

with **Testing** Program

4

AMERICAN
Headway
Proven success beyond the classroom

THIRD EDITION

Teacher's Book

John and Liz Soars
Amanda Maris

OXFORD



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- 1 Register or log in at www.oxfordlearn.com.
- 2 Click **Teacher tools** and apply for a teacher account.
- 3 With your new teacher account, set up your class and give your students the **student joining code** for that class.
- 4 Students log in at www.oxfordlearn.com and enter both their **Oxford Online Skills code** and the **student joining code**.

4

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Introduction

American Headway 4

American Headway 4, Third Edition is for students who have already achieved a certain level of English. They have been introduced to a significant selection of the English language, grammatically, lexically, functionally, and situationally, and possess sufficient language proficiency to be able to express themselves in a variety of social contexts.

The third edition of *American Headway 4* retains the basic methodology of the second edition: both accuracy and fluency-based activities, in-depth treatment of grammar, and systematic lexical syllabus. Attention is given to all four language skills, and there are authentic material and tasks throughout.

Student Book Organization

The organization of *American Headway 4, Third Edition* is similar to other levels of *American Headway, Third Edition*. Each unit has the following:

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

Starter

This is to launch the topic of the unit and get students thinking and talking about it. It can last a short while or longer, depending on the interests of your students.

Presentation of new language

Language items are presented through texts, either reading or listening or both. This enables students to see the target language in context, helping them to assimilate it better.

The main areas of grammar taught are:

- Work on and review of the tense system
- Perfect versus non-perfect verb forms
- Simple versus continuous aspects
- Narrative forms
- Questions and negatives
- Future forms
- Expressing quantity
- Modals and related verbs
- Relative pronouns and clauses
- Expressing habit
- Hypothesizing
- Articles, determiners, and demonstratives

There are *Grammar spot* boxes in the presentation sections. These aim to explore the language of the unit further. There are questions to answer and short exercises. The *Grammar spot* is reinforced in the Grammar Reference section at the back of the book.

Practice

This section contains a wide variety of activities using all skills, but with an emphasis on speaking and listening. Some exercises encourage deeper analysis of the language, such as *Discussing grammar*; many exercises are personalized, with students working in pairs to exchange information about themselves. There is often an additional *Grammar spot* box in the *Practice* section, allowing students to explore another area of grammar addressed in the unit.

Spoken English

This section covers the grammar of spoken English, highlighting areas that are more characteristic of the spoken, rather than the written language. The aim is to draw attention to them, rather than teach them for active production. They include the following:

- Informal language (missing words; words like *stuff* and *hanging out*)
- Being imprecise (*sort of, kind of*)
- Fillers (*I mean*)
- The word *thing* (*How are things? The thing is ...*)
- Giving and responding to news (*Did you hear about ...? You're kidding!*)
- The use of *which* to add a comment (*He gave me a ride home, which was nice.*)
- Expressions with modal verbs (*You might as well ..., I couldn't help it.*)

Skills

Listening and Reading

The reading and listening sections appear after the language section of the unit, although not in any particular order. They follow the *American Headway* tradition of being authentic, taken from a wide variety of sources, and with a range of comprehension tasks, language and vocabulary exercises, and extension activities.

Speaking

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

While you can find numerous speaking tasks and activities throughout the unit – to lead into a topic, to discuss

the finer points of grammar or to practice role plays or dialogues, speaking skills are particularly focused on within the reading and listening lessons, with the *What do you think?* section, which encourages discussion and debate about the topic of the text or listening extract.

Writing

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

Vocabulary

There is a strong emphasis on vocabulary in *American Headway 4, Third Edition*. As in previous editions, there is specific work on "hot words", that is, very common words which combine with nouns, phrases, and particles to produce new meanings, for example, *do away with, take your time, get in touch*. Other areas of vocabulary include synonyms and antonyms, prefixes, words with variable stress, compound words, adverb collocations, and word pairs.

Everyday English

This is an important part of the syllabus of *American Headway 4, Third Edition*. Students have the opportunity to practice chunks of language used in formal and informal situations. Students learn phrases for showing interest and surprise, being polite, exaggeration and understatement, exclamations. Students also learn some useful functional phrases for business and for making your point, as well as some high-frequency metaphors and idioms to help them to branch out into more interesting uses of English.

Grammar Reference

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

Review

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

Workbook with iChecker

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

Teacher's Book

The Teacher's Book offers the teacher full support both for lesson preparation and in the classroom. Each unit starts with a clear overview of the unit content from the Student Book, along with a brief introduction to the main themes of the unit and a summary of additional materials that can be used. Within each unit, the highlighted sections indicate opportunities for additional activities with *Suggestions* and *Extra activities*. This allows for further work on key language or skills when appropriate.

Testing Program

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

Assessment tools to evaluate progress

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

iTools

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

Video

New video clips with classroom worksheets are available on the new *American Headway 4, Third Edition* iTools as well as online. There are 12 clips, one for each unit. The language and topic in each clip are linked to the relevant Student Book unit. The majority of the clips follow a documentary style and include native speaker interviews.

Finally!

The activities in *American Headway 4, Third Edition* are designed to enable students to extend their knowledge of the language and to give them a rewarding and challenging experience. We hope this new edition helps you and your students in the process of teaching and learning English.



1

Home and away!

The tense system • Informal language • Compound words • Casual conversations

 **A global village**

The theme of this unit is living and working away from home. The unit provides a review of the main tenses, allowing you to assess students' strengths and weaknesses. The vocabulary syllabus starts with an important feature of English – compound words. There is also a focus on informal language in the grammar, writing, and *Everyday English* sections. Skills work includes integrated listening and speaking, and reading and speaking practice.

LANGUAGE INPUT

GRAMMAR

Tense review and informal language (SB p. 2)

- Reviewing, identifying, and practicing key tenses.
- Practicing question formation.
- Understanding informal language in tweets and emails.

VOCABULARY

Vocabulary work (SB p. 6)

Compound words (SB p. 8)

- Figuring out the meaning of words and phrases from context.
- Understanding and practicing compound nouns and adjectives.

EVERYDAY ENGLISH

Casual conversations (SB p. 9)

- Understanding and practicing language used in everyday situations, and focusing on stress and intonation.

SKILLS DEVELOPMENT

READING

Saroo's story (SB p. 6)

- An article about a man who was reunited with his Indian family after 25 years.

LISTENING

Things I miss from home (SB p. 5)

- Listening for gist and key information in six recordings and completing a chart, then understanding referencing. **CD1 8** (SB p. 116)

SPEAKING

Talking about you (SB p. 4)

What do you think? (SB p. 5)

What do you think? (SB p. 6)

- Practicing tenses by completing sentences in a personalized way.
- Discussing the pros and cons of living abroad.
- Discussing the life of the man featured in the reading text.

WRITING

Informal writing – Correcting mistakes (SB p. 99)

- Using a correction code to correct mistakes, then writing an informal letter.

MORE MATERIALS

Photocopiables – Can't get home (TB p. 175) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 2)

At the start of any new level of a course, establishing a good classroom atmosphere where everyone feels comfortable is important from the very beginning. It is also important to gauge students' ability to use the main tenses in English. At the high-intermediate level, students need to be able to express themselves in a more natural way, using a wider range of adverbs and adverbial phrases. This *Starter* covers the main tenses students will be familiar with, but also gives students the opportunity to start talking and find out about each other. This initial stage and the rest of the unit will also allow you to assess the students' strengths and weaknesses, and their overall levels of fluency.

SUGGESTION

Before doing the matching task, check that students can recognize the uses of the tenses by asking the following questions:

Which sentence talks about a (current) habit or routine? (2)

Which sentences connect past and present? (5, 8)

Which sentences refer to the past? (1, 3, 4, 6)

Which sentences refer to the future? (7, 9)

- 1 Focus on sentence 1 and elicit possible matches with the whole class. Stress the need for the sentences to sound natural, not just grammatically correct.
Students work individually to complete the matching task. Monitor to see how well students understand the way the tenses work. Let students check in pairs before checking with the whole class.

Answers

- 1 My parents met in Paris *in the 1980s/years ago/during a snowstorm.*
- 2 They *never/frequently/sometimes* travel abroad.
- 3 They were working in Canada *when I was born/for years/in the 1980s/recently/for a year.*
- 4 I was born in Montreal *in the 1980s/years ago/during a snowstorm.*
- 5 My grandparents have *never/recently* lived in Ireland./
My grandparents have lived in Ireland *for years/recently/for a year/since 1972.*
- 6 I *never/frequently/recently/later/sometimes* wrote to my grandmother./I wrote to my grandmother *frequently/the other day/recently/during a snowstorm.*
- 7 My brother's flying to Brazil on business *tonight/in two weeks/later.*
- 8 He's *recently* been learning Portuguese./He's been learning Portuguese *for years/recently/for a year/since 1972.*
- 9 I'll see you *tonight/in two weeks/later.*

Note

If students ask about the tense use in *They were working in Canada for years/for a year*, explain that we use the Past Continuous rather than the Simple Past here because we are emphasizing that the activity was temporary.

- 2 Focus on the example and then give a few facts about yourself and your family using the time expressions in exercise 1.
Give students three or four minutes to prepare their own examples. Monitor and help as necessary.

Put students in pairs or groups of three to exchange their information. Monitor and write down any common errors made in the form and use of the main tenses. Add to these during the lesson and discuss them after the *Away from home* section. Write them on the board for class correction, being careful not to indicate which students made the errors.

Students summarize what their partners told them in a brief class discussion.

AWAY FROM HOME (SB p. 2)

Tense review and informal language

This section reinforces tense use and practices question formation across a variety of tenses. It also looks at the use of informal language in personal tweets and emails.

⚠ POSSIBLE PROBLEMS

The tense system Although students will be familiar with the tenses covered, they are likely to make mistakes in both form and use, especially at this early stage in the course. Try not to correct every mistake as you go along. Monitor students' work to get a picture of what they can do, and discuss specific areas after a main practice stage.

Simple vs continuous This is a problem for students of many nationalities, especially when they do not have continuous forms in L1. In a multilingual class, finding out whether students have continuous tenses in their own language can help you focus on learners' individual needs.

The basic distinction is: simple tenses – the action can be seen as complete, permanent, or repeated; continuous tenses – the action is ongoing/in progress.

Simple vs perfect The major confusion here is between the Simple Past (for an action completed at a specific time in the past) and the Present Perfect (for an action that happened or started before now, but has a connection with the present). The key thing about the Present Perfect in English is that it expresses a past action in terms of its relation to the present. This is not always true in other languages. Again, finding out about students' L1 can be of help here.

You can read through Grammar Reference 1.2 on SB pp. 135–136 before this lesson as a reminder of the key points. You can refer students to the Grammar Reference when working on the *Grammar spot* on SB p. 3.

ABOUT THE TEXT

The context here is an American teenager's extended stay in London with a host family. He tweets his first impressions and mentions differences between New York and London, and British and American English.

- The abbreviation NYC stands for *New York City*.
- Despite its name, Chalk Farm is a lively area of north London.
- The British drive on the left side of the road, not the right, as in the US.

- Americans often ask for the *bathroom* (or *restroom*) whereas the British call it the *toilet*. In Britain, asking for the bathroom may give the impression you want to take a bath!
- Cheers* is used when making a toast, but also, especially in the UK, as an informal way of saying thank you or expressing good wishes when leaving, e.g., *Cheers, Joe*. See you later.
- Other differences in vocabulary between British and American English: *flat* (UK)/*apartment* (US); *Tube* (UK)/*subway* (US).

- 1 **CD1 2** Introduce the activity by pointing to Tyler /'taɪlə/ and asking questions about the photos: *Where are the boys? (in London), What are they doing? (sightseeing), How do they feel? (happy/excited)*.
Play the recording. Students listen and read Tyler's tweets and then answer the questions. If necessary, check the abbreviation NYC (see *About the text*).

Answers

The style is informal.
Tyler is from New York City (NYC).
Things he finds strange: the Chalk Farm area doesn't have any farms; Dave's family calls their home a *flat*; they didn't understand when Tyler asked for the *bathroom*, instead of the *toilet*; being on a bus with two levels; driving on the opposite side of the road; how people use the word *cheers*; they call the subway the *Tube*.

- 2 Focus on the example and check why the Present Continuous is used (a temporary action in progress around now).
Students complete the sentences working individually. Check a few of the sentences for accuracy, then put students in pairs to ask and answer the questions. Monitor and help as necessary, prompting the students to correct any mistakes they make.
- 3 **CD1 3** Students listen and check their answers.
Students will be able to review the tense use in the *Grammar spot* section, but you can go over the tenses at this stage if preferred.

Answers and audio script

- Where is Tyler spending the year?
In London.
- Is this his first trip abroad?
No, it isn't. He's been abroad once before. Last year he went to Mexico.
- Where does Dave live?
In north London.
- How long is Tyler going to stay with Dave?
A few days.
- Why did the guy say "cheers" to Tyler?
Because he had let him pass.
- Does he like his host family?
Yes, he does. He thinks they're very nice.
- What are they doing on Sunday?
They're visiting Shakespeare's hometown.

- 4 Focus on the map and the photos to introduce Teresa and set the scene. Then ask students to read her email and answer the questions.

Answers

Teresa is in Tanzania.
She's working at a school.
She likes starting work early because it isn't so hot. She likes her "piki-piki" bike, going to the beach, collecting shells, and the sunsets.
She doesn't like the heat and not having air conditioning.

- 5 **CD1 4** Elicit the question for number 1 as an example. Students form the rest of the questions working individually. Monitor and help as necessary, prompting the students to correct any mistakes they make.
Put students in pairs to ask and answer the questions.
Play the recording. Students listen and check their answers.

Answers and audio script

- How long has Teresa been in Africa?
Since last September.
- What time does she start work?
Early, at seven o'clock.
- What has she just bought?
A "piki-piki." It's a little motorcycle.
- Where did she go last Sunday?
To a really awesome beach.
- What's she going to take home?
Her collection of shells.
- How many shells has she collected already?
Hundreds.
- What did they do at the beach?
They barbecued fish and swam until the sun went down.
- What's she sending to her parents?
She's sending some photos.

GRAMMAR SPOT (SB p. 3)

The goal of the *Grammar spot* in each unit is to get students thinking analytically about the language. Examples are taken from the presentation stage and so appear in context. Students are given the opportunity to think about which forms are being used and why, often through a contrastive analysis of key forms.

Rather than teaching from the front of the class, put students in pairs or threes to work through the *Grammar spot*. This frees you to monitor the class, check students' understanding, and answer any questions. It also allows students to take responsibility for their learning, and encourages them to help each other.

- 1 Ask students to look back at exercises 2 and 5, and identify the tenses. Monitor and help as necessary. Then check the answers.

Answers

Tyler's tweets

- Present Continuous to talk about a temporary action in progress around now
- Simple Present to talk about a fact; Present Perfect to talk about an experience at an indefinite time; Simple Past to talk about a completed action
- Simple Present to talk about a fact
- Going to* to talk about a plan

- 5 Simple Past (the auxiliary *did* in questions) to talk about a completed action; Past Perfect for an action that happened before an earlier action in the past
- 6 Simple Present (the auxiliary *does* in questions) to talk about a state
- 7 Present Continuous to talk about a future arrangement

Teresa's email

- 1 Present Perfect to talk about something that started in the past and continues now
- 2 Simple Present to talk about a routine
- 3 Present Perfect to talk about the present result of a recent past action
- 4 Simple Past to talk about a completed action
- 5 *Going to* to talk about a plan
- 6 Present Perfect to talk about the present result of a past action
- 7 Simple Past to talk about completed actions
- 8 Present Continuous to talk about a temporary action in progress around now

- 2 Read through the notes and examples as a class.
- 3 Students work in pairs or groups of three to answer the questions, find more colloquial words, and find words that are missing.

Check the answers, monitoring pronunciation as you go.

Answers

- 1 my buddy – my friend
I don't get it – I don't understand it
hanging out together – spending time together and having fun
stuff – other things like that
mega famous – very famous
- 2 junky – not very good/inefficient
hey – a word used to get someone's attention
cool news – great/interesting news
freak – get upset
awesome – amazing
a bunch of – a lot of
picnic stuff – picnic equipment
missing you tons – missing you very much
- 3 Subject pronouns, forms of *be*, and auxiliary verbs are often left out in informal speaking and writing. Articles and prepositions are sometimes left out as well.

Tyler's tweets

- (I'm) Still sitting in the airport ...
(I've) Been waiting (for) three hours but (it) seems like ...
(I've) Just boarded the plane ...
(I) Haven't been abroad ...
(We) Just drove past ...
(It's) Crazy!
(It's the) First night with my ...
(It's a/It'll be a) Big day tomorrow

Teresa's email

- (I) always love news from home.
(I) Wish we had ...
(at) 7:00
(It's) Great for getting around.
(It had/There was) Incredible white sand ...

(and they are) all shades of ...
(they are) very quick but spectacular.
(I'm) Missing you ...
(I) Can't wait ...

►► Grammar Reference 1.1 and 1.2 on SB pp. 135–136.

PRACTICE (SB p. 4)

Identifying the tenses

- 1 Focus students' attention on the examples. Students work in pairs to complete the tense charts. Make sure they use the full forms, rather than contractions.

Check the answers. If necessary, briefly review the formation of the passive (the appropriate tense and form of *be* + past participle).

Answers

ACTIVE	Simple	Continuous
Present	he works	we are working
Past	she worked	I was working
Future	they will work	you will be working
Present Perfect	we have worked	she has been working
Past Perfect	I had worked	you had been working
Future Perfect	they will have worked	he will have been working

PASSIVE	Simple	Continuous
Present	they are made	it is being made
Past	it was made	it was being made
Future	they will be made	
Present Perfect	they have been made	
Past Perfect	it had been made	
Future Perfect	they will have been made	

- 2 **CD1 5** The goal here is to have students recognize the form and meaning of different tenses in short spoken contexts.

Focus on the example and play number 1.

Ask students to listen to the lines of conversation and discuss what the context might be. Pause the recording after each line and elicit suggestions from the class.

Answers and audio script

Possible contexts:

- 2 Friends gossiping at work/in school/when out together, talking about a friend's new boyfriend.
- 3 Two friends or colleagues talking. One tells the other that she will pass on some good news.
- 4 A friend telling a story about another friend, or maybe someone in the news. *He* may refer to a criminal or drunk driver. *They* probably refers to the police.

- 5 Somebody telling or recalling the story of when she met somebody from her past. *Her* could be a former neighbor's daughter, but could also be a relative that the speaker hadn't kept in touch with.
- 6 A person describing a man they know, possibly a classmate, coworker, or neighbor. He has some information/news to give, but it isn't clear what. The speaker gives the impression that people don't trust/pay attention to the man.
- 7 Somebody saying they are waiting to be told whether they have gotten a job or been admitted to a university/college.
- 8 A wife talking about her husband, or mother-in-law about her son-in-law.

CD1 5

- 1 **A** Are you being helped, sir?
B Just looking, thank you.
- 2 I've heard that she's been seeing a lot of Patrick recently.
- 3 I'll be seeing Bill this afternoon – I'll tell him the good news then.
- 4 Apparently, he was driving 70 miles per hour around a curve when they stopped him.
- 5 I hadn't seen her since she was a little girl, and she'd completely changed.
- 6 Nobody will listen to him. He's the kind of guy who isn't believed by anyone.
- 7 I haven't been told yet if I have it. I'll be told in writing sometime next week.
- 8 He's been working such long hours recently. He never sees the kids.

- 3 **CD1 5** Focus again on the picture in exercise 2. Play number 1 again and focus on the tenses used. Check what is missing in the Present Continuous example (*I'm*).

Ask students to listen again and identify the tenses.

Play the recording again, pausing after each line.

Check the answers. As extra reinforcement you can check what the full forms are where there is a contraction, e.g., *I've heard* = *I have heard*, *she's been seeing* = *she has been seeing*, etc.

Answers

See exercise 2 for **CD1 5**.

- 2 Present Perfect (*I've heard*) and Present Perfect Continuous (*she's been seeing*)
- 3 Future Continuous (*I'll be seeing*) and Simple Future (*I'll tell*)
- 4 Past Continuous (*was driving*) and Simple Past (*stopped*)
- 5 Past Perfect (*hadn't seen, she'd changed*) and Simple Past of *to be* (*was*)
- 6 Simple Future (*will listen*), Simple Present of *to be* (*he's*), and Simple Present passive (*isn't believed*)
- 7 Present Perfect passive (*haven't been told*), Simple Present (*I have*), and Future passive (*I'll be told*)
- 8 Present Perfect Continuous (*he's been working*) and Simple Present (*sees*)

Discussing grammar

Discussing grammar is a regular feature of *American Headway 4 Third edition*. The goal is to have students analyze and explain the use of key language. It often takes a contrastive approach, highlighting the main differences in use and meaning, and focusing on common areas of confusion/mistakes. If you have a monolingual class, and speak the students' L1, you can ask students to translate key sentences and contrast them with the students' own language.

- 4 Elicit the difference between the sentences in number 1 as an example. Put students in pairs to compare the meaning of the rest of the sentences. Monitor and check how well your students understand how the tenses work. Help with any questions, but don't spend too long explaining grammar at this stage.

Check the answers with the class. Rather than asking individual students to explain the grammar, which can be time-consuming and frustrating, try to use questions to check the concepts. Concept questions are a time-efficient way of making sure students understand, e.g., for number 1:

Which sentence means that Diego was born and brought up in Mexico?

Which sentence means that Diego is on his way from Mexico or plans to travel from Mexico?

See *Answers* for possible concept questions for the rest of the exercise.

Answers

- 1 Diego **comes** from Mexico. (Simple Present to talk about a fact. Diego was born in Mexico or usually lives there.)
Diego **is coming** from Mexico. (Present Continuous to talk about something that is happening now/around now – Diego is on his way from Mexico; or to talk about a future arrangement – Diego is planning to travel from Mexico.)

- 2 What **were you doing** when the accident happened? (Past Continuous to ask about an action that was in progress in the past when the accident happened.)

What **did you do** when the accident happened? (Simple Past to ask about the next action that happened as a result of the accident.)

Concept questions: Which sentence asks about something that started before the accident, and was in progress during it? Which sentence asks about what happened next – as a result?

- 3 I've **lived** in Singapore for five years. (Present Perfect to talk about the unfinished past – an action that began in the past and still continues.)

I **lived** in Singapore for five years. (Simple Past to talk about a completed action in the past.)

Concept question: In which sentence does the speaker still live in Singapore?

- 4 When we arrived, he **cleaned** the apartment. (Simple Past to say what happened next, or as a consequence of the first action, *arrived*.)

When we arrived, he'd **cleaned** the apartment. (Past Perfect to say what happened before the first action, *arrived*.)

Concept question: Which event happened before they arrived, and which happened after?

- 5 We'll **have** dinner at 8:00, right? (Simple Future to express a spontaneous decision. Here, it works as a suggestion.)
Don't call at 8:00. We'll **be having** dinner. (Future Continuous to talk about an action that will be in progress at a time in the future.)

Concept questions: In which sentence does dinner start at 8:00? In which sentence does it start before 8:00?

- 6 I **didn't teach** English very well. (Simple Past active to refer to finished past. Here the subject does the action, i.e., "I" is the teacher.)

I **wasn't taught** English very well. (Simple Past passive to refer to finished past. Here, the subject receives the action, i.e., the "I" is a student.)

Concept question: In which sentence is "I" the teacher, and in which a student?

7 How much **are** you **paying** to have the house painted? (Present Continuous active to talk about a temporary activity happening now/around now. Here, the subject does the action, i.e., “you” is the house owner.)

How much **are** you **being paid** to paint the house? (Present Continuous passive to talk about a temporary activity happening now/around now. Here, the subject receives the action, i.e., “you” is the decorator.)

Concept question: In which sentence is “you” the decorator, and in which the house owner?

8 You're very kind. Thank you. (Simple Present to talk about a fact. Here, the verb *to be* is a state verb used to talk about a characteristic.)
You're **being** very kind. What do you want? (Present Continuous for a temporary activity happening now. In this sentence, *to be* is continuous to say that somebody is temporarily behaving in a kind way, probably because they want something from the other person.)

Concept question: Which sentence refers to a temporary way of behaving, and which refers to a permanent characteristic?

Talking about you

5 **CDI 6** Choose one or two of the cues in the exercise and give the class your own examples. Ask students to work individually to complete the sentences with their own ideas. Students compare their answers with a partner. Monitor and check for accurate tense use. Write down any common errors you notice, and discuss these with the class after you have played the recording and elicited the responses. Before you play the recording, pre-teach/check: *bother to do something, be at it* (= be arguing).

Play number 1 as an example. Elicit the completed sentence and response.

Play the recording, pausing after each conversation and eliciting the responses students heard.

Audio script

- 1 **A** On weekends I often don't bother getting up 'til lunchtime.
B Me neither! Why bother if you don't have to.
- 2 **A** My parents have never ever had an argument.
B Really? Mine are at it all the time.
- 3 **A** I don't think I'll ever master this remote control.
B Well, don't ask me. I can't even find the on/off button.
- 4 **A** I was saying to a friend just the other day that I hadn't seen you for months.
B I know. How long has it been?
- 5 **A** I hate Mondays because nothing ever goes right on a Monday.
B Just Mondays? Aren't you the lucky one!
- 6 **A** I'd just gotten home last night when I realized I'd left my backpack on the bus.
B Well, you won't see that again.
- 7 **A** I was just getting ready to go out this morning when my grandmother called to chat. It's so frustrating.
B I know, and you feel really bad if you say it's not a good time.
- 8 **A** I've been told that our teacher wears purple pajamas in bed!
B Who on earth told you that?
- 9 **A** In my very first English class I was taught to introduce myself and say “hello.”
B I was taught to say “The cat runs after the mouse,” and stuff like that – useful, huh?
- 10 **A** The reason I'm learning English is because it's spoken all over the world.
B True. But isn't Chinese spoken by more people?

EXTRA ACTIVITY

As an extension, play **CDI 6** again and elicit some of the typical “responding” phrases used, e.g.,

Me neither!

Really?

Well, don't ask me.

I know.

Just Mondays?

Who on earth told you that?

Put students in new pairs. Ask them to practice responding naturally to the sentences their partner wrote in exercise 5.

SPOKEN ENGLISH – Missing words (SB p. 4)

Students have already seen examples of how Tyler and Teresa left out words in informal writing on pp. 2–3. This section shows how this is also a feature of spoken English.

Elicit the missing words from number 1 as an example. Students work in pairs to complete the task.

Check the answers. Point out that *Hang on!* and *Hop in* in numbers 8 and 9 are imperatives, so there are no words missing.

Answers

- 1 (Have you) Heard about Jane and John? (I) Didn't think so.
- 2 (Are you) Leaving already? What's wrong?
- 3 (Have you) Failed again? How many times is that?
- 4 (I'm) Sorry I'm late. (Have you) Been waiting long?
- 5 (Are you) Doing anything interesting this weekend?
- 6 (I) Like the car! When did you get it?
- 7 (Good) Bye, Jo! (I'll) See you later.
- 8 (I'm) Coming! Hang on!
- 9 (Do you) Want a ride? Hop in.
- 10 (Have you) Seen Jim lately?

Ask students to take turns reading the lines aloud to a partner and make suitable responses. Model the first conversation as an example:

Heard about Jane and John? Didn't think so.

No. Really? I don't believe it!

CDI 7 Play the recording. Students listen and compare the recorded conversations with their own.

CDI 7

- 1 **A** Heard about Jane and John? Didn't think so.
B I always thought they got along really well.
A Apparently not. John's been seeing his ex-girlfriend.
- 2 **A** Leaving already? What's wrong?
B I just have a headache, that's all.
- 3 **A** Failed again? How many times is that?
B OK, OK. There's no need to rub it in! They say the best drivers fail three times.
- 4 **A** Sorry I'm late. Been waiting long?
B No, I just arrived myself. Got caught in traffic.

- 5 **A** Doing anything interesting this weekend?
B Yeah, if you call housework “interesting.” I’ve just got to clean my apartment this weekend.
- 6 **A** Like the car! When did you get it?
B Actually, we’ve had it awhile. Used, you know.
- 7 **A** Bye, Jo! See you later.
B Yup. I’ll come over about eight!
- 8 **A** Coming! Hang on!
B Get a move on or we’ll go without you.
- 9 **A** Want a ride? Hop in.
B Great. Can you drop me off downtown?
- 10 **A** Seen Jim lately?
B No, I haven’t. I wonder what he’s up to these days.

PHOTOCOPIABLE ACTIVITY

UNIT 1 Can’t get home TB p. 175

Materials: One copy of the worksheet cut up per class of 10 students. In a larger class, make enough copies to ensure all the roles handed out have a corresponding role (CEO and investment banker, economics student and accountant, etc.). In a smaller class, hand out only pairs of corresponding cards appropriate to the number of students.

Procedure: Explain that students are going to role-play being delayed at an airport and finding a suitable companion to pass the time with. Introduce the topic by eliciting reasons why flights are delayed and any personal experiences students may have.

- Set up the scenario: students have been waiting at an airport in New York for over an hour, but their flights have been delayed because of fog.
- Hand out the role cards. Give students time to read their role. Help with any vocabulary questions. Ask students to memorize the information on their card and to make up additional details such as nationality, age, etc.
- If possible, move the furniture in the classroom to make it easier for students to do the mingle activity. Tell students to start their conversation with each person with: *So, what are you doing in New York?* Remind them to change partners every few minutes so that they speak to everyone. Or you can clap your hands, or shout *Change!* as a signal for students to move on.
- Students mingle and talk to the other delayed passengers about their lives and interests. Monitor discreetly and write down any common errors in tense use for correction after the activity.
- Stop the activity after 15–20 minutes and ask students to stand next to the person they would like to spend more time with. Also ask them to explain why.
- Discuss any errors in tense use and have students correct as a class.
- As an extension, you can have students role-play a phone call from the airport to a family member. Students talk about the delayed flight and the person they have met at the airport.

ADDITIONAL MATERIAL

Workbook Unit 1

- Ex. 1–3** The tense system
Ex. 4 Passives
Ex. 5 Tense review
Ex. 6 Auxiliary verbs
Ex. 7 Modal auxiliaries

WRITING (SB p. 99)

Informal writing – Correcting mistakes

- 1 Read through the correction symbols as a class. Focus on sentence 1 and elicit the corrections as examples. Put students in pairs to correct the mistakes in the rest of the sentences. Point out that there is a different number of mistakes in each one. Check the answers. You can have students write their sentences on the board and have the class say if they are correct or not. Ask students which of the mistakes are typical of speakers of their first language. Encourage them to write a list of mistakes they typically make in writing, along with the corrections. They can add to this list as they progress through the course.

Answers

- 1 I **was** born in 1991 in **a** small town in Mexico.
 - 2 My father is **a** diplomat, so **all my life** I’ve lived in **different** countries.
 - 3 **After school**, I went **to a business** college **for four years**.
 - 4 I’ve **been** married **for** five years. I **met** my wife while I was a student.
 - 5 My town **isn’t** as exciting **as** London. It is very **quiet in** the evening.
 - 6 I’ve **been learning** English for five years. I **started** when I **was** eleven (**years old**).
 - 7 My father wants **me to** work in a bank **because it** is a good **job/career/profession**.
 - 8 I’m **doing an** evening course in English. I enjoy **learning** languages **very much**.
- 2 Ask students to read the letter and answer the questions. Tell them not to correct the mistakes at this stage. Check the answers.

Answers

- 1 São Paulo, Brazil
 - 2 Fernando is the guest; James is the host.
 - 3 São Paulo. It is the biggest and noisiest city in Brazil. It is not really for tourists. It is a commercial center with a lot of pollution and traffic. There are a lot of things to do, and it has lots of places with music that stay open all night.
 - 4 It’s the holiday season, so it’s summer in Brazil and winter in the US.
- 3 Focus students’ attention on the example symbols in the letter. Put students in pairs to find the rest of the mistakes and mark them with the symbols in pencil. Monitor and help as necessary. When the students have finished, go through the answers as a class. If you have access to an interactive whiteboard, you or your students can mark up the letter as you go along.

Answers – letter with symbols

Avenida Campinas, 361 ap. 45
01238 São Paulo
Brasil
December 23

Dear James,

Thank you ^T / your letter. I receive it ^{Gr} the last week. Sorry I ^T / no reply / you

before, but I've been very busy. The holidays are soon, and everyone ^{Gr} / are very ^{Gr} / exciting!

In two weeks I ^T / am with you in California. I ^{Gr} / can no ^{WW} / believe it! I ^T / looking forward ^{Gr} / to meet you and your ^{Sp} / family very much. I'm sure we will like ^{Gr} / us very ^{WW} / well.

My city, São Paulo, is ^{Sp} / biggest and ^{Sp} / noisest city in ^{Gr} / Brasil. / Is not really ^{Gr} / for ^{WO} / tourist. / Is a ^{WO} / center ^{WW} / commercial. Also it ^{Gr} / have ^{Gr} / very ^{WO} / much ^{Gr} / pollution and traffic. But there ^{Gr} / is ^{Gr} / lot of things to do. I like ^{Gr} / very ^{Gr} / much ^{Gr} / listen / music. There are lots of places with music ^{Gr} / who stay open all night!

My friend went ^{Prep} / in Los Angeles last year, and he ^T / has seen a basketball game at the Staples Center. He ^{WW} / said me / was ^{Sp} / wonderful. I ^{WW} / like to do that ^{WW} / also.

My plane ^T / arrive ^{Prep} / to LAX at 6:30 a.m. ^{Prep} / in ^{Sp} / January 3. / Is very kind / you / meet me so early / morning.

I hope very much / improve my ^P / english ^{WW} / during I am with you!

See you soon and ^P / happy New Year!

Fernando

Once the students have marked the text with the correct symbols, ask them to work in pairs to rewrite the text, correcting all the mistakes. Note that it's common to use contracted forms in informal writing, but full forms would also be acceptable in the corrected version below.

Answers – corrected letter

Avenida Campinas, 361 ap. 45
01238 São Paulo
Brasil
December 23

Dear James,

Thank you **for** your letter. I **received it last** week. Sorry I **haven't replied to** you before, but I've been very busy. The holidays are soon, and everyone **is** very **excited**!

In two weeks **I'll be** with you in California. I **can't believe** it! I'm looking forward **to meeting** you and your family very much. I'm sure we will like **each other** very **much** (or **get along** very well).

My city, São Paulo, is **the** biggest and **noisest** city in **Brazil**. It isn't really for **tourists**. **It's a commercial center**. **There is also a lot of** pollution and traffic. But there **are a** lot of things to do. I like **listening to** music very much. There are lots of places with music **that** stay open all night!

My friend went **to** Los Angeles last year, and he **saw** a basketball game at the Staples Center. He **told me (that) it** was wonderful. I **would** like to do that, **too**.

My plane **arrives** (or **will arrive**) **at** LAX at 6:30 a.m. **on January 3**. **It's** very kind **of** you **to** meet me so early **in the** morning.

I hope very much **to** improve my **English while** I'm with you!

See you soon and **Happy** New Year!

Fernando

- 4 Read through the tasks as a class. If you have time in class, have students write notes under the following headings to help them plan their letter: *Family, Interests, School, Town*.

Students write one of the letters in class or for homework. Remind them to check their work carefully for mistakes before handing it in.

When correcting the letters, use the same code as in exercise 1 and have students correct their own or their partner's mistakes.

LISTENING AND SPEAKING (SB p. 5)

Things I miss from home

ABOUT THE LISTENING

This is a series of “vox pops” of people talking naturally about the same topic: what they miss when they are away from home. The tasks involve listening for gist to identify where the people are from and where they live now, note-taking for more detailed comprehension, and understanding referencing in what is said.

All of the six recordings are monologues, apart from Adem and Leyla, who share their opinions. Peter mentions some typical American food and drinks: *Tex-Mex food* (= cuisine blending southern Texan and Mexican recipes and ingredients) and *peanut butter* (= sweet peanut paste). Adem and Leyla also talk about *Turkish coffee* (= very strong coffee served with the fine grounds in the cup) and the *pazar* /'pəzɑr/ (= market, bazaar). Joe uses the word *Brit(s)* as an informal way to refer to the British; Shaun uses the word *dude* as an informal form of address to the listener. It's also used in American English to mean something similar to *guy*, e.g., *What do you dudes do for fun around here?* Shaun differentiates the East Coast, which is usually considered the stretch of land between Maine and Washington, DC, from Florida, a US state considered part of the South.

It's important for students to be able to pick out the main information from the recordings. Some of the vocabulary may be new, so be prepared to pre-teach/ check the following items depending on your students' level: *mountain ridges, drive-thru ATMs, humbling, polling station, absentee ballot, upbeat, modesty, sludgy, insecure, drums*.

- 1 Focus on the illustration and introduce the topic by asking students the questions in exercise 1. Elicit a range of answers in a brief class discussion.

Ask students to write down one thing they missed on a small piece of paper. Collect the pieces of paper, and save them until you need them again in exercise 5.

- 2 **CDI 8** Focus students' attention on the photos of the speakers in exercise 3. Have students guess what they might talk about in the recording.

Tell students they only have to listen for where the speakers are from and where they are now during this first listening. Play the recording of Ramon as an example. Play the rest of the recording, pausing after each speaker to let students compare their answers.

Check the answers with the class.

Answers and audio script

	From	Now in
Ramon	Monterrey, Mexico	the US
Lynda	Southern California	Washington, DC
Peter	the US	London
Joe	the UK	the US
Adem and Leyla	Turkey	the US
Shaun	doesn't say, but he visits his mom in Florida	the east coast of the US

CDI 8

Ramon

There's only one thing I really miss about where I come from and that's the Cañon de la Huasteca. I'm originally from Monterrey, Mexico, and although I came to live here in the US about three years ago, I still miss seeing the sharp, gray mountain ridges of la Huasteca. Where I live now, there are mountains, and I sometimes go hiking, or even skiing in the winter. They're OK, but they're not really the same. The thing about la Huasteca is that I spent a lot of time there with my school friends. In fact, my high school was pretty close to la Huasteca, so my friends and I hiked, rock-climbed, and played there almost every day. We had so many good times and I guess that's what makes it so special to me.

Lynda

The thing I miss about Southern California is probably the weather. I mean, over there, it's some of the best weather in the US. It's warm and dry during the day and cool, but not cold, at night. I find where I live now in Washington, DC, it gets so hot and humid in the summer and a little bit uncomfortable, too.

Peter

Yeah, I've been living in London for the last five years or so, and I guess the thing I miss most about the US, my original home, is probably what everyone who lives abroad misses the most ... food. For me that means Tex-Mex food, homegrown vegetables from my parents' garden, like tomatoes and green beans, peanut butter and jelly sandwiches, and lots of ice in my soft drinks.

So, what else do I miss? This is going to sound weird, but I really miss convenience stores that are open 24 hours a day, 7 days a week. I miss being able to stop in at convenience stores at any time of the day, buying a carton of milk, filling up my car with gas, picking up some groceries, and getting a great cup of coffee all in the same place! I also miss the convenience of drive-thru ATMs.

On a more serious note, I miss being able to vote in person for local and national elections. There's something very humbling about casting your vote at your local polling station, especially when it's for a presidential election. Once you've been out of the country, you can still do it, but you have to vote by mail, and you have to make sure you ask for your absentee ballot about a month ahead of an election. So I still get to vote, but it's not quite as satisfying.

Joe

So things that I miss about the UK, ... the first would be bread. The bread here in the States seems to stay too fresh for a long time. And it doesn't actually make particularly good toast. And being British, toast is an important thing.

And another important thing is related to work. I've found working in the US surprisingly different from the UK. In the US, it's very important to be very upbeat and positive about what you can do. Which, you know, is true to a certain extent in the UK, but I think in the UK it's kind of OK to be good at what you do, and just get on with it. Over here, you're kind of expected to be a salesman, you know, like you should be selling yourself and your abilities. I guess in a way the Brits are just a bit more modest at work, and I kind of like that modesty. I'm not particularly good at selling myself, I just like to get on with my job, and I don't feel the need to tell everyone how good I am. But that's kind of the way things are over here.

Adem and Leyla

A = Adem, L = Leyla

L One thing I miss living in the US is the food from back home ... and the enjoyment of going to the *pazar* on Fridays to buy fresh fruits and vegetables or to buy fresh pomegranate juice. Not to mention that the fruits and vegetables are much cheaper in Turkey than they are here in the US.

A Yeah, and I miss all the delicious food you can buy on the streets in Turkey, especially the *kofta*, which are like meatballs. And I also miss Turkish coffee. American coffee is OK, but there's nothing more satisfying than a cup of thick, sludgy coffee.

L Oh, yes! I totally agree. It's difficult to find a good cup of Turkish coffee here. I keep buying it when I get the chance, but it's such a disappointment every time I buy one. There's nothing better than Turkish coffee and some friends to share it with.

A Hmm, I agree! So, enough about food. What I miss most is the language. There's nothing quite like walking along a street and feeling like you're part of something bigger than yourself ... hearing your own language. I always feel kind of small when I'm abroad and all I hear is a foreign language. It's like I'm kind of insecure and I'm ... I'm missing something. It's hard to explain.

L Yes, I know what you mean. I find it's also hard to be away from home on national holidays. Some of our traditions are just impossible to re-create. It's just hard because you don't have the same feeling of people coming together to celebrate familiar traditions.

Shaun

I live with my dad on the East Coast, but I visit my mom in Florida many times during the year. The one thing I miss is my drums. So, I'm in a rock band, but I can't travel with my kit, so I have to leave it at home. Dude, it's like torture. I can't wait to get home to my dad's, and sit at my drums, and start playing again. My mom says I miss them more than I miss her.

- 3 Focus students' attention on the chart. Play the recording of Ramon again and elicit the key information.

Play the rest of the recording, pausing between speakers. Play the recording or selected speakers more than once if necessary. Students compare their answers in pairs.

Check the answers with the class.

Answers

	What they miss	Other information
Ramon	the mountains of Cañon de la Huasteca	sometimes goes hiking or skiing where he lives now
Lynda	the weather	warm and dry during the day and cool, not cold, during the night in Southern California, but hot and humid in Washington, DC
Peter	typical American foods, convenience stores open 24 hours a day, being able to vote in a local polling station	misses Tex-Mex food, peanut butter and jelly sandwiches, homegrown vegetables, lots of ice in soft drinks; misses filling up car with gas, picking up groceries, and getting a cup of coffee all in the same place; can still vote, but must mail his vote
Joe	bread, people being modest at work	bread in the US isn't good for toast; people in the US sell themselves more at work than in the UK
Adem and Leyla	food, their own language, national holidays/traditions	miss buying fresh fruits and vegetables at the market, miss pomegranate juice, street food, and Turkish coffee; Adem feels insecure when not hearing own language; Leyla says can't recreate the same traditions/celebrations
Shaun	his drums	visits his mom in Florida many times a year

See exercise 2 for **CDI 8**.

- 4 Ask students in pairs to decide who is speaking in each extract. Then elicit the answers to the questions for extract 1 as an example.

Students work in pairs to complete the task. Play the recording or selected sections again as necessary.

Check the answers with the class.

Answers

- 1 Joe. *Here* refers to the US. He is expected to sell himself/his own talent.
 - 2 Ramon. The mountains in the US where he goes hiking or skiing are OK, but they're not the same as la Huasteca.
 - 3 Leyla. *It* refers to a good cup of Turkish coffee in the US, which is always a disappointment.
 - 4 Shaun. He misses his drums so much because he can't take them to his mom's when he visits her.
 - 5 Peter. *The country* refers to the US. You can still vote, but you need to get an absentee ballot in the mail about a month before the election.
 - 6 Lynda. *There* refers to Southern California. It's cooler and drier than in Washington, DC.
- 5 You will need the pieces of paper that students wrote on in exercise 1. You can read the examples aloud yourself or hand out the pieces of paper at random for the students to read. The rest of the class has to guess who wrote each

example. That student can then explain why he/she wrote it. Decide as a class whose example is the funniest and/or the most interesting.

What do you think?

The *What do you think?* sections give students the opportunity to talk about personal experiences and express opinions about the topic of the lesson. Unless you have a very small class, these are best done in groups of three to six. It can be helpful to nominate one student in each group to be the discussion leader. It is their job to ask the questions, make sure everybody gets a chance to speak, and to decide when to move on from one question to the next. Make sure a different student is chosen each time students do a discussion task.

Monitor the groups equally, helping as necessary. If you are monitoring for accuracy, note any important errors and write them on the board for class correction, being careful not to indicate which students made the errors.

Read the questions on SB p. 5 as a class and help with any vocabulary questions. With weaker students, you can brainstorm the disadvantages of moving abroad and the parallel advantages as a class, and compare the ideas on the board.

Answers

Possible disadvantages

You don't have any friends in the new country.
 You miss your family.
 The culture and customs are strange.
 You miss familiar things, e.g., food.
 There can be official problems like visas and work permits.
 You will always feel like a foreigner – you don't belong.

Possible advantages

You can make new friends.
 Your family can visit – and it's easy to keep in touch these days.
 Learning about a new culture is fascinating.
 You can broaden your tastes, but still enjoy your favorite things from home.
 You can learn about the rules and regulations of the country.
 People will be interested in you as a foreigner and want to know about your country.

SUGGESTION

If you have time, you can have students activate the language listed in the disadvantages and advantages. Put students in pairs to "act out" the points. One gives a reason not to live abroad, and the other replies with the relevant advantage, e.g.,

A *The language barrier is a problem if you don't speak the language.*

B *Yes, but (on the other hand) it gives you a great opportunity to learn a new language.*

Put students in groups of three or four to discuss the questions. Monitor and help as necessary. Make sure each student has the opportunity to speak.

Students summarize and present their group's opinions and experiences to the class. Establish which countries students would most like to live in.

Saroo's story

ABOUT THE TEXT

The article is based on the true story of Saroo /sə'ru/ Brierley, a man who was separated from his Indian mother at the age of five, but who was able to find her again, thanks to technology. His story generated significant international media attention, especially in India and Australia, which became Saroo's adopted home. His account of what happened was published in print and as an e-book in 2013. A Hollywood studio has also made his story into a movie.

The article has many of the characteristics of human interest stories that appear in newspapers, magazines, and online. The content alternates between a third-person description of what happened and Saroo's account in his own words. This gives an immediacy to the action and adds to the drama.

In the tasks, students predict the story from the heading, photos, and captions. They then listen to Saroo's words without the support of the text and answer some general questions about the facts of the story. Further comprehension practice is given in a true/false task. In the final stages, students discuss their responses to Saroo's story and practice understanding key words from context.

Encourage students to use the context to help them with new vocabulary. With weaker classes or if you have limited time, you can pre-teach the following: *sweeper, vast, network, tongue* (= language), *notorious, slums, beggar, shelter* (n), *orphanage, weathered, to get the better of, to venture* (n).

Don't pre-teach/check any of the words that are highlighted in the text because students will guess their meaning in exercise 4.

- 1 Read the main heading and the caption out loud, and focus students' attention on the pictures and the map. Put students in pairs to discuss the questions and predict the story.

Elicit a range of ideas and suggestions, but don't confirm or reject answers at this stage.

- 2 **CD1 9** Read through the questions as a class and help with any vocabulary questions. Ask students to close their books.

Play the recording through once. Students discuss the questions in pairs and pool their information. Play the recording again if necessary to allow students to check/complete their answers.

Check the answers with the class.

Answers

- 1 He fell asleep at a train station and then on a train.
- 2 He was five.
- 3 He was alone in the slums and train stations of Calcutta.
- 4 Students' own answer.
- 5 14 hours is how long he slept on the train; 1,200 km is the approximate distance he traveled.
- 6 He was using Google Earth™ and zoomed down on the area where he had lived as a child.
- 7 She looked a lot older than he remembered.
- 8 She took his hand and invited him into her house. She couldn't say anything to him.

- 3 Read the first paragraph of the text as a class. Elicit the answer to the first statement as an example.

Give students time to read the full story and complete the task. Allow them to compare their answers in pairs before checking with the class. Have students quote from the relevant part of the text to support their answers.

Answers

- 1 True
- 2 False. The text doesn't give the name of the station where Saroo fell asleep, but he ended up in Calcutta after a 14-hour journey.
- 3 False. He became a beggar.
- 4 False. He was offered food and shelter by a man, but he didn't trust him, so he ran away.
- 5 True
- 6 True
- 7 False. When he found the town, his family had already moved.
- 8 False. He hasn't moved back with his birth family, but he has kept in touch.

What do you think?

Give students time to read through the questions and think about their answers. Elicit a range of responses and experiences of Google Earth™ in a whole-class discussion. In larger classes, students can work in groups and then report back.

Vocabulary work

- 4 Focus students' attention on the first highlighted phrase *fateful nap*. Elicit the meaning and then have students continue the task, working in pairs. Check the answers with the class.

Answers

- fateful nap – a sleep that would have a big effect on the future
- hordes of people – huge crowds
- sleeping in the streets – sleeping outdoors wherever you can
- fend for himself – support and care for himself
- put up for – offered/made available
- settled down well – got used to a new way of life easily
- shabby – in poor condition
- struck gold – had some success/luck
- blankly – with no expression on his face
- grasping – understanding
- foul play – dishonest or illegal behavior

VOCABULARY AND PRONUNCIATION (SB p. 8)

Compound words

The goal of this section is to practice compound nouns and adjectives, focusing also on correct stress and intonation. The compounds included are those made from the words *life*, *house*, and *home*.

NOTE

There is some dictionary work in this section, so if students don't have access to their own dictionary in print or online, try to have a class set of dictionaries available for checking meaning and spelling.

COMPOUND NOUNS AND ADJECTIVES (SB p. 8)

- 1 Read the notes and look at the examples as a class. Check the answers to the question.

Point out that one of the adjectives is written as one word and the other is hyphenated. Stress that students should use a dictionary to check how compound nouns and adjectives are written (and that native speakers often need to do this, too!).

Answers

Nouns: lifestyle, life expectancy, life insurance

Adjectives: lifelong, life-size

- 2 Read the compounds aloud and check the main stresses. Have students repeat the words with the correct stress. Point out that the stress is usually on the first word of compounds of this type.

Answers

lifestyle lifelong life-size

life expectancy life insurance

- 1 Elicit a compound from *home* and one from *house* as an example. Students work in pairs to make the rest of the compounds and answer the questions. Encourage them to use a dictionary to check their answers. Remind them to check the pronunciation. Check the answers, including the main stress on each word.

Answers

Home: homemade, homework, homesick, homeless, home page, homegrown, hometown, homecoming

House: housework, housewife, house-proud, housewarming, housebound, houseplant

Nouns: homework, home page, hometown, homecoming, housework, housewife, housewarming, houseplant

Adjectives: homemade, homesick, homeless, homegrown, house-proud, housebound

- 2 **CDI 10** Tell students they are going to hear five short conversations. Play the recording, pausing after each one. Elicit who is talking and about what. Play the recording again, pausing to allow students to write down the compounds used from exercise 1. Check the answers with the class.

Answers and audio script

- Two neighbors – one is asking the other to water their houseplants while they are away.
- A mother is telling her daughter (Julie) that her sister (Anna) is returning home from the UK to start a new job.
- A woman is inviting a friend to a housewarming party.
- A boy is calling his mom to ask if he can come home from camp because he hates it.
- A teenage girl is asking a friend if he is going to Carly's party on the weekend.

Compounds

- houseplants, house-proud
- homecoming, housewife, homemade, homegrown
- housewarming, housework.
- homesick
- housebound

CDI 10

- A** Do you think you could possibly water my houseplants for me? I'll be away on business for two weeks.

B No problem. I'd be happy to. I'll keep an eye on your whole apartment if you like.

A Oh, that would be great.

B Don't worry, I know how house-proud you are. I'll make sure everything stays neat and clean.

A I'll do the same for you any time, you know.

B Thanks.
- A** Julie, have you heard? Anna's just been promoted to managing director of the US branch of her firm, so she's coming back from the UK!

B Oh, that's great news! Let's give her a spectacular homecoming party when she gets back. Hmmm. She certainly has the best career in our family!

A She's doing really well, isn't she?

B I know, and I'm happy for her. Me? I'm just a housewife. Four kids, homemade cakes, and homegrown vegetables!

A And how are my wonderful grandchildren?
- A** We're having a housewarming party on the 12th. Can you come?

B You bet. We'd love to! But I didn't know you'd moved.

A Yeah, two weeks ago. It's much bigger than the old one. Huge kitchen and three big bedrooms.

B Sounds great!

A Yeah. Of course, there's much more housework to do!

B That's a drag!
- A** Mom? Mom, I want to come home. I don't like it here.

B Oh, Max. Come on. You were looking forward to going to camp.

A But ... but Mom, I hate it here. Why won't you and Dad come and get me?

B Max, we can't. I never thought you'd be so homesick, and you'll be home in two days.

A Two more days?! Oh, no!
- A** Hey, you going to Carly's on Saturday?

B I don't know.

A It's an open house. It'll be great.

B Cool. Where are her parents?

A Carly says they're visiting her grandma – she's sick and housebound, so they have to help.

B OK. Count me in. I'll be there.

- 3 **CDI 11** Elicit the missing words in number 1 as an example. Students work in pairs to complete the task. Play the recording and let students check their answers.

Answers and audio script

- 1 Do you think you could possibly water my **houseplants** for me? I'll be away on business for two weeks.
- 2 Don't worry, I know how **house-proud** you are. I'll make sure everything stays neat and clean.
- 3 Let's give her a spectacular **homecoming** party when she gets back.
- 4 Me? I'm just a **housewife**. Four kids, **homemade** cakes, and **homegrown** vegetables!
- 5 We're having a **housewarming** party on the 12th. Can you come? I'll give you our new address.
- 6 Of course, there's much more **housework** to do! More rooms to clean!
- 7 I never thought you'd be so **homesick**.
- 8 She's sick and **housebound**, so they have to help.

- 4 **CD1 11** Ask students in pairs to practice saying the lines in exercise 3 with correct stress and intonation. Monitor and check for pronunciation problems. If necessary, play selected lines of the recording again as a model and have students repeat.

Ask students to listen to the recording and check their pronunciation.

Students choose three or four of the conversations to act out with a partner. Remind them to use the lines in exercise 3 as prompts and encourage them to continue the conversations with their own ideas.

- 5 Elicit the compounds with *book* as an example. Put students in pairs to complete the task. Set a time limit of about five minutes to encourage students to work quickly. Suggest students take turns checking their answers in a dictionary.

Put the students into groups of four to compare their answers. Remind them to explain the meaning of the compounds. Monitor and help as necessary.

Check the answers with the whole class, monitoring spelling and pronunciation as you go.

Answers

bookcase, book bag, bookrest, bookshelf; tealight, teahouse, teabag, teapot; computer case, computer software, computer program; sleeping pill, sleeping bag; airline, airway, airbag, airport, air-conditioning; doorway, doorbell, doorstep; junk food; open house; food bag, food poisoning, food pot; fire bell, firelight, fire escape, fire alarm; headline, headway(!), headlight, head office, headrest

SUGGESTIONS

- You can reinforce the compound words from this section by having students write a short dialogue/sketch using four to six of them. Students can act out their dialogue/sketch for the class.
- Encourage students to make a section in their vocabulary records for compound words. Remind them from time to time to look back at the reading texts and listening scripts to look for examples of compounds to add to their records.

ADDITIONAL MATERIAL

Workbook Unit 1

Ex. 8 Vocabulary – Compound nouns

Ex. 9 Vocabulary – *house* and *home* idioms

EVERYDAY ENGLISH (SB p. 9)

Casual conversations

The goal of this section is to introduce and practice a set of common, informal expressions used in everyday conversations.

- 1 Ask students to read through the sentences and underline any expressions that they don't understand. Check that students understand the following phrases:

can't make it = isn't able to go (to a party, etc.)

How come ... = Why?/For what reason?

take it easy = relax/rest

I was just passing through = I was walking past/I was in the area

drop by = visit for a short time

That's too bad. = That's unfortunate/a shame.

don't feel like = not interested in doing something

Oh, sweet! = Great!/Fantastic!

come through = manage to achieve/arrange something

a lot going on = a lot that is happening

Stress that these expressions are common in speaking and informal writing, but shouldn't be used in more formal contexts.

Elicit the matching line for number 1 as an example. Put students in pairs to complete the matching task.

- 2 **CD1 12** Play the recording and let students check their answers.

Briefly check what each situation is before practicing the conversations, e.g., in number 1, it could be a neighbor visiting or an old friend passing through on his/her way somewhere.

Students practice the lines in pairs. Monitor and check for accurate stress and intonation. If students have problems or sound "flat," play selected lines again as a model and have students repeat them. It may be helpful to model some of the lines yourself, exaggerating the voice range if students still have problems.

Answers and audio script

1b 2d 3e (g could also be possible, but is needed for 6)

4a 5c 6g 7h 8f

CD1 12

- 1 **A** Great to see you. Come on in.
B Well, I was just passing through and I thought I'd drop by.
- 2 **A** Excuse me, don't I know you from somewhere?
B Actually, I don't think so.
- 3 **A** What do you mean you're not coming?
B Well, I just don't feel like going out tonight.

- 4 **A** I'll have the chocolate mousse. What about you?
B Actually, I don't think I'll have dessert.
- 5 **A** My roommate can't make it to your party.
B Really! That's too bad. I was hoping to meet her.
- 6 **A** How come you're not taking a vacation this year?
B We just can't afford it.
- 7 **A** You really should take it easy. You look stressed out.
B That may be. But I have a lot going on at work.
- 8 **A** I got you the last two tickets for the show.
B Oh, sweet! I knew you'd come through for us.

- 3 **CD1 13** Focus students' attention on the photo and ask where they think the people are. Don't confirm the answer at this stage.

Pre-teach/check: *that's a drag* (in this context, it means *that's annoying*; it can also mean that something or someone is boring).

Play the recording through once and let students read and listen to the conversation. Check the answers to the gist questions.

Answers

They are two passengers.
 They don't know each other.
 They are on a train.

- 4 **CD1 13** Put students in pairs to read the conversation aloud. Monitor and check for acceptable pronunciation. If students have problems or sound "flat," play selected lines again as a model and have students repeat them. As in exercise 2, you can model some of the lines yourself, exaggerating the voice range. This can be helpful for students whose L1 has few rises and falls in intonation. Be prepared to ask students to keep repeating the task, encouraging them to really focus on accurate stress or intonation. Have them switch roles at least twice.
- 5 Ask students to read the words in the boxes quickly. Ask them what the situation is and who might be speaking (1 Two strangers meet, and one thinks he recognizes the other. 2 A friend or neighbor is visiting someone they know well.)

Ask two strong students to use the first two lines from conversation 1 to create a new conversation as an example. Put students in pairs. Give them time to figure out the wording of each conversation. Remind them that the words provided carry the main stresses and that they should say the lines aloud as they go.

Let students practice the conversations again. Encourage them to really focus on improving their pronunciation. You can ask a few pairs to act out parts of the conversations to the class.

- 6 **CD1 14** Play the recording. Students listen and compare their ideas and pronunciation.
 Ask students to assess how they thought their pronunciation was, and how helpful it was to repeat the same conversation.

Answers and audio script

- 1 **A** Excuse me, don't I know you from somewhere?
B Actually, I don't think so.
A Weren't you at Gavin's party last week?
B Not me. I don't know anyone named Gavin.
A Well, someone who looked just like you was there.
B Well, that may be, but it certainly wasn't me.
A I am sorry!
- 2 **A** Tony! Hi! Great to see you.
B Well, I was just passing through, and I thought I'd drop by and say "hello."
A Come on in! Tell me what's new!
B You sure? You're not too busy?
A Never too busy to talk to you.
B Thanks, Jo. It'd be really nice to have a chat.
A Fantastic! Let me take your coat.

SUGGESTION

There is a great variety of recorded material in the Student Book and Workbook that can be exploited for intensive pronunciation practice. If you have time at the end of a class, students can go back to an earlier conversation/monologue and practice the pronunciation in the same way as in this section. Also encourage students to listen and repeat some of the recorded material outside of class time, either at home or during a study period. This is helpful for students who lack confidence in class. Students making audio/video recordings of themselves is another good way of getting regular pronunciation practice and monitoring progress.

Don't forget!

Workbook Unit 1

Ex. 10 Phrasal verbs – Literal and idiomatic meanings

Ex. 11 Listening – Missing home

Ex. 12 Pronunciation – Vowel sounds and spelling

Grammar Reference (SB pp. 135–136)

Word list Unit 1 (SB p. 149)

Remind your students of the Word list for this unit on SB p. 149. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 1 Test

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)