



Headway pre-intermediate 5th edition workbook answers

Nově v nabídce Kurzové učebnice příprava na jazykové zkoušky Doplňkové materiály Zjednodušená četba Dvojjazyčná literatura Beletrie v angličtině Non-fiction Osobnosti, memoáry, biografie Cestopisy, průvodce Ekonomika, business Politika Historie Motivační a duchovní literatura, psychologie, filosofie Domácnost, hobby, vaření Hudba, divadlo, film, umění Sport IT, média Pro anglofily Věda, technika Humor, citáty Ostatní non-fiction Omalovánky pro dospělé i pro děti Encyklopedie pro děti Encyklopedie pro děti i pro dospělé Slovníky Materiály pro učitele Materiály pro učitele Materiály na CLIL Multimédia obchodní angličtina eBooks & Online materiály Video / DVD Lingvistika Czech for Foreigners Lingea: konverzace (různé jazyky) TITULY V AKCI - sleva nad 15% Vánoční tituly pro děti Vonné svíčky Paddywax Library Dárkové poukazy Oxford Discover Futures nginx Updated with new texts, topics and themes, Headway 5th edition provides fresh and relevant English instruction that is tailored to your students' needs. Headway 5th edition provides fresh, relevant English instruction needed for success today. Headway's perfectly-balanced grammar and skills syllabus, based on the course's world-renowned methodology. Headway 5th edition retains the course's trusted methodology and has been updated with new texts, topics and digital resources. The Student's Book provides all the language and skills work in every unit. New Online Practice is fully integrated with the course's trusted methodology and has been updated with the course student's Book provides all the language and skills work in every unit. material, ensuring relevant and useful practice outside the classroom. Each Student's Book provides 14 topical units with familiar Headway structure and integrated skills methodology. New vibrant photography unit openers use questions to engage learners with the unit topic and video introductions provide overviews of the content included. New and updated reading texts focus on topics and themes that students can relate to and demonstrate a specific language point. Access codes in the front of the Student's Books provide learners with 30 hours of Online Practice per level: www. headwayonline. com Onl they missed in class, do extra practice of all four skills and check their progress with self-check tests. ISBN: 9780194529143 Kiadó: Oxford University Press Szerző: Liz&JohnSoars, JoMcCaul Súly: 232g with CD-ROMFourth edition New Pre-Intermediate Teacher's Book Liz and John Soars Amanda Maris - (~.. with Teacher's ,,~I~) Resource Disc = =-~ ' OXFORD UNIVERSITY PRESSContents Introduction 4 6 UNIT 1 Questions. Tense revision • Right word, wrong word • Social expressions 19 31 UNIT 2 Present tenses. have/have got. Things I like dOing. Making conversation 44 UNIT 3 Past Simple and Continuous. Adverbs. Saying when 57 UNIT 4 Expressing quantity. something/no one ...• Articles • A piece of ... • 70 Can you come for dinner? 85 UNIT 5 Verb patterns • Future forms • Phrasal verbs • Expressing doubt and certainty 99 112 UNIT 6 What ... like? • Comparatives and superlatives • Synonyms and antonyms • 125 Whats on? 139 UNIT 7 Present Perfect - for and since • ever and never • Word formation • 152 Agree with me 164 UNIT 8 have to/ don't have to • should/must. Things to wear • At the doctor's UNIT 9 Past Perfect and narrative tenses • Joining sentences • Feelings • Exclamations UNIT 10 Passives. Compound nouns • Words that go together • On the phone UNIT 11 Present Perfect Continuous • Tense review • Birth, marriage, and death • Good news, bad news UNIT 12 If + will/ might/would conditionals • Prepositions • Thank you and goodbye! Photocopiable worksheets Units 1-12 TEACHER'S RESOURCE DISC (inside back cover) Communicative activities Student's Book word lists Tests with test audio Class tapescripts Grammar Reference with practice Workbook tapescripts 3Introduction New Headway Pre-Intermediate • Present Perfect • have to/should/must New Headway Pre-Intermediate, Fourth edition is a course • Past Perfect for students who already have a solid foundation in the • Passives language. learning after • First conditional a break and need to revise key language before being able to • Second conditional progress further. There are Grammar Spots in the presentation sections. These New language is introduced systematically, allowing aim to focus students' attention on the language of the unit. students to extend and consolidate their knowledge of the There are questions to answer, charts to complete, and short language. Listening material is provided across three class exercises. The Grammar Reference at the back of the book. followed by controlled practice activities, allowing students to immediately activate the language in a supported way. Practice There are also freer practice activities where students can This sections, practice exercises. The primary skills used are speaking and useful chunks of language are presented. which students can listening, but there is also some reading and writing. use in several different social contexts. There are information exercises, pronunciation exercises, and a lot of personalized activities. There are also The organization of New Headway Pre-Intermediate, Fourth exercises where the aim is overt analysis of the grammar, edition. such as Check it. Each unit has the following: • Starter Vocabulary • Presentation of new language There is a strong lexical syllabus in New Headway Pre- • Practice Intermediate, Fourth edition. Vocabulary is introduced • Skills work - always speaking, combined with listening or . systematically and is reviewed and recycled throughout the course. Lexical sets are chosen according to two criteria: reading, with a writing section for each unit at the back of they complement the grammatical input (e.g. food and the book drink for countable and uncountable nouns) and they are • Vocabulary useful for students. Pre- Intermediate level students need to • Everyday English develop their vocabulary range. Throughout the course they have Starter the opportunity to work on word patterns in the form of The Starter section is designed to be a warmer to the lesson collocations and phrasal verbs and this enables them to and has a direct link with the unit to come. become more fluent. Students also focus on other patterns throughout the course, such as antonyms, Presentation of new language word endings, and prepositions. New language items are presented through texts which students can read and listen to at the same time. This enables Skills work students to relate the spelling to the sounds of English, and helps with pronunciation, as well as form and use. Listening sections, in dialogue or monologue The main verb forms reviewed and/or taught are: form, provide further practice of the language of the unit • Present Simple and help to develop students' ability to understand the main • Present Continuous message of the text. • have/have got • Past Simple Reading • Past Continuous The reading texts become longer and more challenging as • Future forms: going to, will, Present Continuous students move through the course. Students are exposed • What ... like? 4 Introduction to increasing amounts of new lexis and are encouraged Teacher's Book (TB) to discuss the issues raised in the texts during extended fluency activities. The Teacher's Book offers the teacher full support both for lesson preparation and in the classroom. The New Headway Speaking Pre-Intermediate Teachers Book, Fourth edition has a new look with the addition of colour to highlight ideas for extra In the presentation sections, students have the opportunity classroom activities and to aid navigation. Each unit starts to practise the pronunciation and intonation of new with a clear overview of the unit content from the Student's language. In the practice sections, less controlled exercises Book, along with a brief introduction to the main themes lead to freer speaking practice. of the unit and a summary of additional materials that can be used. Within each unit, the blue sections indicate There are many speaking exercises based around the opportunities for additional activities with Suggestions listening and reading activities, including regular exchanges and Extra activities. This allows for further work on key of opinion and roleplays. There are speaking activities after a text, often in the form of Teacher's Resource Disc (TRD) discussion. The Teacher's Resource Disc can be found inside the Writing back cover of the Teacher's Book. It contains additional printable material to support the teacher with course. The \\\"riting is primarily practised in a separate section at the Disc also has customizable versions of all 24 photocopiable back of the Student's Book. This comprises twelve complete worksheets, along with tips on what to change, so that the \\\\Titing lessons cued from the unit, which can be used at the activities can be adapted to be more applicable to your ,eacher's discretion. The writing syllabus provides models students. The Disc also includes all testing materials - Unit :or students to analyse and imitate. tests, Stop and check tests, Progress tests, an Exit test, and Skills tests with audio files. It also contains the Student's Everyday English Book reference with related grammar Reference with related grammar Reference with related grammar Reference with related grammar exercises. ~tudents have the opportunity to practise chunks of :anguage used in formal and informal situations. Students' Other materials for New Headway Pre-Intermediate, :earn phrases for making conversation, expressing doubt Fourth edition 311d certainty, talking about good news and bad news, :naking phone calls, and for many other situations. Students Video .hSO learn about appropriacy, as there is a focus on how to ~ound polite by choosing suitable phrases and using polite Brand new video clips, along with classroom worksheets :::;ro na tion. are available on
the new Headway Pre-Intermediate Fourth edition iTools. There are twelve clips, one for each unit. The -rammar Reference language and theme in each clip are linked to the relevant Student's Book unit. Students can also access the video -=-:''lis is at the back of the Student's Book, and it is intended on their iTutor disc that accompanies the Student's Book. :or use at home. It can be used for revision or reference. The majority of the clips follow a documentary style, and include native speaker interviews. ~evi sion Teacher's Resource Book -=:'1e new iTutor disc that accompanies the Student's Book. accompanies the Student's Book ~O\\\\'s students to review the Student's Book content and This contains photocopiable games and activities to :-~'.ise what they know using interactive exercises. There is supplement the New Headway Pre-Intermediate syllabus. i..so a photocopiable activity fo r each of the 12 units at the ~ ~-=k of this Teacher's Book, allowing students to review Finally! .2.:-:.guage in class. These photocopiables also feature on the -=-~c.che r's Resource Disc (TRD), along with an additional The activities. There are also 12 Unit tests, five their knowledge of the language and to allow them to activate what they have learnt. There is also an emphaSiS -.:;::: tests, three Stop and check tests, two Progress tests, and on increasing fluency, so that students will enjoy using the course tests, three Stop and check tests, three S and that it will give orkbook them a real sense of progression in their language learning. .'_ li1.e language input - grammatical, lexical, and Introduction 5 =::::i:ional - is revisited and practised. The Workbook now :: ::It'- \"ith the iChecker disc, allowing students to test -- ~::l5el\"es throughout the course.Getting to know you Questions • Tense revision • Right word, wrong word • Social expressions The theme of this first unit is getting to know people. It provides general revision of key tenses and question forms, and gives you the opportunity to assess your new students' strengths and weaknesses. All the verb forms covered are dealt with in greater depth in later units of the course. LANGUAGE INPUT • Revising past, present, and future verb forms, and question formation. • Revising wh- question words. GRAMMAR • Understanding the difference between Whos (Who is) and Whose. Tenses and questions (SB p6) • Correcting question forms and practising in a personalized way. Asking questions (SB pS) Who 's or Whose7 (SB pS) • Understanding and practising participle adjectives, e.g. interested, interesting. Questions about you (SB pS) • Practising dictionary work to distinguish verbs of similar meaning, adjective + VOCABULARY noun collocations, preposition use, and words with more than one meaning. -ed/-ing adjectives (SB pll) Right word, wrong word (SB p12) • Using greetings and key expressions in everyday situations. EVERYDAY ENGLISH Social expressions (SB p13) SKILLS DEVELOPMENT • A jigsaw reading about two people's experience of a blind date. READING • Listening for gist and then key information in three conversations about two people's experience of a blind date. Listening for key information in two monologues about the follow-up to a My oldest friend (SB p9) blind date. ~ (SB p119/TRD) What happened next7 (SB plO) • Exchanging personal information. SPEAKING • Predicting and discussing the results of a survey. Questionsabout you (SB pS) • Predicting and voting on what will happen next in a relationship. Discussing a survey (SB plO) What happened next? (SB plO) • Using a correction code to correct pieces of writing, then writing a description of your best friend. WRITING Describing friends - Correcting common mistakes (SB plO4) MORE MATERIALS Photocopiables - Getting to know you (TB p164), (TRD) Tests (TRD : I it 1 • Getting to know youSTARTER (SB p6) Students should be familiar with the above tenses and verb forms, but they will no doubt still make mistakes. You are probably beginning a new class with a group of -tu dents. Your main aim over the first few lessons together is Question forms The use of the auxiliary in questions LO establish a good classroom atmosphere, in which everyone often presents problems. Common mistakes include: :eels comfortable. Hopefully you will all not only work hard, :,ut have fun at the same time. \"Where do he live? _-\other of your aims will be to check your students' language \"Where you live? Ibilities. How good are they at using the tense system? Can ~ey form questions in English? What's their vocabulary like? \"What you do last night? :-tow confident are they in skills work? Do they panic when ~ -tening to a recording? All this information will allow you \"What did you last night? :0 get a feel for your students' abilities, and will also help you ~o plan your lessons. \"What does he studying? -:-he theme of the unit will help students to get to know each Voice range English has a very wide voice range, and mer, and to get to know you. The Starter and opening this is apparent in question forms and will help you '--ess students' strengths and weaknesses in these areas. The ~ .;:eneral revision of past, present, and future verb forms in this Where do you live? :...Iut is consolidated in greater depth later in the course. ~ SUGGESTION Do you like learning English? :// Iake sure students know your name and each other's names. Students Students often have a very flat intonation, and they need d1 rowa ball to another student and say that student's to be encouraged to make their voice rise and fall as name as they do so. Include yourself in the game and necessary. encourage students to get faster as they go along. 1 D D [CD 1: Track 2] Focus attention on the photo of Elicit the answer to the first question with the whole class. Students then work in pairs to match the rest of the Anton. Ask Where is he? (in New York). Use the photo to questions and answers. pre-teach bike messenger and cosmopolitan. o m~ [CD 1: Track 1] Play the recording through .:: heck their answers. Students to cover the text and just listen to Anton talking about his life. Play the recording through .:: heck their answers. Students then ask and answer the once. Elicit where he is from (Canada) and any other questions in pairs, giving their own answers. information about his past, present, and future. Answers and tapescript 2 D D [CD 1: Track 2] Focus attention on the example A Where were you born? B In Scotland. and make sure students understand that the verbs are A What do you do? grouped to link to the present, past, and future paragraphs B 'm ateacher. in Anton's text. Elicit the missing verb for (2) Cm living) A Are you married? but don't go into an explanation of the difference between B o. I'mnot. Present Continuous and Simple at this stage - just allow students to work through the task. Similarly, don't go into A Vhy are you learning English? a detailed explanation of Present Continuous for future B Because Ineed it for my job. meaning (Next September, I'm going back home to Toronto) A Nhen did you start learning English? at this stage. B Two years ago. A How often do you have English classes? Let students check their answers in pairs before playing B Twice a week. the recording again for a final check. WHERE DO YOU COME FROM? (SB p6) Answers and tapescript Anton Kristoff from Toronto, Canada -;::'~5es and questions Hi! I'm Anton. I(1) come from Canada, but at the moment I(2) 'm living here in New York. I(3) 'm working as a bike messenger. Ireally (4) like Lt POSSIBLE PROBLEMS New York, it's the centre of the universe and it's very cosmopolitan. I(5) have friends from all over the world. I(6) earn about \$100 a day in :he aim of the text is to test students' ability to recognize this job. That's good money. I(7) 'm saving money for my education. and use basic tenses (Present Simple and Continuous, Pa t Simple, Present Continuous for future, and going I(8) was born in Toronto, but my parents are from Bulgaria. They '0 - infinitive). There are examples of the state verbs like (9) moved to Canada thirty years ago. When they first (10) arrived, :..nd have. Have appears as a full verb with the do/does/ they (11) didn't speak any English. They worry about me. Last month I {:d fo rms. (Have got and have are contrasted in Unit 2.) (12) had a bad accident on my bike, but I'm fine now. Next September I(B) 'm going back home to Toronto, and I(14) 'm going to study for a Master's degree and then Ihope to get a good job. 3 This stage practises the switch from first person to third person singular forms. Focus attention on the example and elicit the full sentence (... he's working in New York). Ask What can you remember about Anton? and elicit a few examples with He Unit 1 • Getting to know you 7Put students have a lot of problems with the third person answer if necessary. Students practise again in their pairs. present forms, briefly review the forms on the board: If they sound a little flat, encourage a wide voice range, playing some of the recording again as a model and Simple He comes from Canada. getting students to repeat. Continuous He's living in New York. Answers and tapescript Questions about Rowenna going to He's going to study. 1 A Where does she live? 4 Give a present, past, and future example about yourself, B In north London. e.g. I live in a flat near school. I studied modern languages A Who with? at university. I'm going to buy a new car school. I studied modern languages A Who with? gallery. few moments to write their sentences, then get students 3 A What's she doing at the moment? to read their sentences to the class. 4 A When and why did she come to England? B She came to England in 2006 to study law. SUGGESTION S A How long did she study law? B For three months. As an extension, ask students to write a short description 6 A How much money did she borrow from the bank? of themselves, using the text about Anton as a model. You could set this for homework
or for students who are B m,000. quick finishers. 7 A How many children does she have? 5 Focus attention on the photo of Rowenna and check B She doesn't have any at the moment. pronunciation of her name Irg'weng/. Elicit where she is from (Australia). Ask students what they think her job is, 8 A Why is she excited? but don't confirm the answer at this stage, as students will B Because she's going to have a baby. find out in the next exercise. The Grammar Spot in each unit aims to get students to 61 I D [CD 1: Track 3] Pre-teach/check run an art gallery, think analytically about the language. Ask students to discuss the grammar questions in pairs before feeding Aboriginal art, exhibition, study law 11::>: /, borrow back to the whole class, as this encourages peer teaching money. Play the recording through once and elicit any and builds students' confidence. If you are teaching a information students can remember about her past, monolingual class, and your students find it easier to present, and future. answer in Ll, encourage them to do so. Tapescript I Refer students to l I D on pl1S. Put them in pairs Rowenna lee from Melbourne, Australia to find examples of verb forms with present, past, Hi, I'm Rowenna. I'm Australian. I come from Melbourne, but now I and future meaning in the script about Rowenna. live in north London with my husband David. He's English. David and I Remind them to include negative forms. Encourage run an art gallery. It's a gallery for Australian Aboriginal art. I just love students to work quickly and don't go into detail Aboriginal art. I love all the colours and shapes. I'm preparing anew about the form and use of Present Continuous for I came to England in 2006 as a student. My parents wanted me to future meaning (I'm not going next year), just explain study law, but I didn't like it - er, I hated it in fact. I left the course that the Present Continuous can be used to refer to a after three months and got ajob in an art gallery, that's where I met fixed plan in the future. David. Then, we had the idea of opening our own gallery just for Aboriginal art, because most English people don't know, I go the money back to do it. We're lucky because the gallery'sreally successful and we paid people don't know, I go the money back after just five years. I go back to Australia every year. Past: e.g. I came, My parents wanted, I didn't like, I hated, I usually go in the English winter because, you see, I'm going to have a baby in Future: I'm not going, I'm going to have December. It's my first, so I'm very excited. 2 Ask students to discuss the two questions about 7 1 0. [CD 1: Track 4] Explain that students are going to present tenses in pairs or threes. Then discuss the answers as a class. ask and answer some more questions about Rowenna. Focus attention on the example. Make sure students understand that the questions have a different number of missing words. Ask them to work in pairs to complete the questions. If necessary, you could write key words on the board as prompts or play I D again. Monitor and check for accurate question formation and a wide voice range on the intonation. 8 Unit 1 • Getting to know youAnswers Answers and tapescript The two tenses are the Present Simple and the Present Simple and the Present Present: do you go, I go, I hope Continuous. Past: did you do, I taught Future: my brother is coming, I'm going to show They are formed differently. The third person singular of the I I B Questions to Serkan from Istanbul Present Simple ends in -so The Present Continuous is formed with the verb to be + -ing. I =Interviewer S= Serkan I Hi, Serkan. Nice to meet you. Can I ask you one or two questions? The Present Simple is used to express an action which is S Yes, of course. always true, or true for a long time. The Present Continuous is I First of all, (1) where do you come from? used to express an activity happening now, or around now. S I'mfrom Istanbul in Turkey. I And (2) why are you here in England? 3 This stage reviews question words students should S Well, I'm here mainly because I want to improve my English. have met in their earlier learning by getting them I (3) How much English did you know before you came? to think about the meaning. (Whose is covered S Not a lot. I studied English at school, but I didn't learn much. Now more fully in contrast with Whos on SB pS.) Focus attention on the example. Ask students to work in I'm studying in a language school here. pairs to complete the rest of the matching task. In the I (4) Which school? feedback, you could get students to guess what the S The Shakespeare School of English. whole question might be (see answers in brackets). I A good name! Your English is very good now. (5) Who'syour Answers teacher? S Thank you very much. My teacher's a history teacher. I taught children Who ...? My brother. (Who is that?) from 14 to 18. Where ...? In a small village. (Where do you live?) I (7) How many children were in your classes? S Sometimes as many as 40. When ... ? Last night. (When did you see Moria?) I Goodness! That's alot. (8) How often do you go back home? S Usually I go every two months, but this month my brother is coming Why ... ? Because I wanted to. (Why did you do that?) here. I'm very excited. I'm going to show him round. How many ...? Four. (How many children do they have?) I Well, I hope your brother has a great visit. How much ...? \$10. (How much did it cost?) Whose ...? It's mine. (Whose mobile is this?) Which ...? For two weeks. (How bar a great visit. How much ...? \$10. (How much did it cost?) How long ...? For two weeks. (How bar a great visit. How much ...? \$10. (How much did it cost?) Which ...? The blue one. (Which jacket is yours?) ~~ Grammar Reference 1.1-1.3 p136 PRACTICE (SB p8) SUGGESTIONsking questions Students can roleplay the interview in exercise 2 again, working with a new partner and using their own ~is section consolidates the questions words students information or an imaginary character. ':ered in the Grammar Spot on SB p7. Who5 or Whose? Focus attention on the photo of Serkan. Explain that he is tudying English in England. Ask students what questions This section helps students to resolve the potential confusion they think the interviewer will ask Serkan. between Whose and Whos. The pronunciation is the same, so students need to use the context to help them distinguish the Pre-teach/check improve my English, show someone round. question words. .-\\.sk two students to read the first four exchanges of the conversation and elicit the first missing question word o m3 [CD 1: Track 6] Write Whose phone individually, and then compare their answers in pairs. is ringing? on the board. Underline Whos and Whose and ask Is the pronunciation the same or difference recording for formation about Whose and Whose and Whose and Whose and whose and ask Is the pronunciation the same. Read the information about Whose and Whos students to listen and repeat. between What and Which, explain that Which is usually u ed when there is a limited choice. 4 Focus on the sentences. Elicit the answer to number 1 as an example (Whose). Remind students to read the answer to number 1 as an example (Whose). Then let students continue in pairs. Elicit the answers. With weaker students, ask Which questions ask about possession? before they do the exercise (sentences 1, 3, 5, Put students in pairs to practise the conversation. and 6). If students have problems with pronunciation or intonation, play the recording again as a model and Put students in pairs to complete the exercise. Check the drill key lines chorally and individually. answers 3 Whose 5 Whose 1 Whose 4 Who's 6 Whose 2 Who's 0 I] g [CD 1: Track 7] This is another discrimination task 7 D D [CD 1: Track 7] This is another discrimination tas they are going to hear six sentences. Sometimes the question word to the class and elicit a range of answers. With weaker comes at the beginning and sometimes later in the sentence. Students, give them a few moments to think about how to Play sentence 1 as an example. If students disagree on the respond to each question. answer, play it again, writing it on the board
and checking the contraction (Who is). Divide students into pairs to ask and answer the Play the rest of the recording, noting on the board if questions. Monitor and note any common errors to feed students disagree on any of their answers, but keeping the back on after the pairwork. task fairly brisk to maintain the fun element Play these sentences again, getting students to spell out the words as Play the recording, pausing at the end of each conversation a final check. to give students, you could refer them to D D on SB p118 to 1 A Whose phone is ringing? read the script after they have listened. B It's mine. 2 A Who's calling? Feed back on any common mistakes in question formation carefully. You want to have genuine B It's my brother. communication. 4 I'm going to the pub. Who's coming? 5 Whose coat is this? It's not mine. Tapescript 6 Whose are all these CDs? Listen and compare 7 Who'sgoing to Tina'swedding? A What do you like doing in your free time? 8 Do you know whose glasses they are? B I like being with my friends. We go to each other's houses and chat. A Do you like listening to music? SUGGESTION B Yes, of course. I have an iPod. As consolidation, get students to read aloud the A What kind of music do you like? questions and answers in exercise 4. Model the stress B I like all kinds, rock, jazz, pop, but the thing I like best is listening to and intonation, emphasizing the voice range on the my dad'sold Beatles albums. -----..questions starting high and falling. A What did you do last weekend? Whose brother is coming to stay? B It was my mum'sbirthday, so we all cooked a special meal for her. A What are you doing to do after this lesson? B I have abit of shopping to do. Then I'm going home. 6 D D [CD 1: Track 8] Focus attention on the example and A How many languages does your teacher speak? B Only English! She says she'sgoing to learn Italian next year. ask what tense the questions. Students to correct the questions. Students to correct the question is in (Present Simple). A What's your teacher wearing today? Ask students to correct the question is in (Present Simple). A What's your teacher wearing today? Ask students to correct the questions. with a partner. Play the recording again and check the answers with the EXTRA ACTIVITY class. Ask students to tell you what tense each question is in. As an extension to exercise 6, you can ask students to repeat chorally and individually. Exaggerate questions, e.g. Do you like listening to the radio? What the voice range if students sound rather flat. kind offilms do you like? Once they have reformulated the questions, put students in new pairs and get them to Answers and tapescript interview each other. Alternatively, you could set up the Questions about you new question and answer task as a mingle. 1 What do you like doing in your free time? (Present Simple) 2 Do you like listening to music? (Present Simple) 4 What did you do last weekend? (Present Si Continuous for future meaning) 6 What are you going to do after this lesson? (going to + infinitive) Materials: One copy of the worksheet cut up for each 7 How many languages does your teacher speak? (Present Simple) group of four students. 8 What'syour teacher speak? (Present Continuous) Procedure: Explain that students are going to complete 10 Uni I • Getting to know you and discuss a questionnaire to practise tenses and questions, and to get to know each other better. • Give out a worksheet to each student. Focus attention on the categories and explain that students need to think about their past, present, and future and write about what's important to them for each category Give a couple of examples, e.g. My grandmother was very important to me as a child. I'm going to visit the Great Wall of China next year. • Give students enough time to complete the 3 I I D [CD 1: Track 10] Play the recording through once questionnaire. Remind them to think about examples for their future, too. Monitor and help as necessary. for students to check their answers to exercise 2, Play the recording again, pausing after each conversation so that • Divide the class into groups offour. Pre-teach/check students have time to write their notes. Let students check useful language for the discussion stage, e.g. Why their answers in pairs before checking with the class. is this (person) important to you? Why did you write Answers and tapescript asilver ring' here? Also remind students to think of Kenny is talking to Judy. His oldest friend is Pete. They met at school. follow-up questions to find out more information, They had the same love of football. e.g. What do you use it for now? How did you meet him/her? ete. Get students to look at each other's Damian is talking to Toby. His oldest friend is lac. They met at school! worksheets and discuss their answers. Monitor in Class 1. and check for accurate use of tenses and question Katie is talking to Beth. Her oldest friend is Beth. They met at school! worksheets and discuss their answers. Get students to tell the class one of the most interesting things they found I I D My oldest friend out about their classmates. 1 Kenny talking to Judy • Feed back on any common errors. J = Judy K=Kenny l'DITIONAL MATERIAL J Kenny, I see you have more than 300 friends on Facebook! ·, 'orkbook Unit 1 K Amazing, isn't it? I don't know how it happened. I think it's because ::: x.1 -3 Tense revision my job takes me all over the world and I make friends. USTENI NG AND SPEAKING (SB p9) K Come on Judy. I'm your friend, that's one friend at least! oldest friend J But what about close friends wherever I go. ~ -1-7 Questions ~ who's or whose? J I travel too, but I don't have that many friends. USTENI NG AND SPEAKING (SB p9) K Come on Judy. I'm your friend, that's one friend at least! oldest friend J But what about close friends How many of the 300 are close? .!.BOUT THE LISTENING K I have no idea. ::-:i' listening is made up of three interviews, in J No idea? More than ten? More ten? Mo sites such as Facebook and the J 50, who'syour oldest friend 7 ':/"'-: erence between an older and younger brother, K That's easy. Pete's my oldest friend - since we were both 16 and he came to my school. He lives in Canada now. But he was best man at .;_:nian and Toby. The third is between two women who my wedding and I was best man at his. --;: the same age and are each other's oldest friends. How often. Maybe once or twice ayear. I went over to Canada last year ~g to who) and then more detailed information. when his son was born. Do you know, he named him Ken after me? - .:: in to the topic by writing friend on the board and J Hey, that's lovely! You and Pete are really good friends, keep a friend, a good friend, K Yeah. -,';\";end, oldestfriend, close friend, greatfriend. J Why do you think that is? '=' c feW details about your oldest friend. Then put _':';:~t in pairs to discuss the questions. Elicit a few K It's our love of football! - .::...:: trom the class in a short feedback session. - :c-.: attention on photos and check the pronunciation J Don't tell me, he supports Liverpool too! -,- ~ :lames of the people: Kenny I' keni:/, Katie l'keIti: /, K Of course. Best team in the world. No, seriously, the best thing about Pete is that maybe we don't see each other for months, even - 2...'1 'delmI:m/, Toby l't~: lUbi:/, Judy l'd3U:di: /, years, but when we get together immediately we're talking ... ~: 'e8 , Pete Ipi:tI, and Zac Izcek/. J ... about football , ...ldents they are going to hear Kenny, Damian, and ;: :alking ... ~: 'e8 , Pete Ipi:tI, and Zac Izcek/. J ... about football , ...ldents they are going to hear Kenny, Damian, and ;: :alking ... ~: 'e8 , Pete Ipi:tI, and Zac Izcek/. J ... about football , ...ldents they are going to hear Kenny, Damian, and ;: :alking ... ~: 'e8 , Pete Ipi:tI, and Zac Izcek/. J ... about football , ...ldents they are going to hear Kenny, Damian, and ;: :alking ... ~: 'e8 , Pete Ipi:tI, and Zac Izcek/. J ... about football , ...ldents they are going to hear Kenny, Damian, and ;: :alking ... ~: 'e8 , Pete Ipi:tI, and Zac Izcek/. J ...
about football , ...ldents they are going to hear Kenny, Damian, and ;: :alking ... ~: 'e8 , Pete Ipi:tI, and Zac Izcek/. J ... about football , ...ldents they are going to hear Kenny, Damian, and ;: :alking ... ~: 'e8 , Pete Ipi:tI, and Zac Izcek/. J ... about football , ...ldents they are going to hear Kenny, Damian, and ;: :alking ... ~ 'e8 , Pete Ipi:tI, and Zac Izcek/. J ... about football , ... about the other people in the photos. Focus K No, about all kinds of things. Our families mainly. He's agreat guy. ~:~:-In on the task and give students time to guess who -- ~ :--on is talking to, and who they are talking to Toby [T = Toby D=Damian] T Am I your best friend? o No, silly, you're my brother! T I'm not silly. Can't I be your best friend? o No, you can't. No one's best friends with his brother! T But I don't have many friends. D That's your problem. Look, I'm going to meet Thomas and the gang now. T Is Thomas your best friend? D No. T Is he your oldest friend? D No. T Is he your oldest friend? D No. T Is he your best friend? D No. T Is he your best friend? D No. T Is he your oldest friend? D No. T Is he your best friend? D No. T Is he your oldest friend? D No. T Is he your oldest friend? D No. T Is he your oldest friend? D No. T Is he your best friend? D No. T Is he your oldest friend? D going to travel the world together when we finish school. T Can I come? D NO, YOU CAN'T! Just shut ... T Well, can Thomas be my friends - Correcting common mistakes B=Beth K=Katie B Katie, you're lucky, you have so many friends. The aim of this writing section is to familiarize students with K Mmmm, I suppose so. I do have quite a lot. the common symbols used when marking written work. B Why do think that is? Once students have completed these activities, you can use K Well, I'm not sure, I think I kind of collect friends. I have friends from the symbols to mark up any written work they hand in. all different times in my life. You know school, university, and now Using symbols, rather than simply correcting mistakes as the at work and I keep my friends. I have friends from the symbols to mark up any written work they hand in. all different times in my life. You know school, university, and now Using symbols, rather than simply correcting mistakes as the at work and I keep my friends. symbols is new for your students, you might want to both K You are, of course! You and me, Beth, we're the same age, 24, and correct and mark up mistakes with symbols alone. B I suppose you're right ... K Yeah, our mums met when they were ... 1 Lead in to the section by asking students what type of B I know, they met at the hospital when they went for check-ups mistakes people make in writing. Elicit a range of ideas before we were born on the same day. left-hand side of the table in exercise 1. B I know, but I'm ten hours older than you! K That's why you're wiser than me! You're my oldest and my best Put students in pairs to look at the symbols and correct the friend. You're like a sister to me. mistakes in sentences 1-7. Monitor and help as necessary. 4 IDI!I [CD 1: Track 10] Pre-teach/check be named after During the feedback stage, ask students whether these areas areas areas and my best Put students whether these areas areas and my best Put students in pairs to look at the symbols and correct the friend. mistakes that they typically make. and be like a sister (have a similar relationship as a sister). Read through the questions briefly as a class and deal with Answers 5 He arrived yesterday. any other vocabulary queries. 1 I'm enjoying the party. 6 They aren't coming. 2 They went 12 Italy on holiday. 7 She's ~ doctor. Play the recording again, then give students time to write 3 I have two younger brothers. their answers to the questions. 4 She'sgot some red shoes. With weaker students, you may need to play the recording 2 Divide the class into groups that they are Group As. Tell the other groups the details. that they are Group Bs. Ask each group to mark up their mistakes with the symbols in exercise 1, but not to correct Ask students to check their answers in pairs before you them. Monitor and help as necessary. check the answers in pairs before you them their Answers attitude to friends - Kenny, Damian, or Katie - and/or A who they would most like to meet. 1 I like Rome because J., is abeautiful city. Answers and tapescript WO 1 Kenny's 5 Katie/Beth 3 There aren't any milk. 6 Toby 7 Kenny and Pete T 8 Pete 9 Katie's 4 He's speaking French, German, and Spanish. 10 Damian's WW IDI! I See exercise 2. 5 I watched TV than I went to bed. 5 The section ends with a short word order exercise. Elicit 5p the correct order for the words in sentence 1. Students 6 Did you Qy any bread at the supermarket? then complete the task, working individually. B WO Answers 1 I lost my all money. 1 Pete named his son after his best friend Ken 2 Toby wants to travel the world with his brother. 2 What did you J., last night? 3 Katie has friends from different times in her life. Cjr 3 He always wear jeans. 5p 4 My town is quite at the weekend. Cjr 5 I want that I pass the exam. WW 6 She's married with Peter. 3 Ask students to stand up, walk round, and sit down next to someone from a different group. Ask them to correct each other's mistakes. 12 Unit 1 • Getting to know you'check the answers with the whole class. feedback stage, ask whether the symbols helped the If possible, display the descriptions on the classroom wall students to read their texts aloud for the class. to correct the mistakes. or noticeboard. If you have access to computers, students can add a photo to their description and upload their Answers work to your class/school site. A 1 Ilike Rome because it is a beautiful city. If you check the students to correct them themselves. 3 There isn't any milk. Try to limit correction to major problems to avoid 4 He speaks French, German, and Spanish. demoralizing students. 5 Iwatched TV then Iwent to bed. 6 Did you buy any bread at the supermarket? READING AND SPEAKING (5B plO) B Ablind date 1 llost all my money. 2 What did you do last night? NOTE 3 He always wears jeans. t My town is quiet at the weekend. Reading texts and vocabulary because they introduce words in natural contexts, '\" This task gives further practice in correct common which allows students to guess what they might mean. mistakes. Once corrected, it also provides a model for Discourage students from using dictionaries too often -tudents' own writing in exercise 5. as they read. They may miss the basic meaning of the text if they spend too much time looking up words. Get students to read the text through quickly without iocusing on the mistakes. Deal with any vocabulary There are a number of different ways of dealing with the problems. If students query best man, explain that it refers unknown vocabulary in the texts in the Student's Book. ,0 the male friend who helps a bridegroom at his wedding. read the text, ask them to . 10nitor and help. Let students check their corrections In underline some of the words they don't know (you pairs before you check with the whole class. could get them to check with a Answers partner before checking their guesses in a dictionary My Best Friend '.''1 best friend was my best man when Igot married two years ago. • If you know your students and their first language His name is Antonio and we met at university in Bologna. In fact, we well, you could predict words they don't know, then ..., et on our very first day there. Antonio was the first person Ispoke give students synonyms or definitions and ask them to and we discovered we were both studying Spanish and that we to find matching words in the text, for example Find .'. ere both football fans. When we left university, we went travelling a verb that means 'to welcome someone when you meet together for six months. We had a fantastic time touring North and them' (to greet). South America. When we were in Mexico we met two sisters from _ondon, Emma and Kate. Now I'm married to Emma, and next year ABOUT THE TEXT : (Itonio and Kate are going to get married. Ilike Antonio because ~e is very funny and we have really good times together. He lives in In this first skills section, the skills of listening, reading ~ different town now, but we text or call each other often. I'm very and speaking are integrated. The selection of texts and Jcky that he's my friend. tasks means that students back to the text in exercise 4 before they :tart writing. With weaker classes, write prompts on the A blind date is a meeting with someone you have never :'oard to help students plan their work: met before, in order to find out if you'd like to get to know them better and have a relationship with them. :lame? The TV series called Blind Date was very popular for ~O\\\\' you met? many years in the UK. The article here is based on a real ::is/her personality? regular feature in the Guardian newspaper's Weekend . 'hat you did together in the past? magazine. --our relationship now? Students time to write about their best friend in meet, and then listen and compare their ideas with the .:lass or set the task for homework. Students should then actual figures. Students their texts in the next class. of their blind date and their first impressions of each other. Students discuss what they think happened next - :\\ -k students to exchange their texts in the next class. sLUdents to read each other's texts and mark mistakes with closes with some language work on adjectives with -ing che correction code in exercise 1. Students to use the context to help them 3 Put students into two groups, A and B. (With larger with new vocabulary and to pool knowledge with other classes, you may need to have multiple sets of the two students, or use a dictionary when necessary. With groups.) Assign a text to each group and remind students weaker classes or if you are short of time, you could to read only their text: pre-teach/check some of
following vocabulary: Group A Sally love at first sight, first impressions, run a marathon for charity, greet someone, kiss someone's cheek, shake hands, Group B - Dominic as Dom, the short form of his name. man), go on somewhere (go to another place to continue a date/party). maybe/definitely, swap numbers (tell each Get students to read their text quite quickly. Monitor and other your phone numbers). help with any queries. 1 l I D [CD 1: Track 11] Write the words blind date on the Get students to discuss questions 1-9, working in their A or B groups and noting down the answers. The answers board and check comprehension. Point out that blind date are provided below for reference, but don't check the can refer to the event and also the person. answers Blind Date and if they have ever seen a similar programme in their own country. Group A- Sally 1 Sally says they were both nervous. Read the instructions to exercise 1 as a class. Focus attention 2 He was friendly, tall, and attractive. on the How did they meet? list and check comprehension of 3 Places to travel to, sport, running the marathon, acting and the theatre. online (connected to the Internet). Check pronunciation of 4 She couldn't decide how to greet him. She shook his hand and he per cent /pg'sent/ and elicit a few example sentences from the class, e.g. I think 20% met at work. tried to kiss her cheek. 5 Chopsticks. Put students in pairs or groups of three to discuss the 6 He was chatty and funny. He wasn't crazy about football. survey results. Encourage them to give reasons for their 7 He didn't just talk about himself. ideas. 8 They found a piano in the square next to the restaurant. Dominic Play the recording and let students compare the results played it. with their predictions. With weaker classes, you may need 9 He caught the train. to run through the percentages quickly to check students have understood the figures correctly. Group B- Dominic 1 Dominic says Sally was nervous. Elicit students' reactions to the figures and establish what 2 She has a lovely smile and amazing green eyes. He loved her red dress. they found most surprising. Give a short example of a 3 Travel, cooking, sport, running the marathon, the theatre. couple you know and how they met, then elicit a few more 4 The waiter knew it was a blind date. examples from the class. 5 Chopsticks. 6 Her green eyes. She was interested and Answers and tapescript at school or university - 15% at work - 22% at a bar or club - 8% interesting. online - 12% through friends - 20% through friends - 20% through family - 5% 7 She didn't just talk about sport. a blind date - 4% while shopping - 1% none of these - 13% 8 They found a piano in the square next to the restaurant. Dominic l I D A survey of over 10,000 couples asked them how they first met. The top three were: first, with 22%, 'at work'; second, with 20%, 'through 4 Preteach/check have something in common. Re-group frien ds', and third, with 15%, 'at school or university'. Next, with 12%, the students, making sure there is an A and a B student was 'meeting online'. Nowadays more and more couples are meeting in each pair. Demonstrate the activity by getting a pair of this way. Just 8% met at a bar or club and 5% through the family, which students to talk about the person in their text. Students vas quite surprising. Conly 4% met on a blind date - perhaps not so continue exchanging the information about their person surprising. Last of all, just 1% met while shopping, so don't go looking in closed pairs. Remind them to refer to their notes and :or love inthe supermarket. That leaves just 13% who didn't meet in answer the questions in their own words, rather than read ~~ of these places. out sections of the reading text. Monitor and check for correct tense use. Note down any common errors but feed ~ ;:.::u - attention on the photos of Sally and Dominic and back on them at a later stage. ~ :he introduction to the article. Check the answers to Bring the whole class together to check what Sally and s Dominic have in common. --. -- =- es are Sally Fox and Dominic is an actor. They met at a In common They both like travel and want to visit Chile/South America. They both have good table manners. They were both chatty/ -: =~ rant. easy to talk to. They were interested in each other. They both enjoyed playing the piano and singing. . g to know youNot in common Sally loves sport but Dominic hates it (although he's Answers going to run the marathon). Dominic loves cooking but Sally hates it. 1 Thank you. That lesson was really interesting. Dominic is an actor but Sally doesn't often go to the theatre. Sally 2 It's my birthday today so I'mvery excited. could use chopsticks but Dominic couldn't. 3 Look at the view! It's amazing. 4 Ididn't like her new boyfriend. He was very boring. .. at happened next? 5 Don't be embarrassed. Everybody cries sometimes. - Give students a few moments to think about the answer SUGGESTION to the question. Elicit a show of hands from students To reinforce the different between -ed and -ing endings, who think they won't. Check the result of the vote and films on the board. Tell students that they are in the encourage students to explain their opinion. cinema, watching the film. Ask How do y ou feel? Elicit sentences with -ed adjectives from students round the - .:m. [CD 1: Track 12] Read the guestions as a class. class, e.g. bored, excited, interested, frightened, depressed. Then say Now describe the film. Elicit sentences with -ing Explain that students are going to hear Dominic and then adjectives from students, e.g. It's boring, It's exciting, etc. ally in a short recording about their relationship. EXTRA ACTIVITIES \\Vith weaker classes, pre-teach/check text someone, make someone wait. Then play the recording. Let students discuss • You can review question forms by getting students their answers in pairs before checking with the class. to brainstorm the questions a person might ask themselves before a blind date, e.g. What is he/she like? What does he/she like? A.s a follow-up, ask students if they think Sally and What am I going to wear? What are we going to talk why/why not. about? What do we have in common? Wh en are we going to meet? How am I going to meet? How am I going to meet? How am I going to meet? Where are we going to meet? Where are we going to meet? Whet a guestions on the board and, if appropriate, students can roleplay talking to a friend before a blind date to eek later, went for a walk, and then to the cinema. Sally went to the practise some of the questions. \" eatre to watch Dominic's play and she said she liked it. • If appropriate to your students, you can set up a n ey're still seeing each other. Sally's helping Dominic train for the general discussion on blind dates. Ask students if >larathon. they think they are a good idea and, if appropriate,)ominic's going to meet Sally's family next weekend. ask if anyone has been on a blind date. If you have a mixed class with people from different cultures, .:m. What happened next? some of which may involve matchmaking or arranged marriages, you could ask students to tell the class Dominic Isent Sally a text a couple of days after the date. She played about what happens in their culture. Proceed with -;: cool and didn't reply for two days. We met up a week later, went caution here, however, as some students may find = ra walk, and then to the cinema. We're still seeing each other. She's these questions culturally sensitive. -elping me train for the marathon, which is next month. She's going to -ome and watch me lot. Right word, wrong word Sally When Dom texted, Iknew Iwanted to answer but Imade NOTE - 11 wait. I'mnot sure why, silly really because Ireally do like him. I This section provides an introduction to dictionary ::~joyed seeing him act. Ithink he's a very good actor, but Ididn't really work, so if you think your students won't all have , derstand the play. He's coming to meet my family next weekend. their own dictionaries, or if you want students to all ::on't usually take my boyfriends home so soon, but with Dom it's use the same edition, you will need to provide a class ::--\"erent. Ihave a good feeling about this relationship. Will it last? set for students to work from. Students with access to - 5 me again a year from now! computers can also work from an online dictionary. :: abulary Dictionaries are, of course, a useful resource in language learning, but most students need help and guidance to --, -ection uses adjectives from the reading text to highlight get the most out of them. Dictionaries vary greatly in the amount of detail and accuracy of information. The -= Ciiference between -ed and -ing endings, better ones will separate out different meanings, and give plenty of examples and elicit the matching ..; nes. If students have problems, explain that -ing .=. diectives describe a situation, person, or thing; -ed .:. diectives describe how people feel. 5wers :~ Iv was interested so she asked him a lot of guestions. : ::. I was interesting because she was funny and made him laugh. • Gi'-e students look up a Answers 4 long journey/time \\\\'ord ~I he L1 to English section and find perhaps three 1 important person/meeting 5 heavy bag/rain or iour \\\\'ords in English to choose from. They need to 2 delicious cake/meal 6 busy street/day look at the information carefully to know which one is 3 high price/mountain correct in context. Prepositions The exercises in this section aim to give students controlled practice in distinguishing verbs of similar 3 Focus attention on the example. Students then complete the meaning, adjective + noun collocations, preposition use, task in their pairs. Remind them to check their answers in and words with more than one meaning. the dictionary even if they think they already know. SUGGESTION Answers 1 He comes from Istanbul in Turkey. Even if students are used to looking up words in 2 He'scrazy about football, but I'm
not interested in it at all. dictionaries, it is worth revising the basic skills of 3 I am married to John. I met him at university in 2007. dictionary use. Write a range of words starting with 4 I live with my parents in aflat on the first floor. different letters on the board and get students to say 5 He'svery good at playing the piano. them in alphabetical order. Also elicit from the class 6 I like going for a walk in the park. the type of information you can find in a dictionary, 7 This is a photo of me on holiday in Spain. e.g. pronunciation, part of speech (= the word type), 8 I got this jumper from my sister for my birthday. example of use, other related words. In a bilingual dictionary, you also get the translation, of course. Words with two meanings Ask students to look at their dictionary. is given: the word with two meanings. Elicit a few ideas, then focus attention itself, the phonetic symbols, the part of speech, the on the examples in the Student's Book. Elicit the two translation, etc. different meanings of date. Verbs of similar meanings of date. and make sure they have access to at sweet, dark brown fruit grown in places like Egypt least one good dictionary. Explain that the first exercise highlights the use of pairs of verbs that are often confused. on: .5 [CD 1: Track 13]. Elicit possible examples for left, e.g. Focus attention on number 1 as an example. Give the class time to use a dictionary to check their answers even if Turn left at the crossroads. they think they already know (play; go). He left early. Students complete the task, working in pairs. Make sure Students work in pairs and use their dictionaries to look they use the dictionary to look up any new words and to up the other words in the table and write sentences to check their answers even if they think they already know. show two meanings of each word. Monitor and help. Check the answers with the class. Play the recording and ask students to compare their sentences with the sample answers. Students to compare their sentences with the sample answers. to compare with rest of the class. Do you go running every day? Sample answers and tapescript 2 I make too many mistakes in English. Word with two meanings 1 Turn left in the evening. 3 She can speak three languages. She left hurriedly to catch her bus. 2 I love travelling by train. He can talk forever. He never shuts up. 4 Pardon! What did you say? He'sgoing to train for the marathon next month. Can you tell me the time, please? 5 How much did you pay for that meal? They run the art gallery together. 4 I'm working at home for the rest of the week. Where can I buy some sun cream? I need arest! I'm so tired. Adjectives and nouns that go together 5 What kind of books do you like reading? 2 Explain that this exercise practises choosing the correct How kind of you to bring me some flowers. adj ective to go with a noun. Write the following words 6 Our flat's on the fourth floor of a big apartment block. on the board: handsome, woman, beautiful, man. Ask students to match them to make appropriate descriptions Holland is avery flat country. (a beautiful woman, a handsome man). 7 What do you mean? I don't understand you. Give students time to select the appropriate nouns, He never even buys me a coffee. He svery mean. \\\"orking in their pairs. Check the answers with the class. 16 Unit 1 • Getting to know you .. EXTRA ACTIVITY 2 | I D [CD 1: Track 15) Elicit the matching line for number Point out that the phonetic transcription used in 1 as an example (Good morning! Lovely day again.) dictionaries is a very useful resource in helping Students continue matching, working in pairs. Monitor students with pronunciation. English spelling is often and help as necessary. If students finish quickly, check not phonetic and the same sound may have different their answers, without saying which are wrong and get spellings (came and train, for example, which both students to look at the task again. have the sound l el/). Refer students to the chart on p159 of the SB. Ask them to check the pronunciation of Play the recording and let students check their answers. each phoneme in the words by comparing them to the Discuss as a class where the exchanges might happen and examples in the chart. You can provide ongoing practice who might be speaking. in recognizing phonetics by getting students to match transcriptions to key words, matching sounds to words Put students in pairs to practise the exchanges. If students that have the same sound but different spelling, working have problems, etc. Also encourage repeat chorally. Encourage accurate stress and intonation, students to make use of an interactive phonemic chart if which are important here in sounding natural. they have access to a computer. Answers and tapescript DDITIONAL MATERIAL Social expressions 1 A Good morning! \" -orkbook Unit 1 Ex. 9 Right word, wrong word B Good morning! \" -orkbook Unit 1 Ex expressions B Yeah! About 9.00, in the coffee bar. 3 A How do you do? Heased to meet you. This section contains the expression How do you do? 4 A Thank you very much indeed. -tudents often confuse this with How are you?, so be prepared to point out that the two are answered B Don't mention it. My pleasure. differently. How do you do? is answered with the same S A I'm sorry. I can't come tonight. \" 'ords How do you do? and it is only exchanged once, the first time people meet. The answer to How are B Never mind. Perhaps another time. '.'Du? depends on how you are feeling, e.g. I'm jine'/I'm 6 A Can you help me with this exercise? OK. II'm better, ete. B Of course. What's the problem? o m [CD 1: Track 14) Tell students they are going 7 A Bye! -0 practise a range of expressions used in everyday B Bye! See you later! situations. Focus attention on the photos and ask two 8 A Bye! Have a good weekend! = tudents to read conversation 1 aloud. Students read the ~est of the conversations to themselves. Elicit where each B Thanks! Same to you. 9 A Sorry I'm late. ne takes place. B It doesn't matter. You're here now. ?lay the recording and get students to repeat. If students to repeat. If students 10 A Cheers! Answers and tapescript 3 ~ [CD 1: Track 16) Focus attention on the list of next lines. Elicit the follow-up for conversation 1 as an example . at college 3 in aclothes shop (Yes, it's really warm for the time of year.) Students work in 4 on atrain pairs to complete the task. = on aplane Play the recording and let students check their answers. ODI Listen and repeat If you think your students need more help with pronunciation, you could refer them to ~ on SB p119. A Hi, Anna. How are you? and get them to practise the exchanges again. B I'mfine, thanks. How are you? Answers and tapescript Conversations = C Thank you so much. 1 A Good morning! Lovely day again. A Yes, it's really warm for the time of year. = E Can I help you? 2 A See you tomorrow! B Yeah! About 9.00, in the coffee bar. F No, thank you very much indeed. B Don't mention it. My pleasure. A It was so kind of you! S A I'm sorry. I can't come tonight. B Never mind. Perhaps another time. Unit 1 • Getting to know you 17A I'm free tomorrow night. What about that 7 6 A Can you help me with this exercise? B Of course. What's the problem 7 A I don't know what this word means. 7 A Bye! B Bye! See you later! A Yes. Let's meet after class. 8 A Bye! Have a good weekend! B Thanks! Same to you. A Thanks. Are you doing anything special? 9 A Sorry I'm late. B It doesn't matter. You're here now. A Yeah. I missed the bus. 10 A Cheers! 8 Cheers! as a model on the board first, e.g. A Bye! Have a good weekend! B Thanks! Same to you. A Thanks. Are you doing anything special? B Yes, we're going to a wedding. A Really? Who is getting married? B My cousin. She lives in York with her boyfriend. A Oh, well have a great time. I hope the weather is good. B Thanks very much. See you on Monday. Give students time to choose their conversations. Get them to decide who their speakers are and where their conversations will take place. Students act out their conversations to the class. Encourage them to prompt each other if they have problems remembering their lines. In larger classes, you may have to divide the class into groups for the acting stage or return to it in a later lesson. Don't forget! Workbook Unit 1 Ex. 10 Reading - Janice and Andy Ex. 11 Listening - Andy and Ed Ex. 12 Pronunciation - Vowel sounds Ex. 13-14 Just
forfun! Word list Unit 1 (SB p147 and TRD) Remind your students of the Word list for this unit on SE p147. They could translate the words, learn them at home, or transfer some of the words to their vocabulary notebook. Teacher's Resource Disc Communicative activity Unit 1 18 Unit 1 • Getting to know youWhatever makes you happy Present tenses • have/have got • Things I like doing • Making conversation The theme of this unit is happiness and things you like doing. This provides ample opportunity for students to personalize the key language. The main grammar focus is on present tenses, and have got in contrast. Skills work includes integrated reading and speaking, and listening and speaking practice. The Everyday English section introduces and practises ways of keeping a conversation going. The Writing syllabus continues with a focus on style and synonyms in a task based on writing a postcard. GUAGE INPUT - ~: :enses and have/ have got (SB p14) • Understanding and practising the difference between Present Simple and Continuous, and the difference between have got. 2'bs (SB p16) • Practising state verbs in the Present Simple. BULARY - -~ l e doing (SB p17) • Matching and practising in pairs. - 5conversation (SB p21) LS DEVELOPMENT • Reading and responding to statements in a quiz, and understanding and responding to your score. I NG - - ~: jness quiz (SB p18) • Listening for key information in two monologues and answering questions. ~ ING OII! (SB p120/TRD) --- 5 n with your neighbours (SB p20) • Asking and answering questions about possessions. ING • Exchanging details in an information gap. - 5 :: JOut you (SB p16) • Researching and presenting information about someone rich and famous. :7--'2(\" day (SB p17) • Roleplaying a conversation between two neighbours. -;=- :: ,ou think7 (SB p18) • SB p18) • SB p18) • SB p18) • Improving style and language range, then writing a postcard. SBp20) • IG ~ ~ ::)ostcard - Style and synonyms (SB p10S) MATERIALS xopiables - Spot the difference (TB p16S), (TRD) Tests (TRD Unit 2 • Whatever makes you happy 19STARTER (5B p14) This is covered in the Grammar Spot on SB pIS. Common mistakes include: NOTE • Students omit the auxiliary do/ does and/ or got: There are examples of comparative (happier) and *Have you a car? *1 haven't a lap top. superlative adjectives (mostlleast important) in this section. Students shouldn't have any problem • They mix the two forms: recognising these forms and many will be able to use *1 don't have got a car? *Yes, I do. upe rlatives are covered in Unit 6. • They are reluctant to use the more natural short .\\. a lead- in, ask What makes you happy? Elicit a few words answers:

and phrases and write them on the board. Focus attention Have you got a car? *Yes, I've got a car. 'In the ranking task and give your own order of priority as (rather than just Yes, I have.) an example. Do you have a laptop? *No, I don't.) Gi\\'e students a few moments to complete the task. Students :hen compare their ideas, following the example in the 1 The context for the presentation is a description of two - udent's Book. With larger classes, students can work in people with unusual jobs, who both love their work. - mall gro up s. Focus attention on the photos and ask students to point to Ruth further answers to the questions. Note 2 Where do you go on holiday? \"::.!diff and the marker's each on after the task. 3 She doesn't work here anymore. - - the students have finished, ask individual students 4 He's at the bus stop. He'swaiting for a bus, - :... e class about the person they have asked 5 1 like black coffee, 6 I haven't got aprove? Writing a postcard - style and group on? Writing a postcard - style and synonyms, JIS:11X15 about Bill and Christina The aim of this writing a postcard to a ::: 0 they glive? Fined, which also gives further practic in a range of tense? ..., e doing now? district). Bloowing due's first, Book were fine et time? (the iconic 102-story skyscraper), Broadway (the thearter - : ... ev doing now? district). Bloowing due's first, a dig family? Ex. 6-8 Present Simple and Continuous Ex. 12 have/have got - ::-es she live? (in a range of tenses and be writh a era dowards the era towards the era towa

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