

OVERVIEW

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Speaking and listening (PAGE 6)

- 1a  **1.1** As an introduction, ask students questions about the pictures, e.g. *Who are they? Where are they? What are they doing?* Encourage students as much as possible and don't worry about mistakes at this stage. Students then order the conversation. Play the recording for students to check their answers.

ANSWERS:

2, 3, 1, 4

- b Focus students' attention on the conversation. Demonstrate the activity by performing the conversation with a volunteer from the class. Students work in pairs to practise the conversation.
- 2a Quickly check the pronunciation of the sentences in the box. Students then work in pairs to complete the conversations.
- b  **1.2** Play the recording to check the answers. Students practise the conversations in pairs. Circulate and offer help and encouragement as necessary. In feedback, ask a couple of pairs to perform their conversations for the class.

ANSWERS:

1 I'm fine, thanks. 2 Nice to meet you, May. 3 Are you from the USA? 4 Where are you from?

Grammar focus 1 (PAGE 7)

be: positive forms

See *Teaching tips: Working with grammar*, page 20.

GRAMMAR

be: positive forms

- 1 Write on the board: *I'm from (name of city)*. Elicit from students that *'m = am*. Draw a stick picture of a man and write: *He's from Rome*. Draw a stick picture of a woman and write: *She's from Rome*. Elicit that *'s = is*. Draw an arrow to both the man and the woman and write: *They're from Rome*. Elicit that *'re = are*. Students complete the gaps in the sentences using the board and the previous conversations to help them. During feedback, highlight:

- the change in word order, e.g. *you are* → *are you ... ?*
- the use of apostrophes for contracted forms.

ANSWERS:

1 am/'m 2 Are 3 is/'s 4 is/'s 5 are

Question words: *what/where*

- 2 Elicit the difference between *what*, used to ask for general information, and *where*, used to ask for information about places. Students complete the gaps. Highlight:

- the pronunciation of the *s* so students are not saying *Where he from?*
- the pronunciation of *Where are* /'weərɑː/.

ANSWERS:

1 What 2 Where

You may want to ask students to read Study 1 on page 138 for a more detailed explanation of the positive forms of *be*.

PRACTICE

- 1a Students mingle, asking each other the questions.

Practice, exercise 1a: Alternative suggestion

If your students all come from the same country, encourage them to say which city they come from. If they come from the same city, then ask them to say which neighbourhood they are from.

- b Give an example in an open pair with one of the students. Students then work in pairs to talk about the people they spoke to in the previous exercise. Monitor to make sure students use *This is ...* instead of *He/She is ...* in the first sentence. In feedback, ask each student to tell the class about one of their classmates.
- 2 Quickly check the pronunciation of the countries, paying particular attention to word stress. Demonstrate the activity using a student as a partner. Students work in pairs to talk about the people in the photos.

ADDITIONAL PRACTICE

- ⇒ **Study, practice & remember:** Practice 1

Workbook: Grammar focus 1: *be*: positive forms, page 4

Vocabulary (PAGE 8)

Countries and nationalities

See *Teaching tips: Working with lexical phrases*, page 21.

- 1a Students match the countries to the nationalities.
 b 1.3 Students listen and check.

ANSWERS:

| Country | Nationality |
|---------------|-------------|
| Spain | Spanish |
| China | Chinese |
| the USA | American |
| Brazil | Brazilian |
| Italy | Italian |
| Great Britain | British |
| Poland | Polish |
| Australia | Australian |
| Japan | Japanese |
| Vietnam | Vietnamese |
| Ireland | Irish |
| Russia | Russian |

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 1.4 Play the recording and check students can identify the stressed syllable by clapping or tapping.
 2a Highlight the system used in the examples with the dots above the stressed syllable. Students mark the stress on the nationalities from Vocabulary, exercise 1a. Reassure students not to worry if they don't know.
 b 1.5 Students listen and check. Drill the pronunciation, paying attention to correct use of word stress.

ANSWERS:

British, American, Japanese, Chinese, Polish, Italian, Vietnamese, Russian, Irish, Spanish, Brazilian, Australian

ADDITIONAL PRACTICE

- Resource bank:** Activity 1A *Nice to meet you!* (*be*: positive forms; Countries and nationalities)
Workbook: Vocabulary: *Countries and nationalities*, page 5; Pronunciation: *Word stress*, page 5

Reading and listening (PAGE 8)

- 1a When you set up the quiz, make sure you are enthusiastic and motivating as this will transmit itself to the students. Demonstrate the points system and put students into pairs or small groups to answer the questions. Check students understand *stamps* and *currencies*. You could do this by showing them realia or by drawing an envelope with a stamp on it and the symbols of different currencies on the board. Set a time limit of about five minutes, and circulate to see the groups are on-task.
 b 1.6 When the time is up, stop the quiz and elicit students' answers to each question before you play the correct answers on the recording. Students keep their scores and see who the winner is on points.

ANSWERS:

- 1 a Brazil, b China, c Poland, d Egypt
 2 rupee: India, rouble: Russia, lira: Turkey, peso: Argentina
 3 a Chinese, b Italian, c Russian, d Spanish, e Arabic
 4 Samsung: Korean, Google: American, Honda: Japanese, M&S: British
 5 Andrea Bocelli: Italian, Delta Goodrem: Australian, Luis Miguel: Mexican

Culture notes

Honda is a Japanese multinational company that is best known for producing cars and motorbikes.

Samsung is a Korean multinational company involved in many areas including shipbuilding, food production and insurance. The company is perhaps best known for its electronics division, which produces televisions and mobile phones.

M&S, also known as Marks and Spencer, is a British retail company. The company was the market leader in the UK until a crisis in the late 1990s. The company is best known for its clothes and food products.

Google is an American technology giant. The company first became famous due to its internet search engine, but has since expanded into other areas of technology, including maps, email and mobile phones.

Andrea Bocelli (b. 1958) is an Italian tenor, who also plays many musical instruments. When he was a child he had an accident while playing football that left him blind. He has recorded fourteen solo albums and has sold over 80 million records. He has had seven albums in the top ten in the USA, has won Grammys and been nominated for an Oscar.

Delta Goodrem (b. 1984) is an Australian singer, pianist and actor. She sprang to fame in the soap opera *Neighbours* in 2002 and a year later her first album had sold over 4.5 million copies. Five singles from the album were number one hits in Australia, the first time a debut album has had five hits.

Luis Miguel (b. 1970) is a Mexican singer. He recorded his first album when he was only 11 and won his first Grammy at the age of 15. He is famous not only for his records but also for his outstanding live shows. On his 1999–2000 tour he performed 105 concerts that were seen by 1.5 million people.

Grammar focus 2 (PAGE 9)

be: positive and negative short forms

See *Teaching tips: Working with grammar*, page 20.

- 1a Focus students' attention on the photos. Check students understand *married*, *businesswoman* and *holiday* by pointing to a wedding ring, talking about famous businessmen and businesswomen, and eliciting popular places to go on holiday. Do the first couple of sentences as an example. Students then continue to match the sentences to the photos.
 b 1.7 Students listen and check.

ANSWERS:

- 2 B 3 A 4 B 5 A 6 C 7 C 8 A 9 B 10 C
 11 A 12 B 13 B 14 A 15 C

Grammar focus 2, exercise 1b: Additional activity

You might like to take this opportunity to show students the audio scripts at the back of the book. Direct students to audio script 1.7 on page 166. Ask students to listen again and underline all of the examples of the verb *to be*. If necessary, remind students of the different forms of the verb in the present. This activity will make students aware that they have the audio script at the back of the book and it will also help raise awareness of the verb *to be* for the next activity.

GRAMMAR

be: positive and negative short forms

- 1 Elicit the answer for the first gap, *I'm*. Students complete the other gaps individually using the previous exercise to help. Students check in pairs. Circulate to help and make sure students are putting the apostrophe in the correct place.

ANSWERS:

Positive short forms: *I'm, he's, she's, they're*

Negative short forms: *you aren't, he isn't, she isn't, it isn't, they aren't*

You may want to ask students to read Study 2 on page 138 for a more detailed explanation of positive and negative short forms of the verb *to be*.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1a Direct students to audio script 1.8 on page 166. Ask students to underline all of the short forms.
- b  1.8 Students listen and pay attention to the pronunciation of the short forms. Check students' pronunciation, particularly with the linking sounds in *you aren't* /ju:wa:nt/, *he isn't* /hi:jɪznt/ and *we aren't* /wi:jɑ:nt/.
- 2 Drill the sentences chorally and individually.

PRACTICE

- 1a Demonstrate by writing some true and false sentences on the board, e.g. *Her name's Hanna. She's from Argentina*. Read them aloud and ask students if they are true or false and to correct the sentences if false. Students work individually to write their own sentences.
- b Ask a student to read out a couple of sentences and have the class correct them where appropriate. Students continue in pairs. Circulate and help as necessary.
- 2a This activity helps students to personalise the language. Write the two examples on the board and do them with one of the students in front of the class. Before students do the exercise, check the following: *school, classroom, small, the evening, at work*. Give students a few minutes to go through the sentences and rewrite the false ones. Circulate and help as necessary.
- b Students work in pairs to compare their sentences. At the end, do some quick class feedback on each sentence.

ADDITIONAL PRACTICE

-  **Study, practice & remember:** Practice 2

Workbook: Grammar focus 2: *be: positive and negative short forms*, page 7

Vocabulary (PAGE 10)

Jobs

See *Teaching tips: Working with lexical phrases*, page 21.

Potential problem with jobs

In the following exercises we have used *actor* for a man or a woman. While some people still use *actress* for a woman, it is becoming increasingly common to use *actor* for both sexes. Likewise, *police officer* is more common than *policeman/woman*.

- 1 Students match the pictures to the words in the box.

ANSWERS:

- A footballer B doctor C engineer D waiter
E police officer F businesswoman G shop assistant
H musician I actor J lawyer K businessman L singer

Vocabulary, exercise 1: Alternative suggestion

You could make this more competitive by putting students into pairs or small groups and asking them to race each other to complete the exercise.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  1.9 Remind students how to mark the word stress with a dot above the stressed syllable. Students then listen and mark the stress.

ANSWERS:

a footballer, a musician, an engineer, a lawyer, a police officer, a singer, a shop assistant, a doctor, an actor, a waiter, a businessman, a businesswoman

- 2 Drill the pronunciation of the words, paying attention to the word stress and the schwa /ə/ ending of *footballer* /'fʊtbɔ:lə/, *lawyer* /'lɔ:jə/, *police officer* /pə'li:s ,ɒfɪsə/, *singer* /'sɪŋə/, *doctor* /'dɒktə/, *actor* /'æktə/, and *waiter* /'weɪtə/.

Vocabulary: Alternative suggestions

- a If you have a small class, put pictures of jobs on a table or the floor. Say a job and ask students to point to it. If no one knows the job, then teach it. After they've listened to you saying the jobs a few times, let them take it in turns to say a job and the others point to the correct picture. If you want to increase motivation, say a job and students try to pick up the picture before the others. The winner is the one with the most pictures at the end.
- b Students do exercise 1, have one minute to memorise the words and then close their books and try to write all the jobs. The winning student is the one who remembers the most.

ADDITIONAL PRACTICE

-  **Workbook:** Vocabulary: *Jobs*, page 7; Pronunciation: *Word stress*, page 7

Grammar focus 3 (PAGE 10)

Articles with jobs

See *Teaching tips: Working with grammar*, page 20.

- 1 Check with students which sentence is correct. Tell them that when we talk about jobs we use the articles *a/an*.

ANSWER:

Sentence 2 is correct.

GRAMMAR

Articles with jobs

- 1 Write on the board: *He's ___ musician.* and *She's ___ engineer.*
Elicit the article to complete each gap. Teach the rule using the box in the book. Check students understand *vowel*.

You may want to ask students to read Study 3 on page 138 for a more detailed explanation of articles with jobs.

PRACTICE

- 1a Students complete the sentences with *a* or *an* then check in pairs.
 b  1.10 Students listen and check.

ANSWERS:

1 a 2 an 3 a 4 a 5 a 6 an 7 a 8 a

- 2a Demonstrate the activity by writing a couple of sentences on the board about the jobs of people in the class. Elicit corrections where appropriate. Give students a few minutes to write their own sentences. Circulate and help.
 b Students work in pairs to correct each other's sentences.

ADDITIONAL PRACTICE

- ➔ **Study, practice & remember:** Practice 3

Workbook: Grammar focus 3: *Articles with jobs*, page 7

Grammar focus 4 (PAGE 11)

be: personal questions

See *Teaching tips: Working with grammar*, page 20.

- 1 Do the first question with the class as an example. Students continue to choose the correct answers then check in pairs. During feedback make sure students understand that *@* is pronounced *at* and *.com* is pronounced *dot com*.

ANSWERS:

1 b 2 a 3 b 4 a 5 a 6 b

GRAMMAR

Questions and short answers with *be*

- 1 Work through the rules in the Grammar box. Make sure to highlight the following:
- the word order in the questions, using arrows to show the inversion of the subject and verb *you are* → *are you ...?*
 - the negative short answers: *No, I'm not.* and *No, she isn't.* The students should be able to give you these.
 - that we use short forms rather than repeating the full information in the question, for example *yes, I am.* NOT *Yes, I am married.*
 - that we don't contract the positive short forms, for example *Yes, she is.* NOT *Yes, she's.*

You may want to ask students to read Study 4 on page 138 for more information about questions and short answers with *be*.

- 2 Students work in pairs and practise the questions and answers in exercise 1. Monitor for pronunciation.

PRACTICE

- 1 Ask students to complete the questions and answers. Remind students to use the abbreviated forms.

ANSWERS:

1 A is/'s B is/'s 2 A job B is/'s 3 A Where B from

- 2 Focus students' attention on the photos and demonstrate the activity using one of the photos and a stronger student. Students work in pairs to ask and answer questions about the people in the other photos.
 3a Students choose the correct answers, check in pairs, and then as a class. Drill the sentences with your students and, in anticipation of the next exercise, make sure students use a rising intonation pattern.

ANSWERS:

1 Are 2 Is 3 Are 4 Are 5 Is 6 Are

- b Give students a few minutes to write their own answers to the questions.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  1.11 Write *teacher* on the board and elicit the word stress. Then write *I'm a teacher.* and say the sentence. Elicit the sentence stress and mark it on the board with a dot above the stressed syllable.
 Direct students to audio script 1.11 on page 166. Students listen to the recording and mark the stressed words.
 Write on the board: *Are you from France?* Ask the question with a rising intonation and mark the pattern on the board. Play the recording again and ask students to mark the intonation patterns.
 2 Drill the questions and answers, paying particular attention to sentence stress and intonation patterns.

- 4 Students work in pairs to ask and answer the questions from exercise 3a. Circulate and monitor for correct intonation and sentence stress.

ADDITIONAL PRACTICE

- ➔ **Resource bank:** Activity 1B *The English class (be: personal questions)*; Activity 1C *Short answer snap (be: short answers to Yes/No questions)*

Study, practice & remember: Practice 4 and 5

Workbook: Grammar focus 4: *be: personal questions*, page 8

Task (PAGE 12–13)

Find information from documents

See *Teaching tips: Making tasks work*, page 23.

Preparation (PAGE 12)

Reading

- 1 Focus students' attention on the photo of Deepa and her Employee Personal Information card. Do the first question with the whole class, showing where to find the answer. Check *emergency* if necessary, but otherwise discourage students from trying to understand every word on the card. The aim here is to practise reading to extract specific information. In feedback, encourage students to give you the correct answers and to identify where they found the information.

ANSWERS:

1 T 2 T 3 F 4 T 5 F 6 F 7 T 8 T 9 F

- 2a  1.12 Focus students' attention on the Useful language box. Ask students to read the questions and quickly deal with any unknown vocabulary. Students listen to the conversation and tick the questions and answers they hear.
 b Students compare their answers in pairs and then listen to the recording again to check their answers. If you have weaker students, or students who are lacking confidence, allow them to listen and read the audio script on page 166.

ANSWERS:

- What's his/her (name/surname/full name)? ✓
 How do you spell that? ✓
 What's his/her (home/work/mobile) number? ✓
 What's his/her job? ✓
 Is he/she married or single? ✓
 I don't know. ✓

Task (PAGES 12–13)**Speaking**

- 1 Divide the class into two groups, A and B. As look at Tom's documents on page 13 and Bs look at Michiko's documents on page 132. Each group completes the relevant profile card on page 12. Students can work individually and then compare answers with another student in their group. Circulate and help as necessary. Help students with the pronunciation of *Brighton* /'braɪtən/ and the email addresses: *Thomas B at Yahoo dot co dot UK* and *sato at family law dot com*.

ANSWERS:**Tom**

Full name: Thomas J. Briggs
 Age: 22 (at time of going to print – he was born in 1991)
 Address: 44 Preston Road, Brighton, BN1 2PR
 Job: university student
 Where from?: Great Britain
 Email address: thomasb@yahoo.co.uk
 Telephone: 07744 345332

Michiko

Full name: Michiko Sato
 Age: 31 (at time of going to print – she was born in 1982)
 Address: 416 Water Street, New York, NY 10002
 Job: family lawyer
 Where from?: Japan
 Email address: sato@familylaw.com
 Telephone: 212 544 9887

- 2 Put students into A/B pairs. Check that they understand the task and remind them to look back at the Useful language box. Ask two stronger students to start asking and answering questions about Tom in front of the class. Tell the students to keep their written information 'secret' from their partner and to write down the new answers in the relevant profile card. Circulate, helping as necessary and collecting examples of any problems for error correction work later.
- 3 Students work in pairs to ask each other questions. This activity will help students to personalise the language and also change the pronouns from *his/her* to *your*.

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework and bring the recordings to the next class.

World culture, Find out first:

To help your students prepare for the next class, go through the questions in exercise 1 on page 14. If necessary, discuss ideas for searching for this information on the internet, pointing out the search terms, and suggest other sources of information students could use. Encourage students to use English language websites as much as possible.

World culture (PAGES 14–15)**Life in the Arctic****Culture notes**

The Inuit are a group of different indigenous peoples who live in Canada, Alaska, Greenland and Russia. While there are some marked differences between each group, the similarities, especially in their languages, are more important.

The Inuit people face a number of challenges to their way of life. Global warming has led to changes in the weather patterns in the Arctic which have had dramatic effects on how and when they can hunt. A side effect of global warming has also been to open up the Arctic to resource development. This 'invasion' poses a threat to the Inuit as countries and companies race to be the first to extract precious metals and oil from the region.

Another potential problem is that young people are caught between a traditional lifestyle and the possibility of a more Western way of life with all the luxuries and problems that entails. One indicator of these problems is the rise of myopia, or short-sightedness, in young Inuit. Myopia was virtually unheard of in the Inuit community until fairly recently. A different diet or western education are seen as two of the possible reasons for its appearance.

Find out first (PAGE 14)

- 1a Students work in pairs to try to guess the answers to the quiz. If some students have not done the research, try to put them with a student who has done it.
- b If you have access to the internet and students haven't been able to find the answer to some of the questions, ask students to go online and do some further research. Highlight the search terms. Circulate and offer help with vocabulary and try to encourage people to use only English language websites. Otherwise, tell your students the answers.

ANSWERS:

1 b 2 a 3 b 4 b 5 c

View (PAGE 14)

See *Teaching tips: Using the video material in the classroom*, page 24.

- 2a Tell the students they are going to watch a DVD about life in the Arctic. Make sure students understand the key vocabulary by going through the words in the box, paying particular attention to the pronunciation of *igloo* /'ɪɡluː/ and the meaning and pronunciation of *mussels* /'mʌslz/, which are a small black shellfish.
- b  Students watch the DVD and tick the things from the box that they see.

ANSWERS:

the sun, snow, ice, igloo, mussels, tea

- 3 Tell students that this is the audio script for the DVD, but with some gaps that they have to fill in with words from the box. Give them time to read through the script so they know what they have to listen for. Students compare their answers in pairs.

Students then watch the DVD again to check their answers. Check as a class to make sure everyone heard the answers.

ANSWERS:

1 food 2 is 3 from 4 friends 5 cold 6 it's 7 ice 8 eat

World view (PAGE 15)

- 4a Demonstrate the activity by ticking one or two statements that you think are true for your country. Students work individually to read through the rest of the sentences and tick the ones that apply to their country.

World view, exercise 4a: Alternative suggestion

If your students come from the same country, write these sentences on the board as an alternative and ask students to tick the ones that are true for them. You might need to use mime or draw pictures to help students understand.

I like the cold.

I hate eating fish.

I love plants and trees.

I never saw snow.

- b Students work in pairs to compare their answers.

Find out more (PAGE 15)

- 5a Ask if students have ever heard of any of the indigenous people. If they have, encourage them to make a note of anything they know and share their ideas with the class.
- b If you have access to the internet at school, students work in pairs to research the three groups of indigenous people. Focus students' attention on the search terms that they should use. Circulate and help with new vocabulary as necessary and encourage students to use English language websites.

ANSWERS:

the Degar: Live in Vietnam, where the weather is warm and wet. Eat meat and vegetables.

the Tuareg: Live in the Sahara, where the weather is hot and dry. Eat bread, milk, cheese and cereals.

the Yanomami: Live in the Amazon rainforest, where it is warm and wet. Eat fruit, meat and fish.

Find out more, exercise 5b: Alternative suggestion

Because this may be the first time your students have done an activity like this, you might like to ask them to research only one of the groups. Put students into pairs and tell them which group to research. When they have finished, reorganise students into bigger groups to exchange the information they found.

Write up your research

- 6 Show your students the example text about the Inuit. Encourage your students to use this as a model to write up the information they found in exercise 5b about the indigenous people. If you don't have time to do this in class, it can be done as homework.

Study, practice & remember

(PAGES 138–139)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1

ANSWERS:

1 am/'m 2 is/'s 3 are/'re 4 are/'re 5 is/'s 6 are/'re

Practice 2

ANSWERS:

1
1 He's a student. 2 I'm Marta. 3 You're on holiday. 4 I'm not married. 5 We aren't from Madrid. 6 We're from Rome.

2
1 I'm from Poland. 2 He's at work. 3 You aren't English. 4 They're Italian. 5 I'm not a student. 6 She's 19 years old.

Practice 3

ANSWERS:

a: footballer, lawyer, doctor, police officer, musician, businessman
an: engineer, actor

Practice 4

ANSWERS:

1 How 2 What 3 Where 4 How 5 What

Practice 5

ANSWERS:

1 you, I 2 His, He's, he's 3 We, Our 4 His, They
5 she, Her 6 They, their

Remember these words

ANSWERS:

1
2 Great Britain, British 3 Russia, Russian 4 Italy, Italian
5 Spain, Spanish 6 China, Chinese 7 Poland, Polish
8 Japan, Japanese

2
1 a businessman 2 a lawyer 3 a doctor 4 an engineer
5 a waiter 6 a shop assistant 7 a musician 8 a footballer

OVERVIEW

PAGES 24–25

Vocabulary: Common verbs

Grammar: Present simple: positive and negative (*I, you, we, they*)

Common European Framework: Students can provide information about where they live and people they know.

PAGES 26–27

Grammar: Present simple: questions and short answers (*I, you, we, they*)

Vocabulary: Telling the time

Pronunciation: Stress and weak forms: questions; telling the time

Common European Framework: Students can understand arrangements and routine habits.

PAGES 28–29

Reading and vocabulary: Places in a town

Listening: Life on a Scottish Island

Common European Framework: Students can understand what is said clearly on familiar topics.

PAGES 30–31

Task: Describe life in your favourite town

Common European Framework: Students can give a simple description or presentation about where they live.

PAGES 32–33

World culture: Indian Railway

Common European Framework: Students can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.

Vocabulary, exercise 2a: Alternative suggestion

If you have strong elementary students, don't introduce the vocabulary before they look at the statements. Instead, encourage the students to do as many as they can and guess the meaning of any new words from context. Once they have finished the activity, introduce the pictures or do the mimes and ask students to suggest which words from the text they refer to.

b  **3.1** Students listen and check.

ANSWERS:

- 1 F (They live in a flat.)
- 2 F (They study at university.)
- 3 F (They go by bus.)
- 4 T
- 5 F (They live in a small village.)
- 6 T
- 7 F (They work for a small company.)
- 8 F (They have dinner at home.)

- c** Students work in pairs to practise saying the sentences. Circulate and monitor, particularly for sentence stress.
- 3** Students use the words in the box to complete the gaps. During feedback, use the vocabulary to ask students questions, e.g. *Do you live in a house or a flat? Do you go to bed early or late?* This will help students to personalise the language.

ANSWERS:

- 1 go 2 have 3 study 4 work 5 get up

ADDITIONAL PRACTICE

 **Workbook:** Vocabulary: *Common verbs*, page 14

Vocabulary (PAGES 24–25)

Common verbs

See *Teaching tips: Working with lexical phrases*, page 21.

- 1a** Focus students' attention on the photos. As a class, ask for a description of the different things they can see, for example *fishing boat, trees, sea, people, men, nets, shops, cars, motorbikes, lights*. Are the students' homes similar or different?
- b** Give students a moment to read the words in the box. Check students can remember the meanings by asking questions like *Is her sister a man or a woman?* Students read the text very quickly to find which people are mentioned. To encourage students to read quickly, you might want to set a time limit, for example three minutes.
- There are a number of new words in the text for students at this level. Try to avoid pre-teaching them before students read as they are not needed in order to answer the first question.

ANSWERS:

her friend, her father, her mother

- 2a** Introduce key vocabulary for your students to understand the text enough to answer the questions. Check students understand *flat, get up, bus, dinner, parents, south, house*. You could introduce these words with pictures and mime. Do the first statement as an example, showing how it is either true or false. Students check in pairs.

Grammar focus 1 (PAGE 25)

Present simple: positive and negative (*I, you, we, they*)

See *Teaching tips: Working with grammar*, page 20.

- 1 Write an example of a negative verb on the board. Give students time to read the text again and find three more examples from the text.

GRAMMAR

Present simple: positive and negative (*I, you, we, they*)

Notes on the approach to the Present simple

We have introduced the negative Present simple sentences here without talking about auxiliary verbs. At this stage we believe it isn't necessary for students to know the grammatical names for all the parts of language and so it has been introduced as a lexical form: to talk about negatives say *don't* or *doesn't*. If your students are interested in analysing the grammar, you can provide the names and talk about the grammar in more detail.

Write on the board a false sentence about where you live, e.g. *I live in New York*. Elicit that this is false and ask for a correction. Write on the board the negative form, e.g. *I don't live in New York*. Elicit that *don't* is the contracted form of *do not*.

- 1 Students complete the gaps individually then check in pairs. During feedback, make sure students use the contracted form *don't*.

ANSWERS:

- + go, have, work
- don't, don't, don't

You may want to ask students to read Study 1 on page 142 for a more detailed explanation of the Present simple: positive and negative (*I, you, we, they*).

PRACTICE

- 1 Do the first couple as examples. Give students a few minutes to complete the other sentences.

ANSWERS:

Students' own answers using:

- 1 (don't) get up 2 (don't) have 3 (don't) go 4 (don't) have
5 (don't) go 6 (don't) study 7 (don't) go

Practice, exercise 1: Alternative suggestion

With stronger elementary students you might like to do this activity orally instead of in writing. Ask students to work together and complete the sentences without writing them down. In feedback, ask for suggestions and write them on the board.

- 2a Give students time to read through the ideas and deal with any new vocabulary, especially *have a big meal for lunch*. Circulate and offer help as necessary.
- b Students work in pairs to compare their sentences. In feedback, ask students what they had in common with their partners.

ADDITIONAL PRACTICE

- ➔ **Study, practice & remember:** Practice 1

Workbook: Grammar focus 1: *Present simple: positive and negative (I, you, we, they)*, pages 14–18

Grammar focus 2 (PAGE 26)

Present simple: questions and short answers (I, you, we, they)

See *Teaching tips: Working with grammar*, p. 20.

- 1a **3.2** Check that students know where Dublin, Ireland is. Give students time to read through the questions and deal with any language they have problems with. Students listen and tick the questions they hear.

ANSWERS:

- 2 Do you live with your family or friends? ✓
- 3 Do you get up early? ✓
- 4 Do you have breakfast at home? ✓
- 7 Do you have lunch in a café? ✓
- 8 Do you have dinner early? ✓
- 10 Do you go to bed early? ✓

- b Students listen again and make a note of the answers. Some students will find it challenging to listen and make notes, as this can be difficult even in a first language. If necessary, play the recording more than once and pause just after the relevant part so students can make their notes.

ANSWERS:

- 2 I live with my family.
- 3 No, I don't. I get up at nine o'clock, or sometimes ten.
- 4 Yes, I do. I have a cup of coffee and some bread.
- 7 Yes, I do. I have lunch in this café ... but just a small lunch, like a sandwich or something.
- 8 I have dinner at different times ...
- 10 No, I don't. I go to bed about twelve o'clock ... or sometimes one or two o'clock in the morning.

GRAMMAR

Present simple: questions and short answers (I, you, we, they)

- 1 Write on the board: *have breakfast early*. Underneath, write _____ *breakfast early*? Point explicitly to the question mark and elicit how the question can be completed (*Do you have breakfast early?*) Use arrows and/or different colours to highlight the changed position of the verb and the subject. Repeat this with a couple more sentences to show the pattern. Go back to the first question about breakfast. Ask a couple of students and elicit the short answers: *Yes, I do. / No, I don't*. Write these on the board and then repeat for the other questions you have used.

Highlight the meaning of the Present simple, i.e. something which is permanent or which is always true (and not only at the present time). This is particularly important if your students speak a language which only has one present tense, where English has two.

- 2 Students complete the questions and short answers in pairs.

ANSWERS:

- 1 Do, do 2 Do, don't

You may want to ask students to read Study 2 on page 142 for a more detailed explanation of the Present simple: questions and short answers (*I, you, we, they*).

PRACTICE

- 1a Students work individually to complete the questions and answers then check in pairs.
- b **3.3** Students listen and check.

ANSWERS:

- 1 Do, don't 2 Do, do 3 go, do 4 Do, don't 5 work, don't
6 Do, don't

- 2 Focus students' attention on the questions in exercise 1a again. Students work in pairs to ask and answer the questions. Circulate and make sure students are using short answers. In feedback, ask students to tell everyone about their partner, e.g. *He lives in a flat. She works in an office.*

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

-  **3.4** Say the two words *do* and *you* slowly and separately and hold up two fingers to represent the two words. Bring the two words together and give the new pronunciation /dʒə/. Ask students if they do similar things in their first language (most languages do). Tell students that this is very important for understanding spoken English. Play the recording and ask students if the person says *do you* or /dʒə/. Play the recording again and ask students to identify which words are stressed. Tell students that the important words are usually stressed.
- Drill the questions chorally and individually.

ADDITIONAL PRACTICE

 **Resource bank:** Activity 3A *Pick four cards* (Present simple: questions and short answers)

Study, practice & remember: Practice 2

Workbook: Grammar focus 2: *Present simple: questions and short answers (I, you, we, they)*, page 16; Pronunciation: *Sentence stress in questions*, page 16

Vocabulary (PAGES 26–27)

Telling the time

See *Teaching tips: Working with lexical phrases*, page 21.

- Focus students' attention on the clocks and the time phrases below. Students match the times to the pictures individually then check in pairs before checking answers as a class.

ANSWERS:

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

- Tell students there are two ways to tell the time. Students work to match the times in the box with the times in exercise 1a. In feedback, it is useful to have a clock with moveable hands available and check *past* and *to* with 5, 10, 20, 25 and *quarter past*, *half past* and *quarter to*. Demonstrate meaning very carefully for the students, whose way of telling time may be different in their language.

ANSWERS:

- quarter past two (clock A)
- half past one (clock F)
- quarter to eight (clock E)
- twenty past ten (clock C)
- five to nine (clock D)

- Do the first one as an example. Students work individually and then check in pairs.

-  **3.5** Students listen and check.

ANSWERS:

- quarter past seven 2 half past nine 3 twenty to nine
- quarter to seven 5 five past twelve 6 twenty past two
- four o'clock

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- Either play the recording again, or say the times yourself, highlighting the stress. Drill, giving choral and individual repetition. Highlight the use of the schwa in *to* /tə/.
- Students listen and repeat each of the times in exercise 2a.

- Focus students' attention on the photos. Check the pronunciation of the city names and then do the first one or two as an example. Students then work in pairs to ask and answer questions about the times.

ANSWERS:

It's six o'clock in Berlin.
It's ten past ten / ten ten in Istanbul.
It's twenty to four / three forty in Paris.
It's quarter to two / one forty-five in Rio de Janeiro.
It's five to ten / nine fifty-five in San Francisco.
It's quarter past six / six fifteen in Canberra.
It's half past seven / seven thirty in Hong Kong.

- Check students understand *weekdays*. Read through the first four questions with the students. Elicit another question from the class as an example and then ask students to write three more.
- With low elementary students you might want to give them the chance to think about their answers before they start talking. Students work in pairs to ask and answer the questions.
- Highlight the different preposition for At *weekends* Students work in pairs to ask and answer the same questions, but this time about weekends. In feedback, ask what things people do both on weekdays and at weekends.

ADDITIONAL PRACTICE

 **Resource bank:** Activity 3B *Time pelmanism* (Telling the time)

Study, practice & remember: Practice 3

Workbook: Vocabulary: *Telling the time*, pages 17–18

Reading and vocabulary (PAGES 28–29)

Places in a town

See *Teaching tips: Working with lexical phrases*, page 21.

- Focus students' attention on the pictures and the vocabulary in the box. Check pronunciation of *beach* /bi:tʃ/. Students match the vocabulary to the pictures individually and then check in pairs. Finally, check as a class.

ANSWERS:

A a park B a swimming pool C a street market D a supermarket
E a block of flats F a beach G a restaurant H small shops
I a cinema J a shopping centre

- Students work individually to tick what things they have in the city or town they come from.
- Students work in pairs to compare the things in their cities. In feedback, find out what things all the students have got where they live.

Reading and vocabulary, exercises 1b & 1c: Alternative suggestion

If your students all live in the same town or city, encourage them to talk about the different neighbourhoods they come from, the neighbourhoods they work in or the place where they grew up.

- Focus students' attention on the photos in the article. Give students a minute to decide on their answers to the questions.
- Ask students to read the article quickly to find the answers. Encourage them not to worry about any unknown vocabulary; all they need to do is understand enough to answer the questions.

ANSWERS:

left: Dubai, a city in the United Arab Emirates

top right: Aurignac, a village in France

bottom right: Southwold, a town in the UK

- 3 Do the first one as an example. Students work individually to match the sentences to the places. Students check their answers in pairs before checking as a class. During feedback, encourage students to justify their answers before you confirm or correct them.

ANSWERS:

2 D 3 S 4 D 5 S 6 A

- 4a Students work individually to find similarities and differences to the places they live.
b Students work in pairs to compare their findings.

ADDITIONAL PRACTICE

➔ **Workbook:** Vocabulary: *Places in a town*, page 18

Listening (PAGE 29)**Life on a Scottish Island****Culture notes**

Stornoway is a town of about 9,000 people on the Isle of Lewis in the Outer Hebrides, which are a series of islands off the west coast of Scotland. The town itself is the biggest one on all the islands and is home to the council and various cultural bodies that celebrate the distinctive nature of the people of these islands.

The majority of people in the Outer Hebrides speak Scottish Gaelic as well as English. Scottish Gaelic is from the Celtic family of languages that used to be prominent all over northern Europe, but can now be found in only a few isolated places.

The weather can be particularly unforgiving with an average high temperature in summer of 16°C and an average low in winter of 2°C. The highest temperature ever recorded was a mere 26°C.

- 1  **3.6** Check that students know where Scotland is. If they seem interested, you could elicit things they know about Scotland and put them on the board. Focus students' attention on the photo and elicit a description. Ask your students if this looks like a good place to live. Give students a minute to read through the list, then play the recording for them to tick the things Sheena talks about.

ANSWERS:

She talks about all five things:

- the journey from Ullapool to Stornoway ✓
- the languages on the Isle of Lewis ✓
- the shops in Stornoway ✓
- summer sunsets ✓
- weekends ✓

- 2 Check the meaning of *ferry*, *dark* and *light*. Give students time to read through all of the questions before they listen and choose the correct answers. Students check in pairs. Play the recording again if students are unsure, and then check as a class.

ANSWERS:

1 a 2 b 3 b 4 b 5 b

- 3a Give students a few minutes to complete the sentences. Offer help as necessary.

POSSIBLE ANSWERS:

- 1 ... it's very isolated. / ... all the shops are closed on Sunday. / ... it's light at 10.30 p.m. in summer.
2 ... it's very different to where I live.

- b Students work in pairs to compare their ideas.

Task (PAGES 30–31)**Describe life in your favourite town**

See *Teaching tips: Making tasks work*, page 23.

Preparation (PAGE 30)**Reading and listening****Culture notes**

Melbourne is the biggest city in the state of Victoria in the south east of Australia. With a population of 4.1 million it is also the second most populous city in Australia after Sydney.

Melbourne was founded in 1835 and was named after the British Prime Minister at that time. In the 1850s it briefly became the world's largest and wealthiest city due to the discovery of gold in the local area.

Nowadays it is seen as the cultural capital of Australia. It is the home of the Australian film and television industries and has a long tradition in the arts, especially in music, dance and painting. *The Economist* magazine's Intelligence Unit ranked Melbourne as the world's most liveable city in 2011 and 2012. Since 2006 it has been in the top ten university cities in the world and is fast developing a reputation as a place to innovate and create new ideas.

- 1 Focus students' attention on the photos and elicit a brief description of what is in each one. Focus on the facts about Melbourne. Check students understand *Capital of the state* and *Average temperature*. Ask students if they think Melbourne looks like a good place to live. Encourage students to justify their answers.
- 2a  **3.7** Focus students' attention on the questionnaire. Give enough time for students to read and deal with any unknown vocabulary, especially *Do shops open late?* Ask students to guess what the answers might be before they listen. Students then listen and check their guesses.
- b  **3.8** Students listen and check their answers.

ANSWERS:

1 a 2 c 3 c 4 b 5 b 6 a 7 a 8 a

- 3a Focus students' attention on part a of the Useful language box. Students listen to the first part of the interview again and tick the questions they hear.

ANSWERS:

- Do most people live in houses or flats? ✓
- What time do children start school? ✓
- Where do most people have lunch? ✓
- Do shops close at (lunchtime)? ✓
- Do shops open on (Sunday)? ✓
- What time do people have dinner? ✓

- b Students listen to the second part of the interview again and identify phrases from part b of the Useful language box.

ANSWERS:

- Most people live in houses. ✓
- Children start/finish school at ... ✓
- Most people don't go home ... ✓
- Most people have lunch/dinner at ... ✓
- Restaurants/Pubs open/close at ... ✓

Task (PAGE 31)**Speaking**

- 1a Give students plenty of time to think of their answers. Encourage students to think of places they have visited, as well as the ones they have lived in. This will help if all your students come from the same place. Circulate and offer help as necessary.
- b Students work in pairs to ask and answer the questions and note their partner's answers.
- 2 Students work in groups to describe their or their partners' favourite towns.

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework and bring the recordings to the next class.

World culture, Find out first:

To help your students prepare for the next class, go through the questions in exercise 1a on page 32. If necessary, discuss ideas for searching for this information on the internet, pointing out the search terms, and suggest other sources of information students could use. Encourage students to use English language websites as much as possible.

World culture (PAGES 32–33)**Indian railway****Culture notes**

Railways were first introduced to India in 1853 by the British colonial power as a way to quickly transport goods and the military around the country. In 1951, a few years after Indian Independence was achieved, the railways were nationalised into one state-owned company called Indian Railways.

Today, Indian Railways still plays an indispensable role in communications and trade in this vast country. The system comprises 115,000 km of track over a route of 64,000 km. In 2012 it transported 25 million passengers per day, or 9 billion per year. Income amounted to almost \$19 billion, with \$5 billion coming from passengers and the rest from freight. The company employs over 1.4 million people and, as such, is the ninth biggest employer in the world.

WARM UP

If possible, show a flag and/or a map of India and elicit the country. Ask students to look at the photos and describe some of the things they can see. Give students a minute or so to work in pairs to write down as many things they know about India as possible. If students need some prompting, you might like to get them thinking about *Gandhi, curry, cricket, the Taj Mahal, Mumbai, New Delhi* and *Bollywood*.

Find out first (PAGE 32)

- 1a Students work in pairs to try to guess the answers to the quiz. If some students have not done the research, try to put them with a student who has done it.
- b If you have access to the internet and students haven't been able to find the answer to some of the questions, ask students to go online and do some further research. Highlight the search terms. Circulate and offer help with vocabulary and try to encourage people to use only English language websites. Otherwise, tell your students the answers.

ANSWERS:

1 a 2 b 3 c 4 c 5 b

View (PAGE 32)

See *Teaching tip: Using the video material in the classroom*, page 24.

- 2a Tell your students they are going to watch a DVD about an Indian family. Make sure students understand the key vocabulary by going through the glossary.
- b Make sure students read the complete list of people who appear in the DVD. Students then watch to put the people in the order in which they see them. They check in pairs and then as a class.

ANSWERS:

1 Sanjay Geera 2 a porter 3 a British tourist on the train
4 Satna (Sanjay's wife) 5 Sanjay's son

- 3 Give students time to read through all of the sentences. If students can remember any of the answers, allow them to make a choice before they watch again. Play the DVD again for students to check their ideas or choose the correct answers. Students check in pairs and then as a class.

ANSWERS:

1 small 2 weather 3 Six 4 the station master 5 forty
6 Summerhill 7 office 8 8.30 9 school

World view (PAGE 33)

- 4a Students work individually to decide who said each sentence. They check in pairs and then as a class.

ANSWERS:

I am serious about my job – it's important. – SN, ST
My day is very long. – SN
We live in a big house. – A
I work in an office. – ST
I catch a train to work in the morning. – ST
We go to a private school. – C

- b Students work individually to change the sentences so that they are true for them. Circulate and offer help as necessary.
- c Students work in pairs to compare their ideas. In feedback, invite some of the pairs to tell you what they have in common.

Find out more (PAGE 33)

- 5a Write UNESCO on the board and see if students know anything about the organisation. Ask students to read the text quickly to check their ideas. Find out if they know about any UNESCO sites in their country.

Culture notes

UNESCO stands for the United Nations Educational, Scientific and Cultural Organization. It was created in 1921 as a specialist agency as part of the United Nations to promote peace and security through international collaboration in education, science and culture. The organisation pursues these goals in a number of different ways, for example by awarding prizes and giving grants.

UNESCO is probably best known for its role in designating cities, towns, areas and buildings as being important culturally or scientifically. This designation can be very important in preserving areas as it attracts international attention.

- b Quickly check if students have heard of the UNESCO World Heritage Sites and if they know where they are.
- c If you have access to the internet at school, students work in pairs to research the World Heritage Sites. Focus students' attention on the search terms that they should use. Circulate and help with new vocabulary as necessary and encourage students to use English language websites.

ANSWERS:

Great Barrier Reef: Near the coast of Queensland, Australia. It's the largest coral reef in the world.

Angkor Wat: In Cambodia. It's the largest Hindu temple in the world.

Rapa Nui: An island in Polynesia in the Pacific Ocean. Also known as *Easter Island*, it is famous for its gigantic statues.

Grand Canyon: In Arizona, USA. A huge valley cut through the rock by the Colorado River.

Stonehenge: In Wiltshire, UK. A Neolithic stone circle, the exact purpose of which is still cause of much debate.

Historic Cairo: In the centre of modern-day Cairo, Egypt. Has many mosques and other important monuments.

Find out more, exercise 5c: Alternative suggestion

If you are short of time, ask students to research just two of the sites. Then put students into groups so that there is at least one person who has researched each of the sites. Students then exchange their information and take notes.

Write up your research

- 6 Focus students' attention on the sentence prompts and elicit some information that could be used for one or two of the gaps. Tell students to use the prompts to write up their research. This could be done in class or as homework.

Study, practice & remember

(PAGES 142–143)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1

ANSWERS:

1

1 go 2 aren't 3 don't have 4 work 5 're
6 don't get up 7 don't eat 8 don't study
9 don't work 10 don't drink

2

1 live 2 live 3 don't live 4 go 5 study
6 speak 7 go 8 finish 9 don't go 10 have

Practice 2

ANSWERS:

1

1 Do they live, do 2 Do you work, don't 3 Do they get up, don't
4 Do you have, do 5 Do you study, don't

2

1 Are, aren't 2 Do, do 3 Have, haven't 4 Do, do
5 Do, don't 6 Are, aren't

Practice 3

ANSWERS:

1

1 6.05 2 10.35 3 8.30 4 10.20 5 11.40 6 3.15
7 9.00 8 9.45

2

a half past three b quarter past six c ten past five d eleven o'clock
e quarter to six f twenty-five to ten g five to four
h twenty past seven i twenty to ten j five past one

Remember these words

ANSWERS:

1

1 live 2 have 3 study 4 get up 5 go 6 work

2

1 at 2 on 3 at 4 at 5 in 6 on 7 in 8 at

OVERVIEW

PAGES 42–43

Vocabulary and reading: Transport

Pronunciation: Weak forms: prepositions and articles

Common European Framework: Students can identify specific information in simpler texts such as short newspaper articles.

PAGES 44–45

Vocabulary: Travelling

Grammar: *can/can't*: possibility and ability

Pronunciation: *can/can't*

Common European Framework: Students can get simple information about travel options.

PAGES 46–47

Grammar: Articles: *a/an, the* and *no article*

Common European Framework: Students can exchange information about familiar topics such as work and family.

PAGES 48–49

Task: Do a transport survey

Common European Framework: Students can communicate in simple tasks requiring direct exchange of information related to routine matters.

PAGES 50–51

World culture: Race across London

Common European Framework: Students can understand a native speaker when the speech is clear and relatively slow.

POSSIBLE ANSWERS:

1 plane 2 train 3 underground train 4 ferry 5 motorbike
6 car 7 taxi 8 tram 9 bus 10 scooter 11 bicycle

3 Ask a student: *How do you usually travel to school/work?* Check that he/she uses the correct preposition: *by bus, by train*.

Highlight the use of *by* for all the types of transport and the use of *on foot* when we walk. Students work in pairs to talk about how the various people travel.

4a Tell students that 74% of Americans drive a car compared to 59% of Japanese people. Get students to guess what the percentage of Germans who drive a car might be. Students then decide which number from the box could go in the first gap. They then work individually and put the numbers in the other gaps. Encourage them to guess the meaning of unknown words. Check how to say numbers with *million* and *percent*.

b  5.1 Play the recording for students to check their answers.

ANSWERS:

1 53 2 2 3 9 million 4 45 5 1 million 6 160 7 270
8 5 9 60 million

5a Do the first one as an example, but don't give the correct answer at this point. Students then work individually to choose the correct answers.

b Identify the answer for the first question using the text. Students then use the article to check the rest of their answers.

ANSWERS:

1 drive 2 ride 3 ride 4 take 5 to 6 for 7 on
8 off 9 to

Vocabulary and reading (PAGES 42–43)

Transport

See *Teaching tips: Working with lexical phrases*, page 21.

WARM UP

Either write the names of common means of transport on the board or prepare a collection of pictures. Useful items would include *car, bus, motorbike, bicycle, taxi*. Read out the following sentences one by one: *I come to school by ... I go to work by ... I go out at night to a restaurant by ... I visit family and friends by ...* After each sentence, elicit how people travel for each of the activities and develop a list of advantages and disadvantages for each one.

1 Students work in pairs to find the types of transport in the photos. Explain that they will not find all of them. Check the pronunciation of *motorbike* /'məʊtəbaɪk/, *scooter* /'sku:tə/, *bicycle* /'baɪsɪkl/ and *underground train* /'ʌndəgraʊnd treɪn/.

ANSWERS:

a bus, a train, a tram, a taxi, a bicycle, a scooter, a motorbike, a ferry

2a Write *fast* at the top of the board and *slow* at the bottom. Check students understand and then ask them where to put *plane*. Write it at the top and number it 1. Then ask them for number 11 at the bottom (*bicycle*). Students work individually to put the rest of the words in order.

b Students compare their answers with a partner.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

1  5.2 Write the words *a, the, to* and *for* on the board. Elicit the pronunciation. Students will probably give you the strong version /eɪ/, /ði:/, /tu:/, /fɔ:/. Tell them this is fine, but usually we don't say the words like this. Model the weak pronunciation and make sure students can pronounce the schwa in /ə/, /ðə/, /tə/, /fə/. Tell students that, while we stress the important words, we don't put any stress on these words because they are not as important. Play the recording and ask students to decide if the speakers use the strong or the weak pronunciation.

2 Drill the phrases. It is much better to drill phrases rather than individual words because it allows students to put the stress in the right place.

6a First check the meaning of *a lot of* and *not many*. Do the first one on the board and ask students if it is true for their town or city. If it is false, show students how to change it. If it is true, choose another example which is false and correct that one instead.

b Students work in pairs to compare their answers.

ADDITIONAL PRACTICE

➔ **Workbook:** Vocabulary: *Transport*, page 24

Vocabulary (PAGE 44)

Travelling

See *Teaching tips: Working with lexical phrases*, page 21.

Culture notes

Hong Kong is situated on China's south coast and is famous for its skyline of skyscrapers and bright lights. The name means *fragrant harbour* in Cantonese, although in recent years the smell from the harbour has not always been so pleasing.

Hong Kong became a British territory after the first Opium War in 1842 between Britain and China. After another war in 1860 the land granted to Britain expanded to take in all of Kowloon. It remained a part of the British Empire until 1997 when China resumed sovereignty.

Today Hong Kong has a largely separate system of government from mainland China. This has enabled it to retain its place as one of the world's financial centres and an important world city.

- 1 Focus students' attention on the photos of Hong Kong. Students work in pairs to answer the questions.

ANSWERS:

In the photos there's a ferry, a plane and two double-decker trams. It's probably not easy to travel about in Hong Kong.

- 2a Students discuss the questions in pairs.
b If you have a strong class, do the first couple of sentences together and then ask your students to continue with the rest. If you have a lower elementary class, check the meaning of the words in bold, especially *board*, *book your ticket online*, *luggage*, *gate number*.
c 5.3 Students listen and check.

ANSWERS:

b, d, h, e, g, a, j, f, c, i

- 3 Students work in pairs to discuss the questions.

ADDITIONAL PRACTICE

Resource bank: Activity 5A *Transport crossword* (Transport; travelling)

Workbook: Vocabulary: *Travelling*, page 26

Grammar focus 1 (PAGES 44–45)

can/can't: possibility and ability

See *Teaching tips: Working with grammar*, page 20.

- 1a Students work in pairs to discuss the question. Get people's ideas and put them on the board.
b Check the meaning of *stopover*. Ask students to read the webpage quickly and see which of the ideas from the board are mentioned. After reading you might also want to check the meaning of *advice* (information to help people), *facilities* (services and infrastructure available for people to use) and *leisure* (things to do to relax and enjoy yourself in your free time).

GRAMMAR

can/can't: possibility and ability

Notes on can/can't

We have introduced *can* and *can't* for both possibility and ability because often it is difficult to separate the two aspects. Most students will accept this, but if somebody has a problem and you want to be explicit about the difference, substitute *it is possible* or *know how to* for *can*.

Write on the board: *It is possible to fly direct to more than 160 destinations.* → *You ___ fly direct to more than 160 destinations.* Elicit *can* to fill the gap. Change the number to 350 in the second sentence and elicit the negative sentence using *can't*.

Go through the sentences and rules in the Grammar box. Highlight:

- that after *can* we use the base form of the verb and we don't change it for *he/she/it*.
- that *can't* = *can not*.
- that we make questions by inverting *can* and the subject.

You may want to ask students to read Study 1 on page 146 for a more detailed explanation of *can/can't*: possibility and ability.

PRACTICE

- 1a Students work individually to complete the sentences then check in pairs.

Practice, exercise 1a: Alternative suggestion

If you have stronger elementary students, ask them to complete this exercise orally in pairs instead of in writing. It will give them more of a challenge and will force them to think more quickly.

- b 5.4 Students listen and check.

ANSWERS:

1 can 2 can't 3 can 4 can't 5 Can, can
6 Can, can't

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

Remind students about the strong and weak forms that they looked at in the Pronunciation boxes on pages 37 and 43. Model the strong and weak forms of *can*, i.e. /kæn/ and /kən/. Contrast this with the negative form of *can't* /kɑ:nt/.

- 1 Students listen and identify which of the pronunciation forms above are used.
2 5.5 Give students a moment to read the sentences before listening. Students listen and tick the things that you can do in Hong Kong and cross the things you can't do. Students check in pairs and then check as a class.

ANSWERS:

You can: travel by tram, find a seat easily on the underground trains, use a special travel card on all public transport, buy food and drink with the special travel card

You can't: eat and drink on the underground trains, find a taxi quickly

- 3 Give students a couple of minutes to think of two more questions. Remind students that they don't have to talk about where they live, but a place that they know. Students work in pairs to ask and answer the questions.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 5B *The perfect holiday* (*can/can't*: possibility and ability)

Study, practice & remember: Practice 1

Workbook: Grammar focus 1: *can/can't*: possibility and ability, pages 26–27; Pronunciation: *can/can't*, page 28

Grammar focus 2 (PAGES 46–47)

Articles: *a/an, the* and *no article*

See *Teaching tips: Working with grammar*, page 20.

Culture notes

Mexico City, also known as Mexico D.F. (Federal District), is the capital of Mexico. The city itself has a population of around nine million people, but the metropolitan area has a population of around 21 million people, making it the fifth biggest metropolitan area in the world.

Mexico City was founded on an island in Lake Texcoco by the Aztecs in 1325. The lake today is only a fraction of the size it was before. The Aztecs called the city Tenochtitlan. The Spanish destroyed it in 1521 in a siege and then rebuilt it in 1524 according to contemporary Spanish designs.

Mexico City faces a number of problems today. The fact that it was built in a natural bowl means that pollution from the huge population tends to linger. Transport can be difficult and fear of crime is high. The city is also located on a natural fault line and so earthquakes are common.

The larger photo shows the Cathedral of the Assumption of Mary of Mexico, the oldest and biggest cathedral in the Americas. The taxi is a Volkswagen Beetle and they are everywhere in Mexico City; it is estimated that there are over 100,000 in the city. Although nowadays most of them are green it is still possible to see the old colours as shown in the photograph.

- 1 Focus students' attention on the photos. Ask for a quick description of the things they can see. They then quickly read the text and answer the three questions. Check as a class.

ANSWERS:

- 1 In Mexico City. 2 He's an engineer.
3 He plays football with his friends.

GRAMMAR

Articles: *a/an, the* and *no article*

- 1 Ask students to underline all of the articles in the text. Students then complete the rules by filling in the gaps with *a/an, the* or *no article*.

ANSWERS:

- 1 a/an 2 the 3 – (no article)

Potential problem with articles

The use of *no article* is important for languages that have articles but use them differently to English. For example, some languages use an article before people's names, but English usually doesn't. There is no quick fix to solve this problem, just lots of patient correction and awareness-raising activities.

You may want to ask students to read Study 2 on page 146 for a more detailed explanation of *a/an, the* and *no article*.

PRACTICE

- 1a Do the first one as a class as an example. Students complete the rest of the exercise individually. If students have problems, encourage them to use the Grammar box to help them.
- b  5.6 Students listen and check. In feedback, ask students which of the rules from the Grammar box applies to each of the answers.

ANSWERS:

- 1 – , the, – 2 – , an 3 the, the 4 – , – , – , – 5 a, – , – , the
6 – , the

- 2a Do the first one as an example, giving as much information as possible, e.g. *I live in a flat in Copacabana in Rio de Janeiro*. Give students enough time to write their answers. Circulate and offer help as necessary.
- b Encourage students to use the Grammar box as a checklist to correct their writing.

Practice, exercise 2b: Alternative suggestion

Put students into pairs and ask them to correct each other's work. It can be difficult to spot your own mistakes, but spotting other people's is often easier. Be sure to handle this with sensitivity so as not to embarrass people.

- c Students work in pairs to ask and answer the questions.
- 3a Ask students some general questions about Mexico, e.g. *What do you know about Mexico? Have you ever been to Mexico? What is Mexico famous for? Do you like Mexican food?* Students read the quiz and complete it with *a, an, the* or *–* (no article). Students check answers in pairs and then as a class.

ANSWERS:

- 1 – , – , the 2 – , – 3 – 4 a, – , – 5 – , the 6 the, the
7 a, a, an

- b Look at the first sentence. Ask students if they think it is true that Mexico has a border with Costa Rica. Elicit that it isn't true, and show students a map if you have one to hand. Students work in pairs to decide if the rest of the sentences are true or false.
- c Direct students to page 133 to check their answers. Give students a minute to decide which fact is the most surprising. In feedback, find out what the class thinks is the most surprising.

Practice, exercise 3: Additional activity

Ask your students to write a similar quiz about their city or country. If all your students come from the same place, ask them to work in pairs or small groups and to find challenging questions. If your students come from different places, group students together from their home cities or countries where possible and encourage them to ask relatively easy questions. This could be done in class or as homework. When the quizzes are ready, distribute them to other members of the class to answer.

ADDITIONAL PRACTICE

➔ **Study, practice & remember:** Practice 2

Workbook: Grammar focus 2: *Articles: a/an, the* and *no article*, page 28

Task (PAGES 48–49)

Do a transport survey

See *Teaching tips: Making tasks work*, page 23.

Preparation (PAGE 48)

Reading and listening

- 1a Answer the two questions as a class, making sure you clarify the meaning of *cycle-sharing scheme*.

ANSWERS:

The second photo from the top shows a cycle-sharing scheme.
The photos are of London.

- b If possible, check what the exchange rate is for pounds sterling to your local currency so that you can tell students the approximate cost per hour for a bike in London. Give students a couple of minutes to read the text and answer the questions.

ANSWERS:

1 over 8,000 2 Boris Bikes 3 after the Mayor of London at that time, Boris Johnson 4 nothing – it's free 5 47,000

- 2 Students work in pairs to discuss the questions. During feedback, ask students if they think the price is expensive and how much they would be willing to pay for a service like this in their own town/city.
- 3a Focus students' attention on the transport survey. Complete the first question with the class as an example. Students work individually to complete the rest of the questions. Circulate and offer help as necessary.

ANSWERS:

- 1 How do you travel to school or work every day?
- 2 How long does your journey take?
- 3 How far do you walk every week?
- 4 Which of these things can you do?
- 5 How often do you travel by car?
- 6 How often do you use public transport?
- 7 What do you think of public transport in your town?

- b Encourage students to think of their own final question.

- 4a  5.7 Students listen and note the speaker's answers. Tell students they should also listen to see if the speaker answers their eighth question.

ANSWERS:

1 e (bike) 2 b 3 a 4 a, b, c 5 c 6 c 7 e

- b Focus students' attention on the Useful language box, parts a and b. Students listen again and tick the phrases they hear.

ANSWERS:

How do you travel to school/work/university (every day)? ✓
How long does your journey take? ✓
How far do you walk ... ? ✓
Can you drive a (car)? ✓
Can you ride a bike? ✓
How often do you use public transport? ✓
I go by (bike). ✓
I haven't got a car. ✓
I don't use public transport (much / very much). ✓

Task (PAGES 48–49)

Speaking

- 1 Give students a few minutes to choose their answers. Circulate and offer help as necessary.
- 2a Students work in pairs to ask and answer the questions. Make sure students make a note of their partner's answers.
- b Focus students' attention on the language in part c of the Useful language box. Put students into groups for them to report on their original partner's answers.

Task: Speaking: Additional activity

Use the same questions to carry out a class or group survey. Students work in groups of four to eight and find out everyone's responses. Review numbers and percentages and direct students to part c of the Useful language box. The group then gives a mini-presentation about their travel habits.

Share your task

The idea here is to give students a chance to 'perfect' their speaking in this context and provide them with a recording of a 'polished' version. This will provide extra motivation for students, as well as extra practice. Students can either make an audio or video recording, depending on how comfortable they feel and what equipment is available. Students could even use their mobile phones to do this. If possible, they'll need a quiet place to make their recording. Students can either record themselves during the lesson, or as homework and bring the recordings to the next class.

World culture, Find out first:

To help your students prepare for the next class, go through the questions in exercise 1b on page 50. If necessary, discuss ideas for searching for this information on the internet, pointing out the search terms, and suggest other sources of information students could use. Encourage students to use English language websites as much as possible.

World culture (PAGES 50–51)

Race across London

Culture notes

The River Thames is the traditional highway and soul of London. The city's location was originally chosen because this was the first place that the river could be crossed. The river brought trade, originally from Europe and then from all over the world. For a long time, if you wanted to travel any meaningful distance in London, you did so by river. It had a reputation for being dirty and polluted, but nowadays, even though it is still brown and muddy, it is actually a very clean river.

Kew Bridge (pictured top left) is a low bridge with three arches that spans the River Thames at Kew, pronounced /kju:/, in the west of London. There has been a bridge at Kew since 1759, but the current bridge dates from 1903. The bridge holds a road which is nearly always blocked with traffic.

Tower Bridge (pictured top centre) is one of the iconic buildings of London and is often featured on postcards and advertising for the city. It was built in 1894 near the Tower of London, from which it gets its name. The road over the bridge can be raised up to allow ships to pass underneath.

Canary Wharf (pictured top right) is the second financial centre of London. The area is in Tower Hamlets in the East End of London. It used to be busy due to the docks that were there, but all business to the docks had dried up by the 1970s and left a very poor area. In the 1980s the government tried to regenerate the area and relieve the demand for space in the City by developing Canary Wharf. Although Canary Wharf is now prosperous, and over 90,000 people work there, the area surrounding it is still very poor.

London City Airport (pictured bottom) is located in the east of London, quite close to Canary Wharf. It is a relatively small airport with only one runway. Most of its passengers are travelling between the two financial centres in London and destinations in Europe and the UK.

Top Gear is a BBC TV programme about cars and motoring which holds the honour of being the world's most widely watched factual show. It first started in 1997 and has been through a number of format changes but only seems to have gained in popularity. It can be seen on TV all over the world as the BBC has exported it and it now has its own magazine available in many different languages. It has often been criticised for not being politically correct, for not taking global warming seriously and for encouraging people to break the law while driving.

Find out first (PAGE 50)

WARM UP

Ask students what they know about London. Students work in pairs to brainstorm everything they can think of. Ideas will probably include *rainy, cold, fog, bad food, expensive*, etc. In feedback, collect ideas and put them on the board or invite students to write them on the board.

- 1a Focus students' attention on the photos and ask them to match them to the names of the places. Elicit other famous places and put them on the board. Some examples might include *Big Ben, Buckingham Palace, the Houses of Parliament, Sherlock Holmes' house (at 221b Baker Street)*, etc.

ANSWERS:

top left: Kew Bridge and the River Thames

top centre: Tower Bridge and the River Thames

top right: Canary Wharf

bottom: London City Airport

- b Students work in pairs to try to guess the answers to the quiz. If some students have not done the research, try to put them with a student who has done it.
- c If you have access to the internet and students haven't been able to find the answer to some of the questions, ask students to go online and do some further research. Highlight the search terms. Circulate and offer help with vocabulary and try to encourage people to use only English language websites. Otherwise, tell your students the answers.

ANSWERS:

346 km, 110, Tower of London, business centre, small

View (PAGE 50)

See *Teaching tips: Using the video material in the classroom*, page 24.

- 2a Tell your students they are going to watch a DVD about a race across London. Make sure students understand the key vocabulary by going through the glossary. You might want to check students have understood by asking questions like: *What time is rush hour in your town/city? What is the speed limit in your country?*

- b Give students time to read through the table and the vocabulary in the box. Students then watch the DVD to match the transport with the presenter and put the presenters in the order in which they finished the race. Students check in pairs and then as a class.

ANSWERS:

James: car, 4

Richard: bicycle, 1

the Stig: public transport, 3

Jeremy: speedboat, 2

- 3 Quickly check the pronunciation of the numbers and then give students time to read through all of the sentences so they know what they have to listen for. Students then watch to complete the sentences. Check in pairs and then as a class.

ANSWERS:

1 28 2 14 3 80 4 20 ... 25 ... 18

World view (PAGE 51)

- 4a Students work individually to tick the statements that are true for them.

World view, exercise 4a: Alternative suggestion

If your students all come from the same country or city, change the sentences and either write them on the board or read them out for students to tick on a piece of paper. Some example sentences might be:

I like cycling.

I love Formula One racing.

I always watch camel racing.

I want to run a marathon.

I never watch horse racing.

I always use public transport because it is cheap and efficient.

I sometimes go to work by bicycle.

- b Students work in pairs to compare their answers.

Find out more (PAGE 51)

- 5a Focus students' attention on the five famous races in the box. Students work individually or in pairs to brainstorm everything they can think of about them.
- b If you have access to the internet at school, students work in pairs to research the famous races. Focus students' attention on the search terms that they should use. Circulate and help with new vocabulary as necessary and encourage students to use English language websites.

ANSWERS:

Tour de France: bicycle race, France, July

University Boat Race: rowing race, River Thames, March or April

New York City Marathon: running race (26 miles), New York, November

Dubai World Cup: horse race, Dubai, March

Monaco Grand Prix: motor race, Monaco, May

Write up your research

- 6 Students use the information from their research into one of the races to complete the description.
- 7 Students write about another race, either one from Exercise 5a or a different one they are interested in. This could be done in class or as homework.

Study, practice & remember

(PAGES 146–147)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1

ANSWERS:

1 (Possible answers)

- 1 You can study other languages, not only English.
- 2 You can't park your car in the school car park.
- 3 You can come to evening classes.
- 4 You can study on computers.
- 5 You can't use the library at the weekend.
- 6 You can't speak to the teachers at any time.
- 7 You can eat lunch in the school.
- 8 You can't write in the textbooks.

2

- 1 She can't drive a car.
- 2 Can you play the guitar?
- 3 I can't understand you.
- 4 Can they get tickets for us?
- 5 Can he cook Indian food?
- 6 He can't speak Japanese but he can write it. / He can speak Japanese but he can't write it.
- 7 You can't go to work by bus.
- 8 Can they speak English?

3

- 1 can't 2 can 3 can't 4 can 5 can't 6 can't 7 can
8 can't

Practice 2

ANSWERS:

1

- 1 – , an, the 2 a, the 3 the, – 4 – , – 5 – , the
6 – , – , a, – 7 – , – 8 – , an, – 9 a 10 a, a, –

2

- 1 ~~The~~ Bangkok is in Thailand.
- 2 I'm a businessman and I usually work from ~~the~~ Monday to Friday.
- 3 Marie finishes school at ~~the~~ 3 o'clock.
- 4 Chris goes to ~~the~~ work at 4 o'clock in ~~the~~ afternoon.
- 5 ~~The~~ Mr William's office is ~~on~~ the right.
- 6 Sam's a teacher in ~~the~~ Ireland.
- 7 He usually travels by ~~an~~ underground to the city centre.
- 8 I usually have a breakfast at 9 o'clock at the weekend.
- 9 Giovanna comes from ~~the~~ Italy, but now she lives in the UK.
- 10 I've got a bicycle, but I usually go to work by ~~the~~ train.

3

- 1 the 2 an 3 the 4 – 5 a 6 a 7 the 8 –
9 the 10 – 11 – 12 a 13 –

Remember these words

ANSWERS:

1

- 1 rides 2 off 3 ride 4 ferry 5 drives 6 take
7 wait 8 on

2

- 1 book 2 luggage 3 desk 4 gate 5 delayed
6 board 7 through 8 pass