't finish 5 closes
6 doesn't watch 7 has
- 4.5 1 Ana watches TV in the morning.
2 Iris has a shower in the evening.
3 Jim doesn't teach English.
4 Sally writes emails at home.
5 Chen doesn't study French in Paris.
- 4.6 1 Mary always has coffee in the morning.
2 Do you usually watch TV in the evening?
3 We never go to the theatre.
4 Does she often listen to the radio?
5 That shop never opens on Sunday.
6 He always leaves the house at 7:30 a.m.
7 Jon and Ian sometimes play football on Sunday.
8 The London train is usually late.

Unit 5

- 5.1 1 it 2 them 3 you 4 us
5 me/him
- 5.2 1 Do you understand him? 2 He doesn't like it. 3 She knows us.
4 Listen to her. 5 He teaches them.
- 5.3 1 ✓ 2 X He's got big blue eyes.
3 X They live in a white house.
4 ✓ 5 X She's a tall thin woman with long grey hair. 6 X We've got a small black dog and four brown cats. 7 X My mother has got short black hair. 8 ✓
- 5.4 2 c 3 b 4 f 5 e 6 d
- 5.5 1 Has your car got GPS?
2 My friend has got a blue car.
3 Has Gemma got green eyes?
4 Has he got any children?
5 Andy's got a new mobile phone.
6 It's got an alarm.
- 5.6 1 they have 2 I haven't 3 she has
4 it hasn't 5 they haven't 6 he has

Unit 6

- 6.1 1 C 2 U 3 U 4 U 5 C 6 C
- 6.2 1 ✓ 2 ✓ 3 X Do you usually drink wine? 4 ✓ 5 X I don't like soup. 6 X How much are these computers?
- 6.3 1 any 2 any 3 some 4 an 5 a
6 any 7 a 8 some 9 some
- 6.4 2 f 3 e 4 i 5 h 6 b 7 a 8 d
9 g
- 6.5 1 How many hours do they work in a week?
2 I usually use a lot of salt.
3 Do they eat much meat?
4 We don't do much homework.
5 Are there a lot of students in your class?
6 There's a lot of sugar in this tea.
7 Do you watch many films?
- 6.6 1 or 2 or 3 with 4 with 5 with
6 or

Unit 7

- 7.1 1 Let's ~~to~~ go to the theatre tomorrow.
2 How about going ~~to~~ shopping?
3 How about ~~we~~ going to London?
4 Let's ~~us~~ have a party.
5 How about ~~to~~ seeing a film tonight?
6 Let's go ~~for~~ skiing.
7 How about ~~have~~ a cup of coffee?
8 Let's ~~going~~ play cards.
- 7.2 1 taking 2 swimming 3 dancing
4 playing 5 driving 6 listening
7 stopping 8 getting
- 7.3 1 can 2 Can 3 can't 4 can't
5 Can/can

- 7.4** 1 He runs fast. 2 You work quickly.
3 I walk slowly. 4 They sing well.
5 He speaks quietly.

- 7.5** 1 good 2 quickly
3 carefully 4 badly
5 slowly 6 quiet

- 7.6** 1 b 2 a 3 a 4 a 5 b

- 7.7** 1 Robin studies Maths and he also studies Physics.
2 She speaks Arabic and she also speaks Chinese.
3 We like Chinese food and we also like Indian food.
4 He can drive a car and he can also drive a bus.
5 My daughter's got a mobile phone and she's also got a laptop.
6 They like playing cards and they also like watching DVDs.

Unit 8

- 8.1** 1 for 2 to
3 for 4 for
5 to/for 6 to/for

- 8.2** 2 d 3 a
4 b 5 c
6 e

- 8.3** 1 Take 2 Go
3 Don't go 4 Don't eat
5 Wash 6 Buy
7 Run 8 Make

- 8.4** 1 he's having 2 we're watching
3 It isn't working 4 I'm feeling
5 are you smiling 6 are you cooking
7 's she talking

- 8.5** 1 's talking 2 're having
3 go 4 have
5 're going 6 comes
7 'm going 8 are sleeping

Unit 9

- 9.1** 1 ✓ 2 ✗ The people **weren't** very friendly. 3 ✗ Her English **was** very good. 4 ✓ 5 ✓ 6 ✗ I **was** tired yesterday. 7 ✗ The restaurants **weren't** very cheap. 8 ✓ 9 ✗ Where **were** you at ten o'clock? 10 ✗ **Were** Simon and Clare at Sue's party?

- 9.2** 2 was/b 3 Were/h
4 Was/a 5 were/j
6 was/g 7 Was/e
8 Were/f 9 were/c
10 was/d

- 9.3** 1 ✗ arrived 2 ✓ 3 ✗ stayed 4 ✓
5 ✗ snowed 6 ✗ replied
7 ✗ shopped 8 ✓

- 9.4** 1 watched 2 enjoyed
3 finished 4 stayed
5 phoned 6 visited
7 moved 8 carried
9 rained 10 danced

Unit 10

- 10.1** 1 Did he do his homework last night?
2 What did she buy at the supermarket?
3 Did they go out yesterday?
4 What time did he finish work yesterday?
5 Did they see the Eiffel Tower?
6 Why did you go to Prague?
7 Where did he meet his wife?

- 10.2** 2 d 3 b 4 f 5 e 6 h 7 g 8 a

- 10.3** regular: played, studied, walked
irregular: had, made, taught, wrote

- 10.4** 1 made 2 died
3 wrote 4 had
5 walked 6 studied
7 played

- 10.5** 1 We didn't see a film last night.
2 She didn't buy a new jacket.
3 They didn't get married last year.
4 Satomi didn't find any money in the classroom.
5 He didn't go to university in Paris.
6 The teacher didn't give us a lot of homework.
7 Robin Banks didn't leave school when he was 15.

- 10.6** 1 we watched 2 did they stay
3 did he meet / they went 4 did she wear / she bought 5 Did you like / we didn't

Unit 11

- 11.1** 1 These shoes are too small for me.
2 He hasn't got enough money.
3 My English isn't good enough.
4 Your trousers are too short.
5 This restaurant is too expensive.

- 11.2** 2 e 3 f 4 a 5 d 6 b

- 11.3** 1 hasn't got enough money
2 are too many people
3 are too many books
4 bought too much milk
5 aren't enough rooms / are too many guests
6 haven't got enough

- 11.4** 1 older 2 hotter 3 more uncomfortable
4 poorer 5 longer 6 heavier
7 fatter 8 more boring

- 11.5** 2 f 3 g 4 d 5 a 6 b 7 c

- 11.6** 1 the worst
2 the highest
3 the hottest
4 the most attractive
5 the most comfortable
6 the most expensive
7 biggest
8 the best

Unit 12

- 12.1** a 3 b 5 c 4 d 2 e 7 f 1 g 6 h 8

- 12.2** 1 's meeting 2 're driving
3 're visiting 4 's having
5 are watching

- 12.3** 1 She's meeting him at the bus station tomorrow.
2 I'm not having lunch with Harry on Friday.
3 Are you going to the cinema tonight?
4 Is he doing anything at the weekend?
5 We're buying a new car on Saturday.
6 Are they arriving today or tomorrow?
7 We aren't going on holiday this year.
8 I'm taking my daughter to the dentist after lunch.

- 12.4** 1 Who's coming to the pub?
2 What are you wearing tomorrow?
3 Where's Gran meeting Arif?
4 When's Justin catching the train to Paris?
5 How many people are coming to her party?
6 What are you getting him for his birthday?

- 12.5** 1 I'm going to study next weekend.
2 Panos is going to do his homework on Sunday.
3 We're going to buy a new car tomorrow.
4 They are going to use the Internet this evening.
5 We're going to speak English every day.
6 Satomi's going to watch a film at the weekend.
7 Jim's going to learn French next year.
8 We aren't going to arrive late this afternoon.

Grammar

- 1 Pronouns and possessives** Underline the correct words.
Example What's you / your name?
- Hello, my / I name's Alicia.
 - Harry's phone number is 680254. He / His email address is harry@free.com.
 - What's your / you mobile number?
 - His name is Jim. He / She 's my teacher.
 - Jane's website is www.mylife.com. What's she / her email address?

☐ 5

- 2 Pronouns and possessives** Tick ✓ a, b, or c to complete the sentences.

Example _____ full name is Katriona Petrovic.

a I ☐ b Our ☐ c My ☒

- They're from Mexico. _____ names are Laura and Maya.
a He ☐ b Their ☐ c They ☐
- Where's Lisa? _____'s late.
a Him ☐ b Her ☐ c She ☐
- _____re from Germany. Our names are Hans and Sonja.
a Our ☐ b We ☐ c They ☐
- He's Yves. _____ surname is Lefebvre.
a His ☐ b Her ☐ c He ☐
- _____ teacher's from Edinburgh.
a They ☐ b We ☐ c Our ☐

☐ 5

- 3 Present simple of be** ☐ ☐ ☐ Complete the conversation with these words.

Are aren't 'm 'm not 're 's 's

Xavier Hi, my name's Xavier. What ¹ _____ your name?

Jan Hello! I ² _____ Jan.

Xavier Are you Jan Bernstein?

Jan No, I ³ _____. My full name is Jan Olsen.

Xavier Oh! Hello, Jan. This is my friend Christophe.

Jan Hi, Christophe. ⁴ _____ you from France?

Christophe No, we ⁵ _____. We ⁶ _____ from Canada.

Jan Nice to meet you!

☐ 6

Vocabulary

- 4 Greetings** Match phrases 1–6 with responses a–f.

- ☒ What's your name?
- ☐ How are you?
- ☐ How old are you?
- ☐ Where are you from?
- ☐ What's your surname?
- ☐ See you later.

- I'm fine, thanks.
- Bye!
- ~~My name's Jack.~~
- It's Peterson.
- I'm nineteen.
- I'm from Manchester.

☐ 5

- 5 Numbers** Write the missing numbers.

Example 5 10 ? 20
five ten fifteen twenty

- | | | | | |
|---|--------|-----------|---------------|--------------|
| 1 | 10 | 20 | 30 | ? |
| | ten | twenty | thirty | _____ |
| 2 | 2 | ? | 6 | 8 |
| | two | _____ | six | eight |
| 3 | 12 | 15 | 18 | ? |
| | twelve | fifteen | eighteen | _____ |
| 4 | 60 | ? | 70 | 75 |
| | sixty | _____ | seventy | seventy-five |
| 5 | ? | 66 | 77 | 88 |
| | _____ | sixty-six | seventy-seven | eighty-eight |

☐ 5

Pronunciation

- 6 Saying letters of the alphabet** Think about the sound of these letters. Underline the letter which sounds different.

Example E D T L

- F S B N
- B P A V
- K X H A
- M C E D

☐ 4

GVP Total ☐ 30



Reading and Writing Personal information

- 1 Read and complete the conversation with the correct questions.



- A Hello. *What's your name?*
 B Belén.
 A 1 _____
 B Pascual.
 A Can you repeat that, please?
 B Yes – Pascual.
 A 2 _____
 B P-A-S-C-U-A-L.
 A Thanks. How old are you?
 B I'm twenty-two.
 A 3 _____
 B I'm from Madrid, in Spain.
 A What's your home address?
 B Calle San Romero, 16.
 A Are you married?
 B Sorry, I don't understand.
 A 4 _____
 B Oh, I'm single.
 A 5 _____
 B It's bpascual@mynet.es.
 A What's your phone number?
 B 91 369 20 15.
 A 6 _____
 B 699 072 480.
 A Thanks Belén.
 B Bye!
 a What's your mobile number?
 b What's your surname?
 c What's your email address?
 d Where are you from?
 e How do you spell that?
 f Are you married or single?
 g *What's your name?*

☐ 6

- 2 Read the conversation again. Complete the form for Belén.

LONDON ENGLISH SCHOOL	
Student information	
First name	Belén
Surname	1 _____
Age	2 _____
Country of origin	3 _____
Marital status	4 _____
Home address	5 _____
Email address	6 _____
Telephone	7 _____
Mobile phone	8 _____

☐ 8

- 3 Check capital letters Correct the mistake in each sentence.

Example My name's ~~karen~~ Miller. Karen

- 1 I'm from dublin in Ireland. _____
 2 Ireland is in europe. _____
 3 They speak english in Ireland. _____
 4 Are you from berlin? _____
 5 Moscow is in russia. _____
 6 Is your surname smith? _____

☐ 6

- 4 Complete the form with your personal information.

Full name	_____
Country of origin	_____
Marital status	_____
Address	_____
Telephone	_____

☐ 10

Reading and Writing Total ☐ 30

Grammar

- 1 Imperatives** Complete the sentences with these words.

Answer Listen Look ~~Open~~ Work Write

Example Open your books.

- 1 _____ at the picture.
- 2 _____ to the CD.
- 3 _____ your name on the form.
- 4 _____ the questions on page 20.
- 5 _____ with a partner.

☐ 5

- 2 Articles** Correct the sentences. Add *a* or *an*.

Example My mother's ~~a~~ doctor.

- 1 My father's engineer.
- 2 David and Ann are married couple.
- 3 My grandfather is old man.
- 4 Ellen is office worker.
- 5 Her husband is vet.

☐ 5

- 3 Possessive 's** Is the 's possessive or is? Write *P* or *is*.

Hi. My name's Tanya.
I'm married and my husband's name is Alan.
I'm a dentist and ¹he's a designer. Our ²children's names are Heidi and Tom.
³Heidi's eighteen and Tom's sixteen. And ⁴that's ⁵Tom's dog, Bono.

Examples is P

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

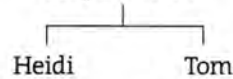
☐ 5



Vocabulary

- 4 Family** Complete the sentences with family words.

Tanya = Alan




Example Tanya is Alan's wife.

- 1 Heidi is Tom's _____.
- 2 Alan is Tanya's _____.
- 3 Tom is Alan and Tanya's _____.
- 4 Tanya is Heidi and Tom's _____.
- 5 Tom is Heidi's _____.

☐ 5

- 5 Time** Write the times in full.

Example  It's five past six.

1  It's _____.

2  It's _____.

3  It's _____.

4  It's _____.

5  It's _____.

☐ 5

Pronunciation

- 6 Syllables** Think about the sound of these words. How many syllables are there? Write 1, 2, or 3.

Example bag ☐ 1

- 1 picture ☐
- 2 Saturday ☐
- 3 chair ☐
- 4 Tuesday ☐
- 5 phone ☐

☐ 5

GVP Total ☐ 30

Reading and Writing

A message of introduction

- 1 Look at the information about Sarah and Gábor. Complete their messages of introduction.

Full name	Sarah Green
Age	22
Country of origin	England
Marital status	single
Occupation	student



Full name	Gábor Varga
Age	30
Country of origin	Hungary
Marital status	married
Occupation	teacher

Hello! My name's Sarah and I'm from ¹ _____.
I'm ² _____ years old and I'm single. I'm a ³ _____
and I live with my parents. My mother's name is Beth and my
father's name is Don. My mother's an office worker and my
father's retired.

Hi! I'm Gábor and I'm 30 years old. I'm from ⁴ _____.
I'm ⁵ _____ and I live with my wife and our son. My
wife's name is Betti and our son's name is Zoltán. I'm a
⁶ _____ and my wife's an engineer.

☐ 6

- 2 Read Sarah and Gábor's messages of introduction again. Tick ✓ a, b, or c to complete the sentences.

Example Sarah's from ____.

a Hungary ☐ b England ☒ c Canada ☐

1 Sarah's ____.
a a housewife ☐ b married ☐ c single ☐

2 Don is Beth's ____.
a son ☐ b husband ☐ c father ☐

3 Gábor is ____.
a Hungarian ☐ b Italian ☐ c British ☐

4 Gábor's ____.
a 20 ☐ b 30 ☐ c 33 ☐

5 Zoltán is Gábor's ____.
a brother ☐ b daughter ☐ c son ☐

6 Betti's ____.
a a teacher ☐ b an engineer ☐ c a student ☐

☐ 6

- 3 Check punctuation. The apostrophe (') Correct the mistake in each sentence.

Example My ~~names~~ Maria. name's

1 Im from Portugal. _____

2 My mothers name's Sandra. _____

3 Shes a housewife. _____

4 Henrys a taxi driver. _____

5 Thats his taxi. _____

6 My fathers a doctor. _____

7 He isnt retired. _____

8 Sarah is my aunts daughter. _____

☐ 8

- 4 Write a personal introduction. Include the information below. Write 30-40 words.
name? from? age? married? job?

Hello! _____

☐ 10

Reading and Writing Total ☐ 30

Grammar

- 1 Plurals** Complete the sentences with the plural form of the nouns.

Example The trains (train) to Liverpool leave in the morning.

- 1 The _____ (bus) to Chester and Liverpool are near the Piccadilly exit.
- 2 Lima and Cuzco are my favourite _____ (city) in Peru.
- 3 These _____ (woman) are Polish, but they live in London.
- 4 Those _____ (car) aren't British. They're American.
- 5 These _____ (person) are from Greece. They speak Greek.

☐ 5

- 2 Articles** Underline the correct word.

Example Luxembourg is a / an / the country in Europe.

- 1 Tokyo is a / an / the capital of Japan.
- 2 Nigeria is a / an / the African country.
- 3 The dollar is a / an / the currency of the USA.
- 4 New York is a / an / the American city.
- 5 Is Venice a / an / the big city?

☐ 5

- 3 Present simple** ☐ ☐ ☐ Complete the conversation with the correct form of the verbs.

Miguel *Do you like* _____ (you like) English, Kathrin?

Kathrin Yes, I do – but I ¹ _____ (not speak) it very well!

M Where are you from?

K I'm from Switzerland.

M ² _____ (you speak) French at home?

K No, I don't. We ³ _____ (speak) German at home, and I ⁴ _____ (understand) a little French.

M I ⁵ _____ (not speak) French or German. But I'm good at Spanish!

☐ 5

Vocabulary

- 4 Places** Underline the best word.

Example There's a country / tree / city in the park.

- 1 Ana's near the house / platform / language in the station.
- 2 There's a country / page / church in the town.
- 3 They're in the restaurant / city / capital, near the door.
- 4 Lena's in the street, near the page / class / cinema.
- 5 Tony's in Market Street, near the glass / watch / chemist's.

☐ 5

- 5 Countries, nationalities, and languages** Complete the introductions. Use capital letters

My name's Isabel. I live in Lima, the capital of Peru. I'm ¹ _____. In my country, we speak ² _____.



I'm Brad. I'm from New York in the ³ _____. I'm ⁴ _____, and I speak ⁵ _____.



☐ 5

Pronunciation

- 6 Plural endings** Think about the sound of these words. How many syllables are there? Write 1, 2, or 3.

Example churches ☐ 2

- 1 toilets ☐
- 2 bikes ☐
- 3 telephones ☐
- 4 trains ☐
- 5 classes ☐

☐ 5

GVP Total ☐ 30

Reading and Writing

My country and languages

- 1 Read about Mario, Becky, William, and Véronique. Tick ✓ a, b, or c to complete the sentences.

Hi! I'm Mario. I'm 22 and I'm from Italy. I live in a town called Rozzano. It's near Milan. Milan is my favourite city! I speak Italian and English, and I understand a little French.



Hello. My name's Becky and I'm 20. I'm from Manchester, in England. It's a fantastic city! My mother's Brazilian, but I'm British. I'm not very good at languages, but I speak a little Portuguese and Spanish.



My name's William and I'm 25. I live in Buenos Aires, but I'm from the USA. Buenos Aires is great – it's my favourite city. I speak Spanish very well, and I understand German.



Hello. I'm Véronique. I'm from France. I'm from a town near Marseilles, but I live in Paris. It's fantastic! I speak French and English, and I understand a little Italian. Oh, and I'm 28 years old.



Example Mario's favourite city is ____.
a Milan ☒ b Paris ☐ c London ☐

- 1 Mario's first language is ____.
a French ☐ b Italian ☐ c English ☐
- 2 Becky's mother is from ____.
a Portugal ☐ b Brazil ☐ c England ☐
- 3 Becky is ____.
a British ☐ b Portuguese ☐ c Brazilian ☐
- 4 William is from ____.
a Argentina ☐ b Germany ☐ c the USA ☐
- 5 Véronique is ____.
a Italian ☐ b French ☐ c English ☐

☐ 5

- 2 Read the information again and complete the tables.

	Mario	Becky
age	22	20
nationality	1 _____	British
favourite city	Milan	Manchester
languages	Italian, English and 2 _____	English, Portuguese and 3 _____

	William	Véronique
age	25	28
nationality	American	5 _____
favourite city	4 _____	Paris
languages	English, Spanish and German	French, English and Italian

☐ 5

- 3 Check capitals and full stops Rewrite Sophie's email. Add three full stops and seven capital letters.

✉
☐

Hi! my name's Sophie i'm german but i live in paris
I speak french and I understand a little italian

☐ 10

- 4 Reply to Sophie's email. Use these questions to help you. Write 30–40 words.
- What's your name?
Where are you from?
Where do you live?
What language do people speak in your country?
Do you speak other languages?

✉
☐

☐ 10

Reading and Writing Total ☐ 30

Grammar

- 1 Prepositions of time** Complete the sentences with *at*, *in*, or *on*.

Example Our exam is in June.

- 1 We usually go to the cinema _____ the weekend.
- 2 I get up late _____ Sunday mornings.
- 3 My birthday is _____ September.
- 4 The film starts _____ nine o'clock.
- 5 I don't have classes _____ the morning.

☐ 5

- 2 Frequency adverbs** Rewrite the sentences using the words in (brackets).

Example I get up early. (often)
I often get up early.

- 1 Our teacher is late. (never)

- 2 I don't have breakfast. (always)

- 3 Liz walks to work. (sometimes)

- 4 This train is late. (often)

- 5 Justin doesn't drink coffee. (usually)

☐ 5

- 3 Present simple** Complete the conversation with the correct form of the words.

Ana Where does your brother work (your brother work), Holly?

Holly In that big office on Oxford Road. Why?

A What time ¹_____ (he start) work in the morning?

H About 9.30, I think. He ²_____ (not get up) very early!

A And what time ³_____ (he finish)?

H I don't know! I know he usually ⁴_____ (go) to the gym after work. But on Wednesdays he ⁵_____ (study) Spanish at the Language Centre after work. Why, Ana?

A Oh, nothing. What's his mobile number?

☐ 5

Vocabulary

- 4 Months and ordinal numbers** Complete the lists with the correct words.

Example January, February, March, April

- 1 first, second, third, _____
- 2 September, October, November, _____
- 3 eighteenth, nineteenth, twentieth, _____
- 4 May, June, July, _____
- 5 fifth, sixth, seventh, _____

☐ 5

- 5 Habits and routines** Complete the text with these words.

watch **have** read get up go have

On Sundays I usually wake up at eight o'clock and I have coffee and breakfast in bed. Then I ¹_____ at about half past eight. I usually ²_____ for a run on Sunday mornings, and after that I ³_____ a shower. I always ⁴_____ the newspaper before lunch. In the afternoons, I often meet friends. And in the evening I usually ⁵_____ TV.



☐ 5

Pronunciation

- 6 /i:/ or /ɪ/** Think about the sound of these words. Write the words in the correct column.

free live seat six three ticket

/i:/	/ɪ/
	ticket

☐ 5

GVP Total ☐ 30

Reading and Writing Everyday life in my country

- 1 Read about Frank's weekends. Complete his diary with these expressions.
go for a run go shopping go to a museum
go to the park ~~go to work~~ play tennis visit parents

My weekends

On Saturday I get up early.

I work in the morning.

I start work at nine o'clock, and I teach three classes in the morning. I have lunch

with the other teachers at a café. I don't work in the afternoon – I usually go

shopping. In the evening I often play tennis, and have dinner with friends. I usually go to bed late.

Sunday is my free day, and I get up late. In the morning I sometimes go for a run, and I usually have lunch at about one o'clock. In the afternoon I often go to the park or to a museum. I always visit my parents on Sunday evenings, and have dinner with them. In the evening I usually read or listen to the radio, but I don't go to bed late on Sunday.



Saturday morning go to work
afternoon ¹ _____
evening ² _____

Sunday morning ³ _____
afternoon ⁴ _____ or ⁵ _____
evening ⁶ _____

6

- 2 Read the text again. Tick ✓ a, b, or c to complete the sentences.

Example Frank starts work at ____ on Saturday morning.
a 8.00 ☐ b 9.00 ☒ c 10.00 ☐

- 1 He ____ works on Saturday afternoons.
a always ☐ b never ☐ c sometimes ☐
- 2 He often ____ on Saturday.
a visits his parents ☐ b goes to a museum ☐
c plays tennis ☐
- 3 He ____ goes for a run on Sunday mornings.
a sometimes ☐ b always ☐ c never ☐
- 4 He often goes to the park on Sunday ____.
a morning ☐ b afternoon ☐ c evening ☐
- 5 He always has dinner with ____ on Sundays.
a his friends ☐ b the other teachers ☐
c his parents ☐
- 6 He often ____ before he goes to bed.
a reads ☐ b watches TV ☐ c goes for a run ☐

6

- 3 Read about Frank's Monday and answer the questions.

Frank's Monday

On Monday I usually get up very early, at half past six. I don't like cooking so I have my breakfast in a café. There is a lot to do at the start of the week, and I teach three classes in the morning. I always have a sandwich with my friends, at one o'clock. On Monday afternoon I often go shopping after work. Then I have my main meal in the evening, while I'm watching TV. At the weekend I often go to bed after midnight, but on Monday I usually go to bed at ten o'clock.

- 1 What time does he get up on Monday?

- 2 Where does he have breakfast?

- 3 What does he do on Monday morning?

- 4 What does he have for lunch?

- 5 What does he do after work?

- 6 When does he have his main meal?

- 7 What time does he go to bed on Monday?

- 8 What time does he go to bed at the weekend?

8

- 4 Write about your Sunday or Monday. Use the questions to help you. Write 40–50 words.
What time do you usually get up?
What do you do in the morning?
Where do you have lunch?
What do you do in the afternoon?
What time do you usually go to bed?

On _____, I usually _____

10

Reading and Writing Total **30**

Grammar

- 1 **Pronouns** Complete the sentences with these words.
her him it me us ~~you~~

Example You like me and I like you.

- 1 My brother sometimes helps _____ with my homework.
- 2 This is Jane Brown. I work with _____.
- 3 We live on Market Street, and our grandmother lives near _____.
- 4 I don't drink coffee. I don't like _____.
- 5 Pete is our teacher. We always listen to _____!

☐ 5

- 2 **Order of adjectives** Rewrite the sentences using the extra word.

Example I've got a green bag. (new)
I've got a new green bag.

- 1 My sister's got blond hair. (long) _____
- 2 Aziz has got brown eyes. (big) _____
- 3 Do you like my new car? (red) _____
- 4 My grandmother lives in that white house. (big) _____
- 5 Terry and his brother have got black hair. (short) _____

☐ 5

- 3 **Have got** Complete the shop conversation with these words.

got has hasn't have ~~have you got~~ 've got

A Can I help you?

B Yes, have you got any printers?

A Yes, we ¹_____.
We ²_____ this
Deluxe model for £200.

B Have you ³_____ any others?

A Yes, this Basic model is £60.

B Has it got a fax?

A No, it ⁴_____. The Deluxe printer has got a fax.

B I'd like the Basic one, please. Has it got ink in it?

A Yes, it ⁵_____. It's got black and colour ink.

B OK. Thanks.

☐ 5



Vocabulary

- 4 **Phrases for introducing** Underline the correct word.

Matt Hi Sally. Do you know / remember me?

Sally Sorry, what's your ¹name / job again?

Matt Matt. It's ²long / short for Matthew.

Xavier Who are they? Do you ³meet / know them?

Yvette Yes, that's Annie and Bob. They're in my class. Come and ⁴meet / know them.

Paul Carla, do you ⁵know / see my teacher Steve?
Steve, come and meet Carla.

Steve Hi Carla. Pleased to meet you.

☐ 5

- 5 **Adjectives** Complete the sentences with the opposite adjectives.

Example This street isn't long. It's short.

- 1 My mobile phone isn't new. It's _____.
- 2 My brother isn't tall. He's _____.
- 3 Our classroom isn't big. It's _____.
- 4 My cat isn't fat. It's _____.
- 5 My dog isn't black. It's _____.

☐ 5

Pronunciation

- 6 a, e, i, o, u Think about the sound of these words.
Write the words in the correct box.

eight go like meet you

a
say
1 _____

e
see
2 _____

i
buy
3 _____

o
know
4 _____

u
Jude
5 _____

☐ 5

GVP Total ☐ 30

Reading and Writing A portrait

- 1 Read the portrait of Sara and complete the notes.

My teacher

My teacher's name is Sara. She's tall, and she's got short brown hair. She's 32 years old. She's married to another teacher, Steve, but they haven't got any children. Sara is from a small town in Scotland. She works here at the Language Centre on Mondays and Wednesdays, but she also teaches English at the university.

Sara hasn't got a car, but she's got a new bike. She doesn't live near the Language Centre, so she usually comes to work by bus. I think Sara listens to pop music at home, but we never listen to music in the classroom. Sara gives us homework every week. She's a very good teacher, and I really like her classes.



Job	<u>teacher</u>
Age	<u>1</u>
Place of origin	<u>2</u>
Hair colour	<u>3</u>
Physical description	<u>4</u>
Place of work	<u>5</u>

5

- 2 Read the text again and answer the questions.

Example Has Sara got blond hair?
No, she hasn't.

1 Is Sara thirty-two years old?

2 Is she short?

3 Have Sara and Steve got any children?

4 Has Sara got a car?

5 Is Sara a good teacher?

5

- 3 Check spelling Find and correct the ten spelling mistakes.

names

My parents' ~~naimes~~ are Frida and Donald. My father has got short blak hair and brown eyes. My mother has got longe brown hair and blu eyes. Donald is a vet, and Frida works in an office. They've got an olde blue car, but they havn't got a computer. They don't undrestand computers! They usually lisen to classical music, but they don't go to concerts. Their favourit place is there little house near the beach.

10

- 4 Write a portrait of your best friend. Include the information below. Write 40–50 words.
name? hair? eyes? age? work / study?

10

Reading and Writing Total

30

Unit 6 Test Food and drink

Date: _____

Grammar

- 1 **Countable and uncountable** Write C (Countable) or U (Uncountable).

Example ☒ potato

- 1 ☐ biscuit
2 ☐ sugar
3 ☐ bread
4 ☐ tea
5 ☐ sausage

☐ 5

- 2 **Some, any, a, an** Complete the conversation with *some, any, a, or an*.



- A Can I help you?
B Yes. I'd like some soup and ¹ _____ egg sandwich, please.
A Sorry. We haven't got ² _____ egg sandwiches. Would you like ³ _____ cheese sandwich?
B OK. And I'd like ⁴ _____ crisps, please.
A Would you like anything to drink?
B Yes – have you got ⁵ _____ tea?
A Yes, we have. That's £6.50, please.

☐ 5

- 3 **There is, There are, There isn't, There aren't** Complete the sentences with *There is, There are, There isn't, or There aren't*.

Example There isn't much tea.

- 1 _____ a lot of bread.
2 _____ much milk.
3 _____ a lot of biscuits.
4 _____ many cakes.
5 _____ much jam.

☐ 5

Vocabulary

- 4 **Food and drink** Complete the table with these words. bananas chicken coffee peas ~~sausages~~ water

meat	fruit and vegetables	drinks
sausages		

☐ 5

- 5 **Phrases for asking, offering, and answering** Match 1–6 with a–f.

- | | |
|--|-------------------------------------|
| 1 <input checked="" type="checkbox"/> Can I have | a cup of tea? |
| 2 <input type="checkbox"/> Would you like a | b milk do you want? |
| 3 <input type="checkbox"/> Do you | c egg and chips, please? |
| 4 <input type="checkbox"/> How much | d on the pizza? |
| 5 <input type="checkbox"/> I'd like a | e take sugar? |
| 6 <input type="checkbox"/> Is there any meat | f cheese sandwich, please. |

☐ 5

Pronunciation

- 6 **Spelling and vowel sounds** Think about the sound of these words. Which words rhyme? Match 1–6 with a–f.

- | | |
|---|----------|
| 1 <input checked="" type="checkbox"/> bread | a cake |
| 2 <input type="checkbox"/> peas | b street |
| 3 <input type="checkbox"/> steak | c cheese |
| 4 <input type="checkbox"/> speak | d green |
| 5 <input type="checkbox"/> meat | e week |
| 6 <input type="checkbox"/> bean | f red |

☐ 5

GVP Total ☐ 30

Reading and Writing Food in my country

- 1 Read about Simon and complete the table.

I don't have breakfast before I go to work – I have coffee and cake at a café at about ten o'clock. Then I have lunch at work at about half past one. I usually have sandwiches or a salad. I don't drink coffee at lunchtime – just water. I always have dinner with my wife when she comes home at about half past seven. We often have pizza or pasta, and fruit or yogurt for dessert. I usually have a cup of coffee after dinner.



Simon

	breakfast	lunch	dinner
place	a café	2	4
time	1	half past one	5
food	cake	sandwiches or 3	6 or pasta

6

- 2 Read about Mark and Yolanda. Write *true* or *false*.

I have breakfast in a café at about eight o'clock. I usually have tea and toast. I have lunch at about one o'clock. I sometimes have a sandwich at work, but I often go to a restaurant near my office. I usually have a cup of coffee after lunch. I always have dinner at home with my family. We often have chicken or fish with rice or potatoes. My favourite dessert is chocolate cake.



Mark

I'm an athlete, so I need a lot of energy. I get up early, and I have breakfast at home. I usually have cereal with milk or yogurt, toast with jam, and some fruit. Then I go to the gym, and I have lunch there at about half past twelve. I usually have fish with vegetables or salad. I often have dinner in a restaurant because I don't like cooking. My favourite dinner is steak and chips, with apple pie for dessert!



Yolanda

Example Mark doesn't have breakfast at home. True

- Mark never has lunch in a restaurant. _____
- Mark usually has coffee after lunch. _____
- Mark likes chocolate cake. _____
- Yolanda always has breakfast at the gym. _____
- Yolanda usually has cereal and toast for breakfast. _____
- Yolanda usually has dinner at home. _____

6

- 3 **Build phrases** Complete the sentences with *or* or *with*.

Example I often have cereal with milk for breakfast.

- I always have coffee _____ tea in the morning.
- I sometimes have toast _____ jam for breakfast.
- For lunch I usually have fish _____ meat.
- I like pizza _____ extra cheese.
- I have orange juice _____ water with my dinner.
- Do you want an apple _____ a banana?
- I'd like a hamburger _____ chips, please.
- Do you have sugar _____ your coffee?

8

- 4 Write about your meals. Write 50–60 words.

Breakfast

Lunch

Dinner

10

Reading and Writing Total 30

Unit 7 Test **Leisure and entertainment** Date: _____

Grammar

- 1 **Can, can't** Look at the information about Amy and Ben. Write sentences with *can* or *can't*.

	play golf	ride a bike	swim	drive a car	play the guitar
Amy	X	✓	X	✓	X
Ben	✓	✓	✓	X	✓

Example Amy play golf *Amy can't play golf.*

1 Ben play the guitar

2 Amy swim

3 Amy and Ben ride a bike

4 Ben drive a car

5 Ben play golf

☐ 5

- 2 **Adverbs** Underline the correct word.

Example I can understand German, but not very easily / easy / good.

- Greg can walk six kilometres in one hour. He's a quickly / slowly / quick walker.
- I can speak a little Arabic, but not very well / good / badly.
- I enjoy my English classes. I've got a bad / well / good teacher.
- Joanne can swim, but badly / slow / quick.
- I can run, but not very slow / slowly / quickly.

☐ 5

- 3 **Likes and dislikes** Complete the sentences with the correct form of the verbs.

Key 😍 = love 😊 = like 😞 = don't like 😡 = hate

Example Kelly *doesn't like* playing football. (😞 play)

1 Henry _____. (😍 swim)

2 Johann _____ early. (😞 get up)

3 Maria and Tom _____ English. (😍 study)

4 Carmen _____. (😞 run)

5 Nick _____. (😍 cook)

☐ 5

Vocabulary

- 4 **Leisure activities** Match 1–6 with a–f.

- | | | |
|---|------------------------------|-------------------|
| 1 <input checked="" type="checkbox"/> b | My brother likes playing the | a a run. |
| 2 <input type="checkbox"/> | I never go | b guitar. |
| 3 <input type="checkbox"/> | We enjoy playing | c the newspapers. |
| 4 <input type="checkbox"/> | I don't often go for | d a bike. |
| 5 <input type="checkbox"/> | My daughter can ride | e cards. |
| 6 <input type="checkbox"/> | I don't like reading | f fishing. |

☐ 5

- 5 **Abilities and activities** Complete the sentences with these verbs.

climb drive kick play ~~run~~ stand take

Example Jess likes athletics. She can run quickly.

- I can ride a bike, but I can't _____ a car.
- Elsa can _____ great photographs.
- David doesn't like football. He can't _____ a ball.
- Cats can't swim, but they can _____ trees.
- I'm good at table tennis, but I can't _____ tennis.
- Jane does yoga. She can _____ on her head.

☐ 6

Pronunciation

- 6 **/h/** Think about the sound of these words. Tick ✓ the words with the sound /h/.

Example ☒ hit

- ☐ she
- ☐ there
- ☐ here
- ☐ hate
- ☐ that
- ☐ hi
- ☐ hair
- ☐ chair

☐ 4

GVP Total ☐ 30

Reading and Writing An average day

- 1 Read the text. Complete the sentences with *Graham* or *Lisa*.

Example *Lisa* lives in a village.

- 1 _____ spends two hours a day travelling.
- 2 _____ works at home.
- 3 _____ watches TV every day.
- 4 _____ has got children.
- 5 _____ sometimes goes to the park at the weekend.
- 6 _____ spends a lot of time with friends.

6

Daily life ... in the city and in the country

Graham lives in London. He spends eight hours a day working. He also spends two hours a day travelling to and from the office. He gets up early, at about half past six. He sleeps about seven hours a day. Graham doesn't do exercise in the week, but he enjoys running at the weekend. He also rides his bike in the park. Graham watches television every day, but he doesn't often read books.



Lisa lives in a small village in the country. She's got two young children, and she walks to school with them at half past eight. Then she spends about five hours working. She's a writer, and she's got an office at home. She meets her children at school at half past three, and they often go for a walk in the park. They also go swimming on Mondays and Wednesdays. Lisa and her family don't watch TV, but they like playing card games. They also spend a lot of time with friends.



- 2 Tick ✓ a, b, or c to complete the sentences.

Example Graham lives in ____.

a a small town ☐ b a city ☒ c a village ☐

- 1 He works ____.
a in a school ☐ b at home ☐ c in an office ☐
- 2 Graham never does exercise ____.
a at the weekend ☐ b in the park ☐
c in the week ☐
- 3 He likes cycling and ____.
a running ☐ b swimming ☐
c playing games ☐
- 4 Graham doesn't enjoy ____.
a watching TV ☐ b running ☐
c reading ☐

- 5 Lisa ____ to school in the morning.
a runs ☐ b walks ☐ c drives ☐
- 6 Lisa spends ____ hours a day working.
a three ☐ b five ☐ c eight ☐
- 7 Lisa and her children ____ go swimming.
a never ☐ b always ☐ c sometimes ☐
- 8 They enjoy playing ____.
a cards ☐ b golf ☐ c tennis ☐

8

- 3 **Connect ideas** Rewrite the sentences using *also* or *but*.

Examples I don't watch TV. I listen to the radio.

I don't watch TV, but I listen to the radio.

We play basketball. We play cricket.

We play basketball. We also play cricket.

- 1 I like swimming. I enjoy running.
- 2 Rick doesn't like playing sport. He likes watching football on TV.
- 3 I often go to the cinema. I go to the theatre.
- 4 Sylvie studies English. She studies German.
- 5 We go for a walk every day. We never go to the gym.
- 6 I study Russian. I don't speak it very well.

6

- 4 Write about your average day. Use the questions to help you. Write 50–60 words.
- How many hours do you spend sleeping?
How many hours do you spend studying / working?
How often do you watch TV?
What exercise do you do?
What do you like doing?

My average day

I usually _____

10

Reading and Writing Total **30**

Grammar

- 1 **For and to** Complete the sentences with *for* or *to*.

Example Do you want to go to the park?

- 1 How about going _____ a run?
- 2 Are you going _____ the shops?
- 3 Let's go _____ a drink!
- 4 How about going _____ that new café?
- 5 I usually go _____ a swim after work.

☐ 5

- 2 **Present continuous** Complete the postcard with the correct form of the verbs.



Hi Louise!

I'm writing (write) this postcard in Spain.

We're on holiday here for a week.

At the moment I ¹ _____ (sit) on the beach,

and I ² _____ (wear) my bikini! The sun

³ _____ (shine), and the children

⁴ _____ (play) in the sea. It's fantastic!

I hope you ⁵ _____ (have) a good holiday too.

See you soon,

Merinda

☐ 5

- 3 **Present simple or continuous** Underline the correct words.

Example Alan always gets up at seven o'clock, and then he is having / has / having a shower.

- 1 He normally works in Oxford, but today he works / is working / work in London.
- 2 Alan usually walks / don't walk / is walking to work, but today he's going by train.
- 3 He wearing / wears / is wearing a suit and tie today! He's also carrying an umbrella.
- 4 The train is busy today. Some people are standing up, but Alan is sitting / sit / sitting down.
- 5 At the moment he's listening to music. He usually listen / is listening / listens to jazz or classical music.

☐ 5

Vocabulary

- 4 **Social phrases** Match 1–5 with the best response a–e.

- 1 ☒ We're going to the park. Would you like to come?
- 2 ☐ What are you reading?
- 3 ☐ Are you enjoying it?
- 4 ☐ Would you like a cup of tea?
- 5 ☐ Where are you going?

a Yes, please. With milk and sugar.

b Yes, it's very good.

c ~~Yes, sure. I'd love to.~~

d I'm going for a walk.

e It's a book by Ben Green.

☐ 4

- 5 **Clothes** Complete the clothes words in the text.

Today it's Marta's wedding. She's wearing a lovely long, white dress. My uncle is wearing a ^{1s} _____ and ^{2t} _____, and my aunt is wearing a skirt and ^{3j} _____. My brother looks nice. He's wearing trousers and a white ^{4s} _____. My sister's wearing a big hat and some very nice ^{5s} _____. But what about my brother-in-law? Oh no! He's wearing ^{6j} _____!

☐ 6



Pronunciation

- 6 **/ɜ:/ or /ɔ:/** Think about the sound of these words. Write the words in the correct column.

bird board shirt short walk work

/ɜ:/	/ɔ:/
<u>bird</u>	

☐ 5

GVP Total ☐ 30

Reading and Writing Moment poems

- 1 Read the poem. Write *true* or *false*.

Happy moments

It's ten o'clock in the morning
I'm going to the shops
I'm looking for a new hat
It's my best friend's wedding this afternoon
I'm feeling happy!

Now it's three o'clock
I'm at Laura's wedding
I'm sitting with my friends
They're wearing skirts and hats and suits and ties
And Laura is wearing a long white dress

It's eight o'clock in the evening
We're dancing and having fun
Laura is married now!
Her new husband is looking at her
And they're smiling

Example At ten o'clock the writer is going to the park. *False*

- 1 The writer is looking for a new dress. _____
- 2 The writer's best friend is getting married. _____
- 3 The wedding is in the afternoon. _____
- 4 The writer is sitting alone at three o'clock. _____
- 5 Laura is wearing a blue skirt. _____
- 6 At eight o'clock the writer and her friends are having dinner. _____
- 7 Laura's husband is looking at her. _____
- 8 Laura isn't happy. _____

☐ 8

- 2 Check grammar In this poem, the verb *be* is missing. Write in six more words.

It's one o'clock in the morning
People sleeping, the street dark
We at home, but I not sleeping
I thinking about my friend Laura
She starting a new life!

☐ 6

- 3 Answer the questions for you.

At the moment ...

What time is it? _____
Where are you? _____
What are you doing? _____
Who are you with? _____
What's happening? _____
What are you thinking about? _____

☐ 6

- 4 Write another poem about a moment. Choose one of the titles. Write 30–40 words.

A sad moment A funny moment
A noisy moment A secret moment

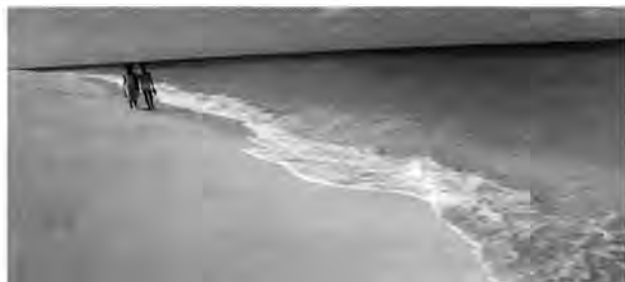
☐ 10

Reading and Writing Total ☐ 30

Unit 9 Test Places, transport, and travel Date: _____

Grammar

- 1 **Was, were, wasn't, weren't** Complete the sentences with *was, were, wasn't, or weren't*.



Example Where were you last week?

- 1 I _____ at work – I was on holiday!
- 2 Jack and I _____ in Thailand.
- 3 The hotel _____ fantastic – very clean and comfortable.
- 4 The beaches were very quiet. They _____ crowded.
- 5 Jack _____ really happy. He wanted to stay there!

☐ 5

- 2 **Was / were questions** Write questions with *was* or *were*.

Example the weather good
Was the weather good?

- 1 the people friendly

- 2 the pool crowded

- 3 the hotel nice

- 4 the rooms big

- 5 the nightlife exciting

☐ 5

- 3 **Past simple** Complete the text with the past simple form of these verbs.

arrive knock open stop visit walk

Last year we visited Transylvania. We ¹ _____ at the airport at midnight, and travelled to the hotel by taxi.

We ² _____ on the door, and an old man ³ _____

it. We ⁴ _____ into the hall, and suddenly we

⁵ _____. The old man disappeared!

☐ 5

Vocabulary

- 4 **Transport** Underline the correct word.

Example A Excuse me, is there a station / train / taxi from here to Glasgow?

B No, but there's a bus.

- 1 A Excuse me. Where do I take the train for London?
B It leaves from station / platform / departure gate 2.
- 2 A How can I get to Baker Street?
B It's three stops on the plane / taxi / underground.
- 3 A Excuse me, where's the library?
B Take the number 14 bus / platform / stop. It's opposite the station.
- 4 A How can I get to the plane / taxi / station?
B Turn left at the corner. It's opposite the museum.
- 5 A Is there a train station at the airport / departure gate / platform?
B Yes, it's at terminal 4.

☐ 5

- 5 **Adjectives** Complete the text with these adjectives.
clean expensive ~~noisy~~ uncomfortable unfriendly wet

Last year we had a terrible holiday. The hotel was very noisy because it had a big disco. Our room wasn't very ¹ _____, and the beds were ² _____. The food in the restaurant was very ³ _____, and the waiters were quite ⁴ _____. And the weather was terrible – it was ⁵ _____ all week!

☐ 5

Pronunciation

- 6 **-ed endings** Think about the sound of these words. Write the words in the correct column.

ended ~~looked~~ moved started waited walked

one syllable	two syllables
<i>looked</i>	

☐ 5

GVP Total ☐ 30

Reading and Writing A postcard



Hi George,
Greetings from Edinburgh. Ben and I are on holiday here. We're visiting my aunt and uncle. They live near the beach, but we aren't staying at their house. They've got three children and their house is very small. We're staying at a big old hotel near the city centre. It's great - it's near all the bars and restaurants.
Yesterday we visited Edinburgh castle and the museum. The weather here is OK. It rained yesterday but it wasn't cold.
At the moment I'm sitting in a little café and writing my postcards. Ben is buying some presents for his family. I'm meeting him at one o'clock for lunch in a Scottish pub.
Hope you're enjoying your holiday in France.
See you soon!
Tania

- 1 Read Tania's postcard. Correct one mistake in each sentence.

Example Tania and Ben are on holiday in Glasgow.
Edinburgh

- Tania's aunt and uncle live near the castle. _____
- Tania's aunt and uncle have got four children. _____
- Tania and Ben are staying near the beach. _____
- Tania is writing letters at the moment. _____
- At the moment, Ben is buying some postcards for his family. _____
- It snowed in Edinburgh yesterday. _____

☐ 6

- 2 Write *true* or *false*.

Example Tania and Ben are on holiday in Edinburgh.
True

- They're staying with Tania's aunt and uncle. _____
- Their hotel is near the bars and restaurants. _____
- Yesterday they visited the museum. _____
- It is very cold in Edinburgh. _____
- At the moment Tania is having lunch. _____
- George is on holiday in Italy. _____

☐ 6

- 3 Look at the notes and complete George's postcard.

George's holiday

Where? Hotel Grand, France
With? Sarah
Weather? good
Food? excellent
Today George - visiting the Louvre
Sarah - shopping
Yesterday George - went to the market
Sarah - visited the Picasso Museum



Hi Tania,
Hope you're enjoying your holiday in Edinburgh.
Sarah and I are on holiday in ¹_____. We're staying at the ²_____. It's great!
At the moment I'm ³_____, and Sarah is ⁴_____.
Yesterday I ⁵_____, and Sarah ⁶_____.
The weather is ⁷_____, and the food is ⁸_____!
See you soon,
George

☐ 8

- 4 Imagine you are on holiday. Write a postcard to a friend. Write 50-60 words.

Hi _____,

☐ 10

Reading and Writing Total ☐ 30

Grammar

- 1 **Past simple** [?] Put the words in (brackets) in the correct position in the questions.

Example Did you ~~go~~ out last night? (go)

- 1 Who you meet at Blake's? (did)
- 2 Where did go last Monday? (you)
- 3 Did go to the theatre? (they)
- 4 When his class start? (did)
- 5 Where did you dinner? (have)

☐ 5

- 2 **Past simple** [+] Complete the text with the past simple form of these verbs.

become go leave study take write



My sister went to university in New York, and she
 1 _____ American literature. When she
 2 _____ university, she 3 _____ a writing
 course, and then she 4 _____ her first novel.
 It was very successful, and she 5 _____ quite
 famous. Now she's writing her second novel. She's
 very happy!

☐ 5

- 3 **Past simple** [-] Write correct sentences with the words in (brackets).

Example

John worked in a bank. (shop)

He didn't work in a bank. He worked in a shop.

- 1 John married Suzy. (Sue)
He _____
- 2 Sue had a son. (daughter)
She _____
- 3 John and Sue bought a house. (flat)
They _____
- 4 They lived in London. (Oxford)
They _____
- 5 John went to Australia. (Spain)
He _____

☐ 5

Vocabulary

- 4 **Life stories** Complete the text with one word from each pair.

became / won ~~born~~ / died
 bought / wrote business / school
 got / had studied / went

Anita Roddick and The Body Shop

Anita was born in 1942 in England. She 1 _____ to university and became a teacher. In 1970, she met Gordon Roddick, and they got married. They 2 _____ two daughters, Samantha and Justine. Anita started a small 3 _____ in 1976. It was called 'The Body Shop'. The business went very well, and Anita 4 _____ rich. In 2000, she 5 _____ a book about her experiences. She died on September 10th, 2007.

☐ 5

- 5 **Years** Write the years in words.

Example 2001 two thousand and one

- 1 1850 _____
- 2 1988 _____
- 3 2004 _____
- 4 1492 _____
- 5 1984 _____

☐ 5

Pronunciation

- 6 /s/ or /z/ Think about the sound of these words. Write the words in the correct column.

peace peas price prize these this

/s/	/z/
this	

☐ 5

GVP Total ☐ 30

Reading and Writing Biodata

- 1 Read and complete the text with the past simple form of these verbs.

be become die get go have study win write

ALBERT EINSTEIN

Einstein was born in Germany in 1879. His father was a businessman, and his mother was a housewife. Einstein's parents ¹ _____ to live in Italy in 1894, and he joined them a year later. As a boy, he was always interested in science. He ² _____ physics at university in Zurich, and then he ³ _____ a teaching certificate. He married the mathematician Mileva Marić in 1903, and they ⁴ _____ three children.

In 1905 Einstein ⁵ _____ a thesis and completed his doctorate degree. A few years later he became a professor at Prague University, but he returned to Zurich in 1912. Einstein ⁶ _____ the Nobel Prize in 1921. He moved to the USA, and ⁷ _____ an American citizen. He ⁸ _____ there in 1955. Now, people remember Einstein as a great 20th century scientist.

☐ 8

- 2 Tick ✓ a, b, or c to complete the sentences.

Example Einstein was born in ____.

a Italy ☐ b Switzerland ☐ c Germany ☒

- Einstein's father was a ____.
a doctor ☐ b scientist ☐ c businessman ☐
- Albert Einstein moved to Italy in ____.
a 1894 ☐ b 1895 ☐ c 1896 ☐
- Albert and Mileva had ____ children.
a two ☐ b three ☐ c four ☐
- Einstein worked as a ____ in Prague.
a businessman ☐ b professor ☐ c mathematician ☐
- Einstein was an ____ citizen when he died.
a American ☐ b Irish ☐ c Italian ☐
- Einstein died in ____.
a Germany ☐ b Poland ☐ c the USA ☐

☐ 6

- 3 Read the text again. Answer the questions.

Example When was Einstein born?
1879

- When did Einstein's parents move to Italy?
- When did Einstein get married?
- When did Einstein write his thesis?
- When did he return to Zurich?
- When did he win the Nobel Prize?
- When did Einstein die?

☐ 6

- 4 Write about Picasso. Use the notes below. Write 50–60 words.

Picasso

- born Malaga, 1881
- loved drawing: did first painting at age 13
- school in Malaga – but didn't enjoy it!
- did thousands of paintings
- remembered as a great 20th century artist

Picasso was born in _____

☐ 10

Reading and Writing Total ☐ 30

Unit 11 Test **House, home, and environment** Date: _____

Grammar

- 1 **Too, enough** Rewrite the sentences using *too* or *not enough* and the words in (brackets).

Example These shelves aren't low enough. (high)
These shelves are too high.

- 1 The dining room is too small. (big)
- 2 This bed isn't soft enough. (hard)
- 3 I'm too poor! (rich)
- 4 These trousers aren't long enough. (short)
- 5 The house is too old-fashioned. (modern)

☐ 5

- 2 **Comparatives** Complete the sentences with the comparative form of these adjectives.

big **comfortable** good hot modern peaceful

Example I like this B&B – it's *more comfortable* than the youth hostel.

- 1 London has seven million people – it's _____ than Oxford.
- 2 I'm not very good at science subjects. I'm _____ at languages.
- 3 I like living in the country. It's _____ than the city.
- 4 It's often 40°C in Madrid. Spain is _____ than England.
- 5 A lot of people have MP3 players now. They're _____ than CD players.

☐ 5

- 3 **Superlatives** Complete the text with the superlative form of the adjectives.

Last weekend we stayed at a fantastic hotel in North Wales. It's *the cheapest* (cheap) three-star hotel I know. We stayed in ¹_____ (big) room in the hotel – it was really big! ²_____ (good) thing about our room was the bed. It was ³_____ (comfortable) bed in the world! I didn't want to return to London on Sunday. I think Wales is one of ⁴_____ (beautiful) parts of Britain. ⁵_____ (bad) thing about London is the noise. It's much more peaceful in North Wales.

☐ 5

Vocabulary

- 4 **Adjectives** Complete the text with the opposite of the adjectives.

When I go on holiday, I like staying in self-catering accommodation. My favourite place is near Edinburgh. It's a *big* (small) apartment near the beach. It's very ¹_____ (dirty), and all the furniture is ²_____ (old). It's always ³_____ (cool) in winter.

I don't like staying in a tent because it's too ⁴_____ (comfortable). And I can't stay in hotels because they're too ⁵_____ (cheap).

☐ 5

- 5 **Rooms and furniture** Write the words in the correct column.

bed cooker fridge toilet wardrobe washbasin

bedroom	bathroom	kitchen
bed		

☐ 5

Pronunciation

- 6 **Stress in long words** Think about the sound of these words. Underline the stressed syllable.

Example mod-ern

- 1 expen-sive
- 2 ug-ly
- 3 ex-cell-ent
- 4 fan-tastic
- 5 friend-ly

☐ 5

GVP Total ☐ 30

Reading and Writing Tips for travelling

- 1 Read the tips for travelling. Write the headings in the correct place.

Accommodation
Clothes
Food and drink
Language
Transport



TIPS FOR TRAVELLING IN MOROCCO

Transport

Trains are the cheapest way to travel in Morocco. In the city of Marrakech, taxis are the easiest form of transport, but they can be expensive.

1

Traditional hotels are more expensive than standard hotels. You can also stay in family homes – it's cheaper and more interesting than staying in a hotel.

2

July is the hottest month of the year – take cool clothes. But it's cooler in the mountains, so take a warm jacket.

3

They eat a lot of couscous and tagines in Morocco. The best thing to drink is mint tea.

4

Most people in Morocco speak Arabic or Berber. A lot of people speak a little French.

Our top tip!

Learn some polite expressions in Arabic or French before you go!

☐ 4

- 2 Read the text again and complete the information.

Accommodation	<i>family homes</i> or 1 _____
Food	2 _____ and tagines
Drink	3 _____
Clothes	cool clothes and a warm 4 _____
Transport	5 _____ or 6 _____
First languages	7 _____ or Berber
Other language	8 _____

☐ 8

- 3 Write *true* or *false*.

Example Trains aren't expensive in Morocco. *True*

- 1 Taxis are very cheap in Morocco. _____
- 2 Family homes are cheaper than hotels. _____
- 3 Tourists never stay in family homes. _____
- 4 July is the coldest month of the year. _____
- 5 It's a good idea to take a jacket. _____
- 6 It's a good idea to drink mint tea. _____
- 7 German is the first language in Morocco. _____
- 8 It's a good idea to learn some polite expressions before you go. _____

☐ 8

- 4 Write tips for travelling in your country or a country you know well. Write 50–60 words.

Tips for travelling in _____

Transport

Accommodation

Clothes

Food and drink

Language

☐ 10

Reading and Writing Total ☐ 30

Grammar

- 1 Going to** Complete the sentences with the correct form of *going to* and the verbs in (brackets).
- Example* He's going to start (start) swimming tomorrow.
- We _____ (study) Spanish next year.
 - I _____ (not eat) too much tonight!
 - They _____ (stop) drinking wine.
 - I _____ (do) more exercise.
 - She _____ (not win) an Olympic medal.

☐ 5

- 2 Present continuous future** Complete the conversation with the correct form of these verbs.
- go go have meet not do play

Alan Hi Sara, it's Alan.

How are you?

Sara I'm fine, thanks.

A Do you want to meet up some time?

S Well, I'm quite busy over the next couple of days. Sarah and I are going to the gym first thing tomorrow morning.

Then I ¹ _____ to the dentist in the afternoon, and I ² _____ Jane for a drink in the evening.

Then the day after tomorrow, Annie and I ³ _____ tennis in the morning. Then I ⁴ _____ lunch with Olga at one o'clock.

A Oh. What about Saturday evening?

S Er, I ⁵ _____ anything on Saturday evening.

A Oh! Shall we meet then?

☐ 5

- 3 Going to / present continuous future** Underline the correct words.

Example I'm reading / going to read my book this afternoon. I have the afternoon off work.

- I'm having / going to have lunch with Anna at 2 o'clock. We booked the table yesterday.
- I'm learning / going to learn French next year. There's a new language school near my house.
- I'm meeting / going to meet my brother later and we're playing tennis.
- Holly's taking / going to take Friday off. She's going to France for the weekend.
- Tania's getting / going to get fit next year. She wants to be healthy.

☐ 5

Vocabulary

- 4 Health** Complete the conversation with these words.
- headache home neck sick well **wrong**

A Good morning! Are you OK? What's wrong?

B I don't feel ¹ _____.

A Why? What's the matter?

B I've got a ² _____ and a pain in my ³ _____. What shall I do?

A Don't go to work. Phone in ⁴ _____.

B Yes, you're right. I'll stay at ⁵ _____.

☐ 5

- 5 Healthy living** Complete Jane's New Year resolutions with these verbs.

drink eat get ~~join~~ lose quit

January 1st

I'm going to join a gym.

I'm going to ¹ _____ weight.

I'm going to ² _____ fit.

I'm going to ³ _____ smoking.

I'm going to ⁴ _____ more fruit.

I'm going to ⁵ _____ green tea.

I'm going to think positive! ☺

☐ 5



Pronunciation

- 6 Short and long vowel sounds** Think about the sound of the words. Write these words in the correct box.

arm back go got head weight

	/æ/	hand	back
1	/ɑ:/	heart	
2	/e/	leg	
3	/ei/	pain	
4	/ɒ/	not	
5	/əʊ/	phone	

☐ 5

GVP Total ☐ 30

Reading and Writing Thank-you letters

- 1 Read and complete Katy's letter with these phrases.

Dear Simon going to start studying
hope you're well thank you very much
writing to thank you



Dear Simon,

I'm ¹_____ for the Spanish study book.

It was a fantastic surprise, and a great idea. I'm

²_____ this weekend! In fact, I'm going to study a little every day – I want to speak Spanish before I go on holiday to Mexico in November. So

³_____.

I ⁴_____. Did you have a good time in Italy?

Lots of love,

Katy

4

- 2 Read Katy's letter again. Write *true* or *false*.

Example Simon is writing to Katy. False

- 1 Simon sent Katy a book. _____
- 2 Katy liked the present. _____
- 3 Katy is going to learn French. _____
- 4 She is going to start studying next month. _____
- 5 Katy is going to study every day. _____
- 6 She is going on holiday in August. _____
- 7 Simon is going to Mexico. _____
- 8 Simon went to Italy. _____

8

- 3 Read the letters. Underline the correct word or phrase in 1–8.

Dear Emma,

Happy 30th birthday for next Friday!

I'm sending you this cheque for £50, so you can decide what to buy.

I hope you have a lovely day. Are you going to have a party?

I'm going on holiday next week so I'll phone you on Sunday, when I return from France.

Love,

Aunt Sally

Dear Aunt Sally,

I hope you had a great holiday. I had a lovely birthday. I didn't have a party, but I went out with friends.

I'm writing to thank you for the money you sent. I'm going to use it to pay for a month at the gym. I decided that I'm going to get fit this year, because I want to lose weight. I'm also going to eat more healthy food. Did you see the new vegetarian restaurant in town? Would you like to try it next week?

I hope you're well.

Love, Emma

Example Sally is Emma's aunt / friend / cousin.

- 1 Emma celebrated her thirteenth / thirtieth / fortieth birthday.
- 2 Sally sends Emma five / fifteen / fifty pounds.
- 3 Sally is going on holiday on Sunday / next week / next month.
- 4 Sally is going to France / Italy / Spain.
- 5 On her birthday, Emma had a party / stayed at home with friends / went out with friends.
- 6 Emma is going to use the money to pay for a holiday / a month at the gym / a meal at a restaurant.
- 7 Emma is going to get fit because she wants to join a football team / lose weight / join a gym.
- 8 Emma invites Sally to go to a party / a vegetarian restaurant / a French restaurant.

8

- 4 Write a thank-you letter to Uncle Toby. Imagine you're going to buy one of these things, or use your own ideas.
a camera books language classes sports equipment

Dear _____,

Happy birthday!

I'm sending you this cheque for £100, so you can decide what to buy. Have a great day!

Best wishes,

Uncle Toby

Dear Uncle Toby,

10

Reading and Writing Total **30**

Tests key

Unit 1

Grammar

- 1 1 my 2 His 3 your 4 He 5 her
2 1 b 2 c 3 b 4 a 5 c
3 1 's 2 'm 3 'm not
4 Are
If students don't copy the capital 'A'
in 'Are' they should still get a mark
because the exercise is testing grammar,
not spelling.
5 aren't 6 're

Vocabulary

- 4 2 a 3 e 4 f 5 d 6 b
5 1 forty 2 four 3 twenty-one
4 sixty-five 5 fifty-five

Pronunciation

- 6 1 B 2 A 3 X 4 M

Reading and Writing

- 1 If students write the letter a-f instead
of the full sentence, they should not
lose marks. The exercise is testing
comprehension of the questions, not the
question form.
1 b What's your surname?
2 e How do you spell that?
3 d Where are you from?
4 f Are you married or single?
5 c What's your email address?
6 a What's your mobile number?
2 1 Pascual
2 22 (or twenty-two)
3 Spain
4 single
5 Calle San Romero, 16
6 bpascual@mynet.es
7 91 369 20 15 8 699 072 480
Don't deduct marks for incorrect use of
capital letters, as this is tested in the
next section.
3 1 Dublin 2 Europe 3 English
4 Berlin 5 Russia 6 Smith

Marking guidelines		marks
Task	Have students completed the gaps with appropriate information?	4
Grammar	Have students used capital letters for name, country, and address?	4
Vocabulary	Have students spelt the words for countries and marital status correctly?	2

Unit 2

Grammar

- 1 1 Look 2 Listen 3 Write 4 Answer
5 Work
2 1 My father's **an** engineer.
2 David and Ann are **a** married couple.
3 My grandfather is **an** old man.
4 Ellen is **an** office worker.
5 Her husband is **a** vet.
3 1 is 2 P 3 is 4 is 5 P

Vocabulary

- 4 1 sister 2 husband 3 son 4 mother
5 brother
5 1 three o'clock 2 quarter past eight
3 half past eleven 4 ten to nine
5 twenty past five

Pronunciation

- 6 1 2 2 3 3 1 4 2 5 1

Reading and Writing

- 1 1 England 2 22 3 student
4 Hungary 5 married 6 teacher
2 1 c single 4 b 30
2 b husband 5 c son
3 a Hungarian 6 b an engineer
Students can write the letter a, b, or c, or
the word. They should not lose marks if
they just write the letter or the word.
3 1 I'm 2 mother's 3 She's 4 Henry's
5 That's 6 father's 7 isn't 8 aunt's

Marking guidelines		marks
Task	Have students included all the relevant information?	4
Grammar	Have students used capital letters for names and places? Have students used the apostrophe correctly?	4
Vocabulary	Have students spelt job and family words correctly?	2

Unit 3

Grammar

- 1 1 buses 2 cities 3 women 4 cars
5 people
2 1 the 2 an 3 the 4 an 5 a
3 1 don't speak 2 Do you speak 3 speak
4 understand 5 don't speak

Vocabulary

- 4 1 platform 2 church 3 restaurant
4 cinema 5 chemist's
5 1 Peruvian 2 Spanish 3 USA
4 American 5 English

Pronunciation

- 6 1 2 2 1 3 3 4 1 5 2

Reading and Writing

- 1 1 b Italian 4 c the USA
2 b Brazil 5 b French
3 a British
Students can write the letter a, b, or c, or
the word. They should not lose marks if
they just write the letter or the word.
2 1 Italian 2 French 3 Spanish
4 Buenos Aires 5 French
3 Hi! My name's Sophie. I'm German
but I live in Paris. I speak French and I
understand a little Italian.

Marking guidelines		marks
Task	Have students covered all the points? Have students joined sentences with <i>and</i> and <i>but</i> ?	4
Grammar	Have students used full stops and capital letters correctly?	4
Vocabulary	Have students spelt language words and adjectives correctly?	2

Unit 4

Grammar

- 1 1 at 2 on 3 in 4 at 5 in
2 1 Our teacher is **never** late.
2 I don't **always** have breakfast.
3 Liz **sometimes** walks to work.
4 This train is **often** late.
5 Justin doesn't **usually** drink coffee.
3 1 does he start 2 doesn't get up
3 does he finish 4 goes 5 studies

Vocabulary

- 4 1 fourth 2 December 3 twenty-first
4 August 5 eighth
Deduct marks if students write figures
instead of words for the ordinal
numbers.
5 1 get up 2 go 3 have 4 read
5 watch

Pronunciation

- 6 /i:/ free, seat, three,
/t/ live, six

Reading and Writing

- 1 1 go shopping
2 play tennis
3 go for a run
4 go to the park/go to a museum
5 go to a museum/go to the park
6 visit parents
- 2 1 b never 4 b afternoon
2 c plays tennis 5 c his parents
3 a sometimes 6 a reads
Students can write the letter a, b, or c, or the word. They should not lose marks if they just write the letter or the word.
- 3 1 (at) half past six / 6.30
2 (in a) café
3 (He) teach(es) three classes.
4 (a) sandwich
5 (He often) go(es) shopping.
6 (in the) evening
7 (at) ten o'clock / 10
8 after midnight
As long as students give the correct information, they can write in full sentences or give short answers.

Marking guidelines		marks
Task	Have students included all the information?	4
Grammar	Have students used frequency adverbs in the correct position? Have students used prepositions of time (<i>in, on, at</i>) correctly?	4
Vocabulary	Have students used a variety of words for habits and routines?	2

Unit 5

Grammar

- 1 1 me 2 her 3 us 4 it 5 him
- 2 1 My sister's got **long** blond hair.
2 Aziz has got **big** brown eyes.
3 Do you like my new **red** car?
4 My grandmother lives in that **big** white house.
5 Terry and his brother have got **short** black hair.
- 3 1 have 2 've got 3 got 4 hasn't
5 has

Vocabulary

- 4 1 name 2 short 3 know 4 meet
5 know
- 5 1 old 2 short 3 small 4 thin
5 white

Pronunciation

- 1 1 eight 2 meet 3 like 4 go 5 you

Reading and Writing

- 1 1 32 2 Scotland 3 brown 4 tall
5 Language Centre (or language centre) / the university
For item 5, only one of the answers is required for a mark.
- 2 1 Yes, she is. (or Yes)
2 No, she isn't. (or No)
3 No, they haven't. (or No)
4 No, she hasn't. (or No)
5 Yes, she is. (or Yes)
- 3 My parents' names are Frida and Donald. My father has got short **black** hair and brown eyes. My mother has got **long** brown hair and **blue** eyes. Donald is a vet, and Frida works in an **office**. They've got an **old** blue car, but they **haven't** got a computer. They don't **understand** computers! They usually **listen** to classical music, but they don't go to concerts. Their **favourite** place is **their** little house near the beach.

Marking guidelines		marks
Task	Have students included all the information?	4
Grammar	Have students used <i>be</i> and <i>have got</i> accurately? Have students used adjectives in the correct order?	4
Vocabulary	Have students spelt personal description words correctly?	2

Unit 6

Grammar

- 1 1 C 2 U 3 U 4 U 5 C
- 2 1 an 2 any 3 a 4 some 5 any
- 3 1 There is 2 There isn't 3 There are
4 There aren't 5 There isn't

Vocabulary

- 4 **meat:** chicken
fruit and vegetables: bananas, peas
drinks: coffee, water
- 5 2 a 3 e 4 b 5 f 6 d

Pronunciation

- 6 2 c 3 a 4 e 5 b 6 d

Reading and Writing

- 1 1 ten o'clock / 10 o'clock
2 (at) work
3 (a) salad
4 (at) home
5 half past seven / 7.30
6 pizza
- 2 1 False 2 True 3 True 4 False
5 True 6 False
- 3 1 or 2 with 3 or 4 with 5 or 6 or
7 with 8 with

Marking guidelines		marks
Task	Have students included information on times and food for breakfast, lunch, and dinner?	4
Grammar	Have students used <i>a/an, some, any</i> correctly? Have students used adverbs of frequency in the correct position?	4
Vocabulary	Have students used a variety of food and drink words?	2

Unit 7

Grammar

- 1 1 Ben **can** play the guitar.
2 Amy **can't** swim.
3 Amy and Ben **can** ride a bike.
4 Ben **can't** drive a car.
5 Ben **can** play golf.
- 2 1 quick 2 well 3 good 4 badly
5 quickly
- 3 1 loves swimming
2 hates getting up
3 like studying
4 doesn't like running
5 loves cooking

Vocabulary

- 4 2 f 3 e 4 a 5 d 6 c
- 5 1 drive 2 take 3 kick 4 climb
5 play 6 stand

Pronunciation

- 6 1 X 2 X 3 ✓ 4 ✓ 5 X 6 ✓ 7 ✓
8 X

Tests key

Reading and Writing

- 1 1 Graham 2 Lisa 3 Graham 4 Lisa
5 Graham 6 Lisa

- 2 1 c in an office 5 b walks
2 c in the week 6 b five
3 a running 7 c sometimes
4 c reading 8 a cards

Students can write the letter a, b, or c, or the word. They should not lose marks if they just write the letter or the word.

- 3 1 I like swimming. I **also** enjoy running.
2 Rick doesn't like playing sport, **but** he likes watching football on TV.
3 I often go to the cinema. I **also** go to the theatre.
4 Sylvie studies English. She **also** studies German.
5 We go for a walk every day, **but** we never go to the gym.
6 I study Russian, **but** I don't speak it very well.

If students spell a word incorrectly when rewriting the sentences, they should still get a mark. The exercise is testing their understanding of the use of *also* and *but*, not their spelling. Also, students should not lose marks if they omit the comma before *but*.

Marking guidelines		marks
Task	Have students included all the information?	4
Grammar	Have students used <i>spend / like + -ing</i> correctly? Have students used adverbs of frequency in the correct order?	4
Vocabulary	Have students spelt activity words correctly?	2

Unit 8

Grammar

- 1 1 for 2 to 3 for 4 to 5 for
2 1 'm sitting 2 'm wearing 3 's shining
4 are playing 5 're having
Mark items as correct if students answer using the full form, e.g. *I am sitting*.
3 1 is working 2 walks 3 is wearing
4 is sitting 5 listens

Vocabulary

- 4 2 e 3 b 4 a 5 d
5 1 suit 2 tie 3 jacket 4 shirt
5 shoes 6 jeans

Pronunciation

- 6 /ɜ:/ shirt, work
/ɔ:/ board, short, walk

Reading and Writing

- 1 1 False 2 True 3 True 4 False
5 False 6 False 7 True 8 False
2 It's one o'clock in the morning
People are sleeping, the street's dark
We're at home, but I'm not sleeping
I'm thinking about my friend Laura
She's starting a new life!
Mark answers as correct if students use the full form, e.g. *the street is dark*.

Students' own answers.

Marking guidelines		marks
Task	Have students included all the information? Does the title match the content of the poem?	4
Grammar	Have students used the present continuous auxiliaries correctly? Have students used the present simple or continuous appropriately?	4
Vocabulary	Have students spelt the -ing forms correctly?	2

Unit 9

Grammar

- 1 1 wasn't 2 were 3 was 4 weren't
5 was
2 1 Were the people friendly?
2 Was the pool crowded?
3 Was the hotel nice?
4 Were the rooms big?
5 Was the nightlife exciting?
3 1 arrived 2 knocked 3 opened
4 walked 5 stopped

Vocabulary

- 4 1 platform 2 underground 3 bus
4 station 5 airport
5 1 clean 2 uncomfortable 3 expensive
4 unfriendly 5 wet

Pronunciation

- 6 **one syllable:** moved, walked
two syllables: ended, started, waited

Reading and Writing

- 1 1 beach 2 three 3 (city) centre
4 postcards 5 presents 6 rained

- 2 1 False 2 True 3 True 4 False
5 False 6 False
3 1 France (or Paris)
2 Hotel Grand
3 visiting the Louvre
4 shopping
5 went to the market
6 visited the Picasso Museum
7 good
8 excellent

Marking guidelines		marks
Task	Have students included the information a reader expects?	4
Grammar	Have students used past and present tenses appropriately? Have students used capital letters correctly?	4
Vocabulary	Have students used a variety of activity words?	2

Unit 10

Grammar

- 1 1 Who **did** you meet at Blake's?
2 Where did **you** go last Monday?
3 Did **they** go to the theatre?
4 When **did** his class start?
5 Where did you **have** dinner?
2 1 studied 2 left 3 took 4 wrote
5 became
3 1 He didn't marry Suzy. He married Sue.
2 She didn't have a son. She had a daughter.
3 They didn't buy a house. They bought a flat.
4 They didn't live in London. They lived in Oxford.
5 He didn't go to Australia. He went to Spain.

Vocabulary

- 4 1 went 2 had 3 business 4 became
5 wrote
5 1 eighteen fifty
2 nineteen eighty-eight
3 two thousand and four
4 fourteen ninety-two
5 nineteen eighty-four

Pronunciation

- 6 /s/ peace, price
/z/ peas, prize, these

Reading and Writing

- 1 1 went 2 studied 3 got 4 had
5 wrote 6 won 7 became 8 died

- 2 1 c businessman
2 b 1895
3 b three
4 b professor
5 a American
6 c the USA

Students can write the letter a, b, or c, or the word. They should not lose marks if they just write the letter or the word.

- 3 1 1894 2 1903 3 1905 4 1912 5 1921
6 1955

Marking guidelines		marks
Task	Have students included all the necessary information? Have students ordered the information logically and chronologically?	4
Grammar	Have students used the past tense appropriately?	4
Vocabulary	Have students spelt the past forms correctly?	2

Unit 11

Grammar

- 1 1 The dining room isn't big enough.
2 This bed is too hard.
3 I'm not rich enough!
4 These trousers are too short.
5 The house isn't modern enough.

- 2 1 bigger 2 better 3 more peaceful
4 hotter 5 more modern

- 3 1 the biggest
2 The best
3 the most comfortable
4 the most beautiful
5 The worst

If students don't use capital letters for items 2 and 5, they should still get a mark. The exercise is testing grammar.

Vocabulary

- 4 1 clean 2 new (or modern) 3 warm
4 uncomfortable 5 expensive

- 5 **bedroom:** wardrobe
bathroom: toilet, washbasin
kitchen: cooker, fridge

Pronunciation

- 6 1 expensive 2 ugly 3 excellent
4 fantastic 5 friendly

Reading and Writing

- 1 1 Accommodation
2 Clothes
3 Food and drink
4 Language

- 2 1 hotels 2 couscous 3 mint tea
4 jacket 5 trains (or taxis)
6 taxis (or trains) 7 Arabic 8 French

- 3 1 False 2 True 3 False 4 False
5 True 6 True 7 False 8 True

Marking guidelines		marks
Task	Have students included relevant information under each heading?	4
Grammar	Have students used the verb <i>be</i> and the present simple forms correctly? Have students used punctuation and capital letters correctly?	4
Vocabulary	Have students used a good range of adjectives to describe places, people, experiences, etc.?	2

Unit 12

Grammar

- 1 1 're going to study
2 'm not going to eat
3 're going to stop
4 'm going to do
5 isn't going to win

- 2 1 'm going
2 'm meeting
3 are playing
4 'm having
5 'm not doing

- 3 1 having
2 going to learn
3 meeting
4 taking
5 going to get

Vocabulary

- 4 1 well 2 headache 3 neck 4 sick
5 home

- 5 1 lose 2 get 3 quit 4 eat 5 drink

Pronunciation

- 6 1 arm 2 head 3 weight 4 got 5 go

Reading and Writing

- 1 1 writing to thank you
2 going to start studying
3 thank you very much
4 hope you're well

- 2 1 True 2 True 3 False 4 False
5 True 6 False 7 False 8 True

- 3 1 thirtieth
2 fifty
3 next week
4 France
5 went out with friends
6 a month at the gym
7 lose weight
8 a vegetarian restaurant

Marking guidelines		marks
Task	Have students included the information a reader expects? Have students used appropriate greetings and polite expressions?	4
Grammar	Have students used <i>going to</i> for future intentions?	4
Vocabulary	Have students used correct spellings?	2

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