

Grammar

New Total English places a lot of emphasis on providing learners with the grammar ‘building blocks’ they need to communicate confidently. It aims to give learners a thorough foundation in grammar and, at the same time, provides plenty of structured and free practice. Each unit deals with grammar in a broadly similar way:

• Clear presentation and analysis

Each lesson has a clear grammar aim which is stated at the top of the page. Lessons are double-page at lower levels and triple-page at Intermediate and above. New language items are presented in context via reading and/or listening texts and grammar rules are then analysed and explained via the Active grammar boxes, which are a key feature of each lesson. *New Total English* takes a ‘guided discovery’ approach to grammar and learners are actively invited to think about grammar and work out the rules for themselves.

Active grammar

Regular verbs

Infinitive	Past participle
<i>climb</i>	<i>climbed</i>
<i>row</i>	_____
<i>cycle</i>	_____
<i>walk</i>	_____
<i>sail</i>	_____

Irregular verbs

Infinitive	Past participle
<i>take</i>	<i>taken</i>
<i>do</i>	_____
<i>win</i>	_____
<i>run</i>	_____
<i>hear</i>	_____

- 1 In the Present Perfect, we use *have/has* + past participle with *he, she* and *it*. (We use *have/has* + past participle with *I, you, we* and *they*.)
- 2 Regular/Irregular past participles have the same form as the regular Past Simple.

• Varied, regular practice

Once learners have grasped the important rules, all new language is then practised in a variety of different ways so that learners are able to use the grammar with confidence. Practice activities include form-based exercises designed to help learners manipulate the new structures as well as more meaningful, personalised practice. Additional grammar practice exercises can be found in the Review and practice sections at the end of each unit as well as in the Workbooks and *MyEnglishLab*. This component, which features the Workbook exercises in digital format, also provides learners with extra guidance, tips and feedback. The Teacher’s Book provides a lot of guidance on how to deal with tricky grammar points. It also contains a Resource Disc with an extensive bank of printable and photocopiable classroom grammar activities which are designed to practise the language in freer, more communicative contexts.

• Easily accessible reference material

In addition to the explanations contained in the Active grammar boxes, there is a Reference section at the end of each unit which provides a summary of the grammar rules as well as extra language notes and examples. Audio recordings of the rules and examples are available on the ActiveBook and ActiveTeach components.

Vocabulary

New Total English recognises the central role that vocabulary plays in successful communication. The emphasis is on providing learners with high-frequency, useful vocabulary which is regularly practised and revised. New vocabulary is presented and practised in a variety of different ways.

• Lead-in pages

Each unit starts with a Lead-in page which provides a springboard into the topic of each unit. Featuring a variety of attractive picture prompts and related exercises, the Lead-in pages are designed to help teachers elicit vocabulary that learners already know as well as pre-teach essential vocabulary for the rest of the unit.

• Topic-based vocabulary

Each unit focuses on useful vocabulary relating to the topic of the lessons as well as vocabulary arising from the listening and reading texts. Items are generally presented in context and practised through a variety of exercises.

Vocabulary | containers

- 1 a Look at the picture and match A–H with the containers in the box.

bag bottle box can
carton jar packet tube

- b Now match the containers (1–8) with the things they can contain (a–h).

- | | |
|----------|--------------|
| 1 bag | a juice |
| 2 bottle | b eggs |
| 3 box | c water |
| 4 can | d coffee |
| 5 carton | e toothpaste |
| 6 jar | f crisps |
| 7 packet | g rice |
| 8 tube | h cola |

- c What other things can you buy in these containers in your country?

Additional vocabulary practice is provided in the Review and practice sections of the Students’ Book and in the practice exercises in the Workbook. Photocopiable vocabulary activities are also available on the ActiveTeach and on the Resource Disc which accompanies the Teacher’s Book.

• Vocabulary pages (Intermediate and above)

At the lower levels there is a lot of emphasis on building learners’ knowledge of high-frequency words and phrases as well as common lexical sets. Learners are introduced to collocation work at a very early stage and from intermediate level onwards, there is a greater emphasis on vocabulary systems and word-building.

• Vocabulary Trainer

Each level of *New Total English* is accompanied by a Vocabulary Trainer. This unique online learning tool focuses on the key vocabulary in each unit and helps learners memorise new words and phrases.

Speaking

The key aim for most learners is spoken fluency. However, most learners find it difficult to talk about topics which hold no interest for them and many cannot express themselves easily without support. *New Total English* develops spoken fluency in a number of ways – by giving learners discussion topics they want to talk about; by setting up situations where they are motivated to communicate in order to complete a specific task; by providing clear models and examples of how to structure discourse and by encouraging them, wherever possible, to express their own ideas and opinions.

- **Fresh angles on familiar topics**

Topics in *New Total English* have been chosen for their intrinsic interest and relevance. Obscure topics, i.e. those which are only likely to appeal to a minority audience, have been avoided and discussion questions have been deliberately chosen to encourage learners to draw on their own lives and experience. Inevitably, many of the topics have been covered in other ELT coursebooks but wherever possible, we have tried to find a fresh angle on them.

- **Structured speaking activities**

Many of the lessons in *New Total English* culminate in a structured final speaking activity in the form of a survey, roleplay etc. Learners are given time to prepare what they are going to say and prompts to help them. The activities often involve pair and group work to maximise learners' opportunities to speak in class. Many of the structured speaking activities are linked to the CEFR Can do statements.

- **How to... boxes**

There are regular How to... boxes throughout the course which focus on the words and expressions learners need to carry out specific functions. e.g ordering food in a restaurant.

How to... order food in a restaurant

Ask about the menu	: (1) _____ you have salads?
Say what you want	: I'd (2) _____ a cheese sandwich, please. : I'll have a coffee.
Ask about prices	: How (3) _____ is that?
Ask about payment	: (4) _____ I pay by credit card?

- **Communication pages**

Communication pages feature at the end of each unit and engage learners in a variety of problem-solving tasks and activities. These give learners practice in a number of different skills including speaking.

- **Photocopiable class activities**

The photocopiable activities on the ActiveTeach and on the Resource Disc are also specifically designed to promote speaking practice.

Pronunciation

New Total English pays particular attention to pronunciation, which is integrated into lessons which present new language. The pronunciation syllabus includes word and sentence stress, weak forms, intonation and difficult sounds. The Pronunciation bank at the back of the Students' Books provides a summary of all pronunciation points in the book as well as a list of English phonemes, guidance on sound-spelling correspondences and weak forms. The ActiveTeach includes audio to accompany the Pronunciation bank. There is additional pronunciation practice in the Workbooks and Workbook Audio CD.

Listening

Listening is one of the most difficult skills to master and *New Total English* places particular emphasis on developing learners' confidence in this area. Listening texts include short scripted dialogues as well as longer, unscripted semi-authentic listenings. There is additional listening practice in the Workbooks and the video clips on the ActiveBook and ActiveTeach components further enhance learners' confidence in understanding the spoken word.

- **Scripted listening activities**

Scripted listening activities include short dialogues as well as longer extracts including conversations, interviews and stories. There are lots of simple 'Listen and check your answer' exercises as well as longer, more challenging extracts where learners have to listen for specific information.

- **Semi-authentic listening activities**

As well as the more traditional scripted listening activities, *New Total English* also includes a range of semi-authentic listening texts, i.e. recordings of one or more people speaking in an unprepared, unscripted way, although they are aware of the relevant level and therefore have adapted their own language to a certain extent accordingly. Learners benefit from listening to a semi-authentic recording because the spontaneity of spoken English means that it is full of false starts, hesitations, redundancy and 'ungrammatical' sentences. Learners need to be aware of these features and they need to develop confidence in dealing with them in order to cope with listening in the 'real world'.

- **Video clips**

New Total English provides a video clip to accompany each unit of the Students' Book. The videos feature a range of authentic material from a variety of different sources including short films and clips from TV documentaries and drama. The video clips expose learners to real English and are designed to motivate learners to 'raise their game' in terms of developing their listening skills.

To make the material more accessible to learners, photocopiable activities for each video clip are available on the ActiveTeach and on the Resource Disc. There are additional interactive video exercises on the ActiveBook and ActiveTeach which students can complete in class or at home.

The video clips are available on the ActiveBook which accompanies each Students' Book and on the ActiveTeach. You can select the video clips when you use the discs in your computer, or you can play them in a DVD player.

Reading

Many learners need to be able to read texts in English – for their studies, for work or simply for pleasure – and *New Total English* recognises that reading is an extremely important skill that can have a beneficial effect on all aspects of language learning including vocabulary, spelling and writing.

New Total English encourages learners to read as much as possible – in most units there are at least two substantial reading texts – and care has been taken to introduce students to as wide a range of text types as possible, from simple forms and advertisements to short texts from newspapers and magazines.

Reading texts are accompanied by a range of activities that are designed to check comprehension as well as develop key reading skills such as reading for gist, reading for specific information, guessing the meaning of words from the context and so on.

• Choice of texts

As with the listening material in *New Total English*, texts have been chosen for their intrinsic interest as well as for their usefulness in providing a vehicle for the particular grammar and vocabulary points in focus. Many of the texts have been adapted from authentic, real-life sources such as magazines and websites, and where texts have been adapted or graded, every effort has been made to remain faithful to the original text type in terms of content and style.

• Exploitation of texts

Each reading text in *New Total English* is accompanied by a number of exploitation exercises that have been carefully selected to develop learners' reading skills. Activities include comprehension and vocabulary work as well as practice in dealing with different reading sub-skills such as reading for gist. There are also a number of jigsaw readings where learners work together and share information.

Unit 6 Lesson 1 Exercise 9

Student A

Read this text and then give Student B the information (just tell him/her the facts).

Hostal de los Reyes Catolicos

The Hostal de los Reyes Catolicos is a luxury hotel in the city of Santiago de Compostela in the north of Spain, and is very beautiful both inside and outside. It started life in the fifteenth century as a hospital and a hostel for poor travellers, and doctors and nurses worked there. But it changed use many times and finally changed to a luxury hotel in 1953.



• Length and complexity

The length and complexity of the reading texts in *New Total English* get more challenging as the course progresses. At lower levels, the texts are very short and the emphasis is on training learners to read for specific information. At higher levels, learners are introduced to a greater range and variety of text types and more emphasis is placed on textual analysis.

Writing

In these days of electronic media, it is easy to forget that writing is not simply speech written down – effective writing has all sorts of conventions that differ from speech and that are necessary to learn in one's own language as well as in a foreign language.

New Total English pays particular attention to the important skill of writing. One of the most important new features of the revised edition is the Writing bank at the back of each Students' Book which contains 10 – 12 lessons that focus on different types of writing – emails, postcards, formal and informal letters and so on. Each lesson also provides additional advice and guidance on different writing sub-skills such as punctuation, spelling and paragraph construction.

• Model text types

Each Writing bank lesson has a Can do statement which refers to the written output that students complete at the end of the lesson. The lesson usually starts with a warmer that engages students in the topic. Learners then go on to focus on a model of the text type and in most cases, there is some comprehension work to ensure that students are familiar with the content before they start working on the format and related sub-skills. The lesson always finishes with a contextualised written output.

• Writing sub-skills

One of the most important aspects of the Writing bank is that it examines the sub-skills of writing in detail. This is important as it helps learners to build on and develop their writing skills, rather than simply providing practice in writing. Among the sub-skills covered are punctuation, grammatical cohesion, paragraphing and features such as varying the vocabulary used to both enhance interest and ensure lexical cohesion.

• How to... boxes

How to... boxes are a particular feature of the Writing bank. They usually focus on a particular sub-skill of writing and in some cases on written conventions, such as email or letter layout, appropriate formality of language for the text type or order of presentation of the content (such as in a review).

How to... use paragraphs

Look at the text and choose the correct answer.

We use paragraphs in our writing to group *different/similar* ideas together.

Look at the biography of Russell Crowe and match each paragraph with these parts of his life.

- a his first acting jobs
- b his famous films
- c his early life
- d his personal life

Learner training

New Total English places a strong emphasis on learner training and good study habits are encouraged and developed via the Lifelong learning boxes which are featured in many lessons. The Lifelong learning boxes provide useful tips and suggestions on how to continue learning outside the classroom.

Lifelong learning

Personalise it!

! When you want to learn new words, it is useful to write them in a personal sentence, e.g. shower room – *We have a bathroom and a shower room in our house.*

Write sentences about your home, using each of these words.

- 1 central heating
- 2 solar panels
- 3 cellar
- 4 double glazing
- 5 patio

Revision and testing

There are plenty of opportunities for revision in *New Total English* and language is constantly recycled throughout the course. At the end of every unit, there are special Review and practice pages which take the form of mini-progress checks, enabling learners to identify areas where they might need further practice. Interactive versions of the activities on these pages are available on the ActiveBook and ActiveTeach. The Workbook and accompanying Audio CD provide further practice in grammar, vocabulary and skills covered in the corresponding Students' Book. The Workbook is available in with key and without key versions.

For learners who are really serious about making rapid progress in English, *MyTotalEnglishLab* provides the perfect solution. This exciting component features the Workbook exercises in digital format as well as tips and feedback on common errors.

Regular progress and achievement tests are provided on the ActiveTeach, Resource Disc and *MyEnglishLab*. *MyEnglishLab* also includes automatic marking and a gradebook.



New Total English and exams

The table below shows how the different levels of *New Total English* relate to the University of Cambridge ESOL main suite examinations in terms of the language taught and the topics covered.

Starter	Builds foundation for KET
Elementary	Useful for KET
Pre-Intermediate	Useful for PET
Intermediate	Useful for FCE
Upper Intermediate	Useful for FCE
Advanced	Useful for CAE

While *New Total English* is not an examination preparation course, a student who has, for example, completed the Upper-intermediate level would have sufficient language to attempt the Cambridge ESOL FCE (First Certificate in English) examination. Many of the exercises in the *New Total English Students' Books* and other components are similar in format to those found in the Cambridge ESOL main suite examinations but specific training is required for all EFL examinations and we would strongly recommend this.

New Total English and the CEFR

New Total English is correlated to the CEFR (Common European Framework of Reference). Please see the *New Total English* website:

www.pearsonELT.com/newtotalenglish for details of CEFR Can do statements for each level of the course.

CEFR	
A1	Starter
A2	Elementary
B1	Pre-intermediate
B1+	Intermediate
B2	Upper Intermediate
C1	Advanced

Overview

Lead-in	Revision: Daily routine; telling the time
2.1	Can do: Describe what you do every day Grammar: Present Simple: <i>I/you/we</i> Vocabulary: Holidays Speaking and Pronunciation: How to... talk about your daily routine Reading: Just an ordinary day
2.2	Can do: Describe other people's routines Grammar: Present Simple: <i>he/she/it/they</i> Vocabulary: Verbs Speaking and Pronunciation: Present Simple -s endings; Information gap: routines Reading: Special jobs
2.3	Can do: Talk about everyday objects Grammar: Noun plurals <i>this, that, these, those</i> Vocabulary: Adjectives (1): colour, opinion Speaking and Pronunciation: /ɪ/ and /i:/ Listening: Hell's Kitchen
Communication	Talk about what you do on holiday
Reference	
Review and Practice	
Writing bank	Write about your routine How to... join sentences (1): <i>and, then, after that</i>

CEFR Can do objectives

- 2.1 Describe what you do everyday
- 2.2 Describe other people's routines
- 2.3 Talk about everyday objects
- Communication** Talk about what you do on holiday
- Writing bank** Write about your routine

CEFR Portfolio ideas

- a) Ask a friend about his/her routine. Write an article.
- b) Ask your partner to open the book at any page and choose a picture. Don't look at your partner's book. Ask questions about the photo and find it in your book. Record your conversation.
- c) Video. One student mimes an everyday action or object. Other students try to guess the action or object.
- d) Write your diary for one day. Write your activities.

Lead-in

OPTIONAL WARMER

Ask Ss: *What time of day do you prefer to do these things: study, read the paper, go to a film, phone friends, go to the gym ... ?* etc. In feedback, establish whether most of the class are morning, afternoon, evening or night people.

1a ▶ Ask Ss to cover the names of the activities in the box. Ask them to look at the pictures and discuss with a partner what the people are doing. Do not worry if they don't know the exact words/phrases for the activities at this point. Then, Ss look at the verbs in the box and match them to the pictures. Check answers as a whole class.

Answers
A leave work B get up D get home
C have dinner

b ▶ Ss match the activities to the time of day.

Answers
1 have breakfast, leave home, go to work
2 have lunch
3 leave work, get home, have dinner
4 go to bed

2a ▶ 1.21 Ss listen to the recording and write the correct times in the spaces provided. They then match the times to the clocks. Ss check answers with a partner and then as a whole class.

Answers
2 two – f 5 seven – e
3 eight – a 6 two – b
4 three – h 7 four – g
8 five – d

b ▶ 1.22 Ss listen and identify the speaker.

Answers
1 D 2 A 4 C
3 B

EXTEND THE LEAD-IN

In pairs. Ss think of their favourite period of day and write down the time this period usually starts and when it usually ends, e.g. *quarter past seven till eight o'clock – the morning when I get up and before I leave home and go to work*. The other student asks when their favourite time of day is and why (*I have the house to myself; I listen to the news on the radio; I feel great after a shower, etc.*). Ss will only be able to express their ideas in very basic English. Encourage them to express their views as best they can and do not worry about mistakes during this activity.

2.1 Fun Club

A package holiday is a holiday organised by a tour operator which combines flight and accommodation and sometimes food and entertainment in the cost of the holiday. This traditionally has appealed to people who wanted to travel to a sunny climate, often Spain, Italy or Greece, for two weeks holiday in the summer. These holidays tend to be relatively cheap and before the advent of cheaper airfares, often offered the only affordable way of travelling abroad for many people. Holiday-makers would typically travel in chartered airplanes and stay in custom-built apartment complexes situated near the sea. In more recent years, the concept has expanded to include activity holidays like skiing or other themed holidays such as cooking or photography holidays. Package holidays are now often aimed at specific target groups, e.g. young and single people, senior citizens, etc. The range of destinations has also widened considerably and now people can take package holidays at any time of the year.

In this lesson, Ss read about the typical daily routine of Penny, a holiday rep working for Fun Club, and then describe their own daily routines.

OPTIONAL WARMER

Give Ss two minutes to make a list in pairs of all the different types of holidays they can think of, e.g. *skiing, camping, beach, bus tour*, etc. Find out which pair had the most ideas. Elicit their suggestions and put them on the board. Ask which type of holiday they like best.

Reading

1a ▶ Ss look at the pictures. Teach *package holiday* (a holiday where everything is arranged for you; Club Med is a good example and is fairly well known internationally) and *holiday rep* (someone who works for this kind of company and helps the clients on holiday).

Answers
She's a holiday rep.

b ▶ Ss match the pictures A–D to the labels. Ss compare answers in pairs and then as a whole class.

Answers
entertainment C
nightclub D
games at the swimming pool B

2a ▶ Ensure Ss understand what Penny's job is. Elicit some of the things a holiday rep does. Ss then look at the list of activities. They read the text and put the activities in the correct order.

Answers

- 1 (Get up)
- 2 Go to the hotels
- 3 Tell clients about parties
- 4 Have lunch
- 5 Organise games at the pool
- 6 Take clients to a restaurant
- 7 Go to a nightclub
- 8 Get home

b ▶ Ss read the text again in order to complete the chart with the correct times. Teach *about two* to give an approximate time and *two in the morning/two in the afternoon*.

Answers

- 2 11 – go to the hotels
- 3 11.15 – tell clients about parties
- 4 2 o'clock – have lunch
- 5 3.30 – organise games at the pool
- 6 7.45 – take clients to a restaurant
- 7 10.30 – go to a nightclub
- 8 1.45 in the morning – get home

3 ▶ Ss discuss if they would like this kind of holiday or this kind of job in pairs. Elicit reasons for their preferences in feedback.

Vocabulary | holidays

4a ▶ Ss match the verbs to the nouns, then check their answers in the text.

Answers

- 2 c
- 3 a
- 4 e/a
- 5 b

b ▶ Ss find five different *have* + noun collocations in the text, then use the expressions to complete the sentences. Ss check answers with a partner, then as a whole class.

Answers

- 1 have dinner
- 2 have problems
- 3 have fun
- 4 have lunch

Grammar | Present Simple: *I/you/we*

OPTIONAL GRAMMAR LEAD-IN

Write out a selection of questions and answers from the reading text on strips of paper, one question or answer for every student. Include varied questions (*Yes/No* questions and *Wh-* questions). Ss mingle, those with question cards ask the question and try to find the student with the matching answer. With small classes, this can be done with the whole class. With larger classes, divide them into groups.

5 ▶ Ss look at the reading text and complete the Active grammar box.

Active grammar

have	do
don't	don't
Do you	you finish

▶ Make sure Ss are clear about the two types of questions. Put up some questions and answers on the board. Ask Ss: *What do you notice about the different answers to the questions? (Some are Yes/No answers and some provide more information.) Which questions go with which type of answer? (Do you questions and question-word questions.)*

▶ Direct Ss to the Reference section on page 27.

6 ▶ Ss match the questions to the answers. Do the first one as a whole class. Ss work alone, then check answers with a partner before checking answers as a whole class.

▶ Point out *What do you do?* as a way of finding out about a person's job rather than *What is your job?*

Answers

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

▶ Help Ss with the pronunciation of the questions, especially the weak /ə/ sound of the auxiliary verb *do*. Ss practise asking and answering these questions in pairs. Monitor closely and correct mistakes.

7a ▶ Ss work in pairs and complete the dialogue.

Answers

- 2 Yes
- 3 do
- 4 I
- 5 When
- 6 have
- 7 you
- 8 don't
- 9 do
- 10 work
doctor

b ▶  1.23 Ss listen to recording 1.23 to check if their answers were correct. Ask two Ss to say the dialogue for whole class feedback. Correct as necessary. Then Ss practise acting out the dialogue in pairs.

OPTIONAL EXTENSION

Ss play a 'What's my job?' game. Before Ss start the game, elicit all the different types of jobs they know. Refer Ss to ex. 1 in Lesson 1.3 for a list of jobs. Put the suggestions on the board. Ss work in small groups of four or so. One student thinks of a job. The other Ss take turns to ask ten *Yes/No* questions to try to guess what the job is. (Some examples of questions are contained in ex. 6 but you may want to elicit other types of questions they might ask first, e.g. *Do you work alone?*, *Do you wear special clothes?*, etc.)

8 ▶ Ss complete the *How to...* box, using the language and information they completed in ex. 7.

Answers

- 1 When
- 2 do (you) go
- 3 At
- 4 Where
- 5 in a hospital

Speaking

9a ▶ Ss look at the chart in ex. 2b. They create their own entries under the 'You' heading, focusing on their daily routine. Ss write short sentences. Don't conduct feedback yet, as Ss will use their entries for ex. 9b.

b ▶ Ss discuss their entries with a partner. Encourage Ss to ask lots of questions about their partner's list, focusing particularly on routines, times and places as in the *How to...* box. Do not worry about Ss making mistakes during this activity. Encourage them to use all the language they have. Make a note of obvious errors to deal with later.

▶ **Tip:** It is a good idea to vary the student pairings regularly to add variety to exercises. Ss have already discussed aspects of their routines with other Ss in the class, so make sure they are working with someone new. If it is difficult to move around in the classroom, this can be achieved by moving one student from the end of each row to the other end.

c ▶ In pairs, Ss discuss how their routines differ on holiday. Put headings on the board (e.g. *Morning*, *Afternoon*, *Evening*, *Bedtime*) to help focus the discussion, especially if Ss are reluctant to speak.

2.2 A very special job

Madame Tussaud (1761–1850) was a French wax sculptor who exhibited wax sculptures of famous people. Her permanent collection of wax sculptures opened in London in 1836. The original display contained 400 figures. Today, the museum has become a major tourist attraction in London with branches in many other major cities. The sculptures range from historical political figures to contemporary rock stars and athletes and one of the most famous sections of the museum is the 'Chamber of Horrors', which includes wax sculptures of famous murderers and their victims.

In this lesson, Ss read about what is involved in the jobs of three people: a wax model hairdresser at Madame Tussaud's, a theme park ride inventor and a shark tank cleaner in a zoo. Ss ask and answer questions about other people's habits and routines.

OPTIONAL WARMER

Ss work in small groups of three or four. They describe to the others in the group an activity they enjoy doing in their job/studies and secondly, an activity they don't enjoy doing in their job/studies.

Reading

1a ▶ Ss look at the people in the photos and discuss what the jobs are with a partner. Do not give the names of the jobs yet as Ss will find out in the reading.

b ▶ Scanning: Explain to Ss that they will read the three texts twice, the first time very quickly just to find out what the people's jobs are and the second time much more slowly in order to understand more fully. Explain that they do not need to understand the text fully after the first reading. Stop the activity after a minute. Ss compare answers in pairs and then as a whole class.

Answers

Jo Kinsey: wax model hairdresser
Jeanette Ewart: shark tank cleaner
John Wardley: theme park ride inventor

c ▶ Ss read the texts more slowly, this time focusing on the underlined words. First teach *theme park* (e.g. Disneyworld, in Florida) and *zoo* (a place where exotic animals are kept, not a farm). Ask Ss to try to guess the meanings of the underlined words from the surrounding words and to match the words to the labels in the pictures. Ss check answers in pairs and then as a whole class.

Answers

B hairdresser
C shark tank
D sharks
E inventor
F rides

2 ▶ Ss read the text again to find out which of the three people does the five activities.

Answers

1 Jo
2 John
3 Jo
4 John
5 Jeanette

OPTIONAL EXTENSION

Ss discuss with a partner which of the three jobs they would like most and which least. They must explain why, e.g. *I like Jeanette's job best. I love animals and I think sharks are very interesting or I don't like Jeanette's job. I think sharks are very scary. I hate their big teeth, etc.*

Vocabulary | verbs

3 ▶ Ss work in pairs. They choose the correct verb from the texts to complete the sentences. Check answers as a whole class.

Answers	3	have	6	goes	
1	works	4	watches	7	cleans
2	talk	5	dries	8	checks

Grammar | Present Simple: *he/she/it/they*

4 ▶ Ss complete the Active grammar box with their partner.

Active grammar

Affirmative

has/have
invents
talk
watches/watch
works

Negative

doesn't invent
don't leave
doesn't work

▶ Write these sentences on the board: *The diver watches her. The visitors watch her.* Ask why the verb forms are different (third person singular and plural). Write: *John has an interesting job. The visitors have fun.* Again, ask students about the verb forms (irregular third person singular and plural). Elicit the negative for third person singular and plural forms (e.g. *She doesn't clean the tank. They don't clean the tank.*).

▶ Direct Ss to the Reference section on page 27.

5a ▶ Ss complete the sentences using the verbs in the box. They check answers in pairs, and then as a whole class.

Answers	3	likes	6	plays	
1	talks	4	goes	7	have
2	washes	5	watches	8	leave

b ▶ Ss change the sentences to make them negative.

Answers

- | | |
|----------------|-----------------|
| 1 doesn't talk | 5 doesn't watch |
| 2 doesn't wash | 6 doesn't play |
| 3 doesn't like | 7 don't have |
| 4 doesn't go | 8 don't leave |

Pronunciation | Present Simple

-s endings

6a ▶ 1.24 Ss close books and listen to the three verbs in recording 1.24. Ask them to focus on the endings of the words. They should be able to hear the different endings. Ss then repeat the words.

b ▶ 1.25 Ss put each verb into the correct column as they listen. Check answers, then ask Ss to repeat the verbs.

Answers

- /s/ talks, likes
/z/ cleans, goes
/ɪz/ washes, watches

c ▶ 1.26 Direct Ss to the first six completed sentences in ex. 5a. Play recording 1.26. Ss repeat the sentences, paying particular attention to the verb endings. Ss should be able to see which verbs take the /ɪz/ sound fairly easily as it corresponds to the spelling. It is more difficult for them to pick up on the voiced and unvoiced sounds.

▶ Direct Ss to the Pronunciation bank on page 148.

OPTIONAL EXTENSION

Put all the verbs from this lesson on the board. Add a few more, e.g. *begin, help, speak, finish, wear*, etc.

Ss work in pairs. Call out the names of jobs. Ss have two minutes to think of sentences about the daily routine of a person with that job, using the verbs on the board.

E.g. *A teacher: He/She listens to students; He/She works in a school.* The pair with the most sentences gets a point – but only if they get the grammar and pronunciation of the verbs right. Ss who use a verb no one else thought of also get a point. The pair with the most points wins.

Grammar | Present Simple: questions

7a ▶ In pairs, Ss look at the dialogue and guess what the missing words might be. Do not give feedback yet as they will get the information from the recording.

Answers

- | | |
|-------------|----------------|
| Does | don't |
| does, feeds | Does |
| Do | doesn't, works |

b ▶ 1.27 Ss listen to recording 1.27 to see if they were right.

8 ▶ Tell Ss to use the information from the completed dialogue in ex. 7 to choose the correct form in the questions. They cross out the incorrect words in the questions.

▶ Focus on the use of the auxiliary verb *do/does* and point out that you drop the -s after the verb (not *Does she feeds the sharks?*).

▶ Direct Ss to the Reference section on page 27.

Active grammar

- | | |
|------------------|------------------------|
| 1 Do, eat, don't | 2 Does, clean, doesn't |
| | 3 Does, like, does |

9a ▶ Ss complete the questions using the correct form of the verbs.

Answers

- | | |
|--------------|----------------|
| 1 Does, like | 3 Does, invent |
| 2 Do, watch | 4 Do, talk |
| | 5 Does, have |

b ▶ Ss change the questions and ask their partner direct questions about themselves. Ss practise asking and answering the questions, giving true information in their answers.

Answers

- 1 Do you like your work?
 - 2 Do you watch DVDs?
 - 3 Do you invent computer games?
 - 4 Do you talk in your sleep?
 - 5 Do you have children?
- Ss' own answers

c ▶ Ss make new questions, this time asking and answering about their families and friends.

Suggested answers

- Does your mother work every day?
- 1 Does your brother like his work?
 - 2 Do your grandparents watch DVDs?
 - 3 Does your friend invent computer games?
 - 4 Does your sister talk in her sleep?
 - 5 Do your friends have children?
- Ss' own answers

Speaking

10 ▶ Ss work in pairs. Student A's information is on page 129 and Student B's information is on page 133. Give Ss a minute or two to read their information. Ss can use their dictionaries. They should not look at their partner's information. Ss follow the instructions and ask and answer questions about Doug's routine. Do not worry if Ss make mistakes during this activity.

OPTIONAL EXTENSION

Ss interview each other about their jobs and daily routine and write up a 'A Day in the Life'-type article about their partner.

2.3 Hell's Kitchen, NYC

Shopping habits have changed dramatically in recent years, especially in relation to second-hand goods. Nowadays, ordinary people are getting more involved in selling these items as well as buying them in places other than the more well-established flea markets. A popular phenomenon in the UK is the car boot sale: people fill their cars with all kinds of objects they no longer want and drive to a designated field or car park where they try to sell the objects. A similar phenomenon in the US and Australia is known as a yard sale, or garage sale, where people sell from their gardens or garages. Second-hand book and clothes shops are common and nowadays many people use eBay and other Internet sites to buy and sell second-hand items. The Freecycle Network (TFN) is a popular Internet site where people can donate goods to re-use and recycle, rather than throwing them away.

In this lesson, Ss listen to people at Hell's Kitchen flea market in New York, then describe everyday items.

OPTIONAL WARMER

Write *local shop, supermarket, department store, butcher's, pharmacy, market, baker's* on the board. Elicit what kind of things people buy in each type of place.

Listening

1a ▶ Ss think about their shopping habits and complete the table individually.

b ▶ Ss compare their shopping habits with a partner. Direct Ss to the suggested language in the example dialogue in their books.

2a ▶ **1.28** Teach *second hand* (not brand new). Elicit the kind of things and places where you can buy things second hand (eBay; second-hand bookstores or clothing shops; jumble sales in schools; special magazines, etc.). Play recording 1.28. Ss listen to find out what a flea market is (a big market, usually outdoors, where second-hand goods are bought and sold).

b ▶ Ss read the questions. Play recording 1.28 again. Ss listen and choose the correct word.

Answers

- | | |
|-------------------|---------------------|
| 1 US | 3 clothes and shoes |
| 2 two days a week | 4 like |

c ▶ Put the following headings on the board: *Clothes, Jewellery, Shoes, Furniture*. Ss discuss the kind of things that they might buy at a flea market.

Grammar | noun plurals

3a ▶ Ss look at the picture and see if they know the names for any of the items. They then work in pairs to label the objects. Check answers.

Answers

- | | |
|-----------|-----------------|
| 1 scarves | 7 mobile phones |
| 2 books | 8 laptops |
| 4 shoes | 9 MP3 players |
| 5 watches | 10 cameras |
| 6 diaries | 11 DVD players |

b ▶ **1.29** Ss listen to recording 1.29 and tick the items they hear. Ss check answers in pairs, then as a whole class.

- | | | |
|---------|---------|---------------|
| Answers | scarves | mobile phones |
| bags | watches | laptops |
| shoes | books | |

OPTIONAL EXTENSION

Ss categorise the objects into things they would be happy to buy second hand and things they would not. Ss compare categories with a partner.

4 ▶ Ss use the list of words in ex. 3a to complete the rules about plural forms in the Active grammar box.

Active grammar

- es, watches
- ies, diaries
- f, scarves

▶ Direct Ss to the Reference section on page 27.

5 ▶ Ask Ss if they know any other irregular nouns like *person – people*. They probably know a few already, e.g. *foot – feet*. Explain they are going to learn how to use the dictionary to find the plurals of nouns. Teach the abbreviation *pl* which is sometimes found in dictionaries.

▶ Ss look at the dictionary entry for *person*. In pairs, they find the plurals of the other words. Ask Ss to identify the irregular plurals.

- | | | |
|-----------|--------------|--------|
| Answers | classes | nieces |
| addresses | dictionaries | wives |
| buses | families | women |
| children | men | |

Vocabulary | adjectives (1): colour, opinion

6a ▶ Ask Ss how many colours they can see in the picture in ex. 3a. Then, they find and circle the eight colour adjectives in the box.

- | | | |
|---------|-------|--------|
| Answers | green | white |
| blue | grey | yellow |
| brown | red | |

OPTIONAL EXTENSION

Ss discuss in pairs what their favourite colour is for a car, for a phone and for a winter coat.

b ▶ Show Ss two things which are the complete opposite of each other (e.g. two money notes – one brand new and the other old and worn; or two books – one very large and the other very small). Ask Ss: *What is the difference between these two notes/books?* The difference should be immediately obvious to them.

▶ Ss look at the remaining words in the box and make pairs of opposites. Encourage Ss to use a dictionary for the words they don't know. Ss check answers in pairs, then as a whole class.

Answers

big – small
horrible – nice
modern – old-fashioned
old – young
pretty – ugly
useful – useless

OPTIONAL EXTENSION

Ss practise making sentences to describe the items in the picture in ex. 3a (e.g. *The bag is yellow, The shoes are old-fashioned, etc.*).

Grammar | *this, that, these, those*

7a ▶ 1.30 Ss look at the pictures of Karl and Jodie at a market stall in ex. 8a. Ask: *Where are they? What are they doing? What are they looking at?* Ss listen to the recording to find out what Jodie and Karl are looking at.

Answers

a belt
a coat

scarves
shoes
a bag

b ▶ Ss listen again to identify the adjectives from ex. 6a.

Answers

horrible
ugly
nice

pretty
old-fashioned
useful

c ▶ Ss discuss the questions in pairs.

Answers

1 no
2 no

3 yes
4 no
5 yes

8a ▶ Ss listen again to recording 1.30 and fill in the missing words.

Answers

1 horrible
2 ugly

3 pretty
4 old-fashioned

b ▶ Ask Ss to look at the pictures and the completed sentences in ex. 8a and then to complete the Active grammar box.

▶ As part of the feedback, explain that *this* (singular) and *these* (plural) are for things near to us; *that* (singular) and *those* (plural) are for things farther away. Use gestures to demonstrate the point to Ss. Help Ss with the pronunciation of the four words.

▶ Direct Ss to the Reference section on page 27.

Active grammar

singular: *this*; *that*
plural: *these*; *those*

c ▶ Ss correct the underlined words. Ss check answers in pairs, then as a whole class.

▶ Emphasise to Ss that *those* and *these* are plural and take *are*, e.g. *Those/These are cars. This and That* are singular and take *is*, e.g. *That/This is a car.*

Answers

1 that
2 This

3 Is
4 aren't

Pronunciation | /ɪ/ and /i:/

9a ▶ 1.31 Put the /ɪ/ and /i:/ vowel sounds on the board. Play recording 1.31 and write *this* and *these* under the correct sound. Ss listen and repeat.

b ▶ 1.32 Play recording 1.32. Ss put the words in the correct column of the table. Ss listen again and repeat the words.

▶ Direct Ss to the Pronunciation bank on page 147.

Answers

/ɪ/ *this* – big, listen, sister, swim, think
/i:/ *these* – clean, green, niece, read, teacher

OPTIONAL EXTENSION

Dictate further words to Ss (e.g. *sheep, bit, dinner, invent, film, people, sleep, keep, lip, sit, meet*). Ss add them to the table.

Speaking

10 ▶ Ss work in pairs to produce sentences including *this/that/these/those* plus the adjectives from ex. 6a, as in the example. Help Ss with the sentence stress and intonation, exaggerating it a little to make the point.

2 Communication

In this lesson, Ss listen to people describing their holidays and ask and answer questions about their own holiday routines.

OPTIONAL WARMER

Put these three headings on the board: *In the city, In the mountains, At the beach*. In pairs, Ss discuss which location is the best for a city holiday, a holiday in the mountains and a beach holiday. They must give reasons for their choices. (E.g. *I think Bondi Beach in Australia is the best for a beach holiday. It's good for scuba diving and I love kangaroos.*) Elicit suggestions from the class in feedback. Find out which is the most popular destination for each type of holiday.

1 ▶ Ss look at the photos showing different holiday destinations. In pairs, they match the captions to the photos.

Answers

- 1 C
- 2 A
- 3 B

2a ▶  1.33 Ss listen to the people describing holidays and match the speakers to the photos.

Answers

- Matt – C
Wendy – B
Gareth – A

b ▶ Ensure Ss understand the vocabulary in the questions before playing the recording a second time. Ss listen again to find out what each speaker brings with them on holiday.

Answers

- 1 Wendy
- 2 Matt
- 3 Gareth
- 4 Matt
- 5 Gareth

c ▶ Ss listen and match the activity to the speaker or speakers.

Answers

- 1 Gareth
- 2 Matt
- 3 Wendy
- 4 Gareth
- 5 Wendy and Gareth

3 ▶ Ss work with a partner to decide which item corresponds to which type of holiday.

Suggested answers

All: camera, guidebook, magazine, passport, suitcase, sunscreen

Beach: sunbathe

City: go sightseeing, museum

Mountains: go skiing

4a ▶ Ss look at the words in the box. In pairs, they complete the questions using one of the words for each gap. In feedback, help Ss with the *Wh* sounds in the questions.

Answers

- 2 Who
- 3 you
- 4 do
- 5 When
- 6 do
- 7 What
- 8 time, go

b ▶ Ss match the answers to the questions in ex. 4a. Ss check answers in pairs, then as a whole class.

Answers

- b 1
- c 5
- d 6
- e 8
- f 7
- g 2
- h 3

5a ▶ Ss work in pairs and ask each other about their holiday routines using the questions from ex. 4a. Encourage Ss to answer at length, without worrying about making mistakes. As you monitor, note down any obvious errors, which you can deal with later.

b ▶ Ask a number of Ss to describe their partner's holiday routines to others in the class. With large classes, Ss can work in groups.

OPTIONAL VARIATION

Ss work in small groups. Together they must decide on a group holiday which will please all the members of the group. They must choose a destination, a type of accommodation and a time of year for their holiday.

2 Review and practice

1 ▶

Answers

- B He reads his emails at half past nine.
- C He eats a sandwich at quarter to one.
- D He finishes work at half past six.
- E He watches television at ten o'clock.
- F He goes to bed at half past eleven.

2 ▶

Answers

- 1 get up
- 2 has
- 3 go
- 4 cleans
- 5 play

3 ▶

Answers

- 1 don't get up
- 2 doesn't have
- 3 don't go
- 4 doesn't clean
- 5 don't play

4 ▶

Answers

- 1 What does she do in the afternoon?
- 2 Where does he have lunch?
- 3 Do you work in an office?
- 4 When does he finish work?
- 5 What do you do in the evening?

5 ▶

Answers

- 1 holidays
- 2 shirts
- 3 parties
- 4 scarves
- 5 watches
- 6 sharks
- 7 scarves
- 8 scarves

6 ▶

Answers

- 2 these, bags, horrible
- 3 that, suitcase, old
- 4 What's this? It's an MP3 player. It's modern.
- 5 What are those? They're scarves. They're pretty.

7a ▶

Possible answers

Personal/Clothes: bag, belt, book, clothes, coat, scarf, shoe, watch, laptop computer, mobile phone, MP3 player
 House/Home: magazine, DVD player, laptop computer
 Equipment: digital camera, laptop computer, mobile phone, MP3 player

b ▶

Ss' own answers

2 Writing bank

1 ▶

Answers

- 1 She's a police officer.
- 2 no
- 3 a sandwich
- 4 no, in the morning
- 5 5.30
- 6 watch TV or read a book

2a ▶

Answers

- 1 get up
- 2 work
- 3 town centre
- 4 check
- 5 sandwich
- 6 meetings
- 7 finish
- 8 friends
- 9 park
- 10 watch

b ▶

Answer

the pronoun

3a ▶

Answers

- 1 and
- 2 after that
- 3 then

b ▶

Answers

- 1 then
- 2 and
- 3 Then
- 4 After that

4 ▶ Ss' own answers

5 ▶ Ss write about their routines.