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The New
CAMBRIDGE
English Course

TEACHER

新剑桥英语教程

第一册

(教师用书)

安徽教育出版社

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MICHAEL SWAN
CATHERINE WALTER



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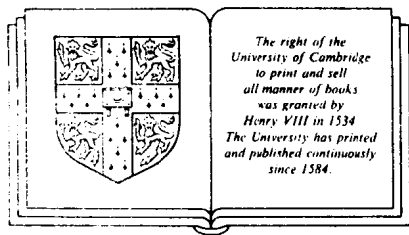
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[英] Michael Swan 和 Catherine Walter 编著

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国内通用音标与本书中(原版)使用音标对照表

元 音

国内通用音标	书中使用音标	例 词
iː	iː	sheep
(见注)	i	
i	ɪ	ship
e	e	bed
æ	æ	bad
ɑː	ɑː	calm
ɒ	ɒ	top
ɔː	ɔː	caught
u	u	put
uː	uː	boot
ʌ	ʌ	cut
əː	ɜː	bird
ə	ə	about
eɪ	eɪ	make
aɪ	aɪ	bite
ɔɪ	ɔɪ	boy
əʊ	eu	note
aʊ	au	now
iə	ɪə	here
eə	eə	there
ʊə	uə	poor

辅 音

国内通用音标	书中使用音标	例 词
p	p	pool
b	b	boot
t	t	tea
d	d	day
k	k	key
g	g	gay
f	f	few
v	v	view
θ	θ	thing
ð	ð	then
s	s	soon
z	z	zoo
ʃ	ʃ	ship
ʒ	ʒ	pleasure
h	h	hot
tʃ	tʃ	cheer
dʒ	dʒ	jump
m	m	moon
n	n	noon
ŋ	ŋ	sung
r	r	red
l	r	led
j	j	yet
w	w	wet

[注]本书中使用的[i],在我国国内通用音标中尚无与之对应的,它的发音介于本书中所用音标[ɪ]与[iː]之间。

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Map of Book 1

Grammar

Students will learn these grammar points

1 to 4

Present tense of *be*; *have got*; *a* and *an*; noun plurals; subject personal pronouns; possessives; possessive 's and s'; predicative use of adjectives; questions (question word and yes/no); *be* with ages; prepositions of place; *this*; *any* in questions.

5 to 8

Simple Present tense; *there is/are*; imperatives; *was* and *were* (introduction); countable and uncountable; *some/any*, *much/many* and other quantifiers; *the*; omission of article in generalisations; object personal pronouns; attributive use of adjectives; frequency adverbs; adverbs of degree; prepositions of time, place and distance; omission of article in *at home* etc.; *-ing* for activities; *be* with prices.

9 to 12

Have got; Present Progressive tense (introduction); more Simple Present tense; Simple Past tense; past tense of *be*; *I'd like* + noun phrase / infinitive; *when*-clauses; demonstratives; *be* and *have*; *both* and *all*; *a . . . one*; prepositions of place; *say* and *tell*; *ago*; *What (a) . . . !*

13 to 16

Can; Present Progressive tense (present and future meanings); *be* with ages and measures; difficult question structures; comparative and superlative adjectives; structures used for comparison; *a bit / much* before comparative adjectives; *good at* + noun/gerund; *look like* + noun phrase; *look* + adjective; *What is . . . like?*; prepositions in descriptions; prepositions of time.

17 to 20

Present Perfect tense; more Simple Past tense; verbs with two objects; *Could you*, *Why don't we*, *Let's* and *Shall we* + infinitive without *to*; question words as subjects; elementary reported speech; reply questions; *So . . . I*; *say* and *tell*; *for* and *since*; *How long . . . ?*; *no = not any*; *some* and *something* in offers and requests; article and prepositional usage; sequencing and linking words; *both . . . and*; *neither . . . nor*; *Do you mind if . . . ?*

21 to 24

Going to; *will*-future; infinitive of purpose; imperatives; conditional structures; structures with *get*; adverbs vs. adjectives; adverbs of manner; paragraph-structuring adverbials; position of *always* and *never* in imperatives.

Phonology

Students will work on these aspects of pronunciation

Word and sentence stress; rhythm; linking; intonation; consonant clusters; /θ/ and /ð/; /ə/; pronunciation of 's; weak form of *from*.

Word and sentence stress; rhythm; linking; intonation, including polite intonation; weak forms; /ɪ/; /θ/ in ordinals; pronunciations of *the*.

Linking; sentence stress; weak forms; hearing unstressed syllables; rhythm and stress in questions; rising intonation for questions; high pitch for emphasis; stress in negative sentences; stress for contrast; spelling/pronunciation difficulties; /h/; voiced s in verb endings; Simple Past endings; strong form of *have*.

Stress and rhythm recognition and production; decoding rapid speech; hearing unstressed syllables; pronunciations of the letter *a*; pronunciations of the letter *e*; pronunciations of the letter *i*; /ə/ and stress; weak and strong forms of *can* and *can't*; weak forms of *as*, *than* and *from*; /θ/ in ordinals.

Decoding rapid speech; linking with initial vowels; contrastive stress; pronunciations of the letter *u*; /i:/ and /ɪ/; polite intonation for requests; rising intonation in reply questions; weak forms of *was* and *were*.

Spellings of /ɜ:/; 'long' pronunciation of vowel letters before (consonant +) *e*; pronunciations of the letter *o*; /w/; /i:/ and /ɪ/; 'dark' / in Future tense contractions; recognition and pronunciation of *going to*; pronunciation of *won't*.

Functions

Students will learn to

Greet; introduce; begin conversations with strangers; participate in longer conversations; say goodbye; ask for and give information; identify themselves and others; describe people; ask for repetition; enquire about health; apologise; express regret; distinguish levels of formality; spell and count.

Ask for and give information, directions, personal data, and opinions; describe places; indicate position; express likes and dislikes; tell the time; complain; participate in longer conversations; express politeness.

Ask for and give information; describe people and things, and ask for descriptions; talk about resemblances; greet; make arrangements to meet; ask for information about English; make and reply to offers and requests; narrate; shop; make travel enquiries and hotel bookings; change money.

Compare; ask for and give information and opinions; describe and compare people; speculate; make and reply to requests; invite and reply; describe and speculate about activities; plan; count (ordinals); telephone.

Request and reply; borrow; suggest; agree, disagree and negotiate; invite and reply; narrate; report what people have said; ask for, give and refuse permission; show interest; compare; ask for and give information and opinions; distinguish levels of formality; ask for information about English; start conversations; make arrangements to meet; order food etc. in a restaurant.

Talk about plans; make predictions; guess; make suggestions; express sympathy; give instructions; give advice; warn; announce intentions; raise and counter objections; narrate.

Topics and notions

Students will learn to talk about

People's names; age; marital status; national origin; addresses; jobs; health; families; physical appearance; relationships; numbers and letters; approximation; place.

Addresses; phone numbers; furniture; houses and flats; work; leisure occupations and interests; food and drink; prices; likes and dislikes; preferences; things in common and differences; days of the week; ordinal numbers; existence; time; place; relative position; generalisation; countability; quantification; degree; frequency; routines.

People's appearances; families; colours; parts of the body; relationships; physical and emotional states; clothes; places; prices; sizes; people's pasts; history; poverty; happiness; racism; childhood; growing up; resemblance.

Abilities; physical characteristics and qualities; weights and measures; numbers (cardinal and ordinal); ages; personalities; professions; names of months; future plans; the weather; holidays; places; travel; time; similarities and differences; temporary present and future actions and states.

Holidays; going out; food and drink; daily routines; historical personalities; people's careers; interests and habits; likes and dislikes; contrast; sequence; past time; frequency; duration up to the present; similarity.

Houses; seasons; holidays; places; plans; health and illness; sports; machines; horoscopes; danger; purpose; intention; manner; the future.

Skills

The Student's Book and Practice Book between them provide regular practice of the basic 'four skills'. Special skills taught or practised at Level 1 include decoding rapid colloquial speech, reading and listening for specific information, writing longer sentences, writing paragraphs, writing formal letters, writing friendly letters and notes, and filling in forms.

Vocabulary

Students will learn 900 or more common words and expressions during Level 1 of the course.

Introduction

The nature and purpose of the course

The New Cambridge English Course is designed for people who are learning English for general practical or cultural purposes. The course generally presupposes a European-type educational background, but with some adaptation it can be used successfully with learners from other cultural environments. The course teaches British English, but illustrates other varieties as well.

The material at each level includes a Student's Book, a Teacher's Book and a set of Class Cassettes (for classwork); a Practice Book, with or without Key (for homework); two optional Student's Cassettes; and an optional Test Book for teachers. Split editions of the Student's Book, Practice Book and Student's Cassettes are also available.

A set of two video cassettes and an accompanying Teacher's Guide are also available for use with Level 1. The Teacher's Guide contains photocopiable tasks for students to use with the video. For teachers who do not wish to photocopy, a Teacher's Guide without tasks and separate Student's Activity Books are available.

Level 1 is for complete beginners and false beginners. It teaches language forms and their uses, and practises receptive and productive skills. All aspects of language are covered – this is a multi-syllabus course, not just a grammar course or a skills course. It will take students up to a point where they can begin to use English to achieve a certain number of simple practical aims.

The approach is different from that of some other beginners' courses. Features which may be new to your students include:

- multi-syllabus course organisation
 - wide variety of presentation methodology
 - mixture of factual and fictional topics
 - opportunities for student choice
 - emphasis on systematic vocabulary learning
 - regular pronunciation and spelling work
 - some use of authentic listening material
 - deliberate inclusion of some 'too difficult' material (see *Basic principles*)
 - active and varied 'communicative' practice.
- These points are dealt with in more detail in the following sections.

The organisation of the course

Level 1 of *The New Cambridge English Course* consists of six blocks of four units, each unit divided into four lessons. A lesson provides enough work for 45 minutes upwards (depending on the learners' speed, motivation and previous knowledge), so each unit will take three hours or more of class time. The first three units of a block are topic- or function-based. 'Work on grammar, vocabulary, pronunciation, etc. leads up to exchange of real information, dramatisation, or writing exercises related to the theme of the unit. Every fourth unit is a 'Consolidation' unit: it displays, revises and tests the language learned in the previous three units.

Basic principles

The pedagogic design of *The New Cambridge English Course* reflects the following beliefs.

Respecting the learner

People generally learn languages best when their experience, knowledge of the world, interests and feelings are involved, and a course must allow students to 'be themselves' as fully as possible. But not everybody learns in the same way, and not everything can be taught in the same way. A course must provide fiction as well as fact; role play as well as real communication activities; personal as well as impersonal discussion topics; learner-centred as well as teacher-centred activities. Beginners' course material should not be childish and patronising, and it is worth remembering that the best classroom humour generally comes from the students, not from the textbook.

The language: multi-syllabus course design

A complete English language beginners' course will incorporate at least eight main syllabuses:

- **Vocabulary:** students must acquire a 'core' vocabulary of the most common and useful words in the language, as well as learning more words of their own choice.
- **Grammar:** basic structures must be learnt and revised.
- **Pronunciation** work is important for many students. Learners need to speak comprehensibly, and to understand people with different accents speaking in natural conditions (not just actors speaking standard English in recording studios).
- **Notions:** students must know how to refer to common concepts such as *sequence*; *contrast*, or *purpose*.
- **Functions:** learners must be able to do things such as *complaining*, *describing*, *suggesting*, or *asking for permission* in English.
- **Situations:** a course must teach the stereotyped expressions associated with situations like *shopping*, *making travel enquiries*, *booking hotel rooms*, *telephoning*, etc.
- **Topics:** students need to learn the language used to talk about subjects of general interest. The coursebook should include some controversial and emotionally engaging material, rather than sticking to bland middle-of-the-road 'safe' topics.
- **Skills:** learners need systematic practice in both receptive and productive skills. Reading and listening work will include some authentic interviews and texts, as well as specially written material.

How important is grammar?

Obviously grammar is important, especially at the early stages of learning a language, but it can be overvalued at the expense of other areas such as skills development and vocabulary growth. (Vocabulary mistakes tend to outnumber grammar mistakes by more than three to one.) Students often feel that a lesson with no new grammar in 'doesn't teach anything'; they must learn not to judge their progress simply by the number of new structures taught.

For students who do not speak Western European languages, the English articles present special problems. Some extra explanations and model exercises on the use of the articles, designed for such students, will be found in an appendix on pages 135–137.

'Learning' and 'acquisition'

Most people seem to learn a foreign language more effectively if it is 'tidied up' for them. This helps them to focus on high-priority language and to see the grammatical regularities.

However, learners also need to encounter a certain amount of 'untidy' natural language (even if this seems a bit too difficult for them). Without some unstructured input, people's unconscious mechanisms for acquiring languages may not operate effectively.

A course should cater for both these ways of approaching a language (sometimes called 'learning' and 'acquisition' respectively). The occasional use of unsimplified authentic materials may require a change in learner expectations: many students and teachers are used only to texts in which every new word and structure has to be explained and learnt.

Methodology

- **Communicative practice:** where possible, language practice should resemble real-life communication, with genuine exchange of information and opinions. Pair and group work can greatly increase the quantity and quality of practice.
- **Input and output; creativity:** students generally learn what they use and forget what they don't use. At least some lessons should lead up to genuine conversations, role play or writing activities in which students use creatively what they have learnt. If they can use their new language to entertain, inform or amuse each other, so much the better.
- **Error** is a natural part of learning, and over-correction can destroy confidence. Some learners will need a high level of accuracy, but very few will ever be perfect. Students' achievement should not be measured negatively (by how far away they are from perfection), but positively (by how successfully they can use the language for their own purposes).
- **Regularity and variety** need to be carefully balanced. If all the lessons are constructed in the same way, a course is easy to use but monotonous. Variety makes lessons more interesting, but too much variety can make material more difficult for teachers to prepare and students to get used to.
- **Study and memorisation** are necessary, for most learners, for really thorough learning.

- **Learning and acquisition** should both be catered for. This will mean that students will sometimes focus intensively on language items, and sometimes do tasks involving 'untidy' texts where only a part of the material need be understood. Likewise, there will sometimes be 'preview' appearances (for instance in exercise rubrics) of language items that will be studied intensively somewhat later.
- **The mother tongue**, if it can be used, can help to make explanations faster and more precise. The same is true of bilingual dictionaries, and students should practise their use.

Knowing where you are

Students can easily get lost in the complicated landscape of language study. A course must supply some kind of 'map' of their language-learning, so that they can understand the purpose of each kind of activity, and can see how the various lessons add up to a coherent whole. Regular revision should be provided, helping students to place the language items they are learning into the context of what they already know.

Using the course

(Many teachers will of course know very well how to adapt the course to their students' needs. These suggestions are meant mainly for less experienced teachers who are unfamiliar with this approach.)

Preparation

You may need to prepare the first lessons carefully in advance, until everybody is used to the approach. Later, less work should be needed – the teachers' notes will guide you through each lesson.

Choice

You may not feel it necessary to do absolutely all the lessons in the book. (But if you drop a lesson, check that you don't 'lose' language material which is important for your students.)

If you are teaching in Britain or another English-speaking country, you may wish to bring forward some language areas that are important for your students' 'survival needs'. Examples are lessons 10B, 10D and 14D.

Leave out exercises that cover points of language which your class don't need.

Don't do an exercise if you or your students really dislike it. (But don't leave out a strange-looking activity without giving it a try!)

Don't force a lesson on your students if it bores everybody; find another way to teach the material. But don't automatically drop a topic because it makes people angry – rage can get people talking!

Timing

Motivated students should average three hours or more per unit. (Some units will of course go more quickly or more slowly than others.) So the book should take a minimum of 72 hours to complete (plus any time spent on tests, homework correction, etc.). If you don't have that much time, you will need to look through the book in advance and decide what to leave out.

Authentic recordings

The course contains some 'real-life' recordings of conversations, interviews and other material. These teach vocabulary, stimulate discussion, and train learners to understand natural speech (in a variety of accents). Students may not understand every word of what they hear. **THIS DOES NOT MATTER!** They need to experience some language which is beyond their present capacities – this happens in natural language learning all the time. (You can help by sometimes talking naturally in English about your interests, events in your life, etc.).

Discourage students from asking for complete transcriptions and explanations of long recordings – this is not usually an efficient use of time.

Vocabulary learning

Words and expressions to learn are listed at the end of each lesson. You may need to suggest techniques of learning this vocabulary. Some possible approaches are:

- Copy new words with their translations in special notebooks. Cover the words and try to recall them from the translations.
- Note English-language explanations or examples of the use of new words. Write more examples.
- Keep 'vocabulary diaries', listing new words under subject/grammatical headings (e.g. 'verbs of movement'; 'professions'). Revise occasionally by trying to write from memory as many words as possible from each list.

Different people learn best in different ways – but for most students, some systematic vocabulary study is necessary.

You may want to point out to students that there is an alphabetical index of vocabulary at the back of their books (pages 124–130). This includes phonetic transcriptions; you may wish to introduce your students gradually to their use.

Consolidation units

You may need to show students how to use the 'A' lessons of the Consolidation units (Units 4, 8, 12, 16, 20 and 24). They should spend time, with you or on their own, looking at the material and studying the structures and vocabulary. Encourage them to look back at the lessons to see exactly how the new items are used.

The 'B' and 'C' lessons of the Consolidation units revise the major items taught in the previous three units, and in each Consolidation unit there is an opportunity for extended speaking practice. Doing these exercises will help learning and build confidence. The 'D' lesson of each Consolidation unit is a test of the language from the previous three units. It is meant to give students and teacher an idea of how well the material has been assimilated. Only use those parts of the test that cover material important to your students. If you wish to administer unseen tests as well, the Test Book provides a parallel test at the level of each Consolidation unit.

Practice Book

The Practice Book is an essential part of the course. It provides a choice of consolidation and revision exercises, together with regular work on reading and writing skills; it also includes activities using the Student's Cassettes. Together with the Consolidation units, the Practice Book ensures that students integrate current learning with areas previously covered and get sufficient opportunities for skills development. A 'with Key' version of the Practice Book contains answers to all the exercises, where appropriate, for learners wishing to do further homework on a self-study basis.

The Practice Book also includes a 'Mini-grammar': a concise summary of all the grammar points covered up to the end of Level 1 of the course.

Student's Cassettes

The Student's Cassette set consists of a selection of material from Class Cassette set 1, including all the recordings for the optional listening exercises in the Practice Book, a dramatised reading of the Practice Book serial story and songs from the Student's Book. Motivated learners who have the time can thus make active use of the Student's Cassettes at home.

Supplementing the course

The course is relatively complete, and it should not need much supplementation. But of course, the more extra reading, listening and speaking students can do – in or out of class – the better. A circulating class library of supplementary readers can be useful. *Something to Read 1* by Christine Lindop and Dominic Fisher (Cambridge University Press, 1988) has been written especially for students working with this course.

Learner expectations and learner resistance

Students have their own ideas about language learning. Up to a point, these must be respected – individuals have different learning strategies, and will not respond to methods which they distrust. However, learners sometimes resist important and useful activities which do not fit in with their preconceptions, and this can hinder progress. So you may have to spend time, early in the course, training students in new attitudes to language learning. Problems are especially likely to arise over questions of grammar and correction (students may want too much), over the use of authentic materials, and over exercises involving group work.

Comments

The New Cambridge English Course, as a completely revised edition of a very successful course series, has had the benefit of the best sort of piloting programme – thousands of teachers have used the original edition over several years, and their feedback has helped us to shape the present version. But improvements are always possible, and we would be delighted to hear from users. Letters can be sent to us c/o Cambridge University Press (ELT), The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, Great Britain.

Michael Swan Catherine Walter August 1989

Unit 1: Lesson A

Students learn to ask people's names and to give their own. They learn numbers up to three.

Structures: third person of *be*: affirmatives, negatives, questions with *what*, *yes/no* questions, short answers, contractions; first and second person possessives.

Phonology: consonant clusters /ts/ and /znt/; linking in *Yes, it is* and *No, it isn't*.

Language notes and possible problems

- 1. Name** In English, *name* can be used to mean 'first name', 'surname', or 'full name'. Some students may assume it means only one of these.
- 2. 's** The contracted 's is difficult to handle at first: look out for *'What's your name's?'* and *'My name Maria.'*
- 3. Vocabulary** Make sure students know they are to learn and remember the words in the vocabulary box. Note that the words and expressions listed are those which students are expected to learn and remember now. Other items (i.e. *room*, *Mrs*) are previewed here, but need not be learnt until later.
- 4. Practice Book** The Practice Book is an important part of the course, and students should consolidate their learning by doing some Practice Book exercises after every lesson. Initially, you will probably want to go over homework exercise instructions in class to make sure that the students understand what to do.

Optional extra materials

Name-cards for each student (see Optional activity).

1 Listening and matching²



- This can be done before or after the personal exchanges in Exercises 3–5.
- Tell students to look at the illustrations.
- Play the three conversations through once or twice.
- Ask students to look at the sentences in the box.
- Ask what sentence goes into the first speech-balloon.
- Write the answer on the board:
 1. *Hello. My name's Mary Lake.*
- Do the same with the second speech-balloon.
- Then let students continue by themselves, writing the numbers and sentences on a piece of paper.
- Go over the answers and play the recording again.

Alternative Exercise 1 for 'false beginners'

- If your students already know some English, ask them to try the exercise *before* hearing the conversations.

Tapescript for Exercise 1

1. Hello. My name's Mary Lake.
2. Hello. Yes, room three one two, Mrs Lake.
3. Thank you.
4. What's your name?
5. Catherine.
6. What's *your* name?
7. John.
8. Is your name Mark Perkins?
9. No, it isn't.
10. It's Harry Brown.

2 Pronunciation



- This is an opportunity to work on problem sounds. Don't be too perfectionist at this stage.
- The main points to work on are the consonant clusters in *what's*, *it's*, and *isn't*, and the linking in *Yes, it is* and *No, it isn't*.
- In a small class, get everybody to try each word or expression. In a larger class, do chorus work, and then pick out one or two individuals.

3 Saying your name

- This can be done with books closed. Say: *'My name is . . .'* (giving your name). *'My name's . . .'*
- Write both forms on the board.
- Point out that we mostly use the contraction in speaking and the uncontracted form in writing.
- Ask students *'What's your name?'* and get them to answer *'My name's . . .'*

4 Asking people's names

- Write on the board: *What is your name? What's your name?*
- Practise *What's your name?*
- Tell students to walk round the room asking everybody's names. (If this is difficult, students can just find out the names of their near neighbours.)

5 Yes/no questions: short answers

- Ask a student *'Is your name . . . ?'* Teach *'Yes, it is.'*
- Ask another student *'Is your name . . . ?'* (wrong name) and teach *'No, it isn't.'*
- Elicit or explain that *isn't = is not*.
- Show the examples in the book. Practise the pronunciation once again, paying attention to /ts/ and /znt/ and to the linking.
- Practise with a walk-round exercise (or ask students to check up on the names of their neighbours). Work on first names and surnames.

Optional activity

- Prepare cards or slips of paper with various names of famous people (e.g. *William Shakespeare, Greta Garbo*).
- Shuffle the cards and give them out to students.
- Practise *What's your name?, My name's . . . , Is your name . . . ?*, and so on, using the new names.
- Alternatively, give students English first names.

Vocabulary to learn

- Point out that you expect students to learn the words and phrases that appear at the bottom of each page in the *Learn* section.

Practice Book exercises: choose two or more

1. Revision of lesson structures and vocabulary.
2. Writing full forms of contractions.
3. Writing the names of numbers 1 to 3.
4. Pronunciation (consonant clusters and linking).
5. Translation of sentences from the lesson.
6. Student's Cassette exercise (Student's Book Exercise 1). Writing (dictation from cassette). When students do this exercise at home they should close their books and play the recording, as many times as they need to in order to write the conversation down, using the pause buttons on their cassette players. Students then practise saying the sentences.

¹ A star marks an unacceptable utterance.

² Explicit exercise instructions are given in the Student's Book from the beginning, for two reasons: to accustom the student to the language used in the instructions, and to make it easier for the teacher to see what is going on. Obviously complete beginners will not understand the instructions, and will need to be told (by demonstration, gesture, or mother-tongue explanation) what to do.

³ This recording symbol means the recording is essential to the exercise. The symbol in Exercise 2 means that the teacher has the choice of using the recording or reading out the words and phrases for pronunciation practice.

If you fast forward in 'Play' mode, you will hear a signal at the end of each exercise on the recording which will help you find your place.

Unit 1: Lesson B

Students learn to talk about other people's names, and to spell. They learn the numbers *four* to *six*.

Structures: possessives (*his*, *her*).

Phonology: pronunciation of the letters of the alphabet.

Language notes and possible problems

1. *His* and *her* Speakers of Romance languages, and some others, will need to work hard on the difference between *his* and *her*. (French, for example, uses the same word for both; the word varies in form according to the gender of the *thing possessed*, not the possessor.)

2. *First name*, *surname* Some students may already have learnt expressions such as *Christian name*, *given name*, *family name*. We use *first name* and *surname* here, but you can of course teach other terms if you wish. Note that Chinese family names come before other names, so *first name* may give Chinese a false impression of the meaning of *first*. *Name* is a 'false friend' for some learners; for instance, German *Name* means 'surname'.

Optional extra materials

Pictures of well-known people (cut from magazines, for example), and separate cards with their names on.
Flashcards with letters of the alphabet.

1 Matching names and pictures: *his* and *her*

- Give students a chance to look over the pictures of the people and the documents. Then go through the people in order and ask for the names. Make sure students get *his* and *her* right.
- Point out the pronunciation of *four*, *five* and *six*.
- Do further practice by asking for the names of 'number six', 'number three', and so on. Students answer in complete sentences.

The people in the pictures are:

- | | |
|-------------------|---------------------|
| 1. Denise Quinton | 4. Lewis Dorrington |
| 2. Gavin Jowitt | 5. James Wharton |
| 3. Jean Sheppard | 6. Gillian Sharpe |

- Further practice is possible with pictures of famous people cut out of magazines.

2 *First name* and *surname*

- Get the students to copy and complete the table, and check that they have done so correctly.

3 Writing

- Ask students to write several sentences about the pictures, like those in the examples.
- Point out that contracted forms are more common in speech, and full forms in writing.
- Get volunteers to read some of their sentences, and the other students to say which number picture they are talking about. This can be done in pairs or small groups after a class demonstration.

4 Personalisation

- Practise the examples.
- Ask a few questions about students' names, using the third person as in the examples. Call on selected students to answer.
- Get volunteers to ask questions. You or other students answer.
- Continue the work in small groups.
- Finally, get students to test *your* knowledge by asking 'What's his/her name?'

5 The alphabet: names of the letters



- Run through the alphabet with the students (you may like to use the recording).
- Say (or play) each group of letters several times and get students to practise them.
- Look out for confusions between G and J, A and R, V and W, A and E, E and I (depending on nationality). If you plan to teach the students to read phonetic symbols, this is a good place to introduce a few.
- Use flashcards (or write letters on the board) for further practice. This can be continued in groups.
- Note that students will need to know the alphabetical order of letters by heart in order to work properly with dictionaries.

6 Letter-by-letter dictation



- Play the recording (on which words are spelt out) or spell the words. Stop after each word and check the answers.

The words are: *name*, *your*, *hello*, *right*, *what*, *is*, *yes*, *no*, *my*, *one*, *five*, *three*.

- Continue the exercise with other words, or get students to continue in groups.

7 Spelling names

- Point out the use of *double* in the examples.
- Ask students to look at their lists from Exercise 2.
- Call out a number and ask a student to spell the name.
- This can be done as a team game, with team members taking turns trying to spell the names chosen by the other team; or after practice with you, it can be done in small groups.
- The names give practice on the commonly confused letters of the English alphabet.

8 Students spell their names

- Make sure each student learns to spell his or her own first name and surname.
- Then let them practise: a student spells his or her name, and then calls out the name of another student. The second student must spell back the name correctly, and then spell his or her own name and choose someone else to continue.

Practice Book exercises: choose two or more

1. Revision of *my* and *your*.
2. Revision of *his* and *her*.
3. Distinguishing first names and surnames.
4. Translation of expressions and sentences from the lesson.
5. Crossword puzzle using words from Lessons 1A and 1B.
6. Student's Cassette exercise (Student's Book Exercise 5). Practising the pronunciation of the letters of the alphabet.

Unit 1: Lesson C

Students learn simple ways of greeting and saying goodbye.

Structures: first and second persons of *be* (*I am, I'm, are you?*).

Language notes and possible problems

1. **How do you do?** Students are likely to confuse *How are you?* and *How do you do?* unless the difference is made clear.
2. **Excuse me.** They may also confuse *Excuse me* (used in British English mostly when interrupting people or asking strangers for help etc.) and (*I'm*) *sorry* (used for apologising).

Optional extra materials

A set of prompts for Exercise 6, one for each student in the class. (See Exercise 6.)

1 Presentation of new material

- Play the recording while students follow in their books.
- Explain any difficulties.
- Practise the sentences with the students. Note the 'linking' in *How are you?*
- Get them to practise the conversation in pairs.

2 Recall

- Ask students to close their books and see how much of the conversation they can remember. Build it up on the blackboard.

3 Listening practice

- Play the first sentence (two or three times if necessary) and ask students to write the missing words.
- Tell them to compare notes with their neighbours.
- Tell them the answer. (*Is your name . . . ?*)
- Play the rest of the first conversation (stopping for students to write).
- Let them compare notes.
- Tell them the answers (see below).
- Explain any difficult points.
- Do the second conversation in the same way.
- Point out the relationship between *I'm* (unstressed) and *I am* (stressed).

Tapescript and answers to Exercise 3

ALICE: Excuse me. *Is your name* Fred Andrews?

JAKE: No, I'm sorry, *it isn't*. It's Jake Barker.

ALICE: *I'm* sorry.

ALICE: Excuse me. *Are you* Fred Andrews?

FRED: Yes, I am.

ALICE: Oh, *hello*. *I'm* Alice Watson.

FRED: Oh, yes. How do you do?

ALICE: *How do you do?*

4 Speaking practice

- Get students to write out the complete conversations.
- Practise the pronunciation, paying careful attention to intonation and rhythm.
- Get students to practise the conversations in pairs, changing the names if they wish.

Optional activity

- The dialogues in Exercise 1 and Exercise 3 can be practised further by a 'walk-round' activity in which students stop when they meet somebody else and improvise brief conversations like the ones in the exercises.

5 Conversational responses

- Play the recording, stopping after each sentence to give students time to answer.
- Repeat the exercise several times until students are fluent.

Tapescript and answers to Exercise 5

Hello. (Answer 'Hello' or 'Hi'.)

Is your name Margaret? (Answer presumably 'No, it isn't'.)

What's your name?

How do you do? (Answer 'How do you do?')

How are you? (Answer 'Fine, thanks'.)

Goodbye. (Answer 'Goodbye', 'Bye' or 'See you'.)

6 Looking for someone

- You can make this exercise more interesting for the students by taking a few minutes before class to write up prompts for them. Each student will need a piece of paper that says (*Name 1*): *Look for (Name 2)*. Instead of the names in the back of the book, use names of pop stars, movie stars, or other people in the news who will interest your own students.
- After giving out the prompts (or asking each student to choose a person to be and a person to look for from page 132 in their book), demonstrate with a volunteer: ('Excuse me. *Is your name* Minnie Mouse?' 'No, I'm sorry, *it isn't*. It's Annie Oakley.' and so on.)
- Then let students walk round looking for their person.

Practice Book exercises: choose two or more

1. and 2. Revision of expressions from the lesson.
3. Calculations to practise numbers *one* to *six*.
4. Practising the difference between *Excuse me* and *I'm sorry*.
5. Translation of sentences from the lesson.

Greetings and goodbyes

From this lesson onwards, you may like to make a habit of getting students to greet you and each other in English at the beginning of the class and to say goodbye in English at the end. When you greet students yourself, make it clear that *you* (in *How are you?*) can refer to one or more people.

Unit 1: Lesson D

Students learn to say where they come from, and to ask where other people are from.

Structures: *he* and *she*.

Phonology: weak and strong forms of *from*; word stress and /ə/; linking /r/.

Language notes and possible problems

1. **England and Britain** Many students are likely to think that *England* and *English* refer to the whole of Britain.
2. **Gender** In Exercise 3, you may need to point out to some students that English adjectives do not have different masculine and feminine forms.
3. **Stress** Not all languages have stressed and unstressed syllables: Exercise 4 will be difficult (and important) for some students.

Optional extra materials

Pictures of famous people from different countries. (Pictures of) things from different countries (e.g. a Swiss watch). Flashcards with the names of countries on them.

1 Where's he from? Where's she from?

- Practise saying *he*, *she*, and the names of countries. As you practise *Australia*, *India*, *Japan*, *Scotland* and *Italy*, point out the /ə/ in unstressed syllables.
- Practise *Where's he from?* and *Where's she from?*
- Ask students to make questions for the other pictures.
- Then go through the pictures getting them to say where the people are from.
- They should say '*He's/She's from . . .*' Encourage them to pronounce *from* as /trəm/ here, and not as /frɒm/.
- Consolidate by asking them to write about one or two of the pictures, using uncontracted forms (*he is*; *she is*).

Optional activity

- Use pictures of famous living people from different countries to get more examples of *He/She's from . . .*

2 Personalisation

- Practise the question and answer. *From* is pronounced /trɒm/ (stressed) in the question and /trəm/ in the answer. Practise the linking in *Where are* (/wɛəə/).
- In a one-nationality class, get students to choose new countries from those in Exercise 1.
- Students walk round asking where people are from.
- If additional practice is needed, let them choose new countries and walk round again.

Optional activity

- Give students cards with the names of countries.
- Get them to say, in turn, '*I'm from . . .*' (with the name of their 'new' country). Do this twice.
- See how well the class can remember people's new nationalities, by asking '*Where's he/she from?*'

3 Dictionary work (national adjectives)

- Let students use dictionaries to fill in the lists.
- Then let them compare notes with their neighbours.
- When you give them the answers, point out that national adjectives always have capital letters.
- Ask students if they know (or want to know) any more words to add to the lists, but don't add too many.
- They can look up more nationality words at home.
- Practise saying nationalities and countries, paying attention to /ə/ in unstressed syllables.

Optional activity

- (Pictures of) things from different countries can give additional practice in using national adjectives.

4 Word stress

- Play the recording, or say the words for the students; get them to repeat with the correct stress.
- There are no simple rules for word stress in English. However, this exercise will help to sensitise students to the existence of stress differences.
- Pay attention to /ə/ in unstressed syllables.

5 Revision of numbers and letters

- Tell the students they must write down the numbers and the letters that they hear. You may have to play the recording more than once.

Tapescript and answers to Exercise 5

Part One:

One; Germany	Four; Britain
Two; Italian	Five; Scotland
Three; Japanese	Six; Greece

Part Two:

A, E, I, O, U, G, H, K, Q, J,
V, W, E, L, A, R, J, G, W, V.

6 Languages; fluency practice

- Go over what Susie says and make sure students understand. You may want to practise some words and phrases, such as *speak*, *a little*, and unstressed *and* (/ənd/) in '*French and a little English*'.
- Ask students to choose foreign roles for themselves, and make sentences like Susie's.
- Point out that in many cases the name of the language is the same as the national adjective.
- Teach the formula *Do you speak . . . ?*
- Ask the students to write their sentences.
- If there is time, they can then choose another foreign role and walk round introducing themselves to one another.

Practice Book exercises: choose two or more

1. Saying country and nationality words with the right stress.
2. Writing full forms from contractions.
3. National adjectives.
4. Translation of sentences from the lesson.
5. Student's Cassette exercise (Student's Book Exercise 4). Students read the words and check their pronunciation with the recording.
6. Crossword puzzle.

Dictionary use

A bilingual dictionary is a very useful learning aid, particularly when used under a teacher's supervision. Students need bilingual dictionaries for some exercises in the course (e.g. Exercise 3 in this lesson), and for autonomous work outside the classroom. They should buy good-sized dictionaries (not pocket editions): suggest titles if you can. To begin with, students may need help to make the best use of their dictionaries. Show how the entries are organised and what kinds of information they can provide. Make sure students understand that words have different translations in different contexts, and that one can only discover meanings with a dictionary by learning to select the appropriate translation from among the several that are offered.

Phonology: rhythm, intonation and linking in questions and statements.

3. *What do you do?* is best treated as a formula at this stage, without explaining the grammar. But students should learn the meaning of the lexical verb *do*.

Cards or slips of paper with professions written on them
(Exercises 2 and 6).

$$\begin{array}{cc} \text{an} & a \\ a, e, i, o, u & b, c, d, f, g, h, j, k, l, m, \dots \end{array}$$

- Demonstrate *He* with a male student. Make sure the students notice that *She's a* and *He's a* are linked so as to sound like single words.

- **Linking:** *you a* and *I am* are pronounced almost like *you wa* and *I yam*.

- When students have finished they can exchange cards with other students (or change partners) and start again.

- Get the students to practise until they are fluent.

6. Student's Cassette exercise (Student's Book Exercise 5). Students say the sentences from their books and check their pronunciation with the recording.

English is 'stress-timed'. Stressed syllables are slower and clearer than unstressed syllables; they come at roughly equal intervals. Unstressed syllables are fitted in quickly so as not to interrupt the rhythm. *There was a man in the garden* (eight syllables, two stresses) doesn't take much longer to say than *back door* (two syllables, two stresses). Speakers of 'syllable-timed' languages need practice in this area if they are to understand English speech and to be understood.

Unit 2: Lesson B

Students learn formal and informal ways of greeting.

Structures: no new structures.

Phonology: intonation of greetings and replies.

Possible problem

Register Some of the exercises concentrate on the difference in level of formality between the first and the second dialogue. Presenting this concept in a class where you do not speak the students' language(s) requires care.

Optional extra materials

A set of cards or slips of paper (one per student plus a few extras) with names of well-known people on them (extension of Exercise 5).

1 Times of day (presentation, practice)

- Get the students to look at the labelled pictures before Exercise 1. If you think it will be clearer for them, write times on the board to define the four parts of the day.
- Then let them do the exercise, preferably in small groups.
- Practise the pronunciation of the words with them, paying special attention to stress in *morning*, *afternoon* and *evening*.
- When they have finished, call for the answers, paying attention to pronunciation once more.

Answers to Exercise 1

1. morning or evening
2. afternoon or evening
3. night
4. morning or afternoon
5. morning
6. morning or afternoon

2 Greetings (presentation, practice)



- Get the students to look at the two pictures.
- Get them to notice that the same woman is in both pictures. They might be able to tell you where she is each time if they have a little English from before the course.
- Establish that the woman is about 35, the man in the first picture 60+, and the man in the second picture about 35.
- Then get the students to close their books and listen to the recording. Stop after the first dialogue and see if they can remember any words. Do the same with the second dialogue.
- Play the recording again with books open. Explain or demonstrate new words or let students find them in their dictionaries.
- Play the recording once more, stopping after these phrases to let the students practise them (pay special attention to intonation):

<i>Good morning.</i>	<i>Hello.</i>
<i>How are you?</i>	<i>Hi.</i>
<i>I'm very well, thank you.</i>	<i>Fine thanks.</i>
<i>And you?</i>	<i>Not bad.</i>
<i>I'm fine, thank you.</i>	

- Try to get the students saying the phrases from the first dialogue in a formal or respectful way. (It will help if you demonstrate.) The phrases from the second dialogue should sound (and look) much more informal.

3 Differences in formality

- Ask students to decide (preferably in small groups) which greeting is probably being used in each picture.
- Check the answers with the whole class.
- Follow up by asking how they would greet people they know or have heard of (another student; a pop star; the Pope; etc.).
- If you speak the students' language, you may want to talk about the different factors which cause British people to choose between formal and informal language (familiarity, age, social class, relative status).
- While going over the answers with the students, practise the pronunciation of *Good afternoon*, *Good evening*, and *Good night*. Note that in modern British and American usage *Good morning/afternoon/evening* mean 'Hello', while *Good night* means 'Goodbye'.

4 Formality (continued)

- Now that students have understood the difference between the two dialogues, they can complete the table giving formal and informal equivalents. The completed table will look like this:

CONVERSATION 1	CONVERSATION 2
1. Good morning	Hello/Hi
2. Dr Wagner	Mary
3. How are you?	How are you?
4. I'm fine / I'm very well	Fine / Not bad
5. thank you	thanks
6. And you?	And you?

5 Practising greetings

- If possible, get students to walk round the room greeting as many other people as they can.
- Alternatively, get them to stand up and turn to greet as many others as possible.
- You will presumably want them to use informal greetings.
- To extend the exercise, hand out cards with names of famous people on them. The students hold their cards in front of themselves and go round greeting once again, deciding whether to be formal or informal.

Practice Book exercises: choose two or more

1. Parts of *be*, affirmative and negative.
2. Vocabulary practice: distinguishing *morning*, *afternoon*, *evening*, and *night*.
3. Dialogue completion.
4. Vocabulary revision.
5. Grammar: completing paradigm of *be*, singular.
6. Translation of sentences from the lesson.
7. Student's Cassette exercise (Student's Book Exercise 2). Students read the sentences from their Student's Books and check their pronunciation with the recording.

Unit 2: Lesson C

Students practise self-identification. They learn the numbers *seven to twenty*.
Structures: no new structures.
Phonology: word stress.

Optional extra materials

Slips of paper or cards with names of famous real or imaginary people (see Optional activity).

1 Numbers *one to twenty*

- Students have already seen numbers *one to six*. Ask them to close their books while you write these on the board one by one for identification and practice.
- Continue with numbers *seven to twenty*.
- False beginners may be able to name the numbers; beginners can repeat after you or the recording.
- Make sure students stress the last syllable in *thirteen, fourteen, etc.*
- Go round the class having each student say one number; count forwards/backwards, even numbers forwards/backwards, odd numbers forwards/backwards, by threes forwards/backwards.

2 Number and letter practice

- Open books; divide the class into two teams.
- Demonstrate: give the first member of Team A a letter and ask for the corresponding number. Then give the same student a number, to get its letter.
- Go on to the first member of Team B. Keep score.
- Finally, add the scores and declare winners.
- Then get the students to work in pairs playing the same game. Give a three-minute time limit.

3 Listening for information

- Get the students to copy the table.
- Use the examples to show what *nationality* and *address* mean. Explain *married* and *single*.
- Play the first section (Bill) once or twice.
- Make sure all students have written correct answers.
- Play the rest, more than once if necessary.
- Students compare answers before checking with you.

Tapescript and answers to Exercise 3

Hello. My name's Bill. I'm British. I'm a doctor. My address is 14 Church Street.

She's an artist. She's American. Her name's Lucy. She's married, and her address is 10 Sutton Road.

'Hello. Come in and sit down. What's your name?'

'Jane Webb.'

'And where do you come from, Ms Webb?'

'I'm British.'

'Are you married?'

'No, I'm not.'

'And what's your job, Ms Webb? What do you do?'

'I'm a teacher. I, I teach in a primary school.'

'I see. And can I have your address, please?'

'It's 16 Hirst Close.'

'16 Hirst Close. Thank you. Now, tell me, how do you think ...'

He's a French electrician. His name's Gérard. He's single. His address is 119 Ross Street.

I'm a photographer. I'm Greek. My name's Annie, and my address is 17 Cedar Avenue.

'Hello. What's your name?'

'Philip.'

'What's your job, Philip?'

'I'm a secretary.'

'Are you American?'

'No, I'm not. I'm Australian. But I'm married to an American.'

'OK. And do you mind giving me your address?'

'Not at all. It's 8 Evans Lane.'

'8 Evans Lane. Fine. Now ...'

Answers to Exercise 3: see below

4 Dialogue completion (revision)

- Get the students to read the sentences Virginia says.
- They should ask you or consult their dictionaries for new words (*actress, interesting*).
- Write Virginia's first line on the board.
- Ask the students for suggestions for the first reply, writing up the one you decide on.
- Write up Virginia's second line, and point out that they must now supply two sentences – one following the question and one preceding Virginia's next answer.
- Continue through the entire dialogue.
- Play the recording and let them answer.
- Clean the board and try the recording again.
- Follow up by practising *married* and *single* (talking about the students themselves or people they know).

Optional activity: inventing dialogues

- Put the students into pairs.
- Each pair should write another dialogue, either using their own identities or choosing other identities.
- You may want to have suggested names ready.
- Students look at the 'Virginia' dialogue, and try and invent their own dialogue (ten to twelve lines).
- They practise, and find other pairs to perform for.
- Volunteers can perform their dialogues for everyone.

Practice Book exercises: choose two or more

1. Subject pronouns and *be* (blank filling).
2. Writing questions for answers.
3. Vocabulary revision (blank filling).
4. First names and surnames.
5. Translation of material from the lesson.
6. Student's Cassette exercise (Student's Book Exercise 1). Students read the numbers from their books and check their pronunciation with the recording. Note stress on *teen* in *thirteen*, etc.
7. Jumbled stories (with a few unknown words which students need not know in order to complete the exercise). The stories are in order, but are mixed up with one another.

Answers to Exercise 3

NAME	NATIONALITY	JOB	MARRIED/SINGLE	ADDRESS
Bill	<i>British</i>	<i>doctor</i>	don't know	14 Church Street
Lucy	<i>American</i>	<i>artist</i>	married	10 Sutton Road
Jane Webb	<i>British</i>	<i>teacher</i>	<i>single</i>	16 Hirst Close
Gérard	French	<i>electrician</i>	<i>single</i>	119 Ross Street
Annie	<i>Greek</i>	<i>photographer</i>	<i>don't know</i>	17 Cedar Avenue
Philip	<i>Australian</i>	<i>secretary</i>	<i>married</i>	8 Evans Lane

Unit 2: Lesson D

Students learn more numbers and learn to talk about age.

Structures: *be* in questions and statements about age.
Phonology: word stress.

Possible problem

In some languages, the equivalent of *have*, not *be*, is used in talking about age. Students may have trouble on this point.

Optional extra materials

Flashcards for counting exercises.

1 Presentation: numbers *twenty* to a *hundred*



- Students should have their books closed.
- Write the numbers from the book on the board, getting students to repeat each one after you or the recording as you do so.

2 Teens and tens



- Practise the difference between *thirteen* (stressed at the end when in isolation) and *thirty* (stressed at the beginning).
- Then say the following numbers (or play the recording) and get the students to write what they hear.
- Let them compare notes before giving them the answers.

Answers to Exercise 2

thirteen fifty seventy fourteen forty
nineteen seventeen sixteen ninety eighty

3 Practice with numbers: counting

- Get students to do the four counting tasks as quickly as they can, each student saying a number in turn.
- If you go around the class once or twice for each task this should give ample practice – no need to count all the way down to 1 from 99!

4 Group and pair work on numbers

- Call one student to the board and dictate a few numbers to write. Get volunteers from the class to dictate a few more.
- Then divide the class into pairs or small groups and let them dictate numbers to one another.
- Write $38 + 7 = ?$ on the board.
- Say '*Thirty-eight and seven?*' and let the class answer.
- Call out a few more sums, and then put the students back into their pairs/groups to do the same.
- Write $6 \times 7 = ?$ on the board and say '*Six sevens?*'
- Once again, call out a few more multiplications and put students back into group/pair work.

5 Ages

- If your students are of different ages, and if you think they will not be embarrassed, begin by asking them to guess each other's ages (and yours).
- Get them to say '*I think you're (about) . . .*'
- If you think they will be embarrassed, just give them your own age and then ask them to look at picture A. Help them to express their guesses with *I think* and *about*.
- Ask them to work individually writing down their guesses of the ages of the ten people.
- Then put them in groups of about four to agree on best guesses for the ten ages. Demonstrate with one of the pictures with one group before beginning. Walk round while they are working to give any help that is needed.

- When they are finished, ask for the results. Say '*How old is A?*' and so on. When you have all the guesses for picture A, give them the right answer, and so on.

Answers to Exercise 5

A 51, B 26, C 8, D 66, E 35, F 2, G 33, H 19

6 Filling in a form

- Go over the form explaining new vocabulary.
- You will probably want to point out that while *Miss* and *Mrs* are traditional forms, some women now prefer the title *Ms* (pronounced /mɪz/ or /məz/), which like *Mr* gives no information about the marital status of the person.
- Get students to copy the form before filling it in with their own details.
- Meanwhile write your own form on the board and fill it in.
- If students are likely to be unhappy about revealing personal information, tell them that they don't have to show what they have written to you or anyone else.
- Walk round to check they have understood.

7 Role play

- Get the students to copy the form again and invent a new identity to complete it with. You may want to demonstrate on the board first, inventing a far-fetched identity for yourself.
- Get students to question one another on their new identities, if possible walking round the room to interview a maximum number of other students.

Practice Book exercises: choose two or more

1. Capitalisation and punctuation.
2. Practice in matching words and numbers.
3. Writing numbers in words.
4. Odd word out. You will have to explain to students that in each group of words there is one that is different in some way. Books closed, write on the board: *morning, evening, night, name* and ask students to decide which one is different. (You will probably need to teach the word *different*.)
5. Dialogue completion.
6. Translation of material from the lesson, and some contrasting material from earlier lessons.
7. Student's Cassette exercise (Student's Book Exercise 1). Students read the numbers from their Student's Books and check their pronunciation with the recording.
8. Extensive reading: the first part of *It's a Long Story*, a rather frivolous serial. There will be one episode in each unit.

Answers to Practice Book Exercise 4

1. name
2. Hi
3. Japan
4. Good morning (formal)
5. good (not an answer to 'How are you?')
6. seven (odd number)
7. eighty-two (not divisible by five)

Role play and movement

If students are not used to playing parts or moving around the classroom, they may take a little time to get used to exercises that require this. It may be better with some classes (particularly with teenagers) to avoid full-scale walk-round exercises at the beginning, until students are used to working in pairs and groups. Instead, get students to talk to as many people as they can without moving from their seats.