

Module 1

Present and past

See page 7 of the Introduction for ideas on how to use the Module opening pages.

Answers

1 c 2 d 3 b 4 a

1

Connections

STEP 1

- Revision: Questions and answers
Expressions: Greetings and introductions
Communicative tasks:
Asking questions when you meet new people
Greeting and introducing people

1 Share your ideas

- Look at the photo with the class and establish that the park is in London.
- Ask students to say what they can see in the photo. If necessary, prompt them with questions, for example, *Is the girl British? Where do you think she's from? How's she feeling? Why do you think she's unhappy? (Preteach homesick.) What do you think she's saying? What's the boy saying?* Encourage students to suggest a range of possible answers, but don't confirm or correct them at this stage.

Example answers



Perhaps she's from Spain/Italy/South America.
The boy is (probably) British.
The girl is unhappy. (Perhaps she doesn't feel well. / Perhaps she's homesick.)
The boy is asking why she's unhappy.

2 Reading and speaking
Where do you come from?

BACKGROUND

Mexico City (Ciudad de México) is the capital of Mexico. With a population of over 20 million, it is one of the biggest cities in the world.
Veracruz is a busy port on the Gulf of Mexico, 430 km east of Mexico City. It has a warm tropical climate and is well known for its music, food and lively café life.

- a
- Look at the questions with the class. Check comprehension by asking students to suggest answers for each question.

- Students predict which questions the boy in the photo is asking. Don't confirm or correct their answers yet.
- b
- If possible, use a map to show the location of Ana's city, Veracruz.
 - Students read Ana's answers and complete the conversation with the correct questions. They can do this individually, in pairs, or with the whole class working together.
 -  Play the recording. Students listen and check their answers.
 - Check understanding of *What's the matter?*
 - Focus on Jay's last speech. Check that students understand the meaning of *Pleased to meet you*. Explain that *Do you fancy ...?* means 'Do you want ...?' but is only used in very informal conversation.
 -  Play the recording again. Pause after the questions and ask students to repeat them.

Tapescript/Answers

JAY: ^a Are you all right?
ANA: No, I'm not.
JAY: ^b What's the matter?
ANA: I'm homesick.
JAY: ^c Where do you come from?
ANA: I come from Mexico.
JAY: ^d Do you live in Mexico City?
ANA: No, I don't. I live in Veracruz.
JAY: ^e What are you doing in England?
ANA: I'm studying English. I'm staying with a family here.
JAY: ^f What do you think of London?
ANA: I like it, but I sometimes feel a bit homesick.
JAY: ^g Have you got any friends here?
ANA: No, I haven't.
JAY: ^h What's your name?
ANA: Ana.
JAY: Pleased to meet you, Ana. I'm Jay, Jay Sayer. Er ... do you fancy an ice cream?

- c
- In pairs, students practise the conversation.
 - Invite one or two pairs to perform their conversation for the class.

OPTION

Some pairs may prefer simply to read the conversation aloud from their books. However, students will get more useful practice if you can persuade them to put the book aside and produce their own version of the conversation, working partly from memory and partly by improvisation. To help them, you could write some cues on the board, for example:

All right? Homesick.
Where? Mexico. Veracruz.
England? Studying English. Staying with English family.
Friends? No.
Name? – Ana. – Jay.

3 Grammar revision Questions and answers

- Look at the two examples with the class. Emphasise the connection between the question and the short answer: *Is Ana ...? Yes, she is. Does she ...? No she doesn't.*
- Students complete the questions.
- Remind students of the formation of present simple questions with *be*. Contrast this with the use of *do/does* for other verbs.
- Revise the use of the present continuous to talk about actions that are happening at the present time. (Note that the difference between the present simple and the present continuous is revised in Step 2.)

Answers

Is
Are
Do
Does
Has
Have
does
is

4 Practice

- a
- Look at the example. Make it clear that *old friends* means 'people whose friendship started a long time ago'.
 - Students write the questions.

Answers

2 Where are they?
3 Is Jay Mexican?
4 Has Ana got any English friends?
5 Is she homesick?
6 Where does she come from?
7 What's Ana studying?
8 Does Jay live in Veracruz?

- b
- In pairs, students ask and answer the questions.
 - Choose students to ask and answer across the class. When they give the answers, you could ask them for further information, for example:
2 *Is the park in London? (Yes, it is.)*
Is it raining? (No, it isn't.)
3 *Where's he from? (England.)*


Answers

2 They're in a park/in London.
3 No, he isn't.
4 No, she hasn't.
5 Yes, she is.
6 Mexico/Veracruz.
7 English.
8 No, he doesn't.

5 Key expressions Greetings and introductions

BACKGROUND

In Britain it is normal, but not necessary, for adults to shake hands when they are introduced or when they meet in formal situations. However, young people don't usually shake hands when they meet. Adults commonly address and introduce one another using first names. The titles *Mr*, *Mrs*, *Ms* and *Miss* are very formal, used especially in business or professional relationships. Young people may be expected to use these titles for older people (especially for teachers), but it's increasingly common for them to use first names when addressing neighbours, family friends or their own friends' parents. The more formal greeting *How do you do?* is now used less and less.

- a
- Focus on the pictures and ask about the relationships between the people: *Does (he) know (her)? Are they friends?* Establish that the first picture shows a formal conversation between two school teachers and a parent.
 - Students read the conversations and complete them with one word for each gap.
 -  Play the recording. Students listen and check their answers, then practise the conversations in pairs.



Tapescript/Answers

1 A: This is Mrs Jones, the head teacher.
B: How do you do, Mrs Jones?
C: How do you do?
2 A: Hi, Jenny. How are you today?
B: I'm fine, thanks.
3 A: This is my friend Tom.
B: Nice to meet you, Tom.

- b
- Read through the information in the Remember! box. Point out that we use the expression *How do you do?* following a formal introduction, and that we reply to this by repeating the question. Make sure that students recognise the difference between *How do you do?* and *How are you?*
 - Point out that we use *This is* (not *He is* or *She is*) to introduce someone.
 - Students match the expressions with the explanations.
 - Discuss the translations with the class.

Answers 1 b 2 c 3 a

6 Key pronunciation *Weak forms* /ə/

-  Play the recording while students read and listen.
-  Play the recording again and ask the class to repeat. Start with choral repetition and then ask individuals to repeat. Give special attention to the unstressed /ə/. Check the falling intonation that is usual at the end of *Wh-* questions.
- You could continue this exercise by asking students to practise the conversations from 5a in pairs.

7 Writing and speaking *Meeting people*

- Choose two students to read out the example conversation.
- Elicit the answer to David's last question (*I'm from/I come from ...*). Invite students to suggest how the conversation could continue, for example:
B: *I'm from England.*
A: *Do you live in London?*
B: *No, I don't. I live in Manchester.*
- In pairs, students write their own version of the conversation. They can choose other names and they should continue the conversation as in the example above.
- Ask pairs to practise their conversation.



OPTION

You could give students some other situations:
Karen Johnson is 15. She's introducing her father to her friend Suzanne Barry.
Tony Brown and Diana Thomas work together in a bank. They're greeting each other in the morning.
Mr Harris is introducing his son Robert to Mrs Carol Palmer who works at his office.
Discuss with the class what language the people should use and how they should address each other. Ask pairs to make conversations for these situations and to practise them together.

Grammar: Present continuous and present simple
Vocabulary: Countries and nationalities
Communicative tasks:
Describing nationality and where a person comes from
Talking about yourself and your friends

STEP 2

1 Key vocabulary *Countries and nationalities*

- a
- Explain that the list contains both countries and nationalities.
 - Look at the example. Elicit sentences to demonstrate the difference between *Poland* and *Polish*. For example, *I come from Poland. I'm Polish.*
 - Students find the matching pairs of words in the list and write them under the two headings. Some words will be new, but students should be able to guess the answers by observing patterns in the formation of nationalities that they know.
 -  Play the recording. Students listen and check their answers.
 - Point out the common endings for nationalities: *-(i)an*, *-ish* and *-ese*. Draw attention to the exceptions in the list: *French* and *Greek*.
 - Note that although *the USA* (the United States of America) is the official name of the country, it is very commonly known as *America*.
 -  Play the recording again. Students listen and repeat. Give special attention to the change of stress in *Italy – Italian*, *Canada – Canadian* and *Japan – Japanese*.

Tapescript/Answers

<u>Country</u>	<u>Nationality</u>
Poland	Polish
Australia	Australian
Italy	Italian
France	French
Argentina	Argentinian
Britain	British
Greece	Greek
the USA	American
Canada	Canadian
Mexico	Mexican
Spain	Spanish
Japan	Japanese


- b
- Set the time limit and ask students to add to their lists. They can work individually, in pairs or in small groups.
 - Ask different students for their answers and write them on the board. Answers could include: *Brazil – Brazilian*, *China – Chinese*, *Germany – German*, *India – Indian*, *Ireland – Irish*, *Russia – Russian*. Add any others that have a special relevance for the students.
 - Practise the pronunciation of the words on the board.
- c
- Read out the example. Remind students of the third person *-s* ending for verbs in the present simple (*I come – he comes*).

- Give students a few moments to consider what they want to say about themselves or their favourite star. Then invite different students to say their sentences to the class.
- Read through the information about the use of capital letters in the Remember! box.


2 Presentation *What are they doing?*

BACKGROUND

Chilaquiles are made from left-over *tortillas* (Mexican pancakes made from corn flour). The *tortillas* are cut up and cooked with layers of cheese, spicy sauce and a range of other ingredients. *Chilaquiles* may be eaten at any time, not only for breakfast.

- a ● Focus on the photo and make sure students identify Ana from Step 1.
- Ask them who the other people in the photo might be. (*The family that Ana is staying with in London.*)
- Ask them to suggest one or two questions that they could ask about the photo, for example, *Who's the person on the right?* Encourage students to use the present continuous in some of their questions: *What's Ana doing?* Elicit answers. If the information is not known at this stage, remind students of the expressions *I think ...*, *I'm not sure* and *I don't know*.
- In pairs, students ask and answer questions about the photo.
- b ●  Read the introduction. Ask the question, then play the recording. With books closed, students listen for the answer to the question.
- Ask them to identify the two adults on the right of the photo. (*Mr and Mrs Grant.*) Ask students who the boy in the background might be. (*He's their son, Charlie.*)

Answer She's thinking about her sister in Veracruz.

- c ●  Read out the six questions. Then play the recording again while students listen and read.
- Help with any new vocabulary, for example, a *piece of toast* and the Spanish word *chilaquiles*. In reference to the sentence *The Grants are talking about the weather again*, you may want to explain that the weather is a common topic of conversation in England, probably because the English weather is so unpredictable.
- Give students a few moments to look for the answers to the questions in the text. Then choose different students to ask and answer across the class. Encourage them to answer in full sentences.
- As students give their answers, you could follow up with further questions, for example:
- *What do you usually have for breakfast?*
 - *Do you sometimes have a hot chocolate?*
 - *What's Ana's sister's name? (Clara.)*
 - *How's Ana feeling? (Sad, homesick.)*

- Contrast the two present tenses in questions 1 and 2 and in questions 3 and 4. Ask students to explain the difference, in their own language if necessary. Make sure they recognise that in 1 and 4 the questions are asking about things that happen normally or all the time, while in 2 and 3 they are asking about this particular morning.

Answers

1 She usually has *chilaquiles* and a hot chocolate.
2 She's having a cup of coffee and a piece of toast.
3 No, she isn't.
4 Yes, she does.
5 They're talking about the weather.
6 She's looking at the rain and she's thinking about her sister.

3 Key grammar
Present continuous and present simple

- a ● Read out the two examples and elicit the full form of *Ana's (Ana is)*.
- Students complete the explanations.
- You could substitute other subjects and elicit the correct verb forms, for example, with *sitting in the kitchen*:
- *Mr and Mrs Grant ... are sitting in the kitchen.*
 - *I ... am sitting in the kitchen.*
- Elicit negative sentences with different subjects, for example:
- *I'm not having breakfast.*
 - *Ana isn't eating chilaquiles.*
 - *The Grants aren't thinking about Veracruz.*
 - *Ana doesn't usually have toast for breakfast.*
 - *The Grants don't eat Mexican food.*
- Remind students that adverbs of frequency (*usually, always* etc.) often go with the present simple. These adverbs go after the verb *be*, but before all other verbs.

Answers continuous, simple

- b ● Students look for other examples in the text.

Answers

Present continuous

She's having a cup of coffee ...
It's raining outside ...
... the Grants are talking ...
But Ana isn't listening ...
She's looking at the rain ...
... she's thinking about her sister ...

Present simple

Ana usually starts the day ...
She always has breakfast ...
... they talk about their plans for the day.

4 Practice

- a
- Students complete the sentences. They can do this orally and/or in writing. Tell them to look carefully at the time expressions to help them choose the right tense.

Answers

2 isn't talking 3 doesn't like 4 has 5 live
6 's raining 7 's getting up, 's going 8 sends

- b
- Look at the examples. Elicit one or two more examples for each tense.
 - Set the time limit. Students write as many sentences as they can. Ask them to use both tenses.
 - Invite different students to read out some of their sentences.
 - Note that there is further work on comprehension and practice of the present simple and the present continuous in the Module 1 Review at the end of Unit 2.
 - Pattern drill: TRP page 11 (Unit 1, Step 2, drills 1 and 2)

Try this!

Answer: There are six days.
(The only missing day is *Friday*.)

5 Listening and speaking *Song*

- a
- Ask students to close their books. Play the song. The first time through, let students simply listen and get a sense of the rhythm and melody of the song.
 - Play the song again. Students listen for the word *jeans*. Tell them to keep score using their fingers or by making a note each time they hear the word.
 - Explain or elicit the meaning of *pull on*. In this song, it means the same as 'put on'.

Answer

20 times

- b
- Look at the pictures and ask students to say what each one shows.
 - Play the song again. Students write down the picture numbers as they hear the words in the song.
 - Ask students to turn to the song words on page 144 of their books to check their answers. Explain that *my tank* refers to the fuel tank on the singer's motorbike. You could also explain that *Put a tiger in your tank* was the advertising slogan for a brand of petrol.
 - Ask students to give the full form of 'cause (*because*) and the usual grammatical form for *I got* (*I've got*). Explain that *I got* is common in casual speech, particularly in American English.
 - Play the song again and encourage the class to sing along.

Answers

1, 3, 4, 5, 7, 8, 9

6 Speaking *Who is it?*

- Look at the example. Emphasise the contrast between the present continuous (he's wearing a black sweater today – he doesn't always wear it) and the present simple (it's generally true that he plays a lot of volleyball – but he isn't doing it now).
- Demonstrate the activity. Choose a member of the class and make a brief description using both present tenses. Invite the class to guess the person: *Is it ...?*
- In pairs, students take it in turns to describe and guess. Warn them not to look at the person they're describing, or they will immediately give the game away!
- You can invite some students to give their description to the class and ask the others to guess who the person is.

OPTION

If you want to practise question forms in the two present tenses, you could adapt Exercise 6 to a version of 'Twenty questions' (see Games, page 110 in the Teacher's Book). In this case, the number of questions should be reduced from 20 to five. Students work out who the person is by asking *yes/no* questions such as *Is he wearing blue jeans?* *Does he support Juventus?* etc. The game can be played either by the whole class or in groups of four or five.

STEP 3

Reading skills: Understanding the main idea
Word work: Numbers
Communicative task: Writing a report about the class

OPTION

Before the lesson, you could ask students to keep a record of English words, phrases or sentences that they see/hear in their life outside the classroom. They should make a note of where each example occurred. This information can feed into the discussion in Exercise 1 and may provide ideas for questions in Exercise 4.


1 Share your ideas *Learning English*

- Ask the question and brainstorm ideas with the class. Use this discussion to introduce or revise key words in the reading text (for example: *communicate, foreign language, travel abroad, business*) and write them on the board.

2 Reading

- a
- Ask students to read the text themselves. Tell them not to stop if they come to new words or difficult sentences, but to skim over them. Explain that the aim here is to get a *general* sense of the ideas in the text, not to pick up every detail.
 - Students pick out any of the ideas on the board that are mentioned in the text. Ask them to identify the paragraph where each of these ideas occurs.

b Comprehension check

-  Play the recording of the text while students follow in their books. At the end of each paragraph, pause the recording to check comprehension and elicit or explain the meaning of new words (for example, *home page*, *connect*).
- Ask the class why Tara, Sandro and Mohammed speak English. Make sure that students are clear about the difference between *first language*, *second language* and *foreign language*.
- Pick out the numbers mentioned in the text, write them on the board and ask students to say them aloud. Remind them that the English for the % sign is *per cent*.
- Students complete the matching task. They can do this individually or in pairs.

Answers

1 c 2 f 3 a 4 e 5 b 6 g 7 d

c Reading skills

Understanding the main idea

- 1
- Ask students to choose the topic. Make sure they recognise that, although lots of countries are mentioned in the text, the main focus is not on countries or culture but on the English language.

Answer b language

- 2
- Students choose the main idea. Ask them to say why the other two are not accurate. (a: Spanish and the languages of India are in the text, but there are no other languages in it. c: The text is not about English people, but about people who speak English.)
 - Tell the class that the beginning (and sometimes the ending) of an informative text like this one often sets out the main idea. The title and opening paragraph establish what the text will be about and the closing paragraph sometimes restates this idea.

Answer

b English as an international language.

3 Word work Numbers

- a
- Remind students of the numbers they met in the text. Then they work individually to match the written numbers with the figures.

Answers

1 b 2 e 3 g 4 h 5 a 6 d 7 f 8 c

- b
- Students write the numbers as figures.

Answers

2 $\frac{3}{4}$ 3 $5\frac{1}{2}$ 4 9.2 5 $\frac{1}{4}$ 6 60%
7 1,000,000 8 18%

- c
- Look at the example. Point out the way we break the number up into sections when we say and write it. Remind students of the use of *and* after hundreds.
 - Draw attention to the reminder about hyphens in the Remember! box.
 - Give another example. Say a large number for the class to write down. If students are having difficulty with these numbers, write up some more on the board and work through them with the class before starting the pairwork.
 - Students write down numbers to read out to their partner. Pairs then check their answers together.

OPTION

You could make this activity into a team competition (see 'Team quiz' in Games, page 110 in the Teacher's Book). Teams think of four numbers and write them down in words and figures. In turn, teams read out their numbers for the others to write in figures. To check the answers, a member of each team comes to the front and writes their team's figures on the board.

4 Speaking and writing About my class

- Ask students to read the example questions and to consider their answers to them. While they are doing this, write the questions on the board.
- Elicit other questions about using English, for example:
 - *Do you know any songs in English?*
 - *Do you sometimes look at English websites?*
 - *Do other members of your family speak English?*
 - *Are you interested in travelling to an English-speaking country?*
 - *Do you like learning English?*
 - *Is English easy to learn?*

Write the questions on the board. Leave space after each question to write the responses.

- Students talk with their neighbours, asking and answering questions.

- Ask the class to decide which questions they want to use for a class survey. Rub the others off the board.
- Invite two students to come to the front to conduct the survey. One student asks the questions and the other helps to count up the answers as class members raise their hands. Write the answers next to the questions on the board yourself, making sure to record the number of students clearly for each reply.
- Ask students – especially those who are good at maths – to express the results as percentages and fractions. Write these on the board next to the number of students.
- Read through the Writing guide with the class. Use the examples to show that a report presents factual information in a very clear form, and that the style is formal.
- Students follow the Writing guide to write their own report, using the information on the board.

Example answer
Use of English in Class 4B 8th September
We asked four questions about using English. These are our results.
Eighty-five per cent of the students in the class think English is useful.
Two thirds of the class enjoy learning English.
Ninety-five per cent of the students know songs in English.
Fourteen people sometimes look at websites in English.

Extra exercises

The Extra exercises can be used as consolidation at the end of the unit. The teaching notes explain how they can be exploited in class, but they can also be given as homework, depending on time available.

- 1

 - Students look at the three alternatives and choose the right answer.

Answers 1 a 2 b 3 c 4 b 5 c
- 2

 - Remind students to look at the time expressions to help them choose the right tense.
 - As you check the answers, you could elicit sentences with the alternative verb forms.

Answers
1 gets 2 isn't writing 3 speak 4 Are you staying
5 's raining 6 feel

- 3

 - Explain to students that they have to think of questions for the answers, and that there could be several different questions. Make sure they realise that each answer is independent.
 - Do the question for 2 with the class as an example. Point out that the reply doesn't start with *Yes* or *No*, so the question needs a question word at the beginning. You may want to go through the whole exercise and ask students to say which question words are needed to produce the replies.

Example answers
2 Where do you live? / Where is the cinema?
3 Do you speak English?
4 Does your brother/your friend/Jay live in a house?
5 How many people in the world speak English?
6 Why do you like *[Friends]*?
7 What's the matter?
8 Is Ana happy?

- 4

 - Point out to students that they make questions again here, but that the questions and answers form a complete conversation, so they can use the answers before and after the questions to help them.

Answers
2 Are you studying?
3 Who are you playing with?
4 Where does he live?
5 Do you play this game every day? / Do you often play this game?
6 Who's winning?

- 5

 - Students match the sentence parts. They then put the sentences together to form three more two-line conversations.

Answers
2 h Hi, Steve. How are you?
5 f I'm fine, thanks.
3 g This is my best friend, Ben.
8 d Nice to meet you, Ben.
4 a Are you all right?
7 c No, I've got a cold.

- 6

 - Students write the nationalities and the countries. Remind them to start both words with a capital letter.

Answers

- 2 Italian Italy 3 Canadian Canada
4 Argentinian Argentina 5 Spanish Spain
6 British Britain 7 Greek Greece
8 American the USA 9 French France
10 Japanese Japan

- 7 • Ask students to work on the translations in pairs or small groups, and then discuss with the whole class.

Extra reading

Life and culture What a mixture!

BACKGROUND

The **Celts** /kelts/, who may have come originally from Eastern Europe, were once widespread throughout Europe. After losing battles against the Roman Empire and Germanic tribes, they survived mainly in Britain, Ireland and northern France.

The first **Roman** expedition into Celtic Britain was led by Julius Caesar in 55BC and a full-scale invasion followed in AD43. Britain was part of the Roman Empire until the early 5th century.

When the Romans left, Britain was gradually occupied by the **Anglo-Saxons**, a collection of Germanic tribes who invaded and settled over the next two centuries. The Celts were driven to the edges of Britain, where Celtic languages still survive as Gaelic (spoken in Ireland and Scotland), Welsh (Wales) and Cornish (Cornwall).

In the 9th to 11th centuries, the **Vikings** from Scandinavia set up colonies in much of Europe and the North Atlantic. They raided and made settlements in the north and east of Britain and in Ireland, and in 1013 they conquered the whole of England. (See also the Extra reading text in Unit 2.)

In the early 10th century the Vikings were already settled in Normandy, adopting the French language and culture. It was their descendants, the **Normans** (the word comes from 'Norsemen'), who invaded Britain in 1066. French became the main language until the 14th century.

Lead in

- Brainstorm to gather as many English words as possible which have become part of the students' language. Write them up on the board as students suggest them. You can group them under headings, for example, *Food, Technology, Sport, Music, Other things.*

- You could ask students for their opinions about the spread of English. Do English words make their language richer? Or are there too many English words in their language?

Task

- Before students read, write on the board some of the names of countries, population groups, nationalities and languages in the text: *Latin, Anglo-Saxon, Scandinavian, British Isles, Celts, Romans, Vikings, Normandy*. Ask students to translate and say a little about the ones they recognise. Give a brief explanation of any that are unfamiliar.
- Give students time to read the text themselves.
- Read the text aloud and help with new vocabulary (for example, *gods, law, parliament, inhabitants, settlers, invaded, defeated, battle, ruled, official*). There is quite a load of historical information here – move along fairly briskly, without making the students feel that they have to learn or remember all the details. The main thing is for them to become aware of the mixture of influences that have created the English language.
- Look at the map with the class. Ask students to identify the invaders who are represented by the arrows.
- Read out the sentences or choose students to do so. Point out that for some sentences the answer is ? (= we don't know if the sentence is true or false because the text doesn't tell us).
- Students look back at the text to find the answers. They could do this individually or in pairs.

Answers

- 1 T
2 F It's very difficult.
3 T
4 F She writes a French expression to show her agreement to a new law.
5 T
6 T
7 ?
8 T