

with **Testing** Program

2

AMERICAN  
**Headway**  
Proven success beyond the classroom

**THIRD EDITION**

**Teacher's Book**

John and Liz Soars  
Amanda Maris

OXFORD



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- 2 Click **Teacher tools** and apply for a teacher account.
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2

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# Introduction

## American Headway 2

*American Headway 2, Third Edition* is for students who already have a solid foundation in the language. They may have recently completed Level 1 or they may be returning to language learning after a break and need to review key language before being able to progress further.

New language is introduced systematically, allowing students to extend and consolidate their knowledge of the language. Listening material is provided across three class CDs. New vocabulary is introduced regularly and this is followed by controlled-practice activities, allowing students to activate the language in a supported way. There are also free-practice activities where students can focus on their fluency. In the Everyday English sections, useful chunks of language are presented which students can use in several different social contexts.

## Student Book Organization

The organization of *American Headway 2, Third Edition* is similar to other levels of *American Headway, Third Edition*. Each unit has the following:

- Starter
- Presentation of new language
- Practice
- Skills – always speaking, combined with listening or reading, with a writing section for each unit at the back of the book
- Vocabulary
- Everyday English

### Starter

The Starter section is designed to be a warm-up to the lesson and has a direct link with the unit to come.

### Presentation of new language

New language items are presented through texts, often as conversations, which students can read and listen to at the same time. This enables students to relate the spelling to the sounds of English, and helps with pronunciation, as well as form and use.

The main verb forms taught are:

- |                                   |                                |
|-----------------------------------|--------------------------------|
| • Simple Present                  | • Present Perfect              |
| • Present Continuous              | • <i>have to /should /must</i> |
| • <i>have</i>                     | • Past Perfect                 |
| • Simple Past                     | • Passives                     |
| • Past Continuous                 | • Present Perfect Continuous   |
| • Future forms: <i>going to</i> , | • First conditional            |
| <i>will</i> , Present Continuous  | • Second conditional           |
| • <i>What ... like?</i>           |                                |

There are *Grammar Spots* in the presentation sections. These aim to focus students' attention on the language of the unit. There are questions to answer, charts to complete, and short exercises. The *Grammar Spot* is reinforced in the Grammar Reference section at the back of the book.

### Practice

This section contains a variety of controlled and free-practice exercises. The primary skills used are speaking and listening, but there is also some reading and writing.

There are information gap exercises, group discussions, information transfer listening exercises, pronunciation exercises, and a lot of personalized activities. There are exercises where the aim is overt analysis of the grammar, such as *Check it*.

### Vocabulary

There is a strong lexical syllabus in *American Headway 2, Third Edition*. Vocabulary is introduced systematically and it is reviewed and recycled throughout. Lexical sets are chosen according to two criteria: they complement the grammatical input (e.g. food and drink for count and noncount nouns) and they are useful to students. Level 2 students need to develop their vocabulary set and increase the sophistication of their vocabulary range. Throughout the book they have the opportunity to work on word patterns in the form of collocations and phrasal verbs and this enables them to become more fluent. Students also focus on other patterns, such as antonyms and synonyms, word endings, and prepositions.

## Skills

### Listening

Regular listening sections, in dialogue or monologue form, provide further practice of the language of the unit and help to develop students' ability to understand the main message of the text.

### Reading

The reading texts become longer and more challenging as the students move through the book. They are exposed to increasing amounts of new lexis and are encouraged to discuss the issues raised in the texts during extended fluency activities.

### Speaking

In the presentation sections, students have the opportunity to practice the pronunciation and intonation of new language. In the practice sections, less-controlled exercises lead to free-speaking practice.

There are many speaking exercises based around the listening and reading activities, including regular role plays. There are speaking opportunities before a text to launch the topic and create interest; and there are speaking activities after a text, often in the form of discussion.

## Writing

Writing is primarily practiced in a separate section at the back of the Student Book. This comprises 12 complete writing lessons related to the unit which can be used at the teacher's discretion. The writing syllabus provides models for students to analyze and imitate.

## Everyday English

This is an important part of the syllabus of *American Headway, Third Edition*. Students have the opportunity to practice chunks of language used in formal and informal situations. Students learn phrases for requests and suitable responses, for use at the doctor's office, when saying phone numbers, and for many other situations. Students also learn about appropriacy, as there is a focus on how to sound polite by choosing suitable phrases and using proper intonation.

## Grammar Reference

This is at the back of the Student Book, and it is intended for use at home. It can be used for review or reference.

## Review

Regular review of grammar and vocabulary is provided throughout the book. There is a photocopiable activity for each of the 12 units at the back of this Teacher's Book. These photocopyables are also available on iTools, along with 12 additional photocopiable activities.

## Workbook with iChecker

All the language input – grammatical, lexical, and functional – is revisited and practiced. iChecker Online Self-Assessment offers additional content for self-study in the form of progress checks and test-preparation lessons. Students can download and play all the Workbook audio files when they access iChecker material.

## Teacher's Book

The Teacher's Book offers the teacher full support both for lesson preparation and in the classroom. Each unit starts

with a clear overview of the unit content from the Student Book, along with a brief introduction to the main themes of the unit and a summary of additional materials that can be used. Within each unit, the highlighted sections indicate opportunities for additional activities with *Suggestions* and *Extra activities*. This allows for further work on key language or skills when appropriate.

## Testing Program

The *American Headway, Third Edition* Testing Program is available online for easy access. The testing materials include Unit tests, Stop and Check tests, Progress tests, Exit tests, and Skills tests with audio files. See instructions on the inside back cover for how to access the Testing Program.

## Assessment tools to evaluate progress

Teachers can track students' progress, analyze their results, and plan more personalized learning. Automatic grading frees teachers' time to concentrate on teaching and helps teachers more easily report on progress.

## iTools

In addition to the complete Student Book and Workbook content onscreen, teachers have access to audio and video files with optional scripts, as well as additional resources, such as customizable versions of 24 photocopiable activities, video worksheets, and PowerPoint™ presentations.

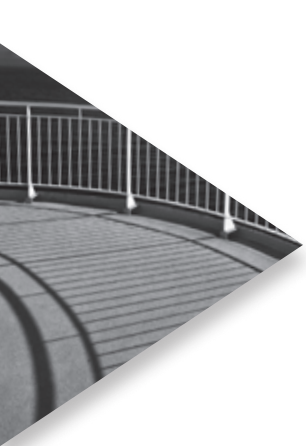
## Video

New video clips with classroom worksheets are available on the new *American Headway 2, Third Edition* iTools as well as online. There are 12 clips, one for each unit. The language and topic in each clip are linked to the relevant Student Book unit. The majority of the clips follow a documentary style and include native speaker interviews.

## Finally!

The activities in *American Headway 2, Third Edition* are designed to enable students to extend their knowledge of the language and to allow them to activate what they have learned. There is also an emphasis on increasing fluency so that students feel able to actively participate in conversations and discussions. We hope that students will enjoy using the book and that it will give them a real sense of progression in their language learning.





# 1

# Getting to know you

Questions • Tense review • Right word, wrong word • Social expressions



Another country

The theme of this first unit is getting to know people. It provides general review of key tenses and question forms, and gives you the opportunity to assess your new students' strengths and weaknesses. All the verb forms are covered in greater depth in later units.

## LANGUAGE INPUT

### GRAMMAR

Tenses and questions (SB p. 2)

Asking questions (SB p. 4)

Whose or Who's? (SB p. 4)

Questions about you (SB p. 4)

- Reviewing past, present, and future verb forms, and question formation.
- Reviewing *wh-* question words.
- Understanding the difference between *Whose* and *Who's* (*Who is*).
- Correcting question forms and practicing in a personalized way.

### VOCABULARY

-ed/-ing adjectives (SB p. 7)

Right word, wrong word (SB p. 8)

- Understanding and practicing participle adjectives, e.g., *interested*, *interesting*.
- Practicing dictionary work to distinguish verbs of similar meaning, adjective + noun collocations, preposition use, and words with more than one meaning.

### EVERYDAY ENGLISH

Social expressions (SB p. 9)

- Using greetings and key expressions in everyday situations.

## SKILLS DEVELOPMENT

### READING

A blind date (SB p. 6)

- A jigsaw reading about two people's experience of a blind date.

### LISTENING

My oldest friend (SB p. 5)

What happened next? (SB p. 6)

- Listening for gist and then key information in three conversations about friendship. **CD1 11** (SB p. 114)
- Listening for key information in two monologues about the follow-up to a blind date. **CD1 13** (SB p. 115)

### SPEAKING

Questions about you (SB p. 4)

Discussing a survey (SB p. 6)

What happened next? (SB p. 6)

- Exchanging personal information.
- Predicting and discussing the results of a survey.
- Predicting and voting on what will happen next in a relationship.

### WRITING

Describing friends – Correcting common mistakes (SB p. 100)

- Using correction symbols to correct pieces of writing, then writing a description of your best friend.

## MORE MATERIALS

**Photocopiables** – Getting to know you (TB p. 160)   **Tests** (Online)   **Video** (iTools and Online)



## STARTER (SB p. 2)

You are probably beginning a new class with a new group of students. Your main goal during the first few lessons together is to establish a good classroom atmosphere, in which everyone feels comfortable. Hopefully, you will all not only work hard, but have fun at the same time.

Another of your goals will be to check your students' language abilities. How good are they at using the tense system? Can they form questions in English? What's their vocabulary like? How confident are they with skills work? Do they panic when listening to a recording? All this information will allow you to get a feel for your students' abilities, and will also help you to plan your lessons.

The theme of the unit will help students to get to know each other, and to get to know you. The *Starter* and opening sections review tenses and question forms and will help you assess students' strengths and weaknesses in these areas. The general review of past, present, and future verb forms in this unit is reinforced in greater depth later in the book.

### SUGGESTION

Make sure students know your name and each other's names. Play a game to help memorize names. Students throw a ball to another student and say that student's name as they do so. Include yourself in the game and encourage students to get faster as they go along.

- 1 Elicit the answer to the first question with the whole class. Students then work in pairs to match the rest of the questions and answers.
- 2 **CD1 2** Play the recording and have students check their answers. Students then ask and answer the questions in pairs, giving their own answers.

### Answers and audio script

#### Getting to know you

**A** Where were you born?

**B** In Argentina.

**A** What do you do?

**B** I'm a teacher.

**A** Are you married?

**B** No, I'm not.

**A** Why are you studying English?

**B** Because I need it for my job.

**A** When did you start studying English?

**B** Two years ago.

**A** How often do you have English classes?

**B** Twice a week.

## WHERE DO YOU COME FROM? (SB p. 2)

### Tenses and questions



### POSSIBLE PROBLEMS

The goal of the text is to test students' ability to recognize and use basic tenses (Simple Present and Continuous, Simple Past, Present Continuous for future, and *going to* + base form). There are examples of the stative verbs *like* and *have*. *Have* appears as a full verb with the *do/did* forms.

Students should be familiar with the above tenses and verb forms, but they will no doubt still make mistakes.

**Question forms** The use of the auxiliary in questions often presents problems. Common mistakes include:

\*Where do he live?

\*Where you live?

\*What you do last night?

\*What did you last night?

\*What does he studying?

**Voice range** English has a very wide voice range, and this is apparent in question formation.

Where do you live?

Do you like learning English?

Students often have a very flat intonation, and they need to be encouraged to make their voice rise and fall as necessary.

- 1 **CD1 3** Focus students' attention on the photo of Anton. Ask *Where is he?* (in New York). Use the photo to preteach *bike messenger* and *cosmopolitan*. Ask students to cover the text and just listen to Anton talking about his life. Play the recording once all the way through. Elicit where he is from (Canada) and any other information about his past, present, and future.
- 2 **CD1 3** Focus students' attention on the example and make sure they understand that the verbs are grouped to link to the *present*, *past*, and *future* paragraphs in Anton's text. Elicit the missing verb for (2) (*'m living*) but don't go into an explanation of the difference between Present Continuous and Simple Present at this stage – just allow students to work through the task. Similarly, don't go into a detailed explanation of Present Continuous for future meaning (*Next September, I'm going back home to Toronto*) at this stage. Have students check their answers in pairs before playing the recording again for a final check.

### Answers and audio script

#### Where do you come from?

Hi! I'm Anton. I (1) **come** from Canada, but right now I (2) **'m living** here in New York. I (3) **'m working** as a bike messenger. I really (4) **like** New York. It's the center of the universe and it's very cosmopolitan. I (5) **have** friends from all over the world. I (6) **earn** about \$150 a day in this job. That's good money. I (7) **'m saving** money for my education.

I (8) **was born** in Toronto, but my parents are from Bulgaria. They (9) **moved** to Canada 30 years ago. When they first (10) **arrived**, they (11) **didn't speak** any English. They always worry about me. Last month, I (12) **had** a bad accident on my bike, but I'm fine now.

Next September, I (13) **'m going back** home to Toronto and I (14) **'m going to study** for a master's degree, and then I hope to get a good job.

- 3 This stage practices the change from first person to third person singular forms. Focus students' 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 ...*

Put students in pairs to continue the task. Monitor and help. If students have a lot of problems with the third person present forms, briefly review the forms on the board:

Simple            *He comes from Canada.*

Continuous    *He's living in New York.*

going to        *He's going to study.*

- 4 Give a present, past, and future example about yourself, e.g., *I live in an apartment near school. I studied modern languages in college. I'm going to buy a new car soon.*

Elicit a variety of examples from the class. Give students a few minutes to write their sentences, then have students read their sentences to the class. Highlight any tense mistakes and encourage students to correct as a class.

### SUGGESTION

As an extension, ask students to write a short description of themselves, using the text about Anton as a model. You can assign this for homework or for students who are quick finishers.

- 5 Focus students' attention on the photo of Rowenna and check pronunciation of her name /rou'winə/. Elicit where she is from (Australia). Ask students what they think her job is, but don't confirm the answer at this stage because students will find out in the next exercise.
- 6 **CD1 4** Preteach/review *run an art gallery, Aboriginal art, exhibition, study law /lɔ/, borrow money*. Play the recording once all the way through and elicit any information students can remember about her past, present, and future.

### Audio script

Hi, I'm Rowenna. I'm Australian. I come from Melbourne, but now I live in San Francisco, California, with my husband David. He's American. David and I run an art gallery. It's a gallery for Australian Aboriginal art. I just love Aboriginal art. I love all the colors and shapes. I'm preparing a new exhibition right now.

I came to the US in 2006 as a student. My parents wanted me study law, but I didn't like it, uh, I hated it in fact. I left school after three months and got a job in an art gallery. That's where I met David. Then, we had the idea of opening our own gallery just for Aboriginal art, because most American people don't know anything about it. That was in 2006, and we borrowed \$25,000 from the bank to do it. We're lucky because the gallery's really successful and we paid the money back after just five years. I go back to Australia every year. I usually go when it's winter in the US because it's summer in Australia. But I'm not going next year because I'm going to have a baby in December. It's my first so I'm very excited.

- 7 **CD1 5** Explain that students are going to ask and answer some more questions about Rowenna. Focus students' attention on the example. Make sure students understand that the questions have different numbers of missing words. Ask them to work in pairs to complete the questions about Rowenna. Monitor and write down any common problems with question formation.
- Put students in pairs to ask and answer the questions. If necessary, write key words on the board as prompts or play **CD1 4** again. Monitor and check for accurate question formation and a wide voice range on the intonation.

Play the recording, pausing after each question and answer if necessary. Students practice again in their pairs. If they sound a little flat, encourage a wide voice range, playing some of the recording again as a model and having students repeat.

### Answers and audio script

- 1 **A** Where **does she** live?  
**B** In San Francisco, California.  
**A** Who with?  
**B** With her husband, David.
- 2 **A** What **does she** do?  
**B** She runs an art gallery.
- 3 **A** What **is she** doing right now?  
**B** She's preparing a new exhibition.
- 4 **A** When and why **did she come** to the US?  
**B** She came to the US in 2006 to study law.
- 5 **A** How long **did she** study law?  
**B** For three months.
- 6 **A** How much money **did she** borrow from the bank?  
**B** \$25,000.
- 7 **A** How many children **does she** have?  
**B** She doesn't have any right now.
- 8 **A** Why **is she** excited?  
**B** Because she's going to have a baby.

### GRAMMAR SPOT (SB p. 3)

The goal of the *Grammar Spot* in each unit is to get students to think analytically about the language. Ask students to discuss the grammar questions in pairs before getting feedback from the whole class because this encourages peer teaching and builds students' confidence. If you are teaching a monolingual class, and your students find it easier to answer in L1, encourage them to do so.

- 1 Refer students to **CD1 4** on SB p. 114. Put them in pairs to find examples of verb forms with present, past, and future meaning in the script about Rowenna. Remind them to include negative forms. Encourage students to work quickly and don't go into detail about the form and use of past and future tenses here because these will be included in later units. If students ask about the use of Present Continuous for future meaning (*I'm not going next year*), just explain that the Present Continuous can be used to refer to a fixed plan in the future.

### Answers

**Present:** e.g., I come, I live, I run, I love, I'm preparing, most American people don't know, I go

**Past:** e.g., I came, My parents wanted, I didn't like, I hated, I left, I got, I met, we had, we borrowed, we paid

**Future:** I'm not going, I'm going to have

- 2 Ask students to discuss the two questions about present tenses in pairs or threes. Then discuss the answers as a class.

### Answers

The two tenses are the Simple Present and the Present Continuous.

They are formed differently. The third person singular of the Simple Present ends in -s. The Present Continuous is formed with the verb *to be* + *-ing*.

The Simple Present is used to express an action that is always true, or true for a long time. The Present Continuous is used to express an activity happening now, or around now.

- 3 This section reviews question words students should have studied earlier by having them think about the meaning. (*Whose* is covered more fully in contrast with *Who's* on SB p. 4.) Focus students' attention on the example. Ask students to work in pairs to complete the rest of the matching task. When checking the answers with the class, have students guess what the whole question might be (see answers in parentheses).

### Answers

What ...?	A sandwich. ( <i>What did you have for lunch?</i> )
Who ...?	My brother. ( <i>Who is that?</i> )
Where ...?	In Mexico. ( <i>Where do you live?</i> )
When ...?	Last night. ( <i>When did you see Maria?</i> )
Why ...?	Because I wanted to. ( <i>Why did you do that?</i> )
How many ...?	Four. ( <i>How many children do they have?</i> )
How much ...?	\$10. ( <i>How much did it cost?</i> )
How long ...?	For two weeks. ( <i>How long did you stay?</i> )
Whose ...?	It's mine. ( <i>Whose cell phone is this?</i> )
Which ...?	The blue one. ( <i>Which jacket is yours?</i> )

►► Grammar Reference 1.1–1.3 p. 132

## PRACTICE (SB p. 4)

### Asking questions

This section reinforces the question words students covered in the *Grammar Spot* on SB p. 3.

- Focus students' attention on the photo of Serkan. Explain that he is studying English in the US. Ask students what questions they think the interviewer will ask Serkan.  
Preteach/review *improve my English, show someone around*. Ask two students to read the first four exchanges of the conversation and elicit the first missing question word (*where*). Give students time to complete the task, working individually, and then compare their answers in pairs.
- CD1 6** Play the recording and have students check their answers. If students ask about the difference between *What* and *Which*, explain that *Which* is usually used when there is a limited choice.  
Elicit some examples of present, past, and future forms. Then have students continue in pairs. Elicit the answers.  
Put students in pairs to practice the conversation. If students have problems with pronunciation or intonation, play the recording again as a model and drill key sentences as a class and individually.

### Answers and audio script

**Present:** do you come, I want, I'm studying, do you go, I go, I hope

**Past:** did you know, I studied, I didn't learn, did you do, I taught

**Future:** my brother is coming, I'm going to show

### CD1 6 Asking questions

I = Interviewer S = Serkan

- I Hi, Serkan. Nice to meet you. Can I ask you one or two questions?  
S Yes, of course.  
I First of all, (1) **where** do you come from?  
S I'm from Istanbul in Turkey.  
I And (2) **why** are you here in the US?  
S Well, I'm here mainly because I want to improve my English.  
I (3) **How much** English did you know before you came?  
S Not a lot. I studied English in school, but I didn't learn much. Now I'm studying in a language school here.  
I (4) **Which** school?  
S The A Plus School of English.  
I That's a good name! Your English is very good now. (5) **Who's** your teacher?  
S Thank you very much. My teacher's named David. He's great.  
I (6) **What** did you do back in Turkey?  
S Well, actually, I was a teacher, a history teacher. I taught children from the ages of 14 to 18.  
I (7) **How many** children were in your classes?  
S Sometimes as many as 40.  
I Wow! That's a lot. (8) **How often** do you go back home?  
S Usually I go every year, but this year my brother is coming here. I'm very excited. I'm going to show him around.  
I Well, I hope your brother has a great visit.

### SUGGESTION

Students can role-play the interview in Exercise 2 again, working with a new partner and using their own information or an imaginary character.

### Whose or Who's?

This section helps students to resolve the potential confusion between *Whose* and *Who's*. The pronunciation is the same, so students need to use the context to help them distinguish the question words.

- CD1 7** Write *Who's calling?* on the board. Ask *What is the full form?* (*Who is*). Write *Whose phone is ringing?* on the board. Underline *Who's* and *Whose* and ask *Is the pronunciation the same or different?* Elicit that the two words sound the same. Read the information about *Whose* and *Who's* with the class, then play the recording for students to listen and repeat.
- Focus students' attention on the sentences. Elicit the answer to number 1 as an example (*Whose*). Remind students to read the answer to each question to help them choose the correct word. With students that need more support, ask *Which questions ask about possession?* before they do the exercise (sentences 1, 3, 5, and 6).  
Put students in pairs to complete the exercise. Check the answers with the class.

### Answers

1 Whose	3 Whose	5 Whose
2 Who's	4 Who's	6 Whose

- 5 **CD1 8** This is another discrimination task but without the support of the text. Tell students they are going to hear eight sentences. Sometimes the question word comes at the beginning and sometimes later in the sentence.

Play sentence 1 as an example. If students disagree on the answer, play it again, writing it on the board and checking the contraction (*Who is*).

Play the rest of the recording, noting on the board if students disagree on any of their answers, but keeping the activity moving quickly to maintain the fun element. Play these sentences again, having students spell out the words as a final check.

#### Answers and audio script

- 1 **A** **Whose** phone is ringing?  
**B** It's mine.
- 2 **A** **Who's** calling?  
**B** It's my brother.
- 3 **Who's** on the phone?
- 4 I'm going to the dance club. **Who's** coming?
- 5 **Whose** coat is this? It's not mine.
- 6 **Whose** are all these dirty clothes on the floor?
- 7 **Who's** going to Tina's wedding?
- 8 Do you know **whose** glasses they are?

#### SUGGESTION

As reinforcement, have students read the questions and answers in Exercise 4 out loud. Model the stress and intonation, emphasizing the voice range on the questions starting high and falling.

Whose brother is coming to stay?  
Serkan's brother.

### Questions about you

- 6 **CD1 9** Focus students' attention on the example and ask what tense the question is in (Simple Present).

Ask students to correct the questions. Students check their answers with a partner.

Play the recording again and check the answers with the class. Ask students to tell you what tense each question is in.

Play the recording again to model the pronunciation. Have students repeat as a whole class and individually. Exaggerate the voice range if students sound flat.

#### Answers and audio script

##### Questions about you

- 1 What **do** you like doing in your free time? (Simple Present)
- 2 Do you like listening **to** music? (Simple Present)
- 3 What kind **of** music do you like? (Simple Present)
- 4 What did you **do** last weekend? (Simple Past)
- 5 What **are** you doing tonight? (Present Continuous for future meaning)
- 6 What are you going **to** do after this class? (*going to* + base form)
- 7 How many languages **does** your teacher speak? (Simple Present)
- 8 What's your teacher wearing today? (Present Continuous)

- 7 **CD1 10** Read some of the questions to the class and elicit a variety of answers. Give struggling students a few minutes to think about how to respond to each question.

Divide students into pairs to ask and answer the questions. Monitor and write down any common errors to discuss after the pairwork.

Play the recording, pausing at the end of each conversation to give students time to compare their answers. Refer students who need more support to **CD1 10** on SB p. 114 to read the script after they have listened.

Discuss any common mistakes in question formation carefully. You want to have genuine communication at this point, but you also want well-formed questions with correct pronunciation.

#### Audio script

- 1 **A** What do you like doing in your free time?  
**B** I like being with my friends. We go to each other's houses and talk.
- 2 **A** Do you like listening to music?  
**B** Of course. It helps me relax.
- 3 **A** What kind of music do you like?  
**B** I like all kinds, rock, jazz, pop, but the thing I like best is listening to my dad's old Beatles albums.
- 4 **A** What did you do last weekend?  
**B** It was my mom's birthday so we all made a special meal for her.
- 5 **A** What are you doing tonight?  
**B** Nothing much. I want to do some things around the house before the weekend.
- 6 **A** What are you going to do after this class?  
**B** I have some shopping to do. Then I'm going home.
- 7 **A** How many languages does your teacher speak?  
**B** Only English! She says she's going to study Italian next year.
- 8 **A** What's your teacher wearing today?  
**B** A very pink sweater and red pants. Hmmm – not a great look!

#### EXTRA ACTIVITY

As an extension to Exercise 6, you can ask students in pairs to change one word in each question to make new questions, e.g., *Do you like listening to the radio?* *What kind of movies do you like?* Once they have reformulated the questions, put students in new pairs and have them interview each other. Alternatively, you can have students get up and walk around to interview several classmates.

#### PHOTOCOPIABLE ACTIVITY

##### UNIT 1 Getting to know you TB p. 160

**Materials:** One copy of the worksheet cut up for each group of four students.

**Procedure:** Explain that students are going to complete and discuss a questionnaire to practice tenses and questions, and to get to know each other better.

- Give out a worksheet to each student. Focus students' attention on the categories and explain that they need to think about their past, present, and future and write about what's important to them for each category. Give several 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 questionnaire. Remind them to think about examples for their future, too. Monitor and help as necessary.
- Divide the class into groups of four. Preteach/review useful language for the discussion stage, e.g., *Why is this (person) important to you? Why did you write "a silver ring" here?* Also remind students to think of follow-up questions to find out more information, e.g., *What do you use it for now? How did you meet him/her?* etc. Have students look at each other's worksheets and discuss their answers. Monitor and check for accurate use of tenses and question formation.
- Discuss the activity with the class. Have students tell the class one of the most interesting things they found out about their classmates.
- Discuss any common errors.

## ADDITIONAL MATERIAL

### Workbook Unit 1

Ex.1–3 Tense review

Ex. 4–7 Questions

Ex. 8 *whose or who's?*

## LISTENING AND SPEAKING (SB p. 5)

### My oldest friend

#### ABOUT THE LISTENING

This listening is made up of three interviews, in which three people talk about their friends. The first conversation touches on the trend for making friends on social networking sites such as *Facebook* and the difference between these relationships and close friends. The second is between an older and younger brother, Damian and Toby. The third is between two women who are the same age and are each other's oldest friends. The tasks allow students to focus on the gist (who is talking to whom) and then more detailed information.

- 1 Introduce the topic by writing *friend* on the board and eliciting a few collocations from students, e.g., *make friends, stay friends, keep a friend, a good friend, best friend, oldest friend, close friend, great friend*.  
Give a few details about your oldest friend. Then put students in pairs to discuss the questions. Elicit a few details from the class.
- 2 Focus students' attention on the photos and check the pronunciation of the names of the people: Kenny /kəni/, Katie /keiti/, Damian /'deɪmɪən/, Toby /toubi/, Judy /'dʒʊdi/, Beth /beθ/, Pete /pit/, and Zac /zæk/.  
Tell students they are going to hear Kenny, Damian, and Katie talking about the other people in the photos. Focus students' attention on the task and give students time to guess who each person is talking to, and who they are talking about.
- 3 **CD1 II** Play the recording once all the way through for students to check their answers to Exercise 2. Play the recording again, pausing after each conversation so that

students have time to write notes. Have students check answers in pairs before checking the answers with the class.

#### Answers and audio script

**Kenny** is talking to Judy. His oldest friend is Pete. They met at school. They both loved baseball.

**Damian** is talking to Toby. His oldest friend is Zac. They met at school/ in fourth grade.

**Katie** is talking to Beth. Her oldest friend is Beth. They met before they were born. They are like sisters.

#### CD1 II My oldest friend

##### 1 Judy and Kenny

**J = Judy K = Kenny**

**J** Kenny, I see you have more than 300 friends on Facebook!

**K** Amazing, isn't it? I don't know how it happened. I think it's because my job takes me all over the world and I make friends wherever I go.

**J** I travel too, but I don't have so many friends.

**K** Come on Judy. I'm your friend. That's one at least!

**J** But what about close friends? How many of the 300 are close?

**K** I have no idea.

**J** No idea? More than ten? More than 20?

**K** Uh, probably no more than ten really close friends.

**J** So, who's your oldest friend?

**K** That's easy. Pete's my oldest friend – since we were both 16, and he went to my school. He lives in Canada now. But he was best man at my wedding and I was best man at his.

**J** How often do you see him?

**K** Not often. Maybe once or twice a year. I visited him last year when his son was born. Do you know, he named the baby Ken after me?

**J** Oh, that's nice! You and Pete are really good friends, aren't you?

**K** Yeah!

**J** Why do you think that is?

**K** It's because we both love baseball!

**J** Don't tell me, he loves the Yankees, too!

**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 years, but when we get together ... right away we're talking ...

**J** ... about baseball

**K** No, about all kinds of things. Our families mainly. He's a great guy.

##### 2 Damian and Toby

**[T = Toby D = Damian]**

**T** Am I your best friend?

**D** No, silly, you're my brother!

**T** I'm not silly. Can't I be your best friend?

**D** 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 hang out with Luke and the other guys now.

**T** Is Luke your best friend?

**D** No.

**T** Is he your oldest friend?

**D** No. Zac's my oldest friend. You know that – since we sat next to each other in the fourth grade. Zac and I are going to travel the world together when we graduate from school.

**T** Can I come?

**D** No you can't! Just shut ...

**T** Well, can Luke be my friend?

**D** Toby, be quiet about friends! You're so boring, I'm not surprised you have no friends.

**T** But can I ...?

**D** No, no, no! I'm going now. See you!

**T** But ...

### 3 Katie and Beth

**B = Beth K = Katie**

**B** Katie, you're lucky, you have so many friends.

**K** Mmmm, I guess so. I do have a lot.

**B** Why do think that is?

**K** Well, I'm not sure, I think I kind of collect friends. I have friends from all different times in my life. You know high school, college, and now at work and I keep my friends.

**B** So, who's your oldest friend?

**K** You are, of course! You and me, Beth, we're the same age, 24, and you could say we met before we were born.

**B** I suppose you're right ...

**K** Yeah, our moms met when they were ...

**B** I know, at the hospital when they went for check-ups before we were born.

**K** Yeah, and we were born on the same day...

**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 friend. You're like a sister to me.

- 4 **CD1 11** Preteach/review *be named after* and *be like a sister* (have a similar relationship as a sister). Read through the questions briefly as a class and help with any other vocabulary questions.

Play the recording again, then give students time to write their answers to the questions.

If some students need more support, you may need to play the recording again in shorter sections to allow them to pick out the details.

Ask students to check their answers in pairs before you check the answers with the class. As a follow-up, ask students who they resemble most in their attitude to friends – Kenny, Damian, or Katie – and/or who they would most like to meet.

#### Answers and audio script

- 1 Kenny; about 300
- 2 Katie and Beth
- 3 Damian
- 4 Kenny's
- 5 Katie/Beth
- 6 Toby
- 7 Kenny and Pete
- 8 Pete
- 9 Katie's
- 10 Damian's

**CD1 11** See Exercise 3.

- 5 The section ends with a short word order exercise. Elicit the correct order for the words in sentence 1. Students then complete the task, working individually.

#### Answers

- 1 Pete named his son after his best friend Ken.
- 2 Toby wants to travel around the world with his brother.
- 3 Katie has friends from different times in her life.

## WRITING (SB p. 100)

### Describing friends – Correcting common mistakes

The goal of this writing section is to familiarize students with the common symbols used when marking written work. Once students have completed these activities, you can use the symbols to mark up any written work they hand in.

Using symbols, rather than simply correcting mistakes as the teacher, encourages students to correct themselves. If using symbols is new for your students, you might want to both correct and mark up mistakes with symbols once or twice before using the symbols alone.

- 1 Introduce the section by asking students what type of mistakes people make in writing. Elicit a variety of ideas and then refer students to the correction symbols on the left-hand side of the chart in Exercise 1.

Put students in pairs to look at the symbols and correct the mistakes in sentences 1–7. Monitor and help as necessary.

Correct the answers with the class. Ask students whether these are mistakes that they typically make.

#### Answers

- |   |                                |
|---|--------------------------------|
| 1 I'm <u>enjoying</u> the party.          | 5 He <u>arrived</u> yesterday. |
| 2 They went <u>to</u> Brazil on vacation. | 6 They <u>aren't</u> coming.   |
| 3 I have two <u>younger brothers</u> .    | 7 She's <u>a</u> doctor.       |
| 4 She has some new <u>red</u> shoes.      |                                |

- 2 Divide the class into groups of four or five. Tell half the groups that they are Group As. Tell the other groups that they are Group Bs. Ask each group to mark their mistakes with the symbols in Exercise 1, but *not* to correct them. Monitor and help as necessary.

#### Answers

##### A

- 1 I like Boston because it is a beautiful city.
- 2 She studied for three years <sup>WO</sup> psychology.
- 3 There aren't <sup>Gr</sup> any milk.
- 4 He's speaking <sup>T</sup> French, German, and Spanish.
- 5 I watched TV, than <sup>WW</sup> I went to bed.
- 6 Did you by <sup>Sp</sup> any bread at the supermarket?

##### B

- 1 I lost my all <sup>WO</sup> money.
- 2 What did you do <sup>Gr</sup> last night?
- 3 He always wear <sup>Sp/WW</sup> jeans.
- 4 My town is quite <sup>Gr</sup> on weekends.
- 5 I want that I pass <sup>WW</sup> the exam.
- 6 She's married with <sup>Gr</sup> Peter.

- 3 Ask students to stand up, walk around, and sit down next to someone from the other group. Ask them to correct each other's mistakes.

Check the answers with the whole class. During the review, ask whether the symbols helped the students to correct the mistakes.

#### Answers

##### A

- 1 I like Boston because **it** is a beautiful city.
- 2 She studied **psychology for three years**.
- 3 There **isn't** any milk.
- 4 He **speaks** French, German, and Spanish.
- 5 I watched TV, **then** I went to bed.
- 6 Did you **buy** any bread at the supermarket?

##### B

- 1 I lost **all my** money.
- 2 What did you **do** last night?
- 3 He always **wears** jeans.
- 4 My town is **quiet** on weekends.
- 5 I want **to pass** the exam.
- 6 She's married **to** Peter.

- 4 This activity gives further practice in correcting common mistakes. Once corrected, it also provides a model for students' own writing in Exercise 5.

Have students read the text through quickly without focusing on the mistakes. Help with any unknown vocabulary. If students ask about *best man*, explain that it refers to the male friend who helps a groom at his wedding.

Ask students to correct the piece of writing individually. Monitor and help. Have students check their corrections in pairs before you check them with the whole class.

#### Answers

##### My Best Friend

My best friend was my best man when I **got** married two **years** ago. **His** name is Antonio and we met **at/in** college in Miami. In fact, we met on our very first day **there**. Antonio was **the** first person I spoke **to** and we discovered we were both studying Spanish and that we were both soccer fans. When we graduated from college, we went **traveling together** for six **months**. We had a good time touring **Central** and **South America**. When we were in Mexico, we met two sisters **from** California, Ally and Chelsea. Now I'm married **to** Ally, and next year Antonio and Chelsea **are** going to get married. I like Antonio because he **is** very funny and we **have** really good times together. He **lives** in a different state now, but we text or call **each other often**. I'm very lucky that he's my friend.

- 5 Refer students back to the text in Exercise 4 before they start writing. If students need more support, write prompts on the board to help them plan their work:
- name?
  - how you met?
  - his/her personality?
  - what you did together in the past?
  - your relationship now?
- Give students time to write about their best friend in class or assign the activity for homework. Students should then compare and correct their texts in the next class.
- 6 Ask students to exchange their text with a partner. Ask students to read each other's texts and mark mistakes with the correction symbols from Exercise 1. Students should then correct their own work.

Ask a few students to read their texts out loud for the class. If possible, display the descriptions on the classroom wall. If you have access to computers, students can add a photo to their description and upload their work to your class/school site.

If you check the students' work, point out any further errors, but allow students to correct them themselves. Try to limit corrections to major problems. Correcting too many errors may discourage students from writing more.

## READING AND SPEAKING (SB p. 6)

### A blind date

#### NOTE

##### Reading texts and vocabulary

Reading texts are an excellent source of new vocabulary because they introduce words in natural contexts, which allows students to guess what they might mean. Discourage students from using dictionaries too often as they read. They may miss the basic meaning of the text if they spend too much time looking up words.

There are a number of different ways of helping with the unknown vocabulary in the texts in the Student Book. Here are two suggestions:

- After students have read the text, ask them to underline some of the words they don't know (you can set a limit of 5–10 words) and then try to guess what they mean. They can also check with a partner before checking their guesses in a dictionary.
- If you know your students and their first language well, you can predict words they don't know, then give students synonyms or definitions and ask them to find matching words in the text, for example *Find a verb that means "to welcome someone when you meet them" (to greet)*.

#### ABOUT THE TEXT

In this first skills section, the skills of listening, reading, and speaking are integrated. The selection of texts and activities means that students will need to use some of the tenses and question forms from earlier in the unit.

A blind date is a meeting with someone you have never met before, in order to find out if you'd like to get to know them better and have a relationship with them. The TV series called *Blind Date* was very popular for many years in the US and the UK. The article here is based on a real, regular feature in the Guardian newspaper's *Weekend* magazine.

Students discuss the results of a survey on how couples meet, and then listen and compare their ideas with the actual figures. Students then read two people's accounts of their blind date and their first impressions of each other. Students discuss what they think happened next and compare their ideas with a recording. The section ends with some language work on adjectives with *-ing* and *-ed* endings.



Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when necessary. If students need more practice or if your time is limited, you can preteach/review some of following vocabulary:

*love at first sight, first impressions, run a marathon for charity, greet someone, kiss someone's cheek, shake hands, embarrassing, use chopsticks, talkative, a guy (informal = man), go somewhere else (go to another place to continue a date/party), maybe/definitely, exchange numbers (tell each other your phone numbers).*

- 1 **CD1 12** Write the words *blind date* on the board and check comprehension. Point out that *blind date* can refer to the event and also the person.

Ask students if they have heard of the TV show *Blind Date* and if they have ever seen a similar show in their own country.

Read the instructions to Exercise 1 as a class. Focus students' attention on the *How did they meet?* list and check comprehension of *online (connected to the Internet)*. Check pronunciation of *percent* /pər'sent/ and elicit a few example sentences from the class, e.g., *I think 20% met at work.*

Put students in pairs or groups of three to discuss the survey results. Encourage them to give reasons for their ideas.

Play the recording and have students compare the results with their predictions. For more practice run through the percentages quickly to check that students have understood the figures correctly.

Elicit students' reactions to the figures and establish what they found most surprising. Give a short example of a couple you know and how they met, then elicit a few more examples from the class.

#### Answers and audio script

at school or college – 15% at work – 22% at a club – 8%  
online – 12% through friends – 20% through family – 5%  
on a blind date – 4% while shopping – 1% none of these – 13%

#### CD1 12 A blind date

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 friends," and third, with 15%, "at school or college." Next, with 12%, was "meeting online." These days more and more couples are meeting this way. Just 8% met at a club and 5% through family, which was very surprising. Only 4% met on a blind date – maybe not so surprising. Last of all, just 1% met while shopping – so don't go looking for love in the supermarket. That leaves just 13% who didn't meet in any of these places.

- 2 Focus students' attention on the photos of Sally and Dominic and on the introduction to the article. Check the answers to the questions.

#### Answers

Their names are Sally Fox and Dominic Evo. Sally is 25 and Dominic is 29. Sally is a tennis coach and Dominic is an actor. They met at a Chinese restaurant.

- 3 Put students into two groups, A and B. (With larger classes, you may need to have multiple sets of the two groups.) Assign a text to each group and remind students to read only their text:

**Group A – Sally**

**Group B – Dominic**

Point out that Sally refers to Dominic as *Dom*, his nickname.

Have students read their text quickly. Monitor and help with any questions.

Have students discuss questions 1–9, working in their A or B groups and writing down the answers. The answers are provided below for reference, but don't check the answers with the whole class at this stage.

#### Answers

##### Group A – Sally

- 1 Sally says they were both nervous.
- 2 He was friendly, tall, and attractive.
- 3 Places to travel to, sports, running a marathon, acting, and the theater.
- 4 She couldn't decide how to greet him. She shook his hand and he tried to kiss her cheek.
- 5 Chopsticks.
- 6 He was talkative and funny. He wasn't crazy about soccer.
- 7 He didn't just talk about himself.
- 8 They found a piano in the square next to the restaurant. Dominic played it.
- 9 He took the train.

##### Group B – Dominic

- 1 Dominic says Sally was nervous.
- 2 She has a lovely smile and amazing green eyes. He loved her red dress.
- 3 Travel, cooking, sports, running a marathon, the theater.
- 4 The waiter knew it was a blind date.
- 5 Chopsticks.
- 6 Her green eyes. She was easy to talk to. She was interested and interesting.
- 7 She didn't just talk about sports.
- 8 They found a piano in the square next to the restaurant. Dominic played it and Sally sang.
- 9 She took the bus.

- 4 Preteach/review *have something in common*. Regroup the students, making sure there is an A and a B student in each pair. Demonstrate the activity by having a pair of students talk about the person in their text while the rest of the classes listens (an open pair). Students continue exchanging the information about their person in closed pairs (working without the rest of class listening). Remind them to refer to their notes and answer the questions in their own words, rather than reading sections of the text out loud. Monitor and check for correct tense use. Write down any common errors but discuss them at a later stage. Bring the whole class together to check what Sally and Dominic have in common.

#### Answers

**In common** They both like to travel and want to visit Chile/South America. They both have good table manners. They were both talkative/easy to talk to. They were interested in each other. They both enjoyed playing the piano and singing.

**Not in common** Sally loves sports but Dominic hates them (although he's going to run a marathon). Dominic loves cooking but Sally hates it. Dominic is an actor but Sally doesn't often go to the theater. Sally could use chopsticks but Dominic couldn't.

## What happened next?

- 5 Give students a few minutes to think about the answer to the question. Have students raise their hands to show if they think Sally and Dominic will meet again or not. Check the result of the vote and encourage students to explain their opinion.
- 6 **CD1 13** Read the questions as a class. Explain that students are going to hear Dominic and then Sally in a short recording about their relationship.

For additional support, preteach/review *text someone, make someone wait*. Then play the recording. Have students discuss their answers in pairs before checking answers as a class.

As a follow-up, ask students if they think Sally and Dominic will continue seeing each other, and why/why not.

### Answers and audio script

Dominic sent Sally a text, but she didn't reply for two days. They met a week later, went for a walk, and then to the movies. Sally went to the theater to watch Dominic's play and she said she liked it.

They're still seeing each other. Sally's helping Dominic train for the marathon.

Dominic's going to meet Sally's family next weekend.

### **CD1 13** What happened next?

**Dominic** I sent Sally a text a couple of days after the date. She played it cool and didn't reply for two days. We met up a week later, went for a walk, and then to the movie. We're still seeing each other. She's helping me train for a marathon next month. She's going to come and watch me. Also, she came to the theater to watch my play and she said she liked it. I'm going to meet her parents next weekend. I'm a little bit worried, but I enjoy being with her a lot.

**Sally** When Dom texted, I knew I wanted to answer but I made him wait. I'm not sure why - silly really - because I really do like him. I enjoyed seeing him act. I think he's a very good actor but I didn't really understand the play. He's coming to meet my family next weekend. I don't usually take boyfriends home so soon, but with Dom it's different. I have a good feeling about this relationship. Ask me again a year from now!

## Vocabulary

This section uses adjectives from the reading text to highlight the difference between *-ed* and *-ing* endings.

- 7 Focus students' attention on the examples and elicit the matching lines. If students have problems, explain that *-ing* adjectives describe a situation, person, or thing; *-ed* adjectives describe how people feel.

### Answers

Sally was **interested** so she asked him a lot of questions.  
Sally was **interesting** because she was funny and made him laugh.

- 8 Give students time to complete the adjectives, working individually. Students check answers in pairs before checking the answers with the class.

### Answers

- 1 Thank you. That class was really **interesting**.
- 2 It's my birthday tomorrow so I'm very **excited**.
- 3 Look at the view! It's **amazing**.
- 4 I didn't like her new boyfriend. He was very **boring**.
- 5 Don't be **embarrassed**. Everybody cries sometimes.

### SUGGESTION

To reinforce the difference between *-ed* and *-ing* endings, write the names of two or three recent, well-known movies on the board. Tell students that they are in the movie theater, watching the movie. Ask *How do you feel?* Elicit sentences with *-ed* adjectives from students, e.g., *bored, excited, interested, frightened, depressed*. Then say *Now describe the movie*. Elicit sentences with *-ing* adjectives from students, e.g., *It's boring, It's exciting*, etc.

### EXTRA ACTIVITIES

- You can review question forms by having students brainstorm the questions a person might ask themselves before a blind date, e.g., *What is he/she like? What does he/she look like? What does he/she like doing? What am I going to wear? What are we going to talk about? What do we have in common? When are we going to meet? Where are we going to meet? How am I going to recognize him/her?* You can create a list of the best questions on the board and, if appropriate, students can role-play talking to a friend before a blind date to practice some of the questions.
- If appropriate to your students, you can start a general discussion on blind dates. Ask students if they think they are a good idea and, if appropriate, ask if anyone has been on a blind date. If you have a mixed class with people from different cultures, some of whom may involve matchmaking or arranged marriages, you can ask students to tell the class about what happens in their culture. Proceed with caution here, however, because some students may find these questions culturally sensitive.

## VOCABULARY (SB p. 8)

### Right word, wrong word

#### NOTE

This section provides an introduction to dictionary work, so if you think your students won't all have their own dictionaries, or if you want students to all use the same edition, you will need to provide a class set for students to work from. Students with access to computers can also work from an online dictionary.

Dictionaries are, of course, a useful resource in language learning, but most students need help and guidance to get the most out of them. Dictionaries vary greatly in the amount of detail and accuracy of information they provide. The better ones will separate out different meanings, and give plenty of example sentences.

With bilingual dictionaries, problems can occur when students look up a word in the L1 to English section and possibly find three or four words in English to choose from. They need to look at the information carefully to know which one is correct in context.

The exercises in this section give students controlled practice in distinguishing verbs of similar meaning, adjective + noun collocations, preposition use, and words with more than one meaning.

### SUGGESTION

Even if students are used to looking up words in dictionaries, it is worth reviewing the basic skills of dictionary use. Write several words starting with different letters on the board and have students say them in alphabetical order. Also elicit from the class the type of information you can find in a dictionary, e.g., pronunciation, part of speech (= the word type), example of use, other related words. In a bilingual dictionary, you also get the translation, of course.

Ask students to look at their dictionaries and describe the order in which the information is given: the word itself, the phonetic symbols, the part of speech, the translation, etc.

## Verbs of similar meaning

- 1 Put students in pairs and make sure they have access to at least one good dictionary. Explain that the first exercise highlights the use of pairs of verbs that are often confused. Focus students' attention on number 1 as an example. Give the class time to use a dictionary to check their answers even if they think they already know the answers (*play; go*). Students complete the task, working in pairs. Make sure they use the dictionary to look up any new words and to check their answers even if they think they already know them.

Check the answers with the class.

### Answers

- 1 Can you **play** the piano?  
Do you **go** running every morning?
- 2 I **make** too many mistakes in English.  
I **do** my homework in the evening.
- 3 She can **speak** three languages.  
He can **talk** forever! He never shuts up!
- 4 Excuse me! What did you **say**?  
Can you **tell** me the time, please?
- 5 How much did you **pay for** that meal?  
Where can I **buy** some sunscreen?

## Adjectives and nouns that go together

- 2 Explain that this exercise practices choosing the correct adjective to go with a noun. Write the following words on the board: *handsome, woman, beautiful, man*. Ask students to match them to make appropriate descriptions (*a beautiful woman, a handsome man*).

Give students time to select the appropriate nouns, working in their pairs.

Check the answers with the class.

### Answers

- |                            |                   |
|----------------------------|-------------------|
| 1 important person/meeting | 4 long trip/time  |
| 2 delicious cake/meal      | 5 heavy bag/rain  |
| 3 high price/mountain      | 6 busy street/day |

## Prepositions

- 3 Focus students' attention on the example. Students then complete the task in their pairs. Remind them to check their answers in the dictionary even if they think they already know them.

### Answers

- 1 He comes **from** Istanbul **in** Turkey.
- 2 He's crazy **about** soccer, but I'm not interested **in** it at all.
- 3 I am married **to** John. I met him **at** college **in** 2007.
- 4 I live **with** my parents **in** an apartment **on** the first floor.
- 5 He's very good **at** playing the piano.
- 6 I like going **for/on** walks **in** the park.
- 7 This is a picture **of** me **on** vacation **in** Thailand.
- 8 I got this sweater **from** my sister **for** my birthday.

## Words with two meanings

- 4 Ask students if they can think of any words in English with two meanings. Elicit a few ideas, then focus students' attention on the examples in the Student Book. Elicit the two different meanings of *date*.

### Answers

date – an arrangement to meet a boyfriend or girlfriend; a small, sweet, dark brown fruit grown in places like Egypt

- 5 **CD1 14** Elicit possible examples for *left*, e.g.,

*Turn left at the crossroads.*

*He left early.*

Students work in pairs and use their dictionaries to look up the other words in the table and write sentences to show two meanings of each word. Monitor and help.

Play the recording and ask students to compare their sentences with the sample answers. Students can also compare the sentences they wrote with another pair, or read them out loud to compare with the class.

### Sample answers and audio script

#### Word with two meanings

- 1 Turn **left** on Main Street and my house is the first on the right.  
She **left** in a hurry to catch her bus.
- 2 I love traveling by **train**.  
He's going to **train** to be a teacher.
- 3 I'm going to **run** a marathon next month.  
They **run** the art gallery together.
- 4 I'm working at home for the **rest** of the week.  
I need a **rest**! I'm so tired.
- 5 What **kind** of food do you like?  
How **kind** of you to bring me flowers.
- 6 Can you turn the **light** on, please?  
My bag is **light**, so it's easy to carry.
- 7 What do you **mean**? I don't understand you.  
He's so **mean**. He never has a nice thing to say about anyone.