

three

in unit three ...

listening
you and me
p.34

wordbooster
telling the time
leisure activities
p.36

reading
how to ... talk
about likes and
dislikes
p.38

extended speaking
how active are
you?
p.40

test yourself!
p.41

review
p.41

wordlist
p.132

listening you and me

75–90 mins

focus on noun groups

focus on present simple
and *wh*- questions

listen to an interview
about transport

talk about your own
transport survey

vocabulary noun groups

- You could start from the board. Write *Towns and villages are places where we ...* and see if anyone can provide the correct verb to finish the sentence. Students can then complete the rest of **exercise 1** in pairs. For an alternative way of doing the activity, see **ideas plus** on the right.
- The recording (**exercise 2**) allows students to check their answers but is largely there to provide a pronunciation model, as some of the words are difficult to pronounce, especially in the plural form, e.g. *place* /pleɪs/ and *places* /'pleɪsɪz/. For **exercise 3**, you could pause the recording after each key word and get the students to repeat it several times before **test your partner**.

grammar present simple

- The sentences in the table are very important: they illustrate the grammar, present a number of valuable lexical phrases, e.g. *stay at home*, *take the bus*, *study English at university*, and are the basis for all the controlled practice in this section. Give students time to read through the list and ask you questions before they do **exercise 1**. Note that *a lot* and *a lot of* are previewed here but highlighted more substantially in the **natural English** box that follows.
- Students will be studying the negative form later, so make it very clear they should only read 'true' sentences to their partner in **exercise 2**. You could demonstrate this by writing the first section about homes on the board, then ask one of the students to come out and tick the appropriate sentences as you say the ones that are true for you. While students work in pairs, move round and monitor.
- The listening in **exercise 3** will familiarize the students even more with the list of sentences as well as providing listening practice.
- After students have listened and completed the **natural English** box for **exercise 4**, highlight the structure on the board:

VERB + *a lot*

a lot of + NOUN

These structures are not only very high frequency in spoken English, they also avoid the problem of whether the noun is uncountable or countable (with *much* and *many*).

- Put the example of the negative form in **exercise 5** on the board. If necessary, add a second example and practise the pronunciation with the class. Students could first say some of their negative sentences to the class and then tell a partner. See **language point** on the right.
- The final part of this section focuses on questions. Play recording **3.4 (exercise 6)** and elicit the pronunciation of *do you*. After some controlled practice, students can then consolidate the different grammar forms by completing the table in **exercise 7**.
- **Exercise 8** returns to the table once again as learners interview each other on the complete list of questions. Try to mix the pairs so that learners are with a partner they don't know very well. Demonstrate first with a confident student before the pairwork. If you want more controlled practice, you can go straight to the **language reference** and **practice exercises**, but we suggest you give learners a break from the grammar and return to it later. For an alternative activity see **ideas plus** on the right.

about you

exercises 1 and 2

see **tapescript** p.148

exercise 3

*/ˈvɪlɪdʒɪz/; /ˈpleɪsɪz/; /ˈbæʃɪz/; /ˈɒfɪsɪz/; /ˈfæktɪz/;
/ˈhɑʊzɪz/*

ideas plus words on card

Instead of using the book, put the words and phrases from **exercise 1** on pieces of card – one colour for the individual words in columns 1 and 2, and another colour for the phrases in column 3. Make enough sets for students to work in pairs or groups of three, then let them sort out the cards into correct sentences.

exercise 3

Jonathan: live in a town, work in an office, drive to work, listen to music

exercise 4

see **tapescript** p.148

exercise 6

/dju/

exercise 7

PRESENT SIMPLE

positive

I / You **speak** Spanish.

We / They **live** in a town.

questions

Do you **speak** English?

Do they **live** in a flat?

negative

I **don't speak** Japanese.

We **don't live** in a village.

short answers

Yes, I **do**.

No, they **don't**.

language point present simple

The need for the auxiliary *do* in the negative and interrogative forms of the present simple is a problem for a number of nationalities. These mistakes are common:

I no speak English

You speak English? (spoken with rising intonation)

These errors can be quite persistent as a result of L1 transfer, and in the next lesson learners will also meet the third person forms.

ideas plus use of the mother tongue

This is only suitable with a monolingual group. Put the students in pairs and ask them to write five sentences in the present simple, including affirmative, negative, and interrogative. For example:

I don't walk to school, I drive.

Do you work in the centre of town?

The pairs then pass their sentences to another pair, who have to translate them into their mother tongue on a separate sheet of paper. This piece of paper is then passed to a third pair who have to translate them into English. The third pair then compare their sentences with the ones written by the first pair. Are they identical? If not, who has translated incorrectly?

This idea is based on one from Shelagh Deller and is quoted in full in the chapter **how to ...** communicate with low-level learners p.160.

listen to this

- First, look at **troubleshooting** on the right, then do **exercise 1**. Students will hear this first part again in **listen carefully** and this should help them with **exercise 2**.
- **Exercise 3** is a continuation of the same interview. When students have answered the questions, they can listen with the **tapescript**, which will also help them with the **natural English** box in **exercise 4**. This is the first time we have focused on *get* (with the meaning *to reach* or *arrive at* a place), but you could point out that students will encounter it many times during the course with at least four or five different meanings. It is one of the most common verbs in spoken English, although far less common in more formal written English. You can also explain that learners have two possible and equally acceptable ways of answering the question, i.e. using a prepositional phrase (e.g. *by car*) or a verb (e.g. *I drive*).
- Let them mingle freely for **exercise 5** to get as much practice as possible.

grammar *wh*- questions

- Students could complete **exercise 1** individually then check in pairs. With a monolingual group you could test their understanding by asking for a translation of each question word.
- **Exercise 2** provides controlled practice, which students will need as they are going to personalize the questions in a freer way later. Check they are forming the contraction of *do you* /dʒə/ correctly. Use the **language reference** and **practice exercises** now, or set them for homework.
- Learners can do **exercise 3** in pairs. This is the basis for their own transport survey, so you could get them to make a grid in their notebooks where they can write in answers for different students.

speaking it's your turn!

- Students don't need to write their answers for **exercise 1**, but the next activity will work more effectively if they can reproduce the questions without constantly looking at their notes. You could, therefore, give them a couple of minutes to try and memorize the questions.
- Monitor **exercise 2** and make notes for feedback. See **ideas plus** on the right.

wordbooster

30–45 mins

telling the time

- Some elementary students know how to tell the time in English, although some times are hard to say (any that occur after 'half past', and times with odd minutes, e.g. 10.07). See **troubleshooting** on the right.
- You could quickly revise the time on the board using digital times, e.g. 2.00; 3.15; 4.30, etc. to check what students know, or go straight into **exercise 1** as a diagnostic activity, done alone or in pairs.
- Go over the answers either yourself or using the recording in **exercise 2**, and practise the times. The **natural English** box in **exercise 3**, *Have you got the time?* is a polite way to ask a stranger the time. You can point out that *Excuse me* is the correct way to attract a stranger's attention (you could act this out as a mime). Many students think that it is more polite to say *Sir?* or *Madam?* to attract attention, but in British English the listener would find it strange. Drill the question and answer.
- In **exercise 4** students cover the words and use them as prompts to practise the dialogues.
- For **exercise 5**, ask pairs to sit facing each other, and go to their respective pages. They first complete three clock faces alone, then they take turns dictating their six times to each other. Demonstrate an example with the class (i.e. you say a time, a student writes it down digitally – 4.50.) Monitor the pair work and correct where necessary. At the end, students check their answers together.

leisure activities

- Any choice of activities is rather arbitrary, so when learners have completed **exercises 1** and **2**, elicit any other activities they do in their own country and put them on the board, e.g. baseball or flower arranging in Japan. This vocabulary is practised again the next lesson in the context of likes and dislikes. In the oral practice stage, check that students are saying the *-ing* form correctly.

exercise 1

26, BA2

exercise 2

NAME: Andrew Roberts
 ADDRESS: 26 Kipling Avenue, Bath, BA2 4PH
 JOB: history **teacher**
 WORK ADDRESS: King Edward **School**, North Road
 TRANSPORT: **car**
 REASON: buses are terrible
 DISTANCE: **three** miles
 LEAVE HOME AT **8.00**
 GET TO WORK AT **8.15**

exercise 3

Yes. Saturday morning supermarket, Sunday morning football, cinema in the evening

troubleshooting preparing to listen

When low-level learners are listening, they shouldn't have to read very much at the same time, otherwise the demands of one skill will interfere with the other. For this reason, you need to make the context very clear, e.g. use the picture, and give them plenty of time to read the form and ask any questions they have about content. You should also point out the **glossary**. When they are really familiar with the categories and content, you can move into the listening.

exercise 1

- | | | |
|---------|-----------|-------|
| 2 What | 5 How far | 8 Why |
| 3 Where | 6 When | |
| 4 How | 7 When | |

exercise 3

- | | |
|-----------------------------|------------------------------------|
| 1 Where do you live? | 4 When do you leave home? |
| 2 How do you get to school? | 5 When do you get to school? |
| 3 How far is it? | 6 Is transport cheap or expensive? |

can you remember ...?

- | | | |
|--------|--------|----------|
| 1 live | 3 take | 5 listen |
| 2 work | 4 go | 6 go |

ideas plus

You could put some of the results on the board, e.g. the most common way of getting to class; the furthest distance anyone has to travel; the longest journey (in time); the cheapest / most expensive journey, etc. Do the results show that it is easy for most learners to get to class, or is it difficult?

exercise 1

see **tapescript** p.148

exercise 3

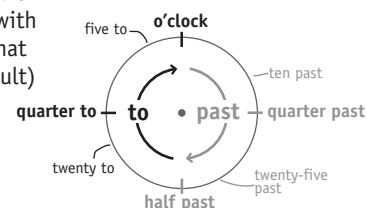
see **tapescript** p.148

troubleshooting teaching the time

If your students have never learnt how to tell the time in English, try to get a large clock (e.g. from a toy shop). A simple, step-by-step approach is as follows:

- teach and practise (*one / two*, etc.) *o'clock*
- teach *quarter past*; *half past* and practise with a range of hours
- teach *five / ten / twenty / twenty-five past* and practise with a range of hours
- start with *quarter past six*, and contrast it with *quarter to seven* – practise different times with *quarter past* and *quarter to* (bear in mind that *twenty / quarter to* the hour are more difficult)
- teach *five / ten / twenty / twenty-five to ...*

You can clarify this with a board diagram:



exercise 1

- | | | |
|------------------|--------------------|----------------|
| 1 travelling | 5 going to the gym | 9 shopping |
| 2 skiing | 6 driving | 10 sightseeing |
| 3 computer games | 7 dancing | |
| 4 cooking | 8 swimming | |

talk about likes and dislikes using **natural English** phrases

grammar present simple with *he / she*

read a text about people who work for a sandwich company

talk about someone who works in another country

lead-in

- The **natural English** box in the lead-in introduces learners to two modifiers: *really* and *quite*. These will allow them to talk about their likes / dislikes in a more subtle way. You could start with the recording as suggested in **exercise 1** or for more local colour, make up your own sentences using the names of cafés they know. Put the names on the board, and say something about each one, e.g. *I really like Café Carlo, I quite like da Gianni, I don't like ...*, etc. Intonation and facial expression can help with meaning, and you can add a 'marking code' such as ticks or smiley faces to show the degree of likes / dislikes next to each one. Then ask if they can remember your sentences, and write them next to the prompts. Provide controlled practice and get students to give opinions.
- Before the practice activity in **exercise 2**, highlight the *-ing* forms in the examples by writing them on the board in a different colour or underlining them. During practice, correct errors with the verb form, e.g. *I quite like ~~cook~~*. Do some examples in class using the **wordbooster** pictures, then students can practise in pairs. For further practice, see **ideas plus** on the right.

grammar present simple with *he / she*

- To introduce the third person singular, focus students on the sentences in **exercise 1**. You could also use some examples from the previous activity and put these on the board, e.g. *Markus likes swimming, but he doesn't like going to the gym*. Ask the same question: *why likes / doesn't like, not like / don't like?* Drill the sentences, and elicit a sentence about a female student, too. See **troubleshooting** on the right.
- Explain what to do in **exercise 2**, but don't tell the students the answers about yourself at this stage or you will remove the guessing element. Monitor the writing activity, correcting only grammatical errors. When pairs are ready, they can work with another pair (**exercise 3**).
- For **exercise 4**, elicit questions so that students can check their answers. You can then complete the table in **exercise 5** together. It's worth checking that students have filled the table in correctly.
- **Exercise 6** provides students with personalized practice in third person questions and short answers, so set it up carefully by eliciting some questions and answers from the group. Highlight the weak form of *does* /dəz/ in the question form. If students go beyond the prompts in **exercise 2**, so much the better. At the end, leave a little time for students to check the answers to their questions. Remember to use the **language reference** and **practice exercises p.133** now or later.

read on

- At the beginning, you could ask students if they would like to live and work in London or any other city abroad. What job would they like to do? This would lead into the topic of the text which is based on a large UK sandwich bar chain. **Exercise 1** checks understanding of the introduction, reformulating the information in simpler syntax. Check the answers, then move on to the gist task in **exercise 2**.
- **Exercise 3** provides further practice with the present simple, third person singular. When you go over the answers, you could write the full answers on the board, e.g. *Suzette lives with her family*. Rub out all the verbs, put students in pairs with their books shut and ask them to try and remember all the sentences. **Exercise 4** simply focuses on the preposition *in* in time expressions.

speaking it's your turn!

- Now it is the students' turn to talk about someone they know. Most people know someone (a friend, relation, etc.) who lives abroad, or in another city. You could describe someone you know (keeping it simple, of course) following the questions in **exercise 1** as a model. Give students a couple of moments to think of someone, then ask for a show of hands to check that they have done so. If they haven't thought of anyone, don't worry. There should be enough people in the class to start the speaking activity.
- Ask for a volunteer to be interviewed by you, using the questions in **exercise 1**. Do your best to encourage them to speak as much as possible, and ask simple follow-up questions to keep it going. Then get students on their feet talking about their friends. Monitor and encourage them to talk to different people.
- At the end, ask one or two students to say something to the class about their friend / family member (choose a strong student). Give students some positive feedback, and put a few language examples that you collected on the board for praise or correction. See **ideas plus** on the right.

exercise 1

see **tapescript** p.148

ideas plus further practice

Students are usually happy to talk about their likes and dislikes, and certainly need accuracy practice. For more practice (either at this point, or as a revision activity later) draw a table on the board with five categories: sport, free time, places, music, actors. Students copy the table, and then write two things in each category which they *really like* / *quite like* / *don't like* / *hate*. For example, under music, you could write *playing the guitar* and *Celine Dion*. Don't write or say what you think of these. Students complete their tables, then tell each other in small groups about their likes and dislikes, e.g. *I really like playing the guitar. I don't like Celine Dion*. Encourage them to say *Me too!* if they agree.

exercise 1

We say **likes** / **doesn't like** for the third person: *he, she, or it*.

exercise 5

present simple *he / she / it*

positive

He / She **speaks** Thai.

negative

He / She **doesn't speak** Thai.

questions and short answers

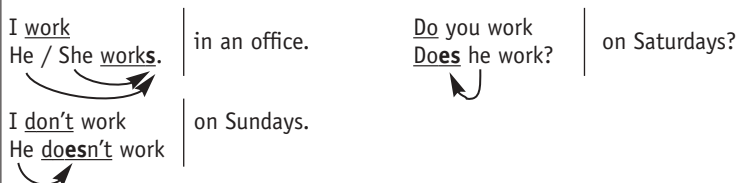
Does he / she **speak** Thai?

Yes, he / she **does**.

No, he / she **doesn't**.

troubleshooting using the board

The present simple usually causes no problems of concept, but students do make a lot of mistakes with form. You can use your board to highlight form relationships like this:



Highlight the *s* or *es* in a different colour so that students can see how it occurs throughout the third person forms.

exercise 1

a 29 b 2 c 17

exercise 2

Suzette Langland

exercise 3

1 lives 3 doesn't work 5 doesn't like 7 studies
 2 makes 4 wants 6 wants 8 wants

exercise 4

in

ideas plus writing

Put students in groups of three or four. They invent a place where they all work together in an English-speaking country, e.g. a hotel in New York. Each person then writes a short personal profile for themselves, saying their name, why they are there, what they want to do (as in the sandwich bar text). Go round and help students as they write; pair up students from different groups to work together if you prefer. When they have finished, they look together at the other two or three profiles in their group and give feedback (e.g. what they like or think is funny). You could get them to turn their work into a noticeboard display for others to look at.

can you remember ...?

Do; Does; likes / hates; doesn't

extended speaking how active are you?

45+ mins

collect ideas complete a questionnaire

listen to people talking about the questionnaire

interview a partner

write about your partner

- It is important at the beginning of this activity to let learners read the boxes at the top of the page which tell them what they are going to do in the lesson, or tell them yourself. This will enable them to get the whole picture. You should also give them time to look back at the **can you remember ...?** boxes which appear in the unit.

collect ideas

- You may need to pre-teach *active*. Write it on the board and next to it *not active*. Jump up and down and point to 'active'; sit with your feet up and point to 'not active'. This is fairly simplistic but should be adequate to convey the basic message.
- While pairs are doing **exercise 1**, make sure they don't start filling in the final section at this point. Check the answers carefully as the questions are the basis for their later interview, then let students complete **exercise 2** individually (using dictionaries if necessary) while you move round and help where necessary – some learners will need particular items of vocabulary.
- **Exercise 3** is a 'dry run' and should help to give learners confidence for the later interview.

exercise 1

watch TV, listen to music, shopping, drive, play tennis, swimming

listen

- Play recording **3.11** for **exercise 4**. Students should be able to answer the gist questions quite easily but might need to listen more carefully to complete **exercise 5**. At the end, students could look at the **tapescript**, which gives them a model of how to develop their interview.

exercise 4

They talk about watching TV, going shopping, and playing football.

exercise 5

see **tapescript p.148**

interview

- The recording above should now help the students with **exercise 6**, but you could provide more examples on the board and move round and offer further assistance if necessary. Encourage learners to use a range of *wh-* question words: if they can think of more than one for each *yes* answer, so much the better.
- During the interview (**exercise 7**), help if necessary, but generally adopt a low profile and position yourself in the room where you can hear most of the pairs, then move to a different position. Make notes for later feedback, and give particular praise to students who really used the interview for genuine communication. At the end have a show of hands: who is very active, quite active, not very active?

writing

- There are exercises on link words in **workbook**, **expand your grammar p.18**. They will help the students with this particular writing activity, as it involves linking together three or four pieces of information.

three review

45 mins

grammar present simple

- Check the students all understand *contraction* before they do **exercise 1**. This exercise revises the present simple, *have got* and *be*. Monitor students as they work alone to help you assess their progress and to see who needs extra help or clarification. This will be useful when you go over the answers; use the board for extra clarity.
- **Exercise 2** is a writing exercise as students have already talked about friends living in different places earlier in the unit. Encourage students to use the text as a model, and help with any queries they have. At the end, they could swap their pieces of writing and do some peer-correction

grammar present simple

1 've (have)	3 's / is	5 're	7 works	9 doesn't
2 is	4 speaks	6 live	8 wants	10 likes

vocabulary noun groups and leisure activities

- You could do this activity as a race in pairs. Encourage students to think about their reasons in order to expand their speaking time and practice.

vocabulary noun groups and leisure activities

a <i>water</i> is a drink.	d <i>office</i> is a building.
b <i>transport</i> is a topic.	e <i>house</i> is a place where you live.
c <i>flat</i> isn't a drink.	f <i>dancing</i> isn't a game.

natural English

- Students could write the sentences out, and then compare with the **natural English** boxes.

telling the time

- The recording puts the times in context, so students will need to listen selectively to the short conversations. Replay the recording in **exercise 1** as necessary, and pause it to allow time for students to draw the times.
- **Exercise 2** is a 'test your partner' type drill. Demonstrate what to do with another student, then monitor the pair work.

telling the time

2 nine thirty / half past nine	5 eleven fifteen / quarter past eleven
3 six thirty / half past six	6 quarter to eight / seven forty-five
4 quarter past seven / seven fifteen	

test yourself!

test your vocabulary

- 1 office and factory (places where we work), rice and bread (things we eat), bus and train (forms of transport), flat and house (types of home).
- 2 six thirty / half past six, eight fifteen / quarter past eight, nine forty-five / quarter to ten, ten fifty / ten to eleven
- 3 shopping, swimming, skiing, travelling

gap-fill

- 1 lot 2 at 3 does 4 really

correct the errors

- 1 I play **a lot of** football.
- 2 How do you **get** to school?
- 3 Excuse me, have you got the **time**?
- 4 **Does** he speak German?