

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

climb *climbed*

row _____

cycle _____

walk _____

sail _____

Irregular verbs

Infinitive Past participle

take *taken*

do _____

win _____

run _____

hear _____

- 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: Describing physical appearance
7.1	Can do: Understand and tell a simple story Grammar: Articles Vocabulary: Phrasal verbs Speaking and Pronunciation: Information gap: a story Reading: Girls solve jigsaw puzzle and become rich!
7.2	Can do: Describe people and understand descriptions Grammar: Pronoun <i>one/ones</i> Vocabulary: Adjectives (4): people Speaking and Pronunciation: How to... describe people Reading: An email home Listening: A new friend
7.3	Can do: Understand and use dates and months Grammar: Possessive pronouns Vocabulary: Ordinal numbers and months Speaking and Pronunciation: /θ/ Find someone who ... Listening and Reading: Special gifts and special days Listening: Whose gifts?
Communication	Identify a person from a simple description How to... ask about appearance and personality
Reference	
Review and Practice	
Writing bank	Respond to an event in writing How to... use punctuation (3): dashes and exclamation marks

CEFR Can do objectives

- 7.1 Understand and tell a simple story
7.2 Describe people and understand descriptions
7.3 Understand and use dates and months
Communication Identify a person from a simple description
Writing bank Respond to an event in writing

CEFR Portfolio ideas

- Write a short story about a recent experience. The story can be exciting, funny or unusual.
- Make a picture crossword puzzle for your friends. All the answers in the crossword are words to describe people.
- You are flying to Tokyo next month. Write an email to Sandra Shimoyu (she works in the same business but she does not know you). Tell her the date and time when you will arrive. Sandra will meet you at the airport. Describe your appearance so that Sandra can find you.
- One of your friends/relatives is going to be 50 years old next week. Write a short message to him/her. Your message can be serious or funny!

Lead-in

OPTIONAL WARMER

Ss work in pairs. They tell each other about their impressions when they meet people for the first time.
Ask: *What do you notice first about (1) men and (2) women: face, eyes, body, clothes, etc.?*

1a ▶ Ss focus on the pictures. Ask: *Where do you think these people are?*

▶ Ss match the people in the photos to the descriptions 1–12.

Answers

- G
- B
- F
- G
- F
- B
- C
- F
- A
- C
- E
- F

b ▶ 2.01 Play recording 2.01. Ss listen to check their answers.

▶ Focus on the contracted form of *has got* in spoken English, e.g. *G's got blue eyes; B's got fair hair*. Note: *Hair* is singular in English. Point out to Ss *She's got fair hair* but *He's bald. She wears glasses*.

2a ▶ Ss match adjectives to people in the photos. The answers will be subjective and more than one answer is possible.

b ▶ Ss compare answers. Teach *He/She looks + adjective*: *He looks friendly. She looks pretty*.

3 ▶ Direct Ss to the example given. In pairs, Ss describe and identify one of the people from the photos. Monitor closely, helping with vocabulary and correcting any obvious errors.

EXTEND THE LEAD-IN

Ss work in small groups. They describe what their ideal partner would look like. (E.g. *My ideal partner has blue eyes and dark hair. I don't like beards but I like moustaches*.) Do not worry about Ss making mistakes during this activity. In feedback focus on any differences of opinion.

7.1 Finders keepers!

'Finders keepers' is an adage meaning that when something is lost, whoever finds it becomes the new owner. Children commonly say this to each other when they find something they like. Generally, if you find something in a public place, you have to bring it to the local police station or local Lost Property office. Most public buildings also have a Lost Property desk. ('Lost and Found' is the term more commonly used in North America.) Usually, an attempt will be made to contact the owner if they can be easily identified. The finder of the object or money can reclaim the property after a set period of time has elapsed, usually six months to a year. Otherwise, unclaimed property is given to charity or thrown away.

In this lesson, Ss read about how two schoolgirls found thousands of pieces of banknotes on their way to school and what they did with the money. They practise telling each other interesting stories.

OPTIONAL WARMER

Ss work in small groups. They discuss what they would do in the following situations: (1) they find a large sum of money in a rubbish bin, (2) the shop assistant gives them change for 100 pounds instead of 10 pounds, (3) they realise outside the shop that they have forgotten to pay for books. Do not worry about Ss making mistakes. They will be able to use only very basic language for this discussion.

Reading

1 ▶ Ss look at the headline. Elicit the meaning of *jigsaw puzzle*. Explain the difference between games and puzzles and give some examples (e.g. Monopoly and Trivial Pursuit are games; crossword puzzles, Sudoku puzzles and the Rubik cube are puzzles).

Answers

A jigsaw puzzle is a picture that has been cut up into irregularly shaped pieces, which you put together again to re-form the picture.

2 ▶ Skimming: Explain to Ss that before they read the text properly, they will read it very quickly to get an idea of what it is about. Direct them to the question and tell them they have two minutes to find what the jigsaw puzzle referred to in the headline is. Explain that they do not need to understand the text fully at this point. Stop the activity after two minutes.

Answer

Putting all the banknote pieces back together.

3 ▶ Ss look at the eight statements. They read the text again, this time more slowly to find the correct order of events. Ss check answers in pairs, then as a whole class.

Answers

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

4 ▶ Explain to Ss that they are going to learn about effective ways to read English texts. Ss look at the types of questions asked in ex. 2 and 3. Tell Ss that the two exercises help develop different reading skills. Explain that ex. 2 helped Ss to get an overview of the text and to identify the main events – this is step 1; ex. 3 helped Ss read in a more detailed way – this is step 3. The other important step in reading is to find the meaning of new words. Ss can use a dictionary for this of course, but explain that a very important reading skill is to guess the meaning of unfamiliar words, using the context.

▶ Ss find *set off* in the text and read the sentence which contains this expression. They then read the tips for guessing the meanings of new words which are given in the Lifelong learning box.

▶ Ss then look at the new words. First, they find these words in the text and read the whole sentence. Then, they use the tips to try to guess the meanings.

5 ▶ Ss look at the list of adjectives and select the ones that represent their reactions to the story. Help with the meaning, word stress and pronunciation of the words. Then, in pairs, Ss tell each other what they thought of the story and why.

OPTIONAL PAST TENSE REVIEW

In pairs, Ss look at the text again and find (1) six examples of past forms of regular verbs, (2) two examples of past question forms for irregular verbs and (3) nine other examples of past forms for irregular verbs.

Vocabulary | phrasal verbs

6a ▶ Ss scan through the text quickly to find the second part of the verbs.

Answers

- | | | |
|-----------|------------|----------------|
| 1 pick up | 3 pull out | 5 give back |
| 2 look at | 4 hand in | 6 put together |

b ▶ Ss look at the pictures and match them with the correct two-part verbs. Ss check answers in pairs then as a whole class.

Answers	D pull out
A set off	E look at
B hand in	F put together
C pick up	G give back

C ► Ss use the verbs to complete the sentences about the pictures.

Answers	2 hand in	4 put together
1 Look at	3 pick up	5 set off

► Direct Ss to the Reference section on page 77 for other examples of phrasal verbs found in previous units.

Grammar | articles

7a ► Ss read the two extracts from the text, focusing on the use of *a/an* and *the*. Ask Ss: *Why do you think a is used in the first sentence and the in the second sentence?* Give Ss a minute or two to think about this but don't give feedback until after Ss have completed the Active grammar box.

► Ss complete the Active grammar box. They check answers in pairs, then as a whole class.

Active grammar

a/an, the

► Remind Ss of the use of *a* and *an* (*a teacher, a trip*, etc. but *an apple, an architect*, etc.). We use *an* for nouns starting with a vowel sound and *a* for all other sounds.

► Write *We picked up ___ paper* on the board. Remind Ss that we don't use *a/an* with uncountable nouns. (This was dealt with in Lesson 4.2). Elicit some uncountable nouns to illustrate the point (e.g. *tea, snow, paper*). We can't count these things one, two, three – so we can't say *We picked up a paper* here. Instead we say *a piece of paper* or *some paper*.

► This grammar point is easier for some language speakers than others. If you feel Ss are not finding this grammar point too difficult, draw their attention to the fact that we say *The sun is shining* and *We need to protect the earth* not *A sun is shining* or *We need to protect an earth*. Ask: *Why is this?* (There is only one sun and one earth so we do not need to use *a/an* when talking about these for the first time in a conversation. It is clear already which one we are referring to.)

► Direct Ss to the Reference section on page 77.

b ► Ss choose between *a/an* and *the* to complete the sentences. They check answers in pairs, then as a whole class.

Answers	2 a, a, The, the, the
1 a, The	3 a, the

8a ► Ss complete the story with the correct use of articles.

Answers

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

b ► Ss close their books. Ss work in pairs and take turns to practise telling each other the story without looking at the text.

Speaking

9a ► Ss work in pairs, A and B. As turn to page 130 and Bs turn to page 133. Explain that As will see pictures for the first half of the story and Bs will see pictures for the second half of the story. Give Ss a few minutes to look at the pictures and prepare what they will say. Ask them to think of the past forms of the verbs they will need to tell the story.

► Ss tell each other about their half of the story. As must go first and then Bs.

► As an alternative to asking Ss to re-tell the story during feedback, Ss can look at each other's pictures on pages 130 and 133. Elicit the verbs Ss used for each picture in the story.

b ► Put the following headings on the board: *something I lost/something I found; winning money/losing money*. Give Ss a few minutes to think of a true story which relates to one of the headings. The story can be about themselves or someone they know. (If Ss can't think of a story, they can invent one or think of another interesting story about themselves.)

► Ss work in small groups of three or four and tell their story to the others in the group. Help Ss with new vocabulary as you monitor but do not worry about Ss making mistakes during this activity. Make a note of any mistakes relating to the use of past forms and articles as you monitor and deal with them later.

OPTIONAL EXTENSION

Ss conduct a roleplay in pairs. A is one of the girls who found the money and B is the reporter who wrote the newspaper article. Bs interview As about the incident. Encourage Ss to ask and imagine answers where the information is not given in the text. (E.g. *Did you always go that way to school? Was there anything else in the bag? How long did it take you to put together one note?* etc.) Do not worry about Ss making mistakes during this activity. Note down any obvious errors to deal with later.

7.2 The girl from ...

Ipanema Beach, located in a fashionable part of Rio de Janeiro, is one of the most famous beaches in Brazil, along with neighbouring Copacabana Beach. The well-known song *The Girl from Ipanema*, sung by Astrud Gilberto, was a huge hit in the US in 1964 and many other artists have subsequently recorded it. The song describes the love felt by a young man as he watches a beautiful woman walk by each day – but he is too shy to speak to her.

In this lesson, Ss read an email from Marianne who is staying with a host family while studying near Ipanema Beach in Brazil and listen to Marianne describing a man she has met to her friend. Ss take turns to describe people.

OPTIONAL WARMER

Ss imagine they are going to an English-speaking country they have not been to before to do a course in English. Elicit the types of accommodation available (e.g. host family, youth hostel, etc.). In pairs, Ss think of two advantages and two disadvantages for the different types of accommodation: *A host family is good because you can practise English with the family. But it is bad because I like to cook for myself, etc.*

Reading

1 ▶ Ss look at the photos. Explain who Marianne is and why she is in Brazil. Ss discuss the two questions.

Answers

- 1 It is Ipanema Beach in Rio de Janeiro.
- 2 Ss' own answers

2a ▶ Teach *host family* (a local family who you stay with if you are visiting a different city or country). Ss look at the three questions and read the text to find the answers. Explain that they do not need to understand the text fully at this point. Write *my age* and *tanned* on the board and ask Ss to try to guess what these words mean as they read (*the same age as me, brown from the sun*). Ss check answers in pairs, then as a whole class.

Answers

- 1 She arrived in Rio de Janeiro to do a course.
- 2 She lives with the Silva family.
- 3 She usually goes to the beach.

b ▶ Ss read the text again and match the statements to the paragraphs.

Answers

- 2 E
- 3 A
- 4 D
- 5 B

c ▶ Ss read the email again and match the people to the adjectives. Ss check answers in pairs, then as a whole class.

Answers

- 1 c
- 2 d
- 3 a
- 4 f
- 5 b
- 6 e

3 ▶ Direct Ss to the vocabulary learning tip in the Lifelong learning box. Point out that it is useful to write the noun too when noting down opposites. For example, *old* can be the opposite of *young* or *new* (depending on who/what we are describing).

Ss look at the adjectives in ex. 2c again and match them to their opposites. Ss check answers in pairs, then as a whole class.

Answers

- 1 dark
- 2 shy
- 3 nice
- 4 handsome/pretty
- 5 short

We usually use *pretty* to talk about a woman and *handsome* to talk about a man. We use *short* and *tall* (not long) for people. We use *young* (not new) to talk about people, except for a new baby.

Vocabulary | adjectives (4): people

4a ▶ In pairs, Ss put the adjectives into the different columns.

Answers

Body: (not very) slim
 Face: handsome, nice, pretty, unattractive
 Skin: dark, pale, fair
 Hair: dark, fair
 Height: short, tall
 Age: middle-aged, old, young
 Personality: nice, shy, confident, horrible

▶ Ask Ss: *Which adjectives can go in more than one of the columns? Fair and dark* can be used to describe both hair and skin colour. *Nice* can describe appearance or personality.

b ▶ Ss add to the columns in pairs. You might like to do this activity as a team game. Each pair/team must try to extend the list in each category without using a dictionary. Give Ss two minutes per category. Each team gets one point for each new vocabulary item. The team with the most points at the end wins.

c ▶ Draw Ss' attention to the three main categories in ex. 4a and b, appearance, age and personality. Direct Ss to the *How to... describe people* box. Ss match the categories

to the expressions. They check answers in pairs, then as a whole class.

Answers

- 1 age
- 2 appearance
- 3 personality

► Review modifiers (*really, quite, very, not very*). Ask Ss to look at the email again and to underline the modifiers (*very nice, very friendly, quite short, very tanned, not very slim, really interesting, really handsome, quite shy*).

d ► Explain that this is a tip to make descriptions more interesting and personal. Ss read the tip in their books, then think of examples to illustrate the adjectives in the box in pairs. Elicit one or two examples for each adjective during feedback.

OPTIONAL EXTENSION

Ss think of someone in the class, or a famous person. They describe him/her to their partner, but don't say his/her name. The partner tries to guess who it is, e.g. *She's 22. She's got dark hair. She's confident, she asks a lot of questions. – That's Ana Maria!*

Grammar | pronoun *one/ones*

5a ► Ss focus on the excerpts from the email in ex. 2a. Ask Ss to find the sentences in the email. Ss match the underlined words to the correct meaning. They check answers in pairs, then as a whole class.

Active grammar

- 1 d
 - 2 a
- singular
plural

► *One* replaces singular nouns, *ones* replaces plural nouns. We often use *one* and *ones* to replace the noun after an adjective or after *this/these* and *that/those*. We also use *one* after *each* and in expressions like *the one/ones on the left/right*, etc.

► Direct Ss to the Reference section on page 77.

b ► Ss complete the exercise, then check answers with a partner.

Answers

- 1 ones
- 2 one
- 3 one
- 4 ones

c ► Ss read the paragraph and find four words which could be replaced by *one* or *ones*. Ss check answers in pairs, then as a whole class.

Answers

- The second one
The third one
the one on the second floor
The other ones

Listening

6a ► 2.02 Ss look at the four photos. Play recording 2.02. Ss identify Luis from the photos.

Answer
photo 3

b ► Elicit ways of describing the men in the photos, e.g. *He's got glasses, He's got grey hair*, etc.

► Ss listen again and make notes about Marianne's description. Ss compare answers in pairs, then as a whole class.

Answers

He's Brazilian. He works in a hotel. He speaks English.
He's very handsome. He's tanned. He's about 22 or 23. He's slim. He's got short, dark hair. He's got a little beard. His name's Luis. He's single.

Speaking

7a ► Ss take turns to describe another man in the photos and guess who it is.

b ► Ss work in pairs. Each pair prepares a description of someone who everyone in the class knows, either a famous person or someone in the class/school. Give Ss a few minutes to do this. Then, Ss form new pairs. Ss take turns to describe their person to their partner, who tries to guess who it is.

OPTIONAL EXTENSION

Ask: *How did Marianne meet Luis?* (He spoke to her.)
Have you ever liked someone from a distance but were too shy to speak to the person? In pairs, Ss think of advice to give to someone in this situation. (E.g. Say hello to him/her; Bump into him/her 'accidentally', etc.) Elicit all the suggestions in feedback and decide as a class on the best piece of advice.

7.3 Special days

Canada Day, often referred to as 'Canada's birthday', takes place on 1st July and celebrates the enactment of the British North American Act in 1867.

Halloween, celebrated in many parts of the English-speaking world, takes place on 31st October and is thought to have its origins in the Irish pagan Samhain festival. The following day, 1st November, is the Christian feast of All Hallows or All Saints, when people traditionally visit graves of dead relatives. Fancy dress parties are particularly common at Halloween, as is 'trick or treating', children in masks and costumes knocking on neighbours' doors and receiving sweets.

In this lesson, Ss read about special days when gifts are given. They listen to a woman describing two important days in Canada and also to a phone conversation where two people talk about presents. Ss practise asking each other about birthdays and other special occasions.

Reading and listening

OPTIONAL WARMER

Ss work in pairs and make a list of all the occasions when they might buy/receive a present (e.g. moving house, holidays like Christmas or Eid, thank you gifts, etc.).

1a ▶ Elicit national holidays/special events and whether people give presents on these occasions.

b ▶ Remind Ss of the reading steps they learned about earlier in the unit (in the Lifelong learning box in Lesson 7.1). Explain that they will read the text twice, the first time quickly and the second time more slowly. Tell them they won't have more than two minutes for their first reading.

▶ Ss read the text quickly to find three special days mentioned (note: more than three are given). After two minutes, stop the activity.

Answers

New Year's Day, International Women's Day, Mother's Day, Ochugen

c ▶ Ss read the questions, then the text again to find the answers. Ss check answers in pairs, then as a whole class.

Answers

- 1 the first Sunday in May
- 2 food or sweets
- 3 yellow
- 4 red is the colour of good luck

▶ Explain that dates can be written either *8th March* (pronounced *the eighth of March*) or *March 8th* (pronounced *March the eighth*).

2a ▶  2.03 Ss look at the two photos at the top of the page. Don't explain which photo refers to Canada Day and

which to Halloween but use the photos to teach *parade* and *costumes* which come up in the questions.

▶ Ss read through the question. Play recording 2.03. Ss listen and tick the appropriate occasion for each activity. Ss check answers in pairs, then as a whole class.

Answers

costumes: Halloween
parade: Canada Day

candy: Halloween

day off work: Canada Day
'trick or treat': Halloween

b ▶ Ss match some of the activities with the photos.

Answers

top photo: people dress up in costumes

bottom photo: there is a parade

c ▶ Put the following headings on the board: *food, clothes, activities*. Ss discuss national holidays and special occasions in their countries using the headings.

Vocabulary | ordinal numbers and months

3a ▶ Ask: *When is International Women's Day?* Write *8th March* on the board. Point at the number. Ask: *What number is this?* The number is 8 but explain that we say *8th* for dates – *the 8th of March* or *March the 8th*.

▶ Ss read the text in ex. 1 and the audioscript for ex. 2a on page 154. Ss find all the dates mentioned in the two texts and then complete the table in their books.

b ▶  2.04 Play recording 2.04. Ss listen to check if they were right.

Answers	sixth	eleventh	thirtieth
first	seventh	12th	thirty-first
second	8th	thirteenth	
	9th	15th	
	tenth		

▶ Help Ss with the pronunciation of the words, especially *first* and the *-th* sound at the end of most ordinal numbers. Draw Ss' attention to the hyphen in *twenty-second* and *thirty-first*.

▶ Play recording 2.04 again. Ss repeat each number.

4 ▶ Ss complete the exercise by choosing the correct word. Ss check answers in pairs, then as a whole class.

Answers	2	three	4	third	
1	first	3	second	5	ninth

5a ▶ Ss find three different months in the text.

Answers

March, May, July

b ▶ Ss look at the jumbled months and put them in order. Ss practise saying the months.

Answers	May 5	September 9
February 2	June 6	October 10
March 3	July 7	November 11
April 4	August 8	December 12

c ▶ Put today's full date, including the year, on the board. Review how to say the year in dates from Unit 6. Ss practise saying the dates.

The conventions for writing dates in figures are different in British and American English. In British English, the day of the month goes first and the month second; in American English, it is the reverse. This means that Christmas Day in 2011 would be written in figures as 12/25/2011 in North America and as 25/12/2011 in other parts of the English-speaking world.

d ▶ Ss take turns to tell their partner their birthdays and give the dates of national holidays in their country. In monocultural classes, Ss can exchange other important dates in their lives, e.g. various anniversaries and birthdays of other family members.

Grammar | possessive pronouns

OPTIONAL LEAD-IN

Ss work in pairs. They discuss present-giving in their families. (1) *Who usually buys the presents in your family?* (2) *Do you usually buy individual or shared presents?* (E.g. My mother and I buy a present together for my father's birthday.) (3) *Who is the hardest to buy for?* (4) *Do you like wrapping presents?* (Note: *to wrap* comes up in the listening.)

6a ▶ Ss look at the pictures, some of which are presents Jane has bought for her friends. They match the words to the pictures.

Answers	C diary	E umbrella
B DVDs	D trainers	F handbag

b ▶ 2.05 Play recording 2.05. Ss listen and match the items to the people. Ss check answers in pairs, then as a whole class.

Answers	Jane's parents – clock
Davy – trainers	Gordon – DVDs
Tara – diary	

7a ▶ Ss look at the excerpts from recording 2.05. They match the underlined words to the correct meaning. Ss check answers in pairs.

Answers	1 b	2 a
---------	-----	-----

b ▶ Ss look at the audioscript on page 155 and complete the Active grammar box.

Active grammar

mine	ours
his	yours
hers	theirs

▶ Write *It is mine* and *It belongs to me* on the board. Underline the verbs to emphasise the different structures. *It is mine* can mean both *It belongs to me* and *It is for me*.

▶ Direct Ss to the Reference section on page 77.

8 ▶ Ss rewrite the sentences using possessive pronouns. Ss check answers in pairs, then as a whole class.

Answers	3 hers	6 his
1 yours	4 was theirs	7 theirs
2 is mine	5 ours	8 Is (this) his?

OPTIONAL EXTENSION

Ask Ss to select something from their bag, wallet or pencil case. Collect the items in a bag so Ss cannot see who is giving what. Put all the items on the desk. Ask: *Who does this belong to?* Ss guess whose it is, e.g. *it's Paul's* or *it's Maria's*. Check who the items really belong to, e.g. *Is it yours, Paul? Yes, it's mine. No, it's not his, etc.*

Pronunciation | /θ/

9a ▶ 2.06 Write *brother* and *bathroom* on the board. Underline the *th* in both words. Say the two words. Ask: *Is the th sound the same? (No, in brother, it is /ð/ and in bathroom, it is /θ/).* Write the two phonetic symbols on the board.

▶ Write *birthday* on the board. Do not pronounce it yet. Ask: *Which sound is th in this word?* Play recording 2.06. Ss listen and identify the /θ/ sound. Ss practise saying the words *birthday* and *bathroom*.

b ▶ 2.07 Ss look at the words. Play recording 2.07. Ss listen and identify which word they hear. They check answers in pairs, then as a whole class.

Answers	2 think	4 thirst
1 free	3 thick	5 three

c ▶ 2.08 Play recording 2.08. Ss listen and tick or cross the numbers.

Answers	3 X	6 ✓
1 ✓	4 X	7 X
2 ✓	5 ✓	8 ✓

▶ Direct Ss to the Pronunciation bank on page 147.

Speaking

10 ▶ Ask Ss to stand up and come to wherever there is most space in the room. Ss mingle and ask each other about their birthdays (*When is your birthday? It's on the first of February, etc.*). Ss note down the different dates. When they have found the five students they're looking for, they sit down. Ss call out the answers during feedback.

7 Communication

In this lesson, Ss listen to people asking about and describing what someone looks like. They practise describing and identifying people.

OPTIONAL WARMER

Ss discuss the following questions with a partner: *Do you forget faces easily? Do you normally remember people's names or their faces? What do you notice about people – hair colour? eye colour? clothes? body shape? etc.*

1 ▶ Ss focus on the picture. Discuss as a whole class where the picture is and where the people are.

Answer
arrivals hall at the airport

2a ▶  2.09 Explain to Ss that they will hear the recording twice. The first time they should listen to get the general idea and the second time for more details.

▶ Play recording 2.09. Ss listen to get the general idea of what the problem is. Ss check answers in pairs, then as a whole class.

Answers
She is too busy to go to the airport to meet Mr Schäfer.

b ▶ Play the recording a second time. Ss listen and note down the details to complete Geoff's notes. They check answers in pairs, then as a whole class.

Answers
late 40s
2 metres
dark
grey
short
slim
pale
short beard
glasses

c ▶ Ss decide in pairs which man in the picture is Mr Schäfer.

Answer
man on the right, wearing a red tie and holding a piece of paper

3 ▶ Play the recording again. Ss listen and complete the *How to...* box.

Answers
1 look
2 old
3 colour
4 Does
5 hair
6 Is
7 colour
8 like

4 ▶ Ss work in pairs. Student A reads the information on page 130 about meeting Ms Andrews at the airport. Student B looks at the pictures on page 134 and chooses one of the people to describe as Ms Andrews. Student A asks questions and takes notes, then identifies Ms Andrews on page 134 from B's description.

▶ Ss then swap roles. Student B looks at the information about meeting Mr Gardner at the airport on page 134. Student A looks at the pictures on page 130 and chooses one of the people to describe as Mr Gardner. This time, Student B identifies Mr Gardner on page 130 from A's description.

OPTIONAL EXTENSION

Cut out photos of people from magazines. Ss work in pairs. Student A has just witnessed a robbery. Student B is a police artist who draws people based on descriptions of eyewitnesses. Give As one of the photos and tell them to imagine this is the person they saw. They describe the person and Student B draws an 'identikit' picture. Ss compare the photo and the picture during feedback. Note: Ss do not have to be good at drawing for this activity.

7 Review and practice

1 ▶

Answers

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

2 ▶

Answers

- 1 put together
- 2 pick up
- 3 give back
- 4 look at
- 5 set off

3 ▶

Answers

- the red one?
modern ones?
those big ones in the corner
The metal ones?
how about this one?
I don't like that one
a different one

4 ▶

Answers

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

5 ▶

Answers

- 1 eighth
- 2 twenty-fifth
- 3 first
- 4 eighteenth
- 5 ninth

6 ▶

Answers

- 1 C
- 2 B
- 3 D
- 6 A

7 Writing bank

1a ▶ Ss' own answers

b ▶

Answers

- | | | |
|-----|----------|-----|
| | 3 D | 6 A |
| 1 D | 4 C | 7 B |
| 2 B | 5 E or B | 8 C |

2 ▶

Answers

- | | | |
|-----|-----|-----|
| | c 4 | f 2 |
| a 7 | d 6 | g 8 |
| b 5 | e 1 | h 3 |

3a ▶

Answers

- 1 exclamation mark
- 2 dash

b ▶

Answers

- 1 – (dash), ! (exclamation mark)
- 2 – (dash)
- 3 ! (exclamation mark)
- 4 ! (exclamation mark)

c ▶

Answers

- 1 Thanks for the present – it's just what I wanted.
- 2 I'm really pleased you got the job – good luck!
- 3 Enjoy your trip – send me a postcard!
- 4 I'm sorry I missed your birthday – I was on holiday.

4 ▶

Answers

- 1 I hope
- 2 I'm sorry
- 3 I'm really pleased
- 4 I hope
- 5 I'm sorry

5a ▶

Answers

- 1 cousin: D
aunt: E or B
teacher: A
best friend: B or D
- 2 Ss' own answers

b ▶ Ss write messages for their cards.