

2

Present tenses • *have/have got*
Collocation – daily life
Making conversation

The way we live

Introduction to the unit

The theme of this unit is the way we live. The opening 'People and places' section has reading and listening texts containing facts and figures about different English-speaking countries. The *Practice* section provides the opportunity to practise Present tenses and *have/have got* in the context of lifestyles. The *Reading and listening* section contains readings about how other nationalities find life in the United States, the *Vocabulary* section collocates nouns and verbs around the topic of daily life, and the *Listening and speaking* section contains a radio programme in which two couples talk about their partner's annoying habits.

There are opportunities throughout the unit for students to talk about their own way of life and about their own country.

Language aims

Grammar – Present tenses Present tenses are revised in terms of form and use, with particular attention given to forming Present Simple questions and short answers using the auxiliary *do/does*. It is assumed that students will have a certain familiarity with both the Present Simple and the Present Continuous, although of course mistakes will still be made.

have/have got The verb *have* for possession is used as part of the practice for the Present Simple. However, it is also contrasted with *have got* for possession in both form and use.

Students at this level are often familiar with *have got* from their beginners' and elementary courses, but they are a little confused about its relation to the full verb *to have* both in its form, particularly in questions and negatives, and in its use. In fact, they are often interchangeable, but generally speaking *have got* is more informal.

Vocabulary The first vocabulary activity is a matching exercise which gets students to collocate verbs with noun phrases, and the second is an exercise which gets them to order these phrases under the topic headings of different rooms. The lexical area is 'Daily life', chosen because it fits well with the theme of the unit, allowing students to talk about what they do in their homes.

There is a personalized practice activity in which students are asked to describe their favourite room to their partner.

Everyday English This provides practice in making a conversation. It introduces and practises phrases students can use to start a conversation and keep it going.

Notes on the unit

STARTER (SB p14)

As a lead-in, ask students to name as many English-speaking countries as they can. This should be done *quickly*. You could make it into a little competition. Set a time limit and see who can write down the most in that time.

Ask students to work in pairs to look at the flags in their book, discuss which country they think they belong to and write the name of the country beneath the flag.

Answers

- | | | |
|---------------|----------------|---------------------|
| 1 Australia | 3 South Africa | 5 The United States |
| 2 New Zealand | 4 Scotland | 6 Canada |

Check answers with the whole class before the next exercise.

Present tenses and *have/have got*

- 1 Tell students that they are going to read three short texts with some facts about three of the countries. Tell them not to worry about the missing words.

Ask them to work in pairs to read, then discuss which of the six countries they think is being described. This can generate quite a lot of discussion, as some countries are easier to identify than others, so you may have to encourage them to do it by a process of elimination.

If there are any vocabulary problems, deal with them quickly yourself rather than asking students to use dictionaries. You do not want the activity to last too long, because the main aim of the reading here is to provide a context for the grammar.

In the feedback, encourage some full-class discussion about which country is being described by each text. Ask questions such as:

What did you decide? Why? How did you decide? Which facts helped you to decide?

Answers

- a Australia b Canada c South Africa

Focus students on the missing words from each text, and ask them to work in pairs to put them in the correct gap. Do the first as an example.

Answers

- a huge immigrants enjoy exports
b only variety has favourite
c black climate grows elephants

- 2 **T 2.1** Tell students that they are going to hear three people describing the other three countries. Ask them to match a flag and photograph with each description, then discuss which of the countries they think are being described with their partner. Again, before you give the answers, encourage some whole class discussion.

Answers and tapescript

d New Zealand

Well, my country's got a population of . . . er . . . about three and a half million, so it's not a big place. Most of the people are from Europe, but about twelve per cent are Maori . . . they were the original inhabitants. A lot of people live in bungalows, which are small houses on one floor, and have a pet. It's a very beautiful country. It's got a lot of mountains, and people love the countryside. Oh, and we're very good at rugby and cricket.

e Scotland

My country is the northern part of a bigger country, but we've got our own parliament. There are just over 5 million of us. We've got a lot of mountains, and there are also lots of rivers, lakes, and islands. People come to my country to fish. Our salmon is famous all over the world. And we also produce a very famous drink called whisky.

f the United States

I come from a big country. It has a lot of wide open spaces. We have a population of . . . almost 300 million, and these people have come from all over the world. We have big, cosmopolitan cities, but a lot of people live on farms, ranches, and in small towns. We like baseball and football – our kind of football. And we love to eat . . . hamburgers with fries, and apple pie and ice-cream.

- 3 Ask students to close their books and try to remember three facts about each country.

GRAMMAR SPOT (SB p15)

This lesson reaches its main aim at this point. Focus the attention of the whole class on these questions so that your students are clear about the grammatical aims of the lesson.

Answers

- 1 The tense used is the Present Simple (not the Present Continuous) because present habits and permanent/general truths are described.
2 *She has three children* refers to all time. *She's having a shower* refers to now.
3 *Have* is used in texts a–c because they are giving formal and factual information in writing, and *have* is used in more formal writing. *Have got* is used in texts d and e. It is more likely to be used when speaking informally.

Refer students to Grammar Reference 2.1–2.4 on p130.

- 4 The aim here is not only to personalize the activity and have a short discussion about students' own countries, but also for you, the teacher, to be noting how well students are using present tenses and *have/have got*.

In a monolingual class, get students to work briefly in pairs to come up with a few sentences. In a class with a variety of nationalities, you might want to get students to work individually to think of a few things to say before discussing it as a class.


PRACTICE (SB p16)

This section aims to provide controlled oral and written practice of the grammar.

Talking about you

- 1 Note that the forms of *have* and *have got* are different. *Have* behaves like a full verb in the Present Simple with the auxiliary *do/does* in questions, negatives, and short answers. *Have got* uses *has/have* as the auxiliary in questions, negatives and short answers.

T 2.2 Play the recording and ask students to repeat the different forms, paying attention to the pronunciation, particularly the stress and rising intonation in the questions and the falling intonation in the answers.


Have you got a car? Yes, I have.

- 2 Ask students to work in pairs. Tell them to use the prompts to ask and answer questions. Model the activity with a confident student.

This practice is personalized but still controlled. It is important that you go round the class to help and correct where necessary.

Tell students to take it in turns first to ask and then to answer the questions. They can choose whether they use *have* or *have got* in the question, but the answer must match.

POSSIBLE PROBLEMS

- Students omit the auxiliary *do/does* and/or *got*:
**Have you a car?*
**I haven't a computer.*
(Although these forms are possible, they are stylized and archaic, and it would be unwise to present students with three forms of *have*.)
- They mix the two forms:
**I don't have got a computer.*
*Have you got a car? *Yes, I do.*
- They are reluctant to use the more natural short answers:
*Have you got a car? *Yes, I've got a car.* (rather than just *Yes, I have*.)
*Do you have a computer? *No, I don't have a computer.* (rather than just *No, I don't*.)

A nice way to end the activity and draw the full class together again is to ask one or two members of the class to tell the others about their partner. This also provides practice of the third person after the first and second person practice in the pairwork.

Teacher *Thomas, tell us about Maria.*

Thomas *Maria has a camera and a stereo but she doesn't have a computer or a bicycle, etc.*

Getting information

- 3 This exercise is a controlled information gap activity which brings together practice of the Present Simple and *have/have got*. It also reminds students of the difference between the uses of the Present Simple and Present Continuous.

Before the lesson, remember to make photocopies of the chart on p118 of the Teacher's Book for half the students in your class.

Tell students you are going to give them charts with different information. They will have to ask questions to find their partner's information. Put them in pairs and make it clear which student is A and which is B, then ask students to work together to prepare their questions fully. This should preferably be done orally, but some weaker students might feel happier doing it in writing too.

Possible answers

Where does he/she come from?

Is he/she married?

Does he/she have any children?

Has he/she got any brothers or sisters?

How many children/sisters/brothers has he/she got/does he/she have?

What does he/she do?

What does he/she do in his/her free time?

Where does he/she go on holiday?

What's he/she doing at the moment?

T 2.3 Play the recording so that students can check their questions and repeat for pronunciation before they start the next part of the activity.

Tapescript

Where does he come from?

Is she married?

Does she have any brothers and sisters?

Has he got any children?

How many brothers and sisters has she got?

What does he do?

What does she do in her free time?

Where do they go on holiday?

What's she doing at the moment?

- 4 Hand out the charts and tell students to ask and answer questions to complete their missing information. Model the first couple of questions with a confident student to get them started.

While students are asking and answering questions to complete their charts you should go round the pairs to help and check.

When the charts are completed ask one or two individuals to tell the whole class about someone in the charts. For example:

Teacher *Juan, tell us about Mike.*

Juan *Well, he comes from Vancouver. He isn't married. He's got a sister and he works for a computer company. He likes skiing and going to ... etc.*

You could also encourage a little bit of discussion at this point by asking students if the people in the charts are typical of their country in relation to the information in the texts on p14.

- Students question each other about their own free time and holidays. This is to give some personalized practice of the Present Simple in first and second persons for those students who might benefit from further practice. Give students time to prepare questions based on the prompts in the Student's Book, then ask them to stand up, walk around and ask their questions to two or three students they don't know very well. Monitor and listen for errors.

Check it

- The aim of this activity is to check that students have grasped the differences between the Present Simple and the Present Continuous, and *have* and *have got*, in terms of form and meaning. Ask students to work individually or in pairs. Putting students in pairs to do this exercise enables them to help and teach each other.

Answers

- Where do you go on holiday?
- Do you have any children?
- ... I come from Germany.
- ... Everyone is dancing.
- I don't have a mobile phone.
- ... but he doesn't wear a uniform.
- ... 'He's sitting by the window.'
- I like black coffee.

Go through the answers as a class. Ask them why they have reached their decisions, and in this way you will revise the rules. Alternatively, you may wish to set this activity for homework.

Ask students to read Grammar Reference 2.3 on p130 of the Student's Book for homework.

ADDITIONAL MATERIAL

Workbook Unit 2

These exercises could be done in class to give further practice, for homework, or in a later class as revision.

Exercises 1–5 Present Simple

Exercises 6–8 Present Simple or Continuous?

Exercises 9 and 10 *have/have got*

Daily life

In this sort of activity your students will see the advantages of recording vocabulary in related groups. Encourage your students to keep their own special notebook for vocabulary.

As you go through the units of *New Headway Pre-Intermediate*, get students to check the photocopied Word list for each unit.

- Begin by telling students to look at the first box of verbs and nouns. Ask them if they can match any verb with a noun. If necessary, do one or two as an example. Tell them to work in pairs to match verbs and nouns in the rest of the boxes. You could circulate and help at this stage, but don't be tempted to give the answers.

T 2.4 When students have finished, play the recording so that they can listen and check their answers.

Answers and tapescript

have breakfast
wash my hair
watch a film on TV
talk to my friends
make a cup of tea
listen to music
relax on the sofa
do my homework
have a shower
clear up the mess
do the washing-up
have or put posters on the wall
cook a meal
go to the toilet
put on make-up
read magazines

Go through the answers with the whole class and deal with any problems with meaning and pronunciation.

- Tell students to match the activities from exercise 1 with the correct room. You could elicit one or two examples under the heading *Kitchen* to start them off. Ask students to work in pairs and to write the phrases on the lines. Circulate and help. When students have finished, go through the answers as a class.

Sample answers

Kitchen: have breakfast, make a cup of tea, do the washing-up, cook a meal
Living room: watch a film on TV, talk to my friends, relax on the sofa, read magazines
Bathroom: wash my hair, have a shower, go to the toilet, put on make-up
Bedroom: listen to music, do my homework, clear up the mess, have/put posters on the wall

- 3 The aim of exercises 3 and 4 is to practise the vocabulary in a personalized way.

Model the activity by telling students which is your favourite room and telling them two or three things you do in that room using the vocabulary from exercise 1. Then get students to look at the example in the book. Give them a few minutes to choose their favourite room and think about what they are going to say.

- 4 Put students in pairs or groups. Ask them to describe their favourite room to their partner or group, without saying which room it is. Their partner or group guess the room. The main aim here is fluency, but you could circulate and make sure students are using the vocabulary accurately.

Alternatively, you could set this for homework and your students could describe the room to each other at the beginning of the next lesson.

ADDITIONAL MATERIAL

Workbook Unit 2

Exercise 11 is a vocabulary activity which introduces more household items with pictures, and gives further practice in dictionary work.

SUGGESTION

Remember to encourage students to keep a vocabulary notebook and remind them to add words to this whenever they do a vocabulary exercise such as this one.

READING AND SPEAKING (SB p18)

Living in the USA

This is a fluency activity, in the form of a jigsaw reading. The class divides into three groups and each group reads a different article about someone from another country who went to live in the United States.

After the reading, students from the different groups get together to swap information about the person in their article. This should result in some natural speaking practice where students' main attention is on the completion of the reading task. The selection of the articles means that students will need to use (naturally and without noticing it) some of the grammar taught in this unit – Present Simple and *have/have got*.

- 1 Ask students to close their eyes for a few minutes and think of the United States, then write down the first five things about the United States that come into their heads. Two examples are given in the Student's Book to help trigger ideas and signal that this activity is meant to be fun.

Divide the class into three groups for the jigsaw activity at this point.

Ask students to compare their lists with the other students in their group. Go round as they compare, and draw the attention of the whole class to any things that you think are interesting or funny. Encourage others in the class to comment, thereby generating a short discussion if you can. Keep asking them to tell you *why* they thought of the things.

- 2 Read the opening paragraph of the article, *Living in the USA*, as a class. Check that students understand *immigrants* and *descendants*. You could get some quick predictions from students by asking them how they think new immigrants find the US when they first arrive. Students read about their person.
- 3 Focus students on the comprehension questions. Each group has the same four questions to answer after the reading.

You should also ask them if the person in their article mentions any things about the United States that they discussed in exercise 1.

Answers

Roberto Solano

- 1 He came to the US 10 years ago because he wanted to be successful.
- 2 He runs a soccer store.
- 3 He likes living in the US because you can be what you want.
- 4 It was difficult because he didn't speak the language and it was cold. He missed the sunshine, the food, and his girlfriend.

Endre Boros

- 1 He came to the US 13 years ago because he was offered an opportunity (a job) for two years.
- 2 He is a mathematician at a university.
- 3 He likes the friendly people, the fact that there are people from all over the world, and the independence. He feels in control.
- 4 He felt everything was so big.

Yuet Tung

- 1 She came to the US eight years ago to study fine art.
 - 2 She works for a publisher.
 - 3 She likes the huge stores, the space, the friendly people, and the international food.
 - 4 She hated driving.
- 4 Get the groups to re-form, this time with at least one A, one B, and one C in each group. Students have to tell each other about the person in their article before they go on to read the other articles and, as a group, answer more detailed questions on all three people.
- 5 Ask students to read the other two extracts. If they have any vocabulary problems they ask the student who has

already studied that article to help them. This is for speed, and to encourage a feeling of co-operation in the group. Dictionary work would slow things down at this stage.

Tell the group to discuss the questions all together.

POSSIBLE PROBLEM

If students become very involved in activities they sometimes start talking in L1.

If this happens just occasionally in a group don't worry, but if L1 takes over you could remind them to speak in English as best they can, because it's good practice.

You are not going to be correcting them much in this activity, as its aim is fluency, not accuracy.

Answers

- 1 They are all married, they like the United States and the friendly people, they have successful careers and work hard, they drive a lot.
- 2 Yes.
- 3 Roberto.
- 4 No, Yuet Tung doesn't.
- 5 Roberto and Endre.
- 6 The independence, the opportunity to be in control of your own life and to do well in life.
- 7 **Roberto:** Nothing directly, but he missed the sunshine, the food, and his girlfriend.
Endre: In Hungary they only use the car at weekends.
Yuet Tung: In Hong Kong everyone uses public transportation, because it's good and cheap.
- 8 Yes.
- 9 The car is part of their life. Nobody walks.

You could circulate during this activity, but if students are working well in their group, let them get on with the activity and discussion. Feed back the answers as a class at the end.

What do you think?

This activity is to round off the lesson and make the discussion more personal to students.

They could form groups or pairs again to get some ideas, but there probably won't be much time for a long discussion. You could also ask *What five things do you think foreign people think of first about your country?* thus bringing the lesson full circle!

LISTENING AND SPEAKING (SB p20)

You drive me mad (but I love you)!

The main aim of this activity is to develop your students' ability to listen for gist and for specific information.

However, the context also revises and extends students' ability to use the Present Simple with frequency adverbs to describe annoying habits. Try not to over-correct students, as a key aim should be general fluency.

- 1 Check that students understand the expression *he/she drives me mad* perhaps by modelling some real or imaginary examples of annoying behaviour from your family.

For example: *My mother drives me mad when she doesn't listen to a word I say.*

My brother/sister drives me mad when he/she takes my CDs without telling me.

Ask one or two students to give you an example, then focus students on exercise 1 and ask them to write as many sentences about people in their life as they can. Give them a time limit as you do not want them to take too long on this activity. When they have finished, ask students to work in pairs and ask them to tell each other their sentences. Monitor carefully, then draw the class together and have a short class feedback.

- 2 Model the activity by telling students about the annoying habits of someone you know, then focus the class on exercise 2. Give students time to prepare then put them in pairs or small groups to discuss. Go round and listen and show interest but don't be too quick to correct mistakes.
- 3 Read through the introduction with students then ask them to look at the cartoons and say what annoying habits are being represented.

Sample answers

- 1 can never find anything
- 2 never finishes a job/is untidy
- 3 is always on the phone
- 4 watches TV all the time
- 5 drives badly
- 6 dresses badly
- 7 takes a long time to get ready
- 8 can never make his mind up

Note that these are only suggestions. Get students to speculate as much as possible.

T 2.5 Ask students to listen to the recording and write the name of the person being described under each picture. Let them check their answers in pairs then feed back as a class.

Answers and tapescript

- 1 Alison 2 Dave 3 Carol 4 Mike
5 Carol 6 Dave 7 Alison 8 Mike

P = Presenter C = Carol M = Mike D = Dave A = Alison

P Hello and welcome to the programme. Today we're going to hear just what couples really think of each other. What

drives you mad about your partner? Here's Carol, talking about her husband, Mike.

C Well, there are a lot of arguments about television in our house. He gets the remote control and he's always changing channels, so I never see what I want to. All he wants to watch is football, football, football. When I try to talk to him, he doesn't listen because he's watching the TV. And . . . something else . . . he never remembers anything – birthdays, when we're going out – nothing. I have to do it all. I decide where we're going on holiday, what car to buy. He can't make a decision to save his life.

P So there we have Carol's opinion. What does Mike say about her?

M When we're out in the car and she's driving, she doesn't change gears. She's talking about somebody or other, and not thinking about driving at all. I want to shout at her 'Change gear now!' but I don't. When I want to watch something on television, like . . . the news, she always wants to watch a soap or a film. And another thing. She's always on the phone. She spends hours talking to our daughter, and do you know where she lives? Just round the corner.

P But what do they think of their marriage? Here's Carol.

C Well, I can't change him now, so I'll just have to put up with him.

P And Mike?

M We've been married for twenty-five years, and she's the only one for me!

P And now we have another couple, Dave and Alison. Oh, and by the way, Dave's an electrician.

A What drives me absolutely mad is that he starts a job and never finishes it. At work he's so professional, but at home, if I want a light in the bedroom changed, it takes him months. And he's so untidy. He just drops things on the floor. I keep saying that I don't want to be his mother as well as his wife. When we go out, he looks so scruffy, even when I'm all dressed up. His clothes are so old-fashioned. He never throws anything away.

P Oh, dear. Now what does Dave have to say about Alison?

D Well, she's never ready on time. She always finds something to do that means we're always late, wherever we go. She's usually doing her hair or her make-up while I'm saying 'Come on, love, it's time to go.' And she loses things. She forgets where she parked the car, she leaves the car keys in the most stupid places. But what is most annoying about Alison is that she's always right!

P And their final opinions about each other?

A He's great. He's good fun, and he's one in a million.

D See? As I said, she's always right!

P So, there we are. My thanks to Carol and Mike, and Dave and Alison.

- 4 Ask students to correct the false sentences in pairs. Do the first as an example. You may need to play the recording a second time at this stage.

Answers

- 1 False. Carol says Mike always watches television, and Mike says Carol always watches television.
- 2 True. In Carol's opinion.
- 3 True. In Carol's opinion.
- 4 False. He doesn't shout but he wants to.
- 5 True. In Alison's opinion.
- 6 False. He is very professional.
- 7 False. She doesn't want to tidy up after him as if she was his mother.
- 8 False. She loses things, forgets things, and leaves things in stupid places.

Go through the answers as a class. Allow some discussion as there may be more than one interpretation of some of the answers.

What do you think?

The aim of this activity is to provide some light-hearted free speaking in which students are encouraged to express their own opinion. It could be done as a class. Alternatively, you could divide students into small groups to discuss the questions, then take a few comments from each group at the end.

EVERYDAY ENGLISH (SB p21)

Making conversation

The aim of this section is to get students to think about the techniques involved in starting and keeping a conversation going, and to introduce and practise some phrases which might help them.

- 1 **T 2.6** You could lead in by eliciting from students ways of having a successful conversation and listing these suggestions on the board. Alternatively, ask students to tell you what problems they have when having a conversation in English, and list the problems on the board.

Focus students on the instruction in the Student's Book and ask students to listen and say which dialogue is more successful and why.

Answer and tapescript

The second dialogue is more successful because Jean-Paul asks questions, shows interest, and adds comments of his own.

T 2.6

J = James M = Maria

J Hello. What's your name?

M Maria.

J I'm . . . James. I'm a teacher. And . . . where are you from?

M Rome.

J Er . . . What . . . what do you do?
M I'm a student.
J Mm. And . . . how long have you been here in London, Maria?
M Two months.
J Are you having a good time?
M Mm . . . Yes.
(Pause)
J Can I get you a coffee?
M No.
J Are you missing your family at all?
M No.
J Have you got any brothers or sisters?
M Yes.
J Er . . . Oh! Er . . . What do they do?
M They are students, too.
J Oh well, I've got a class now. Goodbye, Maria.
M Ciao.

S = Sylvia J-P = Jean-Paul
S Hello. What's your name?
J-P Jean-Paul. And what's your name?
S Sylvia. Where are you from, Jean-Paul?
J-P I come from Paris, the most romantic city in the whole world. And you, Sylvia, where do you come from?
S I come from Scotland. What do you do in Paris?
J-P I'm an architect.
S Oh, really?
J-P Yeah. I design beautiful buildings for people with lots of money. I'm very expensive.
S How interesting.
J-P And how long have you been a teacher, Sylvia?
S Actually, my name's Sylvia.
J-P I am so sorry. Sylvie is the French name. Sylvia, sorry.
S Don't worry. I like it. I've been working here for five years.
J-P And do you enjoy it?
S Yes, very much. You meet a lot of people from all sorts of different countries. I like that very much. Are you enjoying it here?
J-P Very, very much. I'm learning a lot of English, I'm making a lot of friends, and even the food's not bad! Well, I'm not dead yet, and I've been here for five weeks. Sylvia, can I get you a coffee?
S I've got a few minutes before my next class, so that would be lovely. Thank you very much . . .
J-P Why don't we . . .

- 2 Ask students to read the dialogues in the tapescript on p119 in pairs, and compare them, noting the ways in which Jean-Paul keeps the conversation going. Get feedback from the class and compare what students have noted with the suggestions or problems listed on the board.

As a class, discuss the list of things that help a conversation. See if students can add to the list.

- 3 Ask students to work in pairs to match a line in A with a reply in B and a comment in C. Do the first one as an example and check vocabulary if necessary before students start. Monitor and help.

T 2.7 Listen to the recording to check answers and focus on pronunciation.

Answers and tapescript

- 1 'What a lovely day it is today!' 'Yes. Beautiful, isn't it?'
- 2 'It's very wet today.' 'Mm. Horrible. Makes you feel miserable, doesn't it?'
- 3 'How are you today?' 'I'm very well, thanks. How about you?'
- 4 'Did you have a nice weekend?' 'Yes, it was lovely. We had a pub lunch and went for a walk.'
- 5 'How are you finding living in London?' 'I'm enjoying it. It was a bit strange at first, but I'm getting used to it.'
- 6 'Did you have a good journey?' 'Yes, no problems. The plane was a bit late, but it didn't matter.'
- 7 'Did you watch the football yesterday?' 'No, I missed it. Was it a good game?'
- 8 'What a lovely coat you're wearing!' 'Thank you. I got it in Paris last year.'
- 9 'If you have any problems, just ask me for help.' 'Thank you very much. That's very kind of you.'

Point out the exaggerated intonation pattern of some of the phrases and remind students that you can sound bored and uninterested if you don't vary your tone when speaking.

What a lovely day it is today!
Yes. Beautiful, isn't it?

Ask students to practise the dialogues in pairs. Monitor closely and encourage students to put some feeling into their intonation.

NOTE

The aim of exercises 4 and 5 is to provide some light-hearted practice in keeping a conversation going. It is a good idea to join in the mingle yourself, as this way you can provide a clear and consistent model of how to use the small talk, and a good intonation pattern to sound interested.

- 4 Ask students to work individually to prepare questions based on the four subjects in the Student's Book. Monitor and help.
- 5 Point out the example in the Student's Book and ask students to invent a new name and background. When they are ready, set the scene (a party) and ask students to stand up. Model an example conversation with a good student to show the others what to do, then tell them to start. Join in yourself, and encourage students to talk to as many people as possible and to keep conversations going for as long as possible.

Don't forget!

Workbook Unit 2

Exercises 12 and 13 Writing: linking words *and, so, but, however,* and *because* are practised. Then students are asked to write about their own lifestyle and the lifestyle of someone in their family.

Pronunciation book Unit 2**Word list**

Photocopy the Word list for Unit 2 (TB p153) for your students, and ask them to write in the translations, learn them at home, and/or write some of the words into their vocabulary notebook.

Video**Situation (Section 1) *The Station***

This supplements Units 1 and 2 of the Student's Book. It features David and his Italian friend, Paola, who appeared in *Headway Elementary* video. David goes to the station to meet Paola off the train. Students practise greeting people and the language of stations.