

Topic	Language study	Vocabulary	Main skills
<ul style="list-style-type: none"> Brighton This is home now 	<ul style="list-style-type: none"> Describing places using <i>be</i> and <i>have got</i> Articles and determiners 	<ul style="list-style-type: none"> Facilities in a town Adjectives to describe places 	<ul style="list-style-type: none"> Reading: understanding main ideas Speaking: expressing personal preferences; asking for and giving factual information about a place Listening: understanding key information Pronunciation: weak forms

Learning aims

- Can describe places using *be* and *have got*
- Can talk about town facilities
- Can express personal preferences

Ideas for preparation

- A large map of Britain or of the world (see Warmer below)
- Postcards of your home town showing different buildings and landmarks (see Lead-in below)
- Assorted postcards of a variety of different villages, towns or cities – one for each student or pair of students (see Optional activity page 26)
- Small stickers, one for each student in the class (see Revision activity page 29)

Warmer

- Put a large map of Britain on the board.
- Ask: *Where's London / Liverpool / Edinburgh?* A student comes to the board and points at the correct place on the map.
- Ask: *What other places do you know in Britain?* Students come to the board, and show where the places are. Encourage them to say what they know about the places they name.
- Alternatively, in a multilingual class use a world map. Ask: *Where's your home town?*
- Students come to the board, point at their home town and introduce it like this: *... is my home town. It's in ... (country). It's a small village / big city.*

Lead-in

1

- Take some postcards of your home town and the area around your home town to class. Show the postcards and tell students about the town and the facilities there.
- Say: *Open your books and look at the pictures at the top of page 2. These are all town facilities. Listen and point to the pictures.*
- Read the town facilities in random order. Students point to the correct pictures and come to the board and draw the icons from the book.
- Draw a circle to represent London on the board. Put a cross on the lower left-hand side, near the circle and say: *This is Heathrow airport. It's in London.* Put a cross

to the south of London further away from the circle. Say: *This is Gatwick airport. It's near London.* Write on the board the name of a city with an airport in the country where you are teaching. Ask: *Is there an airport here? Is the airport in or near the town?*

- Explain the task. Students work on their own and tick the things in or near their home towns.

2

- Demonstrate the task. Say: *Ask me about the things in my home town.* Students ask you questions as in the example. Give full answers.
- Ask similar questions randomly around the class. Encourage students to give full answers.
- Students work in pairs to ask and answer about the different facilities.
- While students are working in pairs, monitor their work.



Visit Brighton


Reading and vocabulary

Background information

Brighton is a large seaside resort and vibrant city in East Sussex, which is very popular with language students. It was originally a small fishing village which began its transformation into England's most famous seaside resort in 1753 when sea bathing became popular. In 1783 the future King George IV moved there and started building the Royal Pavilion. His architects transformed an old farmhouse into an exotic palace in the Indian style popular at that time. He enlarged the house, and added domes and minarets as well as luxurious interiors. The Theatre Royal (1807) and the old Lanes area of the city date from the Prince's time there.

Since then Brighton has been famous for its piers. The original Chain Pier (1823) was destroyed in a storm and replaced by the Palace Pier in 1899.

1

-  **01** Say: *Look at the page from a book on page 3. Who uses this kind of book? Do you know anything about Brighton?* /'braɪtn/.
- Students read the text on page 3 quickly, and identify the facilities that are mentioned.
- Students call out the facilities in the text. Ask a stronger student to write them on the board.

Answers

train station, airport, university, nightclub, cinema, shopping centre, leisure centre, museum, beach

2

- Check students understand the headings.
- We suggest that you play the CD of the reading text at this stage of the activity flow.
- Students read and listen to the text. Stop the CD after each paragraph. Students select the appropriate headings.

Answers

d Getting there b Student life a Entertainment
c Places to see

3

- Say: *You want to study in Brighton. Read the questions. Which four questions do you want to ask about Brighton?*
- Students read the questions and choose four of them.

4

- Students read the text again, and answer the questions they chose.
- Ask students to compare their questions and answers with a partner.
- Ask: *Who chose question 1?* A student who chose the question tells you the answer. Repeat this procedure with the other questions. If none of the class chose a question, you don't need to check the answer.

Answers

1 40 km 2 Two 3 Yes, there are. 4 No, it isn't.
5 Yes, it has. 6 In the old Lanes area.

5

- Explain the task. Do the first two examples with the class to check they understand what to do.
- Students work on their own to find the adjectives in the text.
- Check the answers with the class.

Answers

1 attractive 2 popular 3 small 4 excellent
5 safe 6 modern 7 interesting 8 historic

6

- Students use the adjectives from Ex 5 to make sentences about their home towns.
- In a multilingual class, or a class in which the majority of students are from different places, say: *Write your*

sentences on a piece of paper. Write your name and the name of your home town.

- Elicit the names of the students' home towns onto the board.
- Collect the students' sentences. Choose one of the papers and read out the sentences. The class guesses which of the places on the board it is.

Optional activity

Picture postcards

- Hand out one postcard to each student or pair of students. They look at them and write sentences for each postcard with the adjectives from Ex 5.
- Students work in groups. They mix up the postcards and lay them out face up in front of them.
- Students take turns to read the sentences they wrote, eg *It's small and modern.*
- The other students guess which place they are talking about and point at the postcard.

Speaking

1

- Say: *We're going on a class trip to Brighton for a day. What would you like to do?*
- Students work in pairs. They prepare a day's activities and tell their partner.

Optional activity

Pyramid Discussion

- Say: *Let's go to Brighton for the day.* Encourage students to respond to your suggestion, feeding in these phrases for agreeing and disagreeing: *OK. Good idea. No thanks. Let's go to ... instead.*
- In pairs, students agree on the itinerary for a day trip to Brighton.
- In groups of four (two pairs), students compare their itineraries and agree on one for the group.
- In groups of eight (two groups), students do the same.
- In the end, the class agrees on their itinerary for a day trip to Brighton.

2

- Ask: *Would you like to live or study in Brighton? Why? Why not?* Discuss with the class.
- Check students understand the phrases.
- On the board draw a vertical line. Write *1 = very important* at the top and *10 = unimportant* at the bottom.
- Students work on their own to put the items on the cline for themselves.

3

- Students work in pairs to compare their answers to Ex 2.
- Pairs tell the class about the similarities between their lists.
- Ask: *Does anyone in the class have the same ideas?* As a class, students decide who likes the same kind of living places.

Language study

Describing places using *be* and *have got*

1

- Check that students understand *singular* and *plural*.
- Students work individually to complete the task.
- Check the answers with the class.

Answers

1 is, S 2 are, P 3 (There)'s, S 4 are, P

2

- Students work individually. They read the sentences and complete the rules.
- Check the answers with the class.

Answers

1 have got 2 has got

3

- Students look at the sentences.
- Read out the questions. Students answer them orally.

Answers

1 We add *not* (*n't*) to the verb.
2 We change the order of the subject and the verb.

4

- Check comprehension and pronunciation of *pier* /piə/.
- Students work individually. They read the poster and match the answers to the questions.
- Check the answers orally with the class.

Answers

1 No, there isn't. 2 Yes, there are. 3 Yes, it has.
4 Yes, there is. 5 No, it isn't.

Optional activity

Town quiz

- This activity works well with a class who are all from the same home town, or a class who have lived in the same place for a while.
- Students work in pairs to write a town quiz, eg *Is the church open all day? Is there a cinema in River Street?*
- In groups of six (three pairs), students make a list of the ten best questions.
- Groups challenge each other to answer the questions. The group with the most correct answers wins.

names in their language / languages and the English versions. You may like to include other cities from the students' countries of origin.

- The usual pronunciation of the cities in English is: *Ankara* /æŋkərə/, *Buenos Aires* /'buenos 'æri:z/, *Dubai* /du:'bai/, *Krakow* /'krækəʊ/, *Madrid* /mæ'drɪd/, *New York* /nju: 'jɔ:k/, *Pisa* /'pi:zə/, *Riyadh* /'ri:æd/, *Sydney* /'sɪdni/, *Tokyo* /'tɔ:kiəʊ/, *Venice* /'venɪs/, *Xi'an* /ʃi:'æn/.
- Check that students understand the task. They work individually and make notes about the place they chose.

2

- Demonstrate the task with a stronger student. Say: *I'm going to guess where your city is. Ask yes / no questions as in the example.*
- Choose two of the stronger students in the class. They ask and answer questions about their cities while the rest of the class listens. This is open pairwork.
- Students work in pairs to ask and answer questions and guess their partner's city.

This is home now

Listening and pronunciation

Background information

York /jɔ:k/ is a city in North Yorkshire on the river Ouse. In the first century AD the Romans made their military headquarters of Britain here. The Danes (Vikings) captured the city in 867 and called it Yorvik. The historic centre of the city is exceptionally well preserved and reflects its prosperity in the Middle Ages as a market town. The most famous building in the city is the Cathedral – York Minster (built between the thirteenth and fifteenth centuries). It's the largest medieval cathedral in Britain and is famous for its stained glass windows.

Barrow-in-Furness /'bærəʊ ɪn 'fɜ:nəs/ is a large industrial town in the north-west of England. It's on the coast and is near the beautiful Lake District. Barrow was a tiny coastal village in the early 1800s and grew to the biggest iron and steel centre in the world in just 40 years.

Eynsham /'eɪnfəm/ is a large village on the River Thames about 11 km from Oxford. The town centre is particularly well preserved with many medieval buildings still standing. There is an old toll bridge across the River Thames where cars pay 5p to cross the bridge. The countryside around the village is very beautiful.

1

- Students look at the photos. Use them to check students understand the difference between *city*, *town* and *village*. Ask: *Who comes from a village? Who comes from a town? Who comes from a city? Which do you prefer? Why?*
- Write *York*, *Barrow* and *Eynsham* at the top of three columns on the board. Ask: *What facilities do you think*


Speaking

1

- Say: *Look at the cities in the box. How do you say the names in English?* Students guess how to pronounce the names of the cities in English. Emphasise the differences between the way the students say the city

York has got? Students look at the bird's eye view photo and suggest the relevant facilities from page 2. Repeat with *Barrow* and *Eynsham*.

2

-  02 Explain the task. It is important to stress to students that they only need to number the places in the order they hear them and that they won't understand everything.
- Students listen and number the places.

Answers

1 York 2 Eynsham 3 Barrow-in-Furness

3

- Read the sentences 1–10 with the class and check they understand them.
- Explain the task.
- Students listen again and tick the columns. You may want to stop the interview after each person speaks and check the answers with the class.

Answers

1 Barrow 2 York 3 Eynsham 4 Barrow 5 Barrow
6 Eynsham 7 York 8 Eynsham 9 Barrow
10 Eynsham


Listening script 02

(P = presenter, R = Rajab, C = Cristina, H = Hisashi)
 P: Today in 'This is home' I talk to foreigners who now live in Britain. Rajab Said and his wife Zainab are from Syria but live in York. Rajab, tell us a bit about York.
 R: Well, we're happy here because we've got lots of good friends. I'm a student at the university, and there are lots of foreigners there. Not many Syrians though. York has got some good international food stores and restaurants, and there are some great shops – but it's an expensive city to live in.
 P: Yes, but it's a very attractive city ...
 R: Yes, the city centre is old and very attractive. My favourite building is the Cathedral – York Minster. We go there with all our visitors from Syria. The countryside near York is very beautiful too, but the weather is terrible!
 P: Cristina. You're from Spain but your home now is in Barrow. Is that right?
 C: Yes, I live in Barrow-in-Furness. It's a large town in the north-west of England. I'm here for six months to practise my English. I like Barrow. It isn't very attractive and there are lots of factories, but there aren't many foreigners here – so I speak a lot of English. Barrow hasn't got many historic sights, but the great thing about it is that it's by the sea and near The Lake District – a really beautiful area. The nightlife here is good too – and the people – the people are really friendly!
 P: My third guest is from Japan. Hisashi, your home here is quite different, right?
 H: That's right. I live in Eynsham – a small village near Oxford. I live with an English family. They've got three children and two dogs – and me, their foreign student. Eynsham is a beautiful village. It isn't very big and it's next to the River Thames. The village centre is old and very attractive and there are some small shops. There are seven pubs, but there isn't a cinema. It's very quiet here and very safe – but it isn't very interesting.

4

- Explain the task.
- Students work individually to complete the gaps.
- Students work in pairs to compare their answers.

5

-  03 Ask: *What kind of words go in the gaps in exercise 4? (They are articles – a, an, the.) Is it easy to hear these words when someone is speaking? (No.)*
- Say: *Listen very carefully and check your answers.* Play the recording. Stop after each sentence and check the answer with the class. Drill the sentences.

Answers

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

Speaking

1

- In a mixed multilingual class, students choose their home town or their favourite place in their country. In a monolingual class, students choose a city or town they have visited and know well.
- Students work individually to list the good things about their chosen place. They write short sentences as in the examples.

- Read the phrases in the box with the class. Introduce a town or city in your country using the phrases. The students respond using the responses in the box.
- Students work in pairs. They role-play the conversation with their partner, then change roles.

3

- When all pairs have finished Ex 2, ask: *Would you like to visit your partner's town?* Students tell the class.
- Say: *Tell us one interesting thing about your partner's town.* Students should answer in full sentences.

Optional activity

Writing postcards

- Students write a postcard as if they were in their partner's town.
- They swap postcards and check each other's work for content and language accuracy.

Revision activity**Find your partner**

- You need enough stickers for each person in the class.
- Write the names of famous towns and cities on the stickers. Write the same name on **two** stickers (so you need 15 place names for a class of 30 students).
- Walk around the class and put the stickers on the students' backs.
- Say: *There's the name of a city on your back. Which city is it? Ask 'yes / no' questions to find out. When you know which place you are, find your partner and sit down.*
- Students stand up and walk around the class looking at the stickers on each others' backs. When you clap your hands, they stop and find a partner.
- Students work in pairs and take it in turns to ask *yes / no* questions to guess their cities, eg *Is the city in Europe? Is it big? etc.*
- After one minute, clap your hands again. Students walk around. Clap your hands again. They find another partner and ask more questions.
- Continue in this way. When pairs with the same city sit down together, they make notes about their city while the other students continue with the game.

References

Grammar reference Unit 1: Coursebook page 26

Wordlist Unit 1: Coursebook page 28

Photocopiable resources: Teacher's Book pages 88–89

Unit 1 test: Teacher's Book pages 121–122

CD-ROM

Unit 1 Home and away

Language exercise: Our towns

Vocabulary activity: Tourist brochures

CEF-linked activity: I can talk about town facilities

Game: Crossword (vocabulary to do with places)

Extra practice

Students complete the Extra practice material on page 22 either in class, or for homework.

**Extra practice answers**

Sample marketing text © Macmillan Publishers LTD

- airport, beach, cinema, theatre, university, factory, station, hospital, museum, leisure centre
- 1 There is an Indian restaurant here.
2 I am Spanish.
3 My brother has got a house in Brighton.
4 It has got a big park.
5 We are from Syria.
6 They have got two children.
7 The factory is not old.
8 His wife is Japanese.
- 1 is 2 ve got 3 s 4 s 5 is 6 are 7 is
8 There are 9 s 10 is 11 isn't 12 There are
13 there are 14 has got 15 s
- (individual answers)

Topic	Language study	Vocabulary	Main skills
<ul style="list-style-type: none"> Living abroad (radio programme) My day This is my life 	<ul style="list-style-type: none"> Talking about general truths (present simple) 	<ul style="list-style-type: none"> Verbs to talk about daily activities Phrasal verbs to talk about daily routines 	<ul style="list-style-type: none"> Listening: understanding gist information Speaking: asking and answering personal questions; giving a short personal presentation Reading: understanding and transferring key information Writing: note-taking for a presentation

Learning aims

- Can talk about general truths
- Can use phrasal verbs to talk about daily routines
- Can ask and answer personal questions

- It is important not to correct students during this activity. It gives you an opportunity to check the students' knowledge of the target structure for this unit (the present simple).

Ideas for preparation

- photos from magazines of people doing an activity outside (see Lead-in below)
- photos / travel brochures of New Zealand and Iceland (see Listening below)

Warmer

- In a multilingual class studying in an English-speaking country, write on the board: *Things I miss from home.*
- Students give their ideas. Write them on the board as a mind map.
- In a monolingual class studying in their own country, say: *You are going to England to study. What things from (students' country) do you want to take with you?*


Listening

Optional activity

Radio cruise

- If you can access radio stations in English, take a radio to class. Search the airwaves for programmes in English. Say: *When you hear an English programme, say 'Stop!'.*
- Play the programmes in English for a minute or two. Students identify what kind of programme it is: *news, sports, music etc.*

1

-  **04** Say: *We're going to listen to part of a radio programme. Circle the correct words. Don't worry if you don't understand everything.*

Answers

- 1 beginning 2 people's lives

Living abroad

Lead-in

1

- Use a photo from a magazine of people doing an activity outside.
- Show the photo to the class. Ask: *What country do you think this is? Why?* Students discuss their ideas.
- Ask students to open their books on page 6. Read the sentences in the speech bubbles with the class. After each sentence ask: *Is this true in your country? In which countries is it true?*

2

- In a multilingual class, ask the class to work in small, same nationality groups.
- Call out the verbs one by one. Students make sentences about life in their home countries using the verbs.

Listening script 04

Hello and welcome to Living abroad – the programme about other people's lives.

We want to talk to you – our listeners around the world – about how you live and the things that matter to you.


What's great about your life?

Do you have any problems?

How do you spend your days?

I'd like you to meet our two guests, Sang Jin and Annabel.

2

-  **05** If you have them, hold up tourist brochures or photos of New Zealand and Iceland. Ask: *What do you know about New Zealand / Iceland? Would you like to live there?*
- Check students understand the words in the list. Say: *Look at Sang Jin and Annabel. Listen to the programme. What do they talk about?*
- Students listen and write S or A.

Answers

the language A the weather A food S
work A relationships S free time S

3

- Students work individually. They read the questions and check any new words.
- Students listen to the radio programme extract again and circle the correct answers. You may need to play the interview more than once.
- Students check answers in pairs, then check answers with the class.

Answers

1 No, he doesn't. 2 No, he doesn't. 3 Yes, he does.
4 Yes, she does. 5 No, she doesn't. 6 Yes, she does.

Listening script 05

(S = Sang Jin, A = Annabel)

S: Hi. I'm Sang Jin. I come from Korea, but now I live in New Zealand. I'm a student here and my girlfriend is a New Zealander. Living here is very, very different from living in Korea. For example, I have a great relationship with my girlfriend's family and they really help me here. Most evenings I play the guitar and sing with my friend David at his apartment. I miss my family and friends in Korea, but I'm very happy here. My only problem is my girlfriend – yeah, my girlfriend! She doesn't like Korean food! Don't laugh. It's a big problem!

A: Hello. My name's Annabel Konkin. I live in Reykjavik, the capital of Iceland, but I don't come from Iceland. I'm a Californian. I'm a sports teacher and I work here as an aerobics instructor in a leisure centre. Living in Iceland is really different from living in California. People get up early, go to bed early, and don't go out in the evenings in winter. This is all because of one thing – the weather. The weather here is something else! It's cold – but not really cold – and it's dark – dark all winter. Apart from the dark I have one other problem – the language. I don't speak or understand any Icelandic. That's OK in my classes. I give classes in English. But I don't understand street signs or anything on TV, and I have terrible problems sometimes with the telephone!

4

- Check comprehension and pronunciation of the media types: *magazine* /mægə'zi:n/, *chat show* /tʃæt ʃəʊ/ and *reality show* /ri'æləti ʃəʊ/. Students discuss the questions in groups.
- Ask the strongest student in each group to note down their answers and then tell the class.

Optional activity**Sentence dictations**

- Dictate these sentences from the listening script to the class.
I come from Korea, but I live in New Zealand.
I'm a student and my girlfriend is a New Zealander.
I miss my friends and family in Korea, but I'm happy here.
I have problems sometimes with the telephone.
- Write these words on the board: *terrible, here, very, now* and check students understand them.
- Say: *Add one of these words to each sentence.*
- Students work individually.
- Ask students to read and compare their sentences, checking the original dictation and also the position and suitability of the added words.
- Play the interview again. Students listen for the sentences and check their answers.

Language study**Talking about general truths****The present simple****1**

- Ask students to read out the sentences.
- Students work individually to answer questions 1–4.
- Check the answers with the class.

Answers

1 b 2 The subject is in the third person singular.
3 d and e 4 In third person negative sentences.

2

- Complete the gaps with the class, referring to Ex 3 on page 6.

Answers

a Does, does b Does, doesn't


3

- Read the question. Students suggest the answers. Make sure the whole class understands. Drill questions and short answers with students.

Answers

a Do, don't b Do, do

4

-  06 Read the verb list with the class and check comprehension.
- Play the recording, pausing after each verb. Drill the third person singular forms with the class, highlighting the /s/ /z/ /ɪz/ distinction.

5

- Explain the task.
- Students write the third person form of the verbs and check their answers in the Listening script 06 on page 30.

Answers

1 comes 2 drinks 3 goes 4 has 5 kisses
6 lives 7 speaks 8 studies 9 watches 10 works

6

- Check that students understand the task and the words in the boxes.
- Say: *Use the words in the boxes to ask me some questions.* Students ask you two or three *Do you ...?* questions as in the example.
- Students work individually to write *Do you ...?* questions.

7

- Students work with a partner they don't know well to ask and answer the questions (see Teaching tips – Pairwork and groupwork on page 21).

8

- Choose students at random to tell the class one sentence about their partners. Check they use the third person singular forms and pronounce them correctly.

Optional activity

Ten questions

- Choose one of the students in the class.
- Say: *I'm thinking of one of you. You have ten questions to find out who it is. I can only answer 'Yes', 'No' or 'I'm not sure'.*
- Help students with the questions by using prompt words, eg *nationality, home town, study or work, languages etc.* They should make questions like this: *Is it a man? Does she come from ...? Does she work?* etc.
- Students work with a partner. They choose another student in the class and ask and answer questions in the same way.

My day

Reading and vocabulary

Background information

The Semester at Sea programme, based in the USA, provides study abroad opportunities for undergraduate students. The programme involves spending a semester at sea, on a study ship, and the exploration and study of many of the people, places and cultures around the world. For more information see: <http://www.semesteratsea.com/>.

UCL – University College London – was founded in 1826, the first university to be established in England after the University of Oxford and the University of Cambridge. It is located in the centre of London.

1

- Make sentences about how many hours you spend on the following things on a normal weekday: *sleep, work, travel, with friends or family, doing sport or a hobby, on your own.* Tell the students and ask: *Does anything surprise you?*
- Students work in pairs to ask and answer questions.


2

- Say: *Choose one interesting thing about your partner and tell the class.* Feed back with the class.

3

- Say: *Look at the photos on page 9. What does she do? What does he do? (They are both students.)*
- Read the words in the box with the class. Check comprehension and ask students to say which article they think they are in. Don't check the answers yet.

4

-  07 Students work in pairs. Explain the task. Make sure students understand that they must only read **one** of the texts.
- Students read either about Ashley or about William and complete one column of the table. Don't check the answers yet.

5

- Students work in their original AB pairs. They ask each other questions to complete the other part of the table.

Answers

Ashley Boone, 20, the United States, on a ship, Social Science, plays the piano

William Coulter, 22, Edinburgh, London, medicine, climbing

6

- Read the phrasal verbs in the box. Explain what a phrasal verb is and tell students that we use a lot of them in English.
- Students work individually (if you have more time) or in their AB pairs (if you have less time) to find and underline the phrasal verbs in the articles.
- Check the meaning of the phrasal verbs in class using mime.

7

- Students work individually to complete the sentences.
- Check the answers with the class.

Answers

1 get up 2 Put on 3 get off 4 get back 5 go out
6 turn on 7 sit down 8 Take off 9 pick up

8

- Students work in pairs. Check they understand the task.
- If you have time, students can tell the class their partner's false sentences.

Optional activity

My routine, your routine

- Students write five sentences about things they do on a Sunday, eg *I get up late. I have breakfast in bed. etc.*
- Students work in pairs. They say their sentences to each other. They must remember their partner's sentences.
- Students form new pairs. They tell their new partner their previous partner's sentences, eg *Juan gets up late. He has breakfast in bed. etc.*
- Students form new pairs again. They tell their new partner the routine of the person they have just heard about.
- Students sit down. They write down the five sentences they have just heard.
- Choose a student and ask: *Who did you last hear about?* Student (A) says the other student's (B) name. Student A repeats the sentences as well as they can remember them. Student B reads their original five sentences. They compare the differences.
- Student B says who they last heard about and repeats the above procedure.

Revision activity

Miming routines

- Choose an extrovert student in your class. Say: *Think of a person you know very well. Who is it? What do they do every day?* Ask the student to show you the person's habits and routines through mime. Watch the mime in silence. When the student finishes the mime, work with the class to make sentences about the person's habits. Make sure that students remember to use the third person singular endings.
- Students work in pairs. Student A tells student B whose routines he / she is going to mime. Student A mimes the routines in silence. Students swap roles.
- Students tell each other what they have understood about the other person's habits and routines.
- Monitor the work and help students with any new words they may need.
- Write the new words that you helped students with on the board.

Extra practice

Students complete the Extra practice material on page 23 either in class, or for homework.

Extra practice answers

- 1 1 studies 2 has 3 lives 4 speaks 5 misses
6 goes
- 2 1 doesn't speak 2 lives, doesn't 3 listens, watches
4 plays, doesn't play 5 doesn't travel
- 3 (individual answers)
- 4 1 out 2 down 3 up 4 off 5 up 6 on
7 on 8 off
- 5 1 Where does he study English?
2 How does he go to class?
3 Does he have classes in the afternoon?
4 What does he do in the afternoon?
5 Where does Jeff teach?
- 6 (individual answers)

This is my life

Writing and speaking

1

- Check that students understand the task. They think about their answers to the questions.

2

- Students work individually. They write their presentations in note form.

3

- Students work in groups of three or four. Each group chooses a radio DJ for the programme. The DJ introduces the programme and the speakers. The speakers take it in turns to give their presentations.
- If you have the facilities, it is very useful to record the 'programmes' and work on them in class.

References

Grammar reference Unit 2: Coursebook pages 26–27
Wordlist Unit 2: Coursebook page 28
Photocopiable resources: Teacher's Book pages 90–91
Unit 2 test: Teacher's Book pages 123–124

CD-ROM

Unit 2 Other lives

Listening activity: A day in the life

Vocabulary activity: My daily routine

CEF-linked activity: I can ask and answer personal questions

Game: The neighbourhood (daily activities)

Topic	Language study	Vocabulary	Main skills
<ul style="list-style-type: none"> Staying in touch (communication) Mobile world (using your mobile phone) 	<ul style="list-style-type: none"> Describing things happening now (present continuous) 	<ul style="list-style-type: none"> Numbers 1–100 Telling the time 	<ul style="list-style-type: none"> Listening: extracting specific information; numbers Pronunciation: <i>-teen</i> or <i>-ty</i> Speaking: asking for and giving personal information; making and receiving phone calls Reading: scanning a factual leaflet for specific information

Learning aims

- Can describe things happening now
- Can ask about and tell the time
- Can make and receive phone calls

Ideas for preparation

- realia: a print out of an email, a mobile phone, a letter in an envelope, a postcard, a birthday card (see Lead-in below)
- cards with simple instructions in the present continuous (see Optional activity page 36)
- photos from magazines of people involved in doing different activities, one per student (see Optional activity page 36)

Warmer

Number chains

- Revise the numbers 1–20 quickly by asking questions about your class / school, eg *How many students are there in the class? How many windows are there in here? etc.* Draw students' attention to the number bar at the bottom of pages 10 and 11.
- Write + (*plus /plʌs/*) and – (*minus /maɪnəs/*) on the board and teach the class the words.
- Work with a student. Ask and answer like this:
You: 6 + 2
Student: 8. 8 – 3
You: 5. 5 + 4 etc.
- Students work in pairs and do the same.

2

- Tell the class about yourself and the means of communication you use, making sentences as in the examples.
- In a small class, ask the students to make similar sentences one by one.
- The class votes for the most frequent communicator.
- In a large class, students work in groups to make sentences and vote for the most frequent communicator.

Listening and vocabulary

- o8 Say: Look at the first photo. Where is he? What's he doing? Who do you think he's phoning? Why is he using his mobile phone? Discuss ideas with the whole class.
- Students work in pairs to talk about the other photo.
- Students listen and match the photos to two of the phone calls.
- Check the answers with the class.
- Say *Think of a photo for phone call 1*. Play the call again. Students suggest the scene. A student who likes drawing could sketch it on the board. (*A young man is standing in a station concourse, or just outside a small station, talking on a mobile phone*).
- Do the same for phone call 3. (*Two women in a car. They are both wearing smart clothes. The woman in the passenger seat is talking on her mobile and looking at her watch*).

Answers

- a phone call 2 b phone call 4

Staying in touch

Lead-in

1

- You may like to take realia into class to teach the vocabulary items. If not, ask students to open their books on page 10 and read and explain the words in the box. Ask: *What do you do with all these things? Which do you use?*
- Students work individually and tick the boxes.
- Say the words in random order, students put up their hands if they have ticked the box.
- Drill the words.

Listening script o8

1

(A = mother, B = teen boy)

A: 0258 0471

B: Hello, Mum?

A: Hi, Jon. Where are you?

B: At the station. Where's Dad? Is he working?

A: No, of course he isn't working. He's coming to pick you up. Don't worry. He'll be there soon.

2

(C = husband, D = wife)

C: Hi!

D: Hello. What are you doing?

C: Well, I'm still at the supermarket. I'm waiting to pay.

D: Could you get some beer? I forgot to put it on the list.

C: OK. How much?

D: A pack of 12 cans.

C: OK. Fine. Do we need anything else?

D: No, that's all, I think. See you soon.

C: Bye.

3

(E = woman, F = man)

E: Hello. Is that Terry Jones?

F: Speaking.

E: Listen. This is Emma Rose from Design Incorporated. I have a meeting with you this afternoon.

F: Yes, that's right. Everyone's waiting for you in the meeting room.

E: I'm really sorry. We're coming into Oxford on the M40 and the traffic is terrible. I'll be there in 10 minutes.

F: OK. Thank you for phoning. See you soon.

E: Yes. Thank you so much.

4

(G = teen boy, H = teen girl)

G: Hi, Julie. What do you want? What's that music? Are you watching MTV?

H: No, I'm not watching TV! I'm doing my maths homework. Have you got the answer to the last question?

G: Yes. It's easy.

H: What is it, then?

G: 99!

H: Right. Thanks. See you later then.

2


- Read the lists of numbers.
- Students listen to the phone calls again and circle one number for each.

Answers

1 - 0258 0471 2 - 12 3 - 40 4 - 99

Pronunciation

1

-  **09** Write the numbers 13 and 30 on the board. Ask: *What's the difference in pronunciation?* Model the numbers clearly: *thirteen* /θɜː'ti:n/ and *thirty* /θɜː'ti/.
 - Check students understand the task. Students listen and check the order of each number pair.
 - Check the answers with the class.


Answers

b ✗ c ✗ d ✓ e ✓ f ✗ g ✓

Listening script 09

- a thirty, thirteen
- b fourteen, forty
- c fifty, fifteen
- d sixty, sixteen
- e seventeen, seventy
- f eighteen, eighty
- g nineteen, ninety

2

-  **10** Say: *Look at the numbers. Circle six numbers.* Students choose six numbers.
 - Check students understand the task. They listen and cross out their circled numbers.
 - The first student to cross out their six numbers says 'bingo!'

Optional activity

Fizz

- Say: *We're going to count to 100, but you can't say the number 7. You can't say numbers with 7 in them, like 17 or 27, and you can't say multiples of 7, like 14, 21 and 28. Instead of saying numbers with 7 in them, say 'Fizz'.*
 - Students stand up. They count in turn around the class as quickly as possible. When a student says a number with a 7 in it or a multiple of 7 instead of Fizz, they sit down and stop playing.
 - If the students like the game, you can play again with a different number instead of 7.

3

- Write six numbers that are important to you on the board, for example: *45 (my age)*, *3 (I've got three children)*, *9 (It's my favourite number)* etc.
 - Say: *These numbers are important for me. Why? Guess.* Students guess what the numbers are by asking you questions as in the examples.
 - Students work in pairs. They write six important numbers on a piece of paper, then swap papers and ask each other questions.

Language study

Describing things happening now

The present continuous

1

- Read the sentences 1–6.
- Students work individually to choose the correct answers to questions 1 and 2.
- Check the answers with the class.
- Read the Note with the class.

Answers

1 a 2 b

2

- Students complete the gaps in the email with the correct form of the verbs in brackets.

Answers

2 is listening 3 is having 4 are going 5 are having
6 are buying 7 is looking

3

- Say: *Look at the pictures. What are they doing? What do you think they're talking about?*
- Students work individually to match the questions and answers.
- Check the answers with the class.

Answers

1 Yes, he is. 2 No, she isn't. 3 No, they aren't.
4 No, she isn't. 5 No, he isn't. 6 Yes, she is.
7 Yes, he is.

Optional activity

Mimes

- Write these or similar phrases on small cards or slips of paper, (you need one set of instruction cards for each group in the class):
eating Chinese food, listening to heavy metal music, speaking Italian, singing opera music, drinking a cup of hot coffee, watching a football match on TV, playing a car game on the computer, turning on a computer, putting on a winter coat, picking up some glass from the floor, having a driving lesson, shopping in a supermarket, phoning the police.
- Ask a student to come to the front of the class. Give him / her an instruction card. The student mimes the action on the card. Ask questions to guess what the student is doing, eg *Are you eating? Are you eating something hot?* etc.
- The person doing the mime can nod or shake their head, but must not say anything. When the rest of the class know the sentence on the instruction card, they must say it exactly.
- Students work in groups with a set of instruction cards. They put the cards face down on a table. A student chooses a card and does the mime. The rest of the group asks questions to guess the sentence on the card.
- The student who said the full sentence takes the next card and mimes the sentence and so on.
- The winning group is the group to guess all the sentences first.

Answers

Student A

He's wearing blue shorts not brown shorts.
He's holding the mobile phone in his left hand.
He's looking sad, not happy.
He's sitting on a towel not a chair.
He isn't wearing any shoes.
No one is swimming in the sea.

Student B

She's walking, she isn't standing still.
She's wearing trainers, not boots.
She's looking happy, not sad.
Her dog is running, it isn't sitting down.

Optional activity

What's in my picture?

- Use magazine pictures of people involved in different activities (or alternatively draw stick people doing different things).
- Hand out one picture per student. Students work in pairs and mustn't show each other their pictures.
- Students ask and answer *yes / no* questions to find out about their partner's picture.
- Set a time limit for this activity.



Speaking and reading

1

- If you have a mobile phone, show it to the class and tell them about it (brand, network, how you use it).
- Students work in pairs to do the mobile phone survey.

2

- Students tell the class about their partners as in the example.

3

- **11** Students work individually to answer the questions.
- Check the answers with the class.

Answers

1 192 2 245 3 55 4 495 5 0495 6 9 hours

Speaking

1

- Students work in pairs.
- Check students understand the task. Student B asks questions to find the differences between the pictures.

2

- Student B turns to page 32 and student A asks the questions.

Vocabulary and listening

1

- Ask: *What's the time?* Help students to tell the exact time.
- Students work individually to match the times and the clock faces.
- Don't check the answers with the class yet.


2

- **12** Students listen, check their answers and repeat the times.

Answers

- 1 one o'clock 2 ten past seven 3 a quarter past four
 4 twenty-five past two 5 half past six
 6 twenty to eight 7 a quarter to nine 8 ten to twelve

3

-  **13** In multilingual classes, ask: *What's the time now in your home town?* In monolingual classes, ask students if they know what the time is in different countries.
- Read the city names. Students say where they are.
- Students listen and write the times they hear next to the cities. Say: *Don't worry if you don't understand everything, just listen for the times. Write the numbers, not the words.*
- Check the answers with the class.

Answers

- 1 11.30 2 6.25 3 2.55 4 7.15 5 12.00

Listening script 13

- 1 This is Radio Sydney, and the time is half past eleven. I am Charlie Snow and on the show today ...
 2 We will soon be landing in Istanbul. The local time is twenty-five past six and the weather on the ground is clear.
 3 Here we are in Manchester at Old Trafford. It's five to three and kick off is in five minutes. It's a cold day here ...
 4 Hello and welcome to *Breakfast with America*. It's a beautiful day here in New York and it's a quarter past seven. So, if you're still in bed, it's time to get up and go for a run in the park.
 5 The train now arriving at platform 2 is the 12 o'clock express from Cape Town to Johannesburg. Please stand clear of the line.

4

- Students work individually to write questions as in the example.

5

- Students work with a partner to ask and answer their questions.

Optional activity**Word clock**

- Draw a clock on the board. Write the numbers on the inside of the clock face, and the letters of the alphabet on the outside, like this:

1 - b, n, z	7 - h, t
2 - c, o	8 - i, u
3 - d, p	9 - j, v
4 - e, q	10 - k, w
5 - f, r	11 - l, x
6 - g, s	12 - a, m, y
- Say: *This is a word clock.* Write the word *email* on the board and circle the first and last letters. Write *minutes* next to the *e* and *hours* next to the *l*.
- Ask students to say the time for *email*. Draw the minute hand pointing at the *e* (4) and the hour hand pointing at the *l* (11). Say: *It's twenty past eleven.*
- Chose words from Units 1 and 2 Wordlists on page 28 at random. Call out the words and ask: *What's the time?*
- Students use the word clock to tell the time.

Listening and speaking**Background information**

People answer the phone in many different ways in Britain depending on their age and background as well as on how formal the situation is. Some of the more common ways are listed below:


Informal: *Hi! / Hello!*

Formal: *Hello. Who's speaking?*

Formal (older people often answer this way): answer by saying your number, eg 858 0373

Business: *Good morning / afternoon XYZ Ltd. Jane Smith speaking.*

1

- Make a ringing noise and mime picking up a phone. Ask: *What do you say when you answer the phone?* Students call out their ideas.
 - Look at the first part of the phone call with the class. Ask: *What goes in the first gap?* (the phone number) *What goes in the next gap?* (question). Read the sentence with the gap like this: *Hello. um um um um Amy, please?* Students suggest possible phrases.
 - In a class of weaker students, you may like to continue in this way with the whole phone call. In stronger classes, students work individually to think of possible phrases for the gaps.
 - Check suggestions with the class, but don't give the answers yet.
- 2**
-  **14** Students listen and check their ideas. They write the correct phrases. You may need to play the phone call a number of times.
 - Refer students to the Listening script on page 31 to check their answers.

Answers

See Listening script 14.

Listening script 14

(A = Amy, B = Brian)

A: 858 0373 Hello.

B: Hello. Can I speak to Amy please?

A: This is Amy. Who's that?

B: Hi, Amy. This is Brian.

A: Brian! Where are you?

B: I'm in New Zealand.

A: Wow! What time is it there?

B: It's half past seven in the morning.

A: And what are you doing?

B: Well, I'm having breakfast right now. How about you?

A: I'm making dinner.

B: Listen, Amy. Can you pick me up at the airport on Friday?

A: Yes, of course. What time?

B: The plane arrives at twenty past eight in the evening.

A: OK. No problem.

B: Thanks, Amy. That's very kind of you.

A: OK. See you on Friday then. Bye.

B: Bye!

3

- Students work in pairs. Check they understand the task and turn to the correct pages in the Communication activities. Students read and complete the role cards.
- Students roleplay their dialogues in pairs.
- Feed back with the class. Ask: *How did your phone call finish? Was anyone angry? Did anyone make any plans? etc.*
- If you have time, ask pairs if they would like to act out their dialogue for the class.

Revision activity**Sentence sale**

- Write the sentences below on the board – or you can use sentences with and without errors from your own students' work.

- 1 *There's a cinema on the beach in summer.*
- 2 *How much time do you spend with your family?*
- 3 *The village have got seven pubs.*
- 4 *Can you answer the phone? I have a shower.*
- 5 *There's a lot of theatres in the city centre.*
- 6 *My boyfriend picks me from work every evening.*
- 7 *Does your father lives in the country?*
- 8 *Our class start at a quarter to eleven.*
- 9 *My sister likes Chinese food.*
- 10 *I'm not using the computer at the moment.*
- 11 *Most people in Spain have big meal at lunchtime.*
- 12 *Our teacher isn't come to school today.*

- Students work in pairs. Tell them that some of the sentences are correct and some are incorrect. They read the sentences in pairs and decide which they think are correct.
- Each pair has 100 euros. They have to buy only correct sentences.
- Conduct a sentence sale in class. Read out the first sentence. Ask: *Who wants to buy this sentence for five euros?*
- Students 'bid' for the sentence. When no more students want to buy the sentence, you say: *Going, going, gone!* and write the names of the buyers and the price they have paid for the sentence.
- Continue in this way with all the sentences.
- When all the sentences are sold, check the incorrect sentences with the class.
- The winning pair is the pair with the most correct sentences and the most money left.

Extra practice

Students complete the Extra practice material on page 24 either in class, or for homework.

Extra practice answers

- 1 b two c three d four e five f six
g eleven h twelve i thirteen j fourteen
k fifteen l sixteen m one hundred n twenty
o thirty-one p forty-eight q fifty r sixty-seven

- 2 2 It's a quarter to seven.
3 It's twenty-five past five.
4 It's half past three.
5 It's ten to two.
6 It's a quarter past twelve.

- 3 1 Why are you wearing a coat?
2 My sisters aren't talking to each other.
3 Is Jenny working at the restaurant today?
4 Which TV channel are you watching?
5 Paul isn't using his computer at the moment.

- 4 (possible answers)
David is holding a ticket in his left hand.
Julie is sitting on her suitcase.
David is standing up.
Julie is reading a book.
David is talking on his mobile phone.
They are both waiting for a train.
- 5 2 f 3 h 4 g 5 e 6 a 7 c 8 i 9 d
10 j

References

Grammar reference Unit 3: Coursebook page 27
Wordlist Unit 3: Coursebook page 28
Communication activities: Coursebook pages 29 and 32
Photocopiable resources: Teacher's Book pages 92–93
Unit 3 test: Teacher's Book pages 125–126

CD-ROM

Unit 3 It's a small world
Listening activity: It's all happening
Vocabulary activity: Telling the time
CEF-linked activity: I can make and receive phone calls
Game: The big squeeze (mobile phone vocabulary)

Topic	Language study	Vocabulary	Main skills
<ul style="list-style-type: none"> World events (art and culture) International line up (the London Marathon) 	<ul style="list-style-type: none"> Talking about frequency (adverbs of frequency) 	<ul style="list-style-type: none"> Countries and adjectives of nationality Months and dates 	<ul style="list-style-type: none"> Reading: understanding specific information Speaking: talking about events and dates Listening: understanding specific information in dialogues

Learning aims

- Can discuss the frequency of events
- Can use adjectives of nationality
- Can talk about events and dates

Ideas for preparation

- A world map and word cards with the countries in Lead-in Ex 1 written on them, reusable adhesive or pins (see Lead-in below)
- English language newspapers (with international sections), one per group, a world map (see Optional activity below)
- Slips of paper with verbs and verb phrases (see Revision activity page 42)

Warmer

- Write the word *international* on the board. Check the meaning. Draw columns with the following headings:
 2 letters 3 letters 4 letters 5+ letters
- Students work in pairs. Say: *You have five minutes to make as many words as possible from the letters in 'international'.*
- After five minutes, feed back with the class column by column. Possible answers: 2 letters: *in, at, on, to, an, it, no*; 3 letters: *tin, ran, tin, eat, lot, not, rat, ten*; 4 letters: *nine, near, real, tent, line, rain, tale, tail, late*; 5+ letters: *nation, alone, train*

during late September and early October in Munich, Germany.

The Cherry Blossom Festival /tʃeriˌblɒsəm/ Spring is celebrated by cherry blossom festivals throughout Japan. The festivals involve admiring the emerging cherry blossoms and celebrating the end of winter.

The Dhow countries Festival /daʊ/ is East Africa's largest cultural festival. It takes place in Zanzibar and celebrates the cultural heritage of Africa and the Dhow countries of the Indian Ocean.

1

- If you have a large map of the world, put it on the board and hand out the 13 country words and a piece of reusable adhesive or a pin to students in the class. Say: *Find your country on the map and stick on the name.*
- The students who didn't have word cards check that the country names are in the right place.
- If you don't have a large map, students work in pairs to find the countries on the map on page 15.
- Check the answers with the class.

2

- Ask students to open their books on page 14. Say: *Look at the photos. What's happening?*
- Students match the photos with the events in the box.
- Check the answers with the class.

Answers

- 1 The Academy Awards 2 Dhow countries Festival
 3 The Oktoberfest 4 The Cherry Blossom Festival
 5 Wimbledon

3

- Ask: *What do you know about the events in exercise 2? Where and when do they take place?* Encourage students to exchange information, feeding in the correct answers as necessary (see Background information above).

World events

Lead-in

Background information

World events

Wimbledon /wɪmbldən/ The Wimbledon Tennis Championships take place every June and July in London, United Kingdom. The tournament lasts for two weeks.

The Academy Awards /ði ak'ædəmi ə'wɔ:dz/ These awards are better known around the world as the Oscars. They are the most famous awards ceremony in the world, watched by millions every year.

The Oktoberfest /ði ɒk'təʊbə'fest/ (*lit. October Festival*) This festival is a two-week beer festival held each year


Optional activity

Newspaper world

- Students work in groups. Hand out one English language newspaper to each group.
- Students scan the papers for international articles and list the countries with news items.
- Students use a world map to mark the countries with news items in their newspaper.
- Compare the newspapers for which one has the most international news.

Reading and vocabulary

1

-  15 Check students understand the task. They read the calendar on page 15 and note down the answers as quickly as possible.
- Check the answers with the class.
- The standard pronunciation of the following words in English is: *Rio Carnival* /ri:əʊ 'kɑ:nəvəl/, *Ironman* /'aɪəŋ,mæn/, *Seoul* /səʊl/, *Glastonbury* /'glæstənbri/, *Medellín* /,mede'ji:n/, *Taupo* /'taʊpəʊ/.

Answers

- 1 The Ironman Competition and the Sand Marathon.
- 2 The Rio Carnival and the Glastonbury Festival.
- 3 The Seoul Cartoon and Animation Festival and the Medellín Poetry Festival.
- 4 The Seoul Cartoon and Animation Festival.
- 5 The Glastonbury Festival.
- 6 The Sand Marathon.

2

- Students work individually to answer the questions.
- Check the answers with the class.

Answers

- 1 On 21st June.
- 2 In March.
- 3 The Medellín Poetry Festival.
- 4 Eleven days.
- 5 On 20th February.

3

- Students read the calendar again and underline the months.
- They then complete the list of the months in order.
- Check the answers with the class and drill the months in order and at random.

Answers


February, March, April, May, June, July

4

- Students work in pairs to ask and answer questions about the months as in the examples.

Vocabulary and speaking

1

-  16 Read the ordinal numbers at the bottom of the spread with the class. Call out the months and students say which month it is, eg You: *April* Students: *The fourth month.*
- Check that students understand the task. They listen and complete the dates.
- Check the answers with the class.

Answers

- 1 4th April 2 19th March 3 13th June
- 4 28th October 5 31st January 6 15th July
- 7 27th November 8 31st May

Listening script 16

- 1 My birthday's on 4th April.
- 2 My girlfriend's birthday is on 19th March.
- 3 Our wedding anniversary's on 13th June.
- 4 I'm getting married on 28th October.
- 5 We start school again on 31st January.
- 6 My holiday starts on 15th July.
- 7 I've got a driving test on 27th November.
- 8 My new job starts on 31st May.

2

- Students work in pairs and tell each other about four important dates for them.
- Feed back with the class month by month. Say: *Can you remember your partner's dates? Who has an important date in January?* etc.

3

- Students work in two groups, A and B. Check they understand the task and turn to the correct pages.
- Students read about some other international events. The texts have gaps and students decide what information is missing: the place, the date or the kind of event. They check their ideas in AA and BB pairs.
- Students work in AB pairs. They ask and answer questions to complete the missing information.

4

- In pairs, students discuss the events, which ones they would like to see and what kind of events they enjoy.
- Then conduct a class discussion.

Optional activity

Birthdays

- Students stand up. Stand at the front of the class and say: *January is here.* Point at the back of the class and say: *December is there.*
- Ask: *When's your birthday? Get in line.* Students put themselves in order according to their birthdays. They have to ask and answer questions to make sure they are in the right place.
- Students say their birth dates standing in line to check the order.

International line up

Vocabulary and pronunciation

Background information

The London Marathon

The London Marathon has been held each year in London since 1981, usually in April. It is run over the traditional distance of 42.195 km (26 miles and 385 yards), and is a large, celebratory sporting festival.

The first London Marathon was on 29th March, 1981, with nearly 7,500 athletes. By the 25th event, the number of starters reached 35,680.

It is a serious athletic event, but it is dominated by the fun runners in fancy dress, collecting money for charity.


1

- Students look at the photos of the London Marathon. Ask: *What is a marathon? Do you ever take part in races or sports competitions?*
- Say: *Read the newspaper article and underline the nationalities. How many can you find?*
- Students read the article and underline the words.
- Students work individually to complete the table with the nationality words.
- Check the answers with the class.

Answers

Australian, British, French, German, Italian, Japanese, Kenyan, Romanian, Spanish, North American / American

2


-  17 Write *Australia* and *Australian* on the board. Read the words and ask: *Where's the stress?* Underline the stressed syllables (*Australia*, *Australian*).
- Students listen and underline the stressed syllables. They compare answers in pairs.
- Ask: *Which two country and nationality pairs have the stress in a different place?*
- Drill the country and nationality words with the class.

Answers

Australia – Australian Britain – British France – French
 Germany – German Italy – Italian Japan – Japanese
 Kenya – Kenyan Romania – Romanian Spain – Spanish
 the United States (of America) – North American/American
 Stress different in: Italy – Italian Japan – Japanese

Listening

1

-  18 Say: *You're going to listen two radio interviews at the London Marathon.*
- Students listen and write the names to complete the sentences.

Answers

1 Krishnan 2 Wendy 3 Wendy 4 Krishnan

2

- Read the sentences. Students listen again and decide if they are true or false.
- Check the answers with the class.
- Ask: *Who would like to run in or watch the London Marathon?*

Answers

1 F 2 T 3 F 4 F 5 T 6 F

Listening script 18

(A= Interviewer, B = Wendy Bowler, C = Krishnan Tate)

A: Hi, Wendy. Is this your first race?

B: No, it isn't. It's my third.

A: What's your target time?

B: Well, I usually take about five hours, but I'm not feeling very well today, so I don't know ...

A: Can you tell me about your clothes? You're wearing a banana costume!

B: Yes. When I run, I always wear something crazy. It's more fun for the spectators – and for the other runners.

A: How often do you train for the marathon?

B: I run every morning and I sometimes run in the evenings too, if the weather is OK. My boyfriend is running today too, and we often go running together at weekends. It's our hobby.

A: The race starts in 15 minutes. How are you feeling now?

B: Terrible. I want to go home and go to bed. I'm always nervous before the race!

A: We're here in Greenwich near the river with Krishnan Tate. Krishnan, do you always watch the race from here?

C: No. This is my first time. I usually watch it on television. The traffic is always terrible on marathon day.

A: Why are you here today then?

C: Well, some of my friends from college are running and I want to see them.

A: Why aren't you running with them?

C: Me? I never go running. I hate it!

A: And what do you think of the marathon?

C: It's great! I'm really having fun. It's like a big street party! I hardly ever come to London, but this is great. So I think I'll come and see the marathon every year from now on!

Language study
Talking about frequency

- Read the sentences from the interviews. Students say who said them (*Wendy* or *Krishnan*).
- Read the questions and make sure that all the students agree on the answers.

Answers

1 present simple 2 routines and habits

2

- Students work individually to underline the frequency words in the sentences in Ex 1.
- Check the answers with the class.

Answers

always, never, sometimes, hardly ever, usually, often

3

- Draw a vertical line with 100% at the top and 0% at the bottom. Ask: *Which frequency word do we use to talk about 100% of the time?* etc. Students tell you the frequency words and where they go on the line.
- Students copy the words into their books.

Answers

always, often, usually, sometimes, hardly ever, never

4

- Students work individually to complete the rules.
- Check the answers with the class.

Answers

b a

Optional activity

Guess how often

- Write: *I always ...* at the top of the board and *I never ...* at the bottom. Put four dots in between the two and students call out the other frequency words in order.
- Students need loose sheets of paper. They write their names at the top and then they write the six sentence heads from the board.
- In groups students swap their sheets so they each have someone else's.
- Students work individually to complete the sentences about their habits and routines as if they were the person whose name is at the top of their sheet of paper.
- In their groups, one student starts by saying: *I'm Sara. I always ... (get up late at the weekend).*
- Sara responds: *That's true.* or *No, I don't. I hardly ever get up late at the weekend.*
- Sara makes a sentence about the person whose identity she has assumed, and so on.

Revision activity

Zupping

- Write verbs and verb phrases on slips of paper, eg *drink coffee, eat chocolate, go abroad, go running, have breakfast, have lunch, play football, send text messages, sleep, smoke, study, travel, use a computer, watch TV, work.*
- Choose a student and give them one of the slips of paper. The class must ask questions to guess the verb or verb phrase on the paper.
- Write on the board: *to zup*. Say: *This is an imaginary verb. We're going to use this verb to guess the verb on (student's) paper.*
- Ask these questions to show students how the game works: Slip of paper: *drink coffee*
You: *Do you often zup?* Student: *Yes, I do.*
You: *Are you zupping now?* Student: *No, I'm not.*
You: *When do you usually zup?* Student: *In the morning and after a meal.*
- Continue with students making questions until the class guess the verb. Make sure that students use *to zup* in the correct form.
- Give a slip of paper to another student. Students ask questions around the class as quickly as possible.

Extra practice

Students complete the Extra practice material on page 25 either in class, or for homework.

Extra practice answers

- 1 Italian 2 British 3 Australia 4 Brazilian
5 Japan 6 Poland 7 French
- (individual answers)
- 1 We hardly ever go out to a restaurant.
2 I never go to concerts with my boyfriend.
3 Jan always goes for a run before breakfast.
4 It often rains during the Wimbledon tennis tournament.
5 They sometimes sleep in a tent at the Festival.
6 Runners are often nervous before a race.
- (individual answers)
- (individual answers)

Speaking and writing

1

- Draw a horizontal line on the board. At one end of the line write *very healthy*, and at the other end write *not at all healthy*. Tell the students about your healthy / unhealthy habits, using frequency adverbs. Ask a student to come to the board and put a cross on the line to show how healthy you are.
- Say: *You're going to do a survey to see how healthy you are.* Students complete the survey individually.

2

- Students work with a partner to ask and answer the questions and record their partner's answers.

3

- Ask: *How healthy is your partner?* Students write a health report for their partner. They start the report as in the example.
- Students swap reports and read them. Encourage them to agree or disagree with their partners.

References

Grammar reference Unit 4: Coursebook page 27
Wordlist Unit 4: Coursebook page 28
Communication activities: Coursebook pages 29 and 32
Photocopiable resources: Teacher's Book pages 94–95
Unit 4 test: Teacher's Book pages 127–128

CD-ROM

Unit 4 This month
Language exercise: Letter home
Vocabulary activity: Countries and nationalities
CEF-linked activity: I can talk about events and dates
Game: Swamp disaster (countries, nationalities and dates)

Before starting this unit, ask students to read the Grammar reference on pages 26 and 27 and study the Wordlist on page 28 in the Coursebook.

Ideas for preparation

- a tray, realia objects in the Lead-in word box (see Warmer below)
- preparation for Wordwheel: topic cards, eight per team (see Vocabulary page 44)
- prizes for the best roleplay (see Speaking page 44)

Warmer

Kim's game

- Take the objects from the Lead-in word box into class.
- Put the objects on the table where all students can see them. Students have one minute to look and remember the objects.
- Say: *Close your eyes.* Remove one of the objects. Students put up their hand and say which object is missing.
- Continue the game with other objects.

Lead-in

1


- Using the can of beer you have used in the Warmer, ask: *Where's this beer from? Do you like (country) beer? I do.* Teach the agreement response: *So do I.* and the disagreement response: *I don't.* Alternatively write *Heineken / Guinness* on the board and follow the same procedure.
- Ask students to open their books on page 18.
- Students work in pairs to talk about their tastes.
- Ask students to report back to the class about their partner. Say: *Are your partner's tastes very international? Tell the class.*

Language study

1

- Students look at the picture and make sentences about the people. Check they use the present continuous correctly.

2

-  **19** Read the instructions with the class. Students listen to the dialogues. Ask: *Which people in the picture are speaking? What do they want to do?*

Answers

Dialogue 1: The couple sitting on the bench want to go to a restaurant.

Dialogue 2: The woman in the music store wants to buy a birthday present.

3

- Students listen again and complete the gaps in the sentences.
- Play the dialogues as many times as necessary for the class to complete the task.

Listening script 19

1

(A = man, B = woman)

A: I'm hungry. Do you want to go for a meal?

B: Yes, OK. Are there any good restaurants near here?

A: There are lots. What kind of food do you like? Indian, Chinese, Mexican?

B: How about Indian? I love Indian food but we hardly ever eat it at home.

A: OK. I know a good place. Shall we go now?

B: Is it far?

A: No, it isn't. It's just round the corner.

B: Great. Let's go.

2

(C = woman, D = man)

C: Hi! How are you?

D: Hi! It's nice to see you. What are you doing here?

C: I'm looking for a present for my brother. It's his birthday on 5th May.

D: What kind of music does he like?

C: Well, he loves guitar music and he plays the guitar. The problem is I never listen to guitar music.

D: Does he like Spanish music?

C: Yes, he does.

D: Let's see. Has he got this CD? It's great.

C: Let me see. No, he hasn't. That's a good idea. Thanks for your help.

4

- Students turn to page 31 and check their answers with the Listening script 19.

Answers

1 Are there 2 do you like 3 Is it, it isn't
4 are you doing 5 It's, 5th May 6 Has he got, he hasn't

5

- Students work individually to complete the list of frequency words.
- Check the answers with the class.

Answers

never, hardly ever, sometimes, often, usually, always

6

- Students write five true and one false sentence about themselves using the frequency words.
- Students swap papers and read each others' sentences. They ask each other further questions to find the false sentences.

Vocabulary

Wordwheel

1

- Tell students they are going to play a game to revise the vocabulary in Module 1. The first part of the game is a card-making race.
- Students work in teams of four or six players.
- Each team needs eight topic cards like the one in the Coursebook. One person in each team needs a pen to write the words on the cards. Only one person in each team should write the words on the cards.
- Say one of the topic areas at random. The teams work to write topic cards. When a team has ten words, they shout: *Stop*. Ask one of the team to read out the words. The other teams can challenge words that don't fit the topic.
- Keep the team scores for each round on the board.

2

- Teams use the words in Ex 1 to make word cards. The teams divide into pairs to play the game. Each team plays with one board.
- They put the word cards they have just made face down on the correct spaces on the wordwheel.

3

- Read the instructions with the class. Choose four words at random from the word list and use them as examples with the class to explain the game.
- Pairs put their counters on the board and start the game. Monitor carefully to check that students have understood how to play.

Song

1

- Look at the photo of Katie Melua /kɛti me'lʊə/ with the class. Ask: *Do you know any of her songs? What do you know about her?* If the class doesn't know any of her songs, you can play the first few bars of the song and ask if anyone recognises the music.
- Students read the factfile about Katie Melua and do the task.
- Check the answers with the class.


Answers

1 b 2 b 3 c 4 a

2

- Write the song title *Crawling up a hill* on the board. Look at the illustration for the song with the students and explain the words *crawling* /krɔ:liŋ/ and *hill* /hɪl/ to the class.
- Ask: *What do you think the song is about?* Students choose one of the possible answers.

3

-  20 Students listen to and read the song and check their ideas.

Answer

the singer's life.

4

- Read the statements with the class. Check that students understand them.
- Students read the words of the song and decide if the statements are true or false. They underline the words in the song that support their answers.
- Check the answers with the class.
- Play the song again. Students listen without looking at the words.

Answers

- 1 T (*Every morning ... my Mamma wakes me*)
- 2 T (*Get to the office*)
- 3 F (*Working for a rich girl*)
- 4 T (*I'll quit my job without a shadow of a doubt*)
- 5 T (*To sing the blues*)
- 6 F

5

- Students work individually to complete the sentences so they are true about their lives.

6

- Ask a few students about the first thing they hear in the mornings. Ask: *Do you usually hear the alarm clock first thing in the morning?*
- Students work in pairs. They ask and answer similar questions to find out their partner's answers.

Speaking: a roleplay

1

- Look at the photos and situations with the students and talk about what is happening.
- **Step 1:** Tell students they are going to prepare a conversation based on **one** of the photos.
- Students work in pairs. Each pair chooses one of the photo situations.
- **Step 2:** In pairs, students read the situations and the appropriate rolecards carefully and check any queries they may have.
- Students prepare their conversations. Stronger students may be happy to prepare them orally; weaker students may want the support of taking notes.
- As students work in pairs, monitor their work, helping as necessary but not correcting.
- **Step 3:** Students act out their roleplays for the class. They use the phrases in the boxes in their conversations.

2

- Take a vote on the best roleplay by asking for a show of hands. You may like to give the winners a small prize.

References

Module 1 test: Teacher's Book pages 129–131