

# 1

## Getting to know you

### Introduction to the unit

As you begin *Headway* 5th edition Pre-intermediate, you may well be starting a new course with a new group of students. This is one reason why the theme of this first unit is getting to know people.

The *Grammar* section provides the main grammar focus which is a general revision of key tenses used to talk about past, present, and future. In addition, students review their knowledge of question forms, and the exercises in this unit give you the opportunity to assess your students' strengths and weaknesses. Making questions is an area that often causes problems for students, so there is ample practice on making questions and question words. This is done through a text students listen to and read to put the different aspects of grammar in a natural context. (All the verb forms covered are dealt with in greater depth in later units of the course.)

The *Listening and speaking* section is about friends. Students listen to a woman talking about friends and extract information to complete a chart and answer questions. As with skills sections throughout the Student's Book, there is an opportunity for the class to give their opinions and discuss aspects of the topic.

In the *Reading and speaking* focus, students engage in a jigsaw reading activity for specific information, share information, and predict what happens next. Students listen to find out if their predictions were correct.

Adjectives ending in *-ed* and *-ing* from the text are covered in a separate task.

The *Vocabulary* section in this first unit is called *Right word, wrong word* and it covers verbs of similar meaning, adjectives and nouns that go together, prepositions, and words with two meanings.

There is an *Everyday English* section which introduces everyday social expressions, for meeting people, starting and continuing conversations, and saying goodbye.

In the *Writing* section, students learn about form-filling, which is a very practical skill. The section covers the vocabulary for different fields in a form and students also learn common instructions in English for completing forms. Finally, they use their own personal information to complete an application form, which can then be used as a model for when students may need to complete forms in English in real-life situations.

## Language aims

### Grammar

#### Tenses and questions

The tenses reviewed are Present Simple, Present Continuous, Past Simple, and *going to* for future plans or intentions. Students practise using first person singular and then third person singular, remembering to change the forms as necessary (e.g. change the auxiliary verbs or add third

person -s). The input for grammar work in this unit is related reading and listening texts.

Students revise a wide range of question words and complete questions in all the tenses listed above. They also complete an exercise where they identify which word is missing in a range of questions and use the questions to interview a partner.

### Vocabulary

#### Right word, wrong word

In the vocabulary section, students are encouraged to use their dictionaries efficiently in order to choose from two similar words – *play/go, make/do*, etc. Other activities in the vocabulary section are to practise collocations of adjectives and nouns – *important person, delicious meal*, etc., commonly confused prepositions such as *to, from, about, at*, and words with two meanings such as *train*.

### Everyday English

#### Social expressions

This section covers everyday conversations in social situations. Students match first lines with second lines and there is a focus on continuing the conversations. There are phrases to use for different levels of formality, e.g. *How do you do?, Thanks a lot*, and students are asked to identify this aspect of social English interaction.

### Additional material

#### Workbook

Students complete a number of short texts using present, past, and future tenses. There is practice making questions in these tenses, and further work on questions with a focus on using question words accurately. The difference between *who's* and *whose* is practised. There is a reading on Paralympic skiers, with further question and tense practice. There are Vocabulary exercises on verbs of similar meaning, collocations, prepositions, and words with two meanings. The unit provides more work on social English, and there is a Grammar and Vocabulary review.

#### Photocopiable activities

There are photocopiable activities to review grammar (*A game of past, present, future*), vocabulary (*Find someone who ...*), and communication (*Can I help you?*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

## Notes on the unit

### Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*Grammar, Vocabulary, ...*)
- Talk about the photo
- Watch the video
- Look at the bottom banner
- Do the activity

Refer students to the photo on p9. Ask the class questions to draw attention to the unit context and elicit vocabulary: *What can you see in the photo? Where are these people? What is happening? Do you think they are friends? What do you think the man is showing to the woman on his phone?*

Refer students to the title, 'Getting to know you'. Ask students what they think the title means. Note that *to get to know someone* is an expression which means *to find out more about them by spending time with them*. Write an example on the board: *I really like you and I would like to get to know you better*. As this is the beginning of term, it would be a good idea at the start of the lesson to do a getting to know you activity with the students (note that the activities on p10 will also help students learn more about each other).

If you don't have time to watch the video introduction to the unit, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Listening, Writing*. Give examples or use translation for unknown words.

**Video (2 minutes approximately):** The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions, e.g. *Have you ever been on a blind date?* This makes it a more interactive experience. Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

**Summary:** If you're short of time, use the title and the photo to help students understand and engage with the topic, and then move straight on to the activity so that they can discuss the theme in more detail. If you have any more time, try to watch the video together. It is a clear and interesting introduction to the different parts of the unit.

#### Notes for activity:

Put students in pairs. Ask them to look at the photo and discuss their answers to the questions. Ask them to justify their choices where possible.

#### Suggested answers

- 1 Probably not; it looks as if they have just met. They probably started talking about their phones; they may have the same one.
- 2 They're probably talking about a photo the boy has on his phone.
- 3 They may go for coffee together, or arrange to meet each other again.

## Before you begin

Your main aim over the first few lessons together is to establish a good classroom atmosphere with your new students, in which everyone feels comfortable. Hopefully you will not only work hard, but have fun at the same time. Another of your aims 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 in 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.

**SUGGESTION** As this is the first lesson, it's worth starting out with an icebreaker activity to help students find out and memorize each other's names. You will need a soft ball for this game. Introduce yourself clearly and write your name on the board. Students first say their name and then throw the ball to another student. This continues until all students have said their name. Next, students throw a ball to another student and say that student's name as they do so. Finally, if your students are feeling confident, ask them to say, *My name is ...* (+ their name), throw the ball and say, *His/Her name is ...* (+ the other student's name). Include yourself in the game and encourage students to get faster as they go along.

## Grammar SB p10

### Tenses and questions

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 revise tenses and question forms, and will help you assess students' strengths and weaknesses in these areas. The general revision of past, present, and future verb forms in this unit is consolidated in greater depth later in the course.

### Possible problems

- 1 The aim of this section is to assess and review students' ability to recognize and use Present Simple and Present Continuous, Past Simple, Present Continuous for Future, and *going to* + infinitive.
- 2 Some students may simply not have met all the tenses in the unit and you will need to teach them. Others will have difficulty with tricky aspects, including which tense to use for future meaning or with state verbs, remembering all the parts needed in sentences with *going to*, or knowing when Present Continuous has future meaning.  
Common mistakes include:  
\**I am coming from Ireland.* (Correction: *I come from Ireland.*)  
\**He is liking coffee.* (Correction: *He likes coffee.*)  
\**She going to study English.* (Correction: *She's going to study English.*)  
\**Next year I study in Milan.* (Correction: *Next year I'm going to study in Milan.*)  
\**Tomorrow we go to the cinema.* (Correction: *Tomorrow we're going to the cinema.*)
- 3 Question forms in English throw up a lot of problems, especially with the choice and use of auxiliary verbs *do* and *be*. Common mistakes might include:  
– Omitting auxiliary verbs completely:

\*Where you come from? (Correction: *Where do you come from?*)

\*What the children doing? (Correction: *What are the children doing?*)

– Choosing the wrong auxiliary verb:

\*Do you married? (Correction: *Are you married?*)

– Word order problems:

\*Why she is here? (Correction: *Why is she here?*)

– Question intonation difference in *Yes/No* questions and *wh-* questions:

Where do you live?

Do you like learning English?

- 4 For all of these possible problems with question forms and tenses, consistent correction is key, including encouraging students to self-correct whenever possible. There are comprehensive Grammar reference sections at the back of the Student's Book which help students check their understanding.

### STARTER SB p10

The aim of the first exercise is to test students' ability to recognize and use basic tenses (Present Simple, Present Continuous, and Past Simple). There are also examples of the state verbs *need* and *have*. Students should be familiar with the above tenses and verb forms, but they may still make mistakes.

Lead in to the topic by writing some important numbers about yourself on the board (e.g. your birthday, number of children or pets you have, an important year in your life, when you started teaching, etc.). Ask the students to guess what the numbers are and elicit possible responses from the class. The focus here is to get to know you as a teacher. If you have time, ask students to do the same in pairs, then ask a few students to share information about their partner with the class.

- 1 Refer students to the *Starter* section. 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 **1.1** Play the recording for students to check their answers. Check and drill pronunciation of *born* /bɔːn/ and *twice* /twɑːs/. Play the recording again and ask students to repeat each question with correct intonation. Put students in pairs to ask and answer the questions, giving their own answers.

### Answers and audioscript

#### 1.1 Getting to know you

- 1 A Where were you born?  
B In Hamburg, Germany. (c)
- 2 A What do you do?  
B I'm a student. (e)
- 3 A Are you married?  
B No, I'm not. (d)
- 4 A Why are you learning English?  
B Because I need it for my job. (f)
- 5 A When did you start learning English?  
B Two years ago. (a)
- 6 A How often do you have English classes?  
B Twice a week. (b)

### My life up to now! SB p10

This section presents Present Simple, Past Simple, and Present Continuous for future in context.

#### About the text

The text is about a 'busker'. A busker is someone who performs in the street for gratuities – usually in the form of small change from passers-by who stop to listen or watch the performance. Busking is a common way music or drama students earn money while practising their skills!

Covent Garden is in the West End of London – a major theatre, shopping, and dining area, very popular with tourists. It was once called 'Convent Garden' as it was the place where the monks of Westminster Abbey grew their vegetables. Around St Paul's Church is another popular place for buskers to perform in the area.

The Royal College of Music is one of the top schools for Performing Arts in the UK.

- 1 **1.2** Focus students' attention on the photo of Branna and ask them to say how old they think she is and to give you the name of the musical instrument. Ask them to read the questions and listen to her talking about her life to try to catch the answers. Play the recording through once and elicit answers to the questions. Encourage students to give you other information about her past, present, and future. Drill the pronunciation of the word *busker* /'bʌskə(r)/ to make sure they end it in a schwa /ə/ as for many occupation words.

#### 1.2 See SB p10.

**SUGGESTION** It's a good idea to take opportunities to point out pronunciation patterns to students. In this case, you could ask for other job words which end in *-er* to highlight the typical pronunciation /ə/. Examples: *teacher, driver, writer, police officer, manager, cleaner*, etc.

#### Answers

She comes from Portrush, Northern Ireland. She is in London now. A 'busker' sings or plays a musical instrument on the streets and people give them money if they like it.

#### Possible answer for things in her present, past, and future:

She is studying at the Royal College of Music.  
She was born in a seaside town in Northern Ireland.  
Next year, she is going to study in Milan.

- 2 Focus attention on the text and make sure students realize that this is the same as they heard in the recording. Point out the example and ask the students which tense it is (Present Simple). Focus their attention on the three boxes containing verbs and give them a moment to find the correct verb for the second gap (*'m living*), but don't go into an explanation of the difference between Present Continuous and Present Simple at this stage – just allow students to work through the task. Let students check their answers in pairs. Get students to read the questions before playing the recording again for a final time. They should check their answers and then answer the questions. Elicit the answers.

### Answers

- |               |                         |
|---------------|-------------------------|
| 2 'm living   | 9 has                   |
| 3 'm studying | 11 left                 |
| 4 like        | 12 didn't want          |
| 5 don't have  | 13 won                  |
| 6 make        | 14 couldn't say         |
| 7 miss        | 15 'm going to continue |
| 8 have        | 16 'm going to study    |

She's working as a busker because it's very expensive to live in London and she doesn't have a job, so she makes a bit of money from busking.

She left home because she won a scholarship to study music.

She's excited because she's going to study at the largest music academy in Italy next year.

### In your own words

- 3 Put students in pairs to talk about Branna and her life. They should take turns saying something about her. Focus them on the example and point out the use of *she*. The aim of this task is to see how well students move between first person singular and third person, i.e. remembering third person -s and to change the form of auxiliary verbs (*don't* to *doesn't*, *am* to *is*).

Monitor carefully. If a number of students are having difficulty with this, briefly review the forms on the board.

- 4 Focus students' attention on the photos and the captions about Conor and Karen where they can find the answers to the questions.
- Elicit answers from the class. Check students understand *retired* and *global*. To help them understand the phrase *empty-nester* /,empti 'nestə(r)/, refer students to the photo of the empty bird's nest on p11. Tell them that the nest is like Conor and Karen's home because their children have left.

### Answers

They're Branna's parents.  
They don't work – they're retired teachers.  
An 'empty-nester' is a parent whose grown-up children have left home.  
Conor and Karen are now travelling the world.

- 5 1.3 Pre-teach/Check: *teenager, second-hand, camper van, set off, campsite*. Ask students to listen to find out who Brady is. Suggest they take notes about Conor and Karen's life in order to remember information about their past, present, and future. Elicit responses from the class in feedback.

### Answers

Brady is their son (Branna's twin brother).

### 1.3 Conor and Karen McGrady, retired teachers, empty-nesters, and global travellers

K = Karen C = Conor

- K I think we're typical 'empty-nesters'! We have two children, twins, Branna and Brady, they're 20 now ... and when they both left home, just two years ago now, our house felt really big and ...
- C ... and empty – it was just the two of us.
- K Yes, it was too quiet. We missed all their noise, their music, and their friends.
- C Yeah, we even missed all the mess.
- K I'm not so sure about that! Anyway, Branna went to London to study music, and Brady went to South America – he's travelling there with a friend.
- C So ... I said to Karen, 'Why don't we go travelling, too?'

- K Yeah, we're both nearly 60, but we still feel young, and we didn't enjoy teaching any more, ... er ... teaching teenagers is really tiring ...
- C So ... in just six months we retired from our teaching jobs, rented our house in Portrush.
- K ... to a nice young couple.
- C ... yeah – and we bought a second-hand camper van for £4,000 and set off for France.
- K Last year, we just toured Europe – we went from campsite to campsite, first in France, then in Spain and Portugal. We loved every minute.
- C Yes, we had a great time. Next year, we're going to visit Branna in Italy – she's going to study in Milan. And then we're going to fly to Chile, hire a van there, and meet Brady. We're going to travel with him and his friend for a bit.
- K We're really excited about that. We can't wait!

- 6 1.4 Read the instruction as a class and point out the example. Give students time to complete the questions. They could work on this task in pairs or do it individually and then check with a partner. Check answers with the class. Put students in pairs. Student A asks questions 1–4 with Student B answering them. Student B asks questions 5–8 with Student A answering. They can use notes if they made them to help them remember the information. When they've finished, play the recording for them to check their answers. Finally, students practise the questions and answers in pairs. Monitor and check for any grammatical or pronunciation mistakes to correct afterwards.

### Answers

- |                 |              |
|-----------------|--------------|
| 2 do, have      | 6 did, pay   |
| 3 did           | 7 did, do    |
| 4 are, doing    | 8 are, going |
| 5 didn't, enjoy |              |

### 1.4 Questions about Conor and Karen

- 1 Q How old are they?  
A They're both nearly 60.
- 2 Q How many children do they have?  
A Two. Twins – a son, Brady, and a daughter, Branna.
- 3 Q When did their children leave home?  
A Two years ago.
- 4 Q What are Branna and Brady doing at the moment?  
A Branna's studying in London and Brady is travelling in South America.
- 5 Q Why didn't Conor and Karen enjoy teaching any more?  
A Because teaching teenagers is very tiring.
- 6 Q How much money did they pay for the camper van?  
A £4,000.
- 7 Q What did they do last year?  
A They toured France, Spain, and Portugal.
- 8 Q Who are they going to visit next year?  
A They going to visit Branna in Italy, and then they're going to fly to Chile to travel with Brady and his friend.

### Talking about you

- 7 Give your own pair of examples (one true and one false), e.g. *I live in a small flat. I have two children*. Ask students if they know which sentence is true. Give them the answer! Students make their own pairs of sentences about their present, past, and future. Monitor and check they're doing the task as instructed. Assist with any vocabulary they need and to help with any grammar queries.
- Focus students on the examples and get two students to read them aloud. Ask students to read out their pairs of sentences to the class so their classmates can guess which are true. If you have a large class, put them in groups for this stage.

Monitor and note any points for correction and elicit these from the class in a whole-class stage using the board as a focus.

**SUGGESTION** As an extension, ask students to write a short description of themselves, using the text about Branna as a model. You could set this for homework or for students who are quick finishers.

### GRAMMAR SPOT SB p11

The *Grammar spot* in each unit aims to get students to think analytically about the language. Ask students to discuss the grammar questions in pairs before feeding back to the whole class, as this encourages peer teaching and builds students' confidence.

- 1 Draw a table labelled Present, Past, Future on the board and ask students to copy it. Refer students to audioscript 1.3 on p129 of the Student's Book. Put them in pairs to find examples of verb forms with present, past, and future meaning in the script about Branna's parents, and add them to the table. Remind students to include any negative forms they find. Encourage students to work quickly and don't go into detail about the form and use of past and future tenses here, as these will be dealt with in later units. Elicit examples and write them on the board.

#### Answers

Present	Past	Future
We have two children ...	... they both left home ...	... we're going to visit Branna in Italy.

- 2 Ask students to read the example sentences. Elicit the names of the tenses and encourage students to try to explain the difference. If absolutely necessary, with a monolingual class they could use L1 to explain.

#### Answers

Present Simple and Present Continuous. Present Simple is used for facts or for things that are true all the time. Present Continuous refers to now.

- 3 Give them a moment to read the example and then continue the matching task. Go through the answers with the class. As an extension, ask students to work in pairs to write the whole question; they can use past, present, or future tense. Elicit questions and answers from the class.

#### Answers

Who ... ? My brother.  
 Where ... ? In a seaside town.  
 When ... ? Last night.  
 Why ... ? Because I wanted to.  
 How many ... ? Four.  
 How much ... ? €10.  
 How long ... ? For two weeks.  
 Whose ... ? It's mine.  
 Which ... ? The blue one.

As this is the first unit in the book, it's worth ensuring students know about the Grammar reference section. Ask them to turn to the Grammar reference on p142 of the Student's Book. Do a short scavenger hunt through the section. Write the following on the board:

- 1 What unit will talk about present tenses/past tenses/future forms?
- 2 Find one example of the Present Continuous positive, negative, and question form.
- 3 Find an example of a negative sentence in the past tense.
- 4 What is a Yes/No question?
- 5 How many question words begin with 'W'?

Students work in pairs to scan the section and write their answers. Encourage them to ask you questions about the section. Elicit responses in feedback. If students have difficulty with Present Continuous for future meaning, point out that this will be practised in Unit 5 of the Student's Book.

### Practice SB p12

#### A student in Canada – asking questions

This section consolidates the question words students covered in the *Grammar spot* on SB p11.

- 1 Focus attention on the photo of Mehmet. If you have a map, you could get students to identify Toronto in Canada, and Turkey. Explain that Mehmet is studying English in Canada. Ask students what questions they think the interviewer will ask Mehmet.

Pre-teach/Check *improve my English, secondary school, show someone round, Goodness!* (= an exclamation expressing surprise). Ask two students to read the first three exchanges of the conversation and elicit the first missing question word in the fourth line (*Where*). Give students time to complete the task, working individually, and then compare their answers in pairs.

- 2 **1.5** Play the recording for students to check their answers. If students query the difference between *what* and *which*, explain that *which* is used when there is a limited choice.

Elicit some examples of present, past, and future forms, then let students continue in pairs. Elicit the answers.

Put students in pairs to practise the conversation. If students have problems with pronunciation or intonation, play the recording again as a model and drill key lines chorally and individually.

#### Answers and audioscript

##### 1.5 A student in Canada

I = Interviewer M = Mehmet

- I Hi, nice to meet you Mehmet. Can I ask you one or two questions?  
 M Yes, of course.  
 I First of all. **Where** do you come from?  
 M I'm from Istanbul, in Turkey.  
 I And **why** are you here in Toronto?  
 M Well, I'm here mainly because I want to improve my English.  
 I **How much** English did you know before you came?  
 M Not a lot. I studied English at school for two years, but I didn't learn much. Now I'm studying in a language school here.  
 I **Which** school?  
 M The *Global Village English Centre*.  
 I Oh *Global Village* – I know it! Your English is very good now. **Who's** your teacher?  
 M My teacher's called Andy. He's good.  
 I And **what** did you do back in Turkey?  
 M Well, actually, I was a teacher, a secondary school teacher. I taught children from 14 to 18.

- I **How many** children were in your classes?  
 M Sometimes as many as 40.  
 I Wow, goodness! That's a lot. **How often** do you go back home?  
 M Usually, I go back every two months, but this month my brother is coming here. I'm very excited. I'm going to show him round.  
 I Well, I hope your brother has a great visit. Thank you for talking to me.

### Who's or Whose?

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

- 3 With books closed, write *Who's calling?* on the board. Ask *What is the full form? (Who is)*. Write *Whose phone is ringing?* on the board. Mime questioning the class and walk around as if listening for a phone. Then go back to your bag and pick it up, again pretending to listen. And give the response with an embarrassed expression *It's mine*. Walk around the classroom, picking up or pointing to the students' belongings and asking *Whose is this pen?*, etc. To elicit a response *It's mine*. or *It's Francesca's*, etc.

Underline *Who's* and *Whose*, and ask *Is the pronunciation the same or different?* Elicit that the two words sound the same. Ask students to open their books. Read the information about *Whose* and *Who's* with the class, and model the dialogues with a strong student. You could put students in pairs to practise them. This is just to further highlight that the *Who's* and *Whose* sound the same.

Focus on the sentences. Elicit the answer to question 1 as an example (*Whose*). Remind students to read the answer to each question to help them choose the correct word. With weaker students, ask *Which questions ask about possession?* before they do the exercise (sentences 1, 3, 5, and 6).

Students complete the task individually and then check in pairs. Check the answers with the class.

### Answers

- |         |         |
|---------|---------|
| 1 Whose | 4 Who's |
| 2 Who's | 5 Whose |
| 3 Whose | 6 whose |

- 4 **1.6** This is another discrimination task, but without the support of the text. Tell students they are going to hear six sentences containing *Whose* or *Who's*. Number these respectively 1 and 2 on the board. Use the examples from the blue box to elicit the correct numbers, e.g. *Who's calling?* = 2

Play sentence 1 as an example and encourage all students to make a choice 1 or 2 – loudly if possible! 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 about the answers. Keep the task fairly brisk to maintain the fun element. Play the sentences again, getting students to spell out the words as a final check.

### Answers and audioscript

#### 1.6 Who's or whose

- Who's** at the door? Is it the postman? 2
- I'm going to the pub. **Who's** coming? 2
- Whose** coat is this? It's not mine. 1
- Whose** are these car keys? They're not ours. 1
- Who's** going to Tina's wedding? 2
- Do you know **whose** umbrella this is? 1

### Talking about you

- 5 **1.7** Focus attention on the example and ask what tense the question is in (Present Simple). Ask students to correct the questions by adding the missing word in each case. Students check their answers with a partner.

Play the recording to 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. Get students to repeat chorally and individually. If students sound rather flat, model the questions again yourself.

### Answers and audioscript

#### 1.7 Questions about you

- What **do** you like doing in your free time?
- Do you like listening **to** music?
- What sort **of** music do you like?
- What did you **do** last weekend?
- What **are** you doing tonight?
- What are you going **to** do after this lesson?
- How many languages **does** your teacher speak?
- What's your teacher wearing today?

- 6 **1.8** Read out some of the questions to the class and elicit a range of answers. Give students a few moments to think about how to respond to each question. Divide students into pairs to ask and answer the questions. Monitor and note any common errors (including pronunciation) to feed back on after the pairwork. Ask fast finishers to change one word in questions 2, 3, 4, and 5 to make new questions, e.g. *Do you like listening to podcasts?* *What kind of films do you like?* As an alternative, do this as a mingling activity so that students can get to know each other better. They stand up and move around the classroom, asking at least three other people the questions. Elicit information about students in whole-class feedback.

Tell students to listen and compare their answers with the ones in the recording. Play the recording, pausing at the end of each conversation to give students time to compare and discuss their version if appropriate. With weaker students, you could refer them to the audioscript on p129 of the Student's Book to read after they have listened.

#### 1.8 Listen and compare

- A What do you like doing in your free time?  
B I like being with my friends or talking to them on Snapchat.
- A Do you like listening to music?  
B Yes, of course, especially when I'm doing my homework. It helps me work, but my mum doesn't believe me.
- A What sort of music do you like?  
B I like all sorts – rock, jazz, pop – I usually listen on Spotify, but I also like playing my dad's old albums. He's got an old-style record player – it's cool.
- A What did you do last weekend?  
B I went to a music festival in Wales – it was fantastic. I didn't sleep at all.

- 5 A What are you doing tonight?  
B Nothing much. I want to get an early night before the weekend.
- 6 A What are you going to do after this lesson?  
B I have a bit of shopping to do. Then I'm going home.
- 7 A How many languages does your teacher speak?  
B I think she speaks three – French, German, and a bit of Spanish.
- 8 A What's your teacher wearing today?  
B A very pink jumper and red trousers.

### Additional material

#### For teachers

Photocopiable activity – Grammar: *A game of past, present, future* pp167–8

#### For students

Online Practice – *Look again*


Workbook pp6–9, exercises 1–11

Online Practice – *Practice*

## Listening and speaking SB p13

### The *three* types of friends we all need

Lead in to the topic by writing *friend* on the board and eliciting a few collocations from your students, e.g. *make friends, stay friends, keep a friend, a good friend, best friend, oldest friend, close friend, great friend*.

- 1 Model the activity by writing the names of some of your friends on the board and briefly telling the students about them, including answering the two questions. Put students in pairs to do the same task.
- Encourage some students to report on what their partner told them – this is always a good way to practise third person -s.
- 2  **1.9** Focus attention on the photo of four friends and check the pronunciation of the names of the people: Jess /dʒes/, Jo /dʒoʊ/, Dukey /'dju:ki/, Rafferty /'ræfəti/.
- Tell students they are going to hear Jess talking about her three friends shown in the photo. Focus attention on the task. Point out the chart and that they only need to complete the top during this listening. Don't explain the different types of friend as they will work this out from the listening. Play the recording and then check the answers. At this point, you could ask students what they remember about the different types of friends.

#### Answers


forever friend = Jo  
new friend = Dukey  
reunited friend = Rafferty.

### 1.9 Jess's three friends

This is a very special photo for me. It's me with my three very best friends. Aren't they fabulous!

Jo, on the right, is my oldest friend, my absolutely forever friend. We were both born in the same hospital, on the same day, and Jo's mum and mine became good friends – so Jo and I played together a lot when we were little kids and we went to the same schools. We had other friends of course, but she is the one I can talk to about anything and everything. She was the wild one. I wasn't so much, but I loved her crazy clothes and the way she changed her hair colour every week! After school, I went to university in Newcastle and she went to study fashion in London. There was no need to text and call daily, but we knew we were always there for each other – good times and bad times – and, of course, whenever we meet it's the same as ever. I love Jo.

Dukey is a new friend – a very new friend. We joined the same advertising company on the same day, just a couple of months ago, but already I feel as if he's a best friend. He's a great guy ... great fun and very talented. Everyone loves Dukey because he makes us laugh. He's going to go far, I'm sure. His mum and dad are from Barbados, but he was born here. He talks about holidays there – we're all saving like mad so we can go, too. He says his grandparents would love us all! This picture shows the first time Jo met Dukey. You can see how well they get on – two crazy, fun, kind, clever people. Ah, and then there's Raff, short for Rafferty ... 'red-haired Rafferty' we called him at school, but nobody calls him that now. Well Raff ... he's not a new friend. In fact, he was my first boyfriend when I was 14. We were really sweet together, so everyone said. But then his family moved to Dubai, his dad got a job there. We emailed for a bit, but then lost touch. Years later, I suddenly saw the name Rafferty Lucas on Facebook – it's an unusual name, so I 'friended' him saying 'are you the Rafferty Lucas who went to ... blah blah blah'. And of course he was. Jo was as surprised as I was. Anyway, he's now back in the UK, working near me. Isn't that amazing? He had a girlfriend when we first contacted, but ... er ... that's finished now. He's my 'friend reunited' and obviously it's different from when we were teenagers, but we still laugh at the same things ... Who knows? ... maybe we'll get back together. You can see why I love this picture so much.

- 3  **1.9** Check students understand the questions in the first column of the chart. Play the recording again, pausing after each friend so students have time to write their notes in the chart. With weaker students, you may need to play the recording in shorter sections to allow them to note the details, or ask them to work in pairs with each student answering two of the questions, then sharing the information.

Let students check their answers in pairs before checking with the class. At this stage, you can also ask students if there are any words or phrases they heard in the recording that they would like to clarify with you. Keep this short, though – you can tell them they'll have a chance to read the script afterwards and ask vocabulary questions then.

#### Answers

##### Jo

How did they meet? In hospital – they were both born on the same day and their mums were friends.  
How long ago? The day they were born.  
What do you learn about the friend's life? She was wild at school – she wore crazy clothes and changed her hair a lot. After school, she went to London to study fashion.  
Why does Jess like her? They're always there for each other, through good times and bad times. Whenever they meet it's the same as ever.

##### Dukey

How did they meet? At work – they joined the same advertising company on the same day.  
How long ago? A couple of months ago.  
What do you learn about the friend's life? He's great fun and talented. His mum and dad are from Barbados, but he was born in the UK. He talks about holidays in Barbados and his grandparents still live there.  
Why does Jess like him? He makes her laugh. He's crazy, fun, kind and clever.

##### Raff

How did they meet? At school.  
How long ago? When Jess was 14 – Raff was her first boyfriend.  
What do you learn about the friend's life? His family moved to Dubai because his dad got a job there. He's now back in the UK and working near Jess. He had a girlfriend, but they aren't together anymore.  
Why does Jess like him? They still laugh at the same things as when they were 14.

4 Check students understand *nickname*, *laugh*, and *live abroad*. Give students plenty of time to answer the questions. They could do this task in pairs. Then go through the answers together.

### Answers

- 1 Dukey's
- 2 Jess and Jo's
- 3 Jess
- 4 Raff
- 5 Raff – Raff is one (short for Rafferty) and 'red-haired Rafferty' is another because of his hair colour.
- 6 Dukey and Raff
- 7 Raff – he lived in Dubai because his dad got a job there.
- 8 Jo – because she wore crazy clothes and changed her hair a lot.

### What do you think?

Put students into groups for these discussions. Monitor carefully, and encourage the students to include everyone in their group by asking questions as well as focusing on giving their own opinion. This is a fluency activity so make notes of errors, but try not to interrupt to correct.

When they've had sufficient time in their small groups, conduct whole-class feedback, eliciting information from each group. Do any necessary error correction together.

**SUGGESTION** This is a good point to do a freer practice activity with questions. Tell students they are going to interview someone in the class they don't know very well. Ask them to write 10–12 questions. Support weaker students by writing a few examples or question frames on the board to get them started: *Do you have a 'forever friend'? Who's your favourite singer? How often do you go on holiday? Where ... ? Why ... ?*, etc. Students write the questions, then interview another student. The main focus is on communication, so don't interrupt students. Monitor for correct questions, and give general feedback on grammar as a whole class.

### Additional material

#### For students

Online Practice – *Practice*

## Reading and speaking SB p14

### A blind date

#### Note

Reading texts are an excellent source of new vocabulary because they introduce words in natural contexts, which allows students to guess or work out what they might mean. Discourage students from using dictionaries or translators too often as they read. They may miss the basic meaning of the text if they spend too much time looking up words. Here are two suggestions for dealing with the unknown vocabulary in the texts in the Student's Book.

- After students have read the text, ask them to underline some of the words they don't know (you could give a limit of five to ten words) and then try to guess what they mean. You could get them to check with a partner before checking their guesses in a dictionary.
- If you know your students and their first language well, you could 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 an adjective that means 'talks a lot/enjoys conversation' (*chatty*).

### About the text

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. Some magazines and newspapers organize blind dates between people, then interview them to find out about the date, the people's impressions of each other, and whether or not they will go on another date.

1 **1.10** With books closed, write the word *couple* on the board. Elicit the meaning and that the context it is going to be used in is two people having a romantic relationship. Elicit different ways in which couples can meet. Refer them to the exercise. Ensure they understand *survey*, and know how to talk about percentage, e.g. *three per cent* /pə'sent/. They work in pairs to match the ways of meeting to the percentages. Elicit an example sentence as a model of what they should say. In weaker classes, write an example sentence on the board to help: *I think 25% meet at work. What do you think? Do you agree?* Check they understand *online dating* and *social media*.

Play the recording. 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 or put them back in pairs to talk about couples they know.

### Answers

- At school or university = 13%
- At work = 18%
- At a bar or club = 6%
- Online dating = 12%
- Social media = 7%
- Through friends = 25%
- Through family = 5%
- A blind date = 3%
- None of these = 11%

### 1.10 How did they meet? A survey

A survey of over 10,000 couples asked how they first met. The top three were: first, with 25%, 'through friends'; second, 'at work', with 18%, and third, 'at school or university', with 13%. Next, 'online dating' is 12% and 'social media' 7% – this means that nowadays about 19% of couples don't actually meet face to face! 6% meet at a bar or club and only 5% through family – that seems surprising. Last of all, 3% meet on a blind date. That leaves 11% who didn't meet in any of these places.

- 2 Focus attention on the photos of Kitty and Ross, and on the introduction to the article. Check the answers to the questions as a class. Clarify *blind date* if needed.
- You could help students understand the use of the verb *go* in the phrase *they answer questions about how it went*. This is a common informal use of the verb in British English which means develop or happen and is used about a situation or event. The question form is *How did it go?* with a similar meaning to *How was it?*



## Answers

A blind date is a meeting with someone you have never met before, where you try to get to know the person and find out if you'd like to have a relationship with them or not. The people are Kitty Ferry, 22, a festival organizer, and Ross Mayo, 31, a carpenter. They met in the *Oyster Shack* restaurant in Bigbury-on-Sea, Devon.

- 3 This is a jigsaw reading exercise – half of the class reads one part of the text, and the other half reads the other. Students collaborate within their reading group to support each other in answering a set of questions. They then pair up with someone who read the other text to share information about the two texts, thus building up the complete picture of what the whole text says.

Jigsaw reading has a number of benefits. Primarily, students have to articulate/summarize what they have read which means they process the information more deeply. It gives them a reason to read and understand because they will have to talk about it. This also makes the reading process more social and more engaging. Finally, it means that everyone has an equal role to play – even weaker students. Sharing information in this way is an authentic communication task, as students can ask follow-up questions to get more information as well. The questions that the students have to answer about their text are the same for each text, and this scaffolding supports students in their reading, understanding, and sharing. Some students will want to read the other text – encourage them to do this for homework.

Put students in two groups, Group A and Group 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 – Kitty

Group B – Ross

Get students to read their text quite quickly. Monitor and help with any queries.

Encourage students to use the context to help them with new vocabulary and to pool knowledge with other students, or use a dictionary when really necessary.

Pre-teach/Check some of following vocabulary which is taken from both of the jigsaw texts: *chatty*, *to wink*, *a guy* (informal = man), *go on somewhere* (go to another place to continue a date/party), *maybe/definitely*, *veggie*, *bubbly*.

Get students to discuss questions 1–8, working in their groups and noting down the answers. Point out that they each have one question which they can't answer from their text (but they will find out the answer when they speak to a partner who has read about the other person). The answers are provided here for reference, but don't check the answers with the whole class at this stage.

## Answers

### Group A

- 1 Because Ross saw Kitty on her bike.
- 2 Kind face with a beard, chatty, and funny.
- 3 Kitty is, Ross isn't.
- 4 She'd like to see more of the world.
- 5 Because it was really hot in the restaurant.
- 6 He tried to teach her how to wink.
- 7 They can't answer this question.
- 8 They went for a walk by the sea in the rain and she fell into the sea – Ross rescued her.

### Group B

- 1 Because they both arrived on bikes.
- 2 Big smile, crazy clothes, bubbly, a great laugh, funny, interesting, and very pretty.
- 3 Kitty is, Ross isn't.
- 4 He travelled the world when he was 21.
- 5 Because he embarrassed her.
- 6 They can't answer this question.
- 7 Ross's flatmate; Kitty isn't going to meet him.
- 8 They went down to the beach and he rescued her when a wave knocked her over.

- 4 Pre-teach/Check *have something in common*. Regroup the students, making sure there is a student from Group A and a student from Group B in each pair. Demonstrate the activity by getting a pair of students to start talking about the person in their text. Students continue exchanging the information about their person in closed pairs, working their way through the answers 1–8. Remind them to refer to their notes and answer the questions in their own words, rather than read out sections of the reading text. Monitor and check for correct tense use. Note down any common errors, but feed back on them at a later stage. Bring the whole class together to check what Kitty and Ross have and don't have in common. Tell students to read the text they didn't read in class for homework if they wish.

## Answers

In common: they both ride bikes, like travel, love their jobs  
Not in common: she's a 'veggie' and he isn't (although they both eat fish), he can wink and she can't

## What happened next?

- 5 Give students a few moments to think individually about the answers to the questions. Elicit a show of hands from students who think they become boyfriend and girlfriend, and then from students who think they won't. Check the result of the vote and encourage students to explain their opinion. Elicit possible problems from the class.

## Answers

Possible problem: Kitty wants to travel in the future, but Ross has already done his travelling.

- 6 **1.11** Read the questions as a class. Explain that students are going to hear Kitty and then Ross in a short recording about their relationship. Play the recording. Let students discuss their answers in pairs before checking with the class. Ask students if they think Kitty and Ross will continue as boyfriend and girlfriend, and why/why not.

## Answers

Ross made Kitty a wardrobe. He went to Bristol to see her and they went to a music concert – she liked the music, but he didn't much. He met her friends and she met his flatmate, Mark. She really liked his flatmate. He's hoping this is the beginning of a special relationship and he can see a future together. She's happy at the moment but still wants to travel and maybe work abroad, so that could be a problem for their relationship.

## 1.11 What happened next?

### Kitty

Ross texted the day after we met – I was really pleased! I texted him back immediately. We arranged to meet at his workshop to plan my wardrobe – that was a couple of months ago now, and the wardrobe's nearly finished. It's going to be beautiful. Ross is a wonderful

carpenter. He came up to Bristol when I was working at a festival there, and we had a great time. All my mates loved him. Oh, and I met his flatmate, Mark. He was nice, too, very nice, in fact – we talked a lot about music. I'm very happy with Ross, but it's early days and I still want to travel and perhaps work abroad – that's a bit of a problem.

Ross

I sent Kitty a text the next day, and she texted back immediately. I like that. She doesn't play games! Pretty soon after that I started work building her wardrobe. She has a really nice flat. She's often away working – she was at a festival in Bristol two weeks ago. I went up there to see it and to see her – it's not far from here. I met some of her friends, and we had a great time, but I didn't like the music very much. I really hope this is the beginning of a special relationship – I can see a future together. Oh, and she finally met Mark. He liked her a lot – I just knew he would.

## Vocabulary

### Possible problems

- This section introduces the difference in meaning between adjectives that end in *-ing* and *-ed*. We use adjective + *-ed* ending to talk about our feelings about something, e.g. *I am interested in music*. We use adjective + *-ing* to describe something outside ourselves: *That music is interesting*.
- Mistakes where students confuse the meaning of the two forms are typical. Common mistakes:  
\**I'm boring*, instead of *I'm bored*. – It's possible to be boring, of course, but it's unlikely that students mean to say they are boring!  
\**I'm interesting in football*. (Correction: *I'm interested in football*.)
- Another less common issue can arise when students over-apply the pattern and create adjectives which don't exist, e.g. *stressing* rather than *stressful*.  
\**Exams are stressing*. (Correction: *Exams are stressful*.)
- Students may make mistakes in spelling the adjectives. Remind them to drop the final *-e* when they add *-ed* or *-ing*:  
*excite* → *excite + ed* → *excited*
- This section uses adjectives from the reading text to highlight the difference between *-ed* and *-ing* endings. Focus attention on the examples and elicit the matching lines. Explain that *-ing* adjectives describe a situation, person, or thing; *-ed* adjectives describe how people feel. In feedback, draw students' attention to the collocation *to be interested in something*.

### Answers

Kitty was interested in Ross's job. Kitty was interesting because she was funny and 'bubbly'.

- Give students time to complete the adjectives, working individually. Students check in pairs before checking with the class. As an extension, give students further pairs of *-ing/-ed* adjectives and ask them to work with a partner to write two sentences which show the difference between them. Examples: *annoyed/annoying, confused/confusing, frightened/frightening, relaxed/relaxing, tired/tiring*. Students share their sentences with another pair. You could collect these up for checking.

### Answers

- |             |               |
|-------------|---------------|
| 1 excited   | 4 embarrassed |
| 2 surprised | 5 interesting |
| 3 boring    |               |

**VIDEO** In this unit students can watch a video about people moving to another city or country, their reasons for moving, and what they like/don't like about the country they are living in. There's also an interview with a Chilean woman who moved to the UK with her British husband, and another interview with an American woman who decided to start a new life in Barcelona. You can play the video clip on the Classroom Presentation Tool or download it from the Teacher's Resource Centre together with the video script, video worksheet, and accompanying teacher's notes. These notes give full guidance on how to use the worksheets and include a comprehensive answer key to the exercises and activities.

### Additional material

#### For teachers

Photocopiable activity – Video worksheet: *Another country*

#### For students

Online Practice – *Look again*

Online Practice – *Practice*

## Vocabulary SB p16

### Right word, wrong word

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 may also work from an online dictionary (e.g. [www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com)), using computers or handheld devices such as smartphones or tablets.

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. The better ones will separate out different meanings, show common collocations, and give plenty of example sentences. With bilingual dictionaries, problems can arise when students look up a word in the L1 to English section and find perhaps 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. Ideally, they should start using a good learner's dictionary.

The exercises in this section aim to 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 revising the basic skills of dictionary use. Write a range of words starting with different letters on the board and get students to 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, collocations. 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. If possible, use a projector to show an online dictionary to explain different parts.

## 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 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 words. Ask them to find one more collocation for each word. Students complete the task, working in pairs. Check the answers with the class, and elicit other example collocations for each.

### Answers

- 1 go, play
- 2 make, do
- 3 speak, say
- 4 teach, learn
- 5 borrow, lend

## Adjectives and nouns that go together

- 2 Explain that this exercise practises choosing the correct adjective + noun collocation. As a demonstration, write the first adjective and three nouns on the board and elicit which two nouns can be used with this adjective (*person, meeting*). NB *important* may be a 'false friend' for some of the students if there is a similar word in their L1 which means *high/considerable*, so don't be surprised if they mistakenly pair it with *price*, but be prepared to explain that it's not correct in English.

Give students time to select the appropriate nouns, working in their pairs. Encourage them to check their answers by looking in their dictionary. They may find the collocation in one of the example sentences and they will also be able to check pronunciation of some of the words – *delicious* /dɪ'liʃəs/, *mountain* /'maʊntən/, *journey* /'dʒɜːni/, *busy* /'bɪzi/ and *heavy* /'hevi/ are commonly mispronounced. If possible, project these words from an online dictionary and play the pronunciation. Check the answers with the class, ensuring correct pronunciation.

### Answers

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

## Prepositions

- 3 Knowing which preposition to use can cause problems for students. Remind them that the words in the box are prepositions and that they will need to use some of them several times in this exercise. Focus attention on the example. Students complete the task in pairs. Tell them to check their answers in the dictionary if they are not sure.

### Answers


- |                |                |
|----------------|----------------|
| 2 about, in    | 6 for, in, for |
| 3 to, at, in   | 7 of, on, in   |
| 4 with, in, on | 8 from, for    |
| 5 at           |                |

## 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 attention on the examples in the Student's Book. Elicit the two different meanings of *date*.

### Answer

In the first sentence it means *a meeting/meet-up*. In the second sentence it means *a dried fruit*.

- 5  1.12 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. Point out that the dictionary will also tell them the part of speech (noun, verb, adjective, etc.) which is a very important aspect of understanding how to use a word. For example *left* is an adverb when it is a direction, but the past form of the verb *leave* in the second example. Ask students to share their sentences with another pair, then play the recording so students can compare their sentences with the example answers. As an extension, elicit the parts of speech from the students' own sentences or by looking at the audioscript on p129 of the Student's Book. Use dictionaries if needed.

### Answers and audioscript

#### 1.12 Words with two meanings

- 1 Turn **left** in the High Street and my house is first on the right. She **left** hurriedly to catch her train.
- 2 What **kind** of computer games do you like playing? How **kind** of you to bring me some flowers.
- 3 I love travelling by **train**. He's going to **train** for the marathon.
- 4 What do you **mean**? I don't understand you. He never even buys me a coffee. He's very **mean**.

## Additional material

### For teachers

Photocopiable activity – Vocabulary: *Find someone who ...* pp169–70

### For students

Online Practice – *Look again*

Workbook p10, exercises 1–4

Online Practice – *Practice*

## Everyday English SB p17

### Social expressions

#### Possible problems

Everyday social expressions are often formulaic, so this section is useful in helping students sound more natural in English. For example, this section contains the formal social expression *How do you do?* Students often confuse this with *How are you?*, so be prepared to point out that the two are answered differently. *How do you do?* is answered with the same words *How do you do?*, and it is only exchanged once, the first time people meet. It is rather formal. The answer to *How are you?* depends on how you are feeling, e.g. *I'm fine./I'm OK./I'm better.*, etc. It's also important to

note that English speakers don't expect a long response to the question, *How are you?* – it's a greeting rather than a question to find out more about how the person is.

- 1 Tell students they are going to practise a range of expressions used in everyday situations. Focus attention on the photos and elicit from the class as much information as possible about the situation and the speakers, e.g. *Do you think they are friends? Where are they?* Focus their attention on the conversations and word box and do the first example together. Students continue the task individually and then check with a partner.
- 2 **1.13** Play the recording for them to check their answers. Then play it a second time and get students to repeat. You could mark the main stresses on the sentences to help them. Ask students to practise the conversations in pairs.

### Answers and audioscript

#### 1.13 Social expressions

- a A Hi, Eva. How are you?  
B Fine, **thanks**. How are you?
- b A Thank you so **much**.  
B My pleasure. It's no **trouble** at all.
- c A Can I **help** you?  
B No, thank you. I'm just **looking**.
- d A Excuse me! Is that **seat** free?  
B No, sorry, I'm **afraid** it isn't.

- 3 **1.14** Elicit the matching line for conversation 1 as an example. Students work in pairs to match the remaining expressions. Monitor and help as necessary. When they have finished matching, play the recording for students to check their answers.

Discuss as a class where the exchanges might happen and who might be speaking. Elicit which exchanges are the most formal and encourage students to try to explain why. Similarly, elicit which ones are more informal.

Put students in pairs to practise the exchanges. If they have problems, play the recording again, pausing to get them to repeat chorally. Encourage accurate stress and intonation, which are important here in sounding natural.

### Answers

- |     |      |
|-----|------|
| 1 e | 6 b  |
| 2 f | 7 a  |
| 3 i | 8 d  |
| 4 h | 9 b  |
| 5 c | 10 j |
- Conversations 3 and 4 are the most formal.

#### 1.14 Social expressions

- 1 A Good morning!  
B Good morning! Lovely day again.
- 2 A See you tomorrow!  
B Yeah! About 9.00, in the coffee bar.
- 3 A How do you do?  
B How do you do. Pleased to meet you.
- 4 A Thank you very much indeed.  
B You're welcome. It's no trouble at all.
- 5 A I'm so sorry. I can't come tonight.  
B Never mind. Perhaps another time.
- 6 A Can you help me with this exercise?  
B Of course. What's the problem?
- 7 A Bye!  
B Bye! See you later!

- 8 A Bye! Have a good weekend!  
B Thanks! Same to you.
- 9 A Sorry I'm late.  
B It doesn't matter. You're here now.
- 10 A Cheers!  
B Cheers! Here's to your new job!

- 4 In their pairs, students take turns to test each other on how well they remember the responses. Monitor and ensure they swap roles equally. Ask students how the exchanges compare to what is said in their own languages.
- 5 **1.15** Focus attention on the list of next lines. Elicit the follow-up for conversation 1 as an example. Students work in pairs to complete the task. Play the recording and let students check their answers.

### Answers and audioscript

#### 1.15 Conversations

- 1 A Good morning!  
B Good morning! Lovely day again.  
**A Yes, it's really warm for the time of year. (b)**
- 2 A See you tomorrow!  
B Yeah! About 9.00, in the coffee bar.  
**A Fine. Nine is good for me, too. (g)**
- 3 A How do you do?  
B How do you do. Pleased to meet you.  
**A Pleased to meet you, too. (c)**
- 4 A Thank you very much indeed.  
B You're welcome. It's no trouble at all.  
**A But it was so kind of you to pay! (e)**
- 5 A I'm so sorry. I can't come tonight.  
B Never mind. Perhaps another time.  
**A I'm free tomorrow night. What about that? (f)**
- 6 A Can you help me with this exercise?  
B Of course. What's the problem?  
**A I don't know what this word means. (a)**
- 7 A Bye!  
B Bye! See you later!  
**A Yes, let's meet after class. (h)**
- 8 A Bye! Have a good weekend!  
B Thanks! Same to you.  
**A Thanks. Are you doing anything special? (i)**
- 9 A Sorry I'm late.  
B It doesn't matter. You're here now.  
**A Yeah, I missed the bus. (j)**
- 10 A Cheers!  
B Cheers! Here's to your new job!  
**A Thanks. I'm really excited about it, but a bit nervous. (d)**

- 6 Put students in pairs. Give them time to create their extended conversations. Get them to decide who their speakers are and where their conversations take place. This will help them focus on the level of formality, too. Students prepare their short conversations. Monitor and assist as necessary. Allow them time to practise and help them with any pronunciation difficulties. If students are struggling, build up a conversation together on the board as a model:

- A** Bye! Have a good weekend!  
**B** Thanks! Same to you.  
**A** Thanks. Are you doing anything special?  
**B** Yes, we're going to a wedding.  
**A** Really? Who is getting married?  
**B** My sister. She lives in Paris with her boyfriend.

**A** *Oh, well have a great time. I hope the weather is good.*

**B** *Thanks very much. See you next week.*

Encourage students to memorize their conversations, though weaker students may need to rely on written prompts.

Set a challenge – ask students to choose one of the conversations and continue it for one minute. Use a timer or ask students to time themselves. Ask confident pairs to act out their dialogues for the rest of the class.

**SUGGESTION** Encourage students to use the expressions from this lesson whenever appropriate at the beginning and end of lessons. You could put key phrases on a classroom poster to refer to. Make their use part of class routine.

### Additional material

#### For teachers

Photocopiable activity – Communication: *Can I help you?* pp171–2

#### For students

Online Practice – *Look again*

Workbook p11

Online Practice – *Practice*

## Writing SB p18

### Filling in forms

This is the first main writing activity in *Headway* 5th edition, Pre-intermediate. It's a practical task as students will undoubtedly have to complete forms with personal information, on paper and online, in real life.

Students do vocabulary work on the common fields in a form and the information required to complete them.

The final task is to complete an example form with their personal information.

**1** Focus students' attention on the form for *The Global School of English*. Elicit that it is a *form* and ask what you do with a form – write the collocations *fill in a form* and *complete a form* on the board.

Brainstorm when, where, and what kind of forms the students have experience of completing. Brainstorm some of the information you might find on a form to elicit/pre-teach *surname, marital status*, etc.

#### Suggested answers

enrolling at a school or university/on a course; applying for a passport/credit card, etc.; a job application; joining a club; getting married/divorced/registering a birth; registering for a service/account online; setting up a financial/charity transaction; placing an order; giving feedback/completing a survey

**2** Pre-teach/Check: *occupation, qualifications, degrees, diplomas, certificates*. Do the first couple of headings and questions together as an example. Students complete the matching, then compare answers in pairs.

When checking as a class, model and drill the words in the first column to ensure good pronunciation and to help students memorize the new vocabulary.

Ask them to take turns in their pairs covering this first column and asking each other the questions from a–k to remember the field name as it appears on a form.

### Answers

1 d	7 e
2 h	8 i
3 g	9 b
4 f	10 k
5 j	11 c
6 a	

**3** Highlight that forms often instruct you to complete the information in a specific way – and sometimes it is a problem if you don't do it as requested. Pre-teach/Check *capital letters, gender, circle, delete, not applicable, country code, postcode, signature*. This could be done by completing the form for yourself on the board as an example. Ask students to follow the instructions 1–7. Highlight that they answer for themselves. When they have finished, they share their answers with a partner.

**4** Focus attention on the form and elicit what kind of form it is/what it is for (application for a language school). Pre-teach/Check: *emergency contact, homestay/hostel/student residence, dietary requirements, and medical conditions*. Check students have noticed the first instruction below the title. Give students sufficient time to complete as much of the form as possible with their own information. Tell them to leave any sections they don't fully understand. Monitor carefully. There are extra fields in this form which were not in exercise 2 or 3, e.g. *First language* and *level of English*. Allow dictionary use if needed to encourage autonomy.

When students have finished as much as they can, put them in pairs to compare their forms. Then conduct whole-class feedback, going through any of the trickier sections of the form and confirming the kind of information required. Also, make sure they've followed the conventions of using capital letters consistently, deleting where necessary and that they've signed the form.

**EXTRA IDEA** Using the form as a guide, students could work in new pairs to conduct a roleplay where one person is the receptionist at the language school and the other is the applicant. The receptionist can use questions from exercise 2 or simply read out the field names and the applicant should respond with real information for him/her to write down.

Before doing this, you may wish to do a quick recap of how to say phone numbers and also how to say email addresses (*. = dot, \_ = underscore, @ = at*).

### Additional material

#### For students

Online Practice – *Practice*

Workbook p11, *Review*, exercises 1–2

Online Practice – *Check your progress*