

Fairway 2

Englisch

Lehrerband

von

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Welcome

Unit summary

This unit gives learners who have worked together previously with Fairway 1 the opportunity to greet one another and get to know any newcomers to the course.

Additional activity

These notes also include a board game which revises structures, vocabulary and functional language from Fairway 1.

Focus

Introductions
Interview activity focusing on question forms and short answers

Functions

Introducing yourself: *Hi, I'm Heinz. I'm new to the group.*
Introducing someone: *Let me introduce you to Lydia; Come and meet the others.*
Responding to an introduction: *Hello, Heinz, pleased to meet you.*
Greeting someone: *It's good to see you again.*
Responding to an enquiry: *Not bad, thanks.*
Asking for opinions: *What do you think about number 3?*
Agreeing/Disagreeing: *I agree. / I don't agree.*

Grammar

Revision of question forms and short answers.

What you need

Welcome 1a): A small, soft ball; sticky notes to be used as name tags.
Additional Activity 2: One copy of pages **XXX** and **XXX**, plus a dice, for each group of three players.

Let me introduce you

Starting the lesson

If there are new learners in the group, introduce yourself, using the short form and your first name. Suggest that learners address each other using first names, as this is usual in English-speaking countries, especially in informal situations. Using first names helps to create a relaxed and pleasant working atmosphere and also allows learners to get used to using first names with people they may not know well.

As learners will introduce themselves and find out more about each other in a later activity, you could limit

the introductory phase for new learners to a simple exchange of names. Write the two phrases, *I was in the last course* and *I'm new to the course* on the board. Learners use these to introduce themselves to the group. Each person introduces himself, saying, *I'm (Tim)*, and adding one of the two phrases. Throw the ball to someone who was in the course last semester. This person introduces him/herself, saying, *I'm (Maria), I was in the last course*. He/She throws the ball to another person, preferably to someone who is new to the course. Carry on until all the learners have introduced themselves. Learners then write their names on a sticky note and attach it to their clothing. Even if there are only a couple of new participants, the name tags will be useful. For old participants a few new names will create no problems, but new participants will find it daunting if they feel they are the only ones struggling with names.

1a)

Ask learners to look at the picture and consider the situation. Are the people in a village? Which city might they be in? How old are the people? Do they know each other? Are they all tourists or do some of them work in the city?

Now ask learners to close their books. Tell them they will hear two dialogues. They simply listen the first time around. Next ask them to open their books and read the statements. They should cover the dialogue on the right-hand side of the page with a piece of paper. Play the recording again while they mark the statements true or false.

CD 1/1

See the two dialogues in 1b) and the key to 1b).

1a) Key

<i>Dialogue 1</i>	<i>Dialogue 2</i>
a) false, b) true	a) true, b) false, c) true

1b)

Ask learners to look at the phrases above Dialogue 1. They then read the dialogues and write the phrases in the correct places.

1b) Key

1. Nice to meet you.	4. to see you again
2. pleased to meet you	5. Not bad
3. I'm fine, thanks.	6. Me, too

1c)

Play the recording so that learners can check their own work.

1d)

Before learners start, encourage them to really play the role, make it come to life. They should also exchange roles, so that everyone gets a chance to use all the language available. Over the next few lessons, you can speak a bit more about working with dialogues, as these are a core feature of the course and learners need to learn to work with them productively, not only in the classroom, but at home as well. (See the introduction for more suggestions for working with dialogues.) Working in groups of three, learners practise the dialogues. Walk around during the practice and help with pronunciation where required.

1e)

In this activity learners walk around and introduce themselves to each other or greet friends from the last course. In order to keep the introductions and greetings fairly balanced time-wise, learners who know each other should keep their exchanges short, perhaps asking only whether one had a nice holiday or not. More information will be forthcoming in the next step and step 3c) offers an opportunity to include other interesting questions. The main focus here should be on introducing and integrating new learners into the course.

2a)

This activity gives learners an opportunity to re-use some of the vocabulary and phrases they already know. Ask them to read the initials in the example first of all. What do they spell? (HELLO). Then ask them to look at the words and phrases that have been added. Working in pairs they should now do something similar with the word FRIEND.

2a) Key

*One of many possible solutions
(using items from p. 7):*

Fine

Revision

I'm Inge.

Each

Nice to meet you.

Did you have a good holiday?

2b)

Learners compare their results with other people in the class. If they enjoyed the activity you could give them another word or two to develop, e.g. LEARN, ENGLISH, COURSE, TRAVEL.

3a)

In this activity learners find out more about each other, at the same time revising question forms and short

answers they may have learned in Fairway 1. Their task is to make questions using the "starter" words supplied.

Before commencing with the written activity, you could practise a round of questions and answers to refresh learners' memory. Use the starters, e.g. *Have you got ...?; Do you ...?; Are you ...?; Did you ...?; Would you ...?* Direct the questions to individual learners and get them to respond using the correct short answer. If they are uncertain about this, they can check in the prompt box (white, with an orange frame) at the top of the page in 3b).

Learners first work individually and complete their set of questions for the interview. When everyone has finished, call on individual learners to read their questions. This gives you the opportunity to check whether they have command of these structures before the interview activity actually begins.

3a) Key

1. Have you got three children?
2. Have you got a mobile phone?
3. Do you like football?
4. Do you speak Spanish?
5. Do you prefer opera to/or pop music?
6. Are you the youngest in your family?
7. Did you go to this class last semester?
8. Would you like to live in another country?

3b)

Ask learners to look at the prompt box containing the short answers again. If necessary, revise these once more by asking learners further questions and getting them to respond using the short answer.

Some possibilities:

Do you speak Italian?

Have you got a brother?

Do you like tennis?

Do you prefer coffee to/or tea?

Did you go to Austria on holiday?

Would you like to visit Ireland?

Before they start, tell learners that they should talk to four different people, asking each of them two questions before they move on to someone else. They should also note down the names of the people they interview.

3c)

This exercise presents a further opportunity to practise questions and find out more about the class participants using the information from the interview activity.

Ask learners to report on one of their interviewees, e.g. *Maria is the youngest person in her family.* This state-

ment could be followed by questions from other participants, such as *Who is the oldest person? How many people are in your family? What are their names?*, etc. The interviewee then answers each of the questions.

Carry on until you have gone through all the questions in 3a). If the class is large, you might want to limit the number of additional questions or restrict the activity to one per person so that interest doesn't flag.

4a)

This activity on the topic of true friends is also a revision of adverbs of definite frequency (*every week*) and indefinite frequency (*never, always, often*). Ask learners to read the statements, then mark them true or false, according to their own opinions.

4b)

Learners compare their views with a partner, using the language in the prompt box.

4c)

Working with the same partner, learners write two more sentences about true friends. Walk around while they are doing this and help out with any vocabulary they might need. Gather any useful/interesting words on the board as they come up.

When learners have finished, ask them to compare their two sentences with another pair. Together, they select one sentence to present to the class. When they have decided on their sentence, ask them to come forward and write it on the board. Leave all the sentences on the board, then hold a class vote to see which they like best.

Before finishing the lesson, draw learners' attention to the Practice section (beige pages) and make sure they know where to find the keys to the exercises (from p. 175). The Reading for Fun texts are all on the CD-ROMS. (See p. 6 in the Introduction to this Teacher's Book for more information on the Practice sections.)

Additional activity 1: What's new in Fairway 2?

This activity could be used to introduce the book to new participants in the course and show those learners returning to the course that the method and book set-up have not changed in Fairway 2. Tell learners they have five minutes to go through the book and write down all the features they can find, such as Grammar boxes, etc. Then, ask new course members to call out a feature they have on their list. A participant from the previous course should explain this feature. Their contributions can then be amplified by other learners or by you.

Features that should be mentioned:

Grammar boxes (blue)
Memo boxes (beige)
My vocab boxes (beige)
TIPP boxes (beige)
The Practice section (beige pages)
Reading for Fun texts (at end of Practice sections)
Self-checks (after every three units)
Examples of word maps (e.g. p. 13)
Keys (from p. 175)
Tapescripts (from p. 191)
Unit vocabulary (from p. 200)
Alphabetical wordlist (from p. 215)
Phases etc. on inside front cover
Quick grammar on back flap

Two participants from the old course working together could look for new and interesting aspects in Fairway 2, such as more reading texts, lots of interesting visuals, cartoons, etc. Ask each pair to choose the unit that looks most interesting. Each pair comments briefly on their choice.

Additional activity 2: The revision game

For more revision of vocabulary, structures and functional language covered in Fairway 1, learners could play the board game, as described below.

What you need

- one dice per group of three players;
- playing pieces, e.g. a different coin for each player;
- one photocopy of pages **XXX** and **XXX** per group of three players.

The aim of the game

The winner is the first player to reach FINISH. This point must be reached with an exact throw of the dice.

Introduction

Divide the learners into groups of three players. Give each group one copy of the board on p. **XXX** and the questions on p. **XXX**, plus a dice and playing pieces.

How to play

Ask learners to gather round a board. Demonstrate the game by making one or two moves and eliciting/making proper responses.

Players place their markers on START. The first player to throw a six begins. Players take it in turns to throw the dice and move around the board. When they land on a number they look for the appropriate task in the list, read it out and respond accordingly, interacting with a partner if necessary. If the rest of the group approves, the game proceeds; if not, the player returns to his or her previous position.

Home from home

Unit summary

In this unit learners talk about various types of holiday accommodation, including the rooms, furnishings, appliances and equipment found in them. They also learn how to make bookings, complain and apologise. No new grammar is presented in the unit, but comparison of adjectives, the Present simple and *have got* are revised.

Part A: I'm phoning about an apartment

Focus

Accommodation of various types
Booking accommodation
E-mail description of a holiday apartment
Describing apartments
Furnishings, appliances and equipment

Functions

Asking for information: *What about (a dish washer)?; Can you tell me more about (the apartment)?; Where can you find...?; What else?*
Explaining reasons for calling: *I'm phoning about (an apartment).*
Suggesting alternatives: *Yes, or in a hotel room, perhaps.*

Grammar

Revision
Comparison of adjectives
Present simple: affirmative and negative
have got :affirmative, negative and question form

1a)

Before beginning the activity, ask learners to cover p. 11 and look at the picture at the top of the page 10. How many boats are there? What are they like? Can anyone guess where this might be? Why do they think so?

Now ask learners to turn their attention to the four small pictures. Pronounce the four phrases and get learners to repeat after you. Learners then match the phrases with the appropriate picture.

1a) Key

1. go camping
2. go caravanning
3. stay in a hotel
4. rent an apartment / a house

1b) Revision: Comparison of adjectives.

Before doing the group activity, revise the comparison of adjectives. Ask learners to look at the blue Grammar box, then elicit the rule. Use a few common adjectives, such as *beautiful, old, large, expensive* and get various learners to give the comparative and superlative forms.

In small groups, learners now talk about their own preferences with regard to holiday accommodation. Walk around while learners are doing the activity and help out with any vocabulary that might be required. New words that come up can be written on the board. When learners have finished, ask someone from each group to make a statement about something said in the group, e.g. *We prefer to stay in a hotel because it's more comfortable.*

► Adjective comparison

- 1-syllable adjectives: add *-er*;
- 2-syllable adjectives ending in *-y*: change ending to *-ier*;
- Adjectives of 3 or more syllables: prefix with *more*.

Exception:

fun, more fun, the most fun
(Contrast with *funny, funnier, the funniest*)

2

Before beginning the exercise, ask learners to look at the drawing in the e-mail at the top of the next page. Has anyone in the group ever visited Malta? If so, ask them to comment briefly on the visit, mentioning where they stayed and what sort of accommodation they had.

Now ask learners to read the e-mail ad. Elicit the meaning of any unfamiliar words or phrases, such as *self-catering, subject to change*. Learners now work individually and answer the questions about the advertisement. Check by calling on various learners to read their answers.

► Maltese currency

Malta's unit of currency is the Lira (LM). It is divided into 100 cents; each cent is again divided into 10 mils.

2 Key

1. St. Paul's Bay.
2. No. It's a self-catering apartment.
3. 2 to 4 people can sleep in the apartment.
4. It takes 10 minutes to get to the beach.
5. The apartment costs €550 per week.

3a)

Ask learners to look at the speech bubble in the picture. Elicit the meaning of the sentence. Tell learners they will now hear a phone call. The woman wants to find out more about the apartment advertised in the e-mail. What is the mistake in the e-mail advertisement?

CD 1/2

See the tapescript on p. 191 of the Learner's Book.

3a) Key

The advertisement states there is only one bedroom, but the manager says there are two.

3b)

Ask learners to read through the sentences. How much can they remember of the recording? Play it again so that they can check.

3b) Key

1. **041**
2. The apartment **is** available in August.
3. The price is €550 **per week**.
4. It takes ten minutes **to walk** to the beach.
5. The woman wants the apartment **for two people**.

4a)

You might prefer to play CD track 1/3 (see below) here, so that learners know how to pronounce the names of the rooms before they start talking about them. Ask learners to look at the pictures, then match the words with the rooms.

4a) Key

1. bedroom
2. bathroom
3. living room
4. kitchen
5. dining room
6. garage

4b)

Play the recording, stopping after each word, and learners repeat the words they hear.

CD 1/3

kitchen, bedroom, bathroom, dining room, living room, garage

4c)

All these words are new, except for *fork* and *magazine*, which occurred in Fairway 1. Ask learners to look at the

pictures. Pronounce each word several times and get learners repeat them after you.

Now ask learners to look at the phrases in the prompt box. Choose an object yourself and ask someone where it is usually found, then make an alternative suggestion. The learner then asks another learner about an object. When you feel learners are using the language confidently, ask them to work in pairs and talk about the objects.

British and American English

BE: *cooker*

AE: *stove; oven*

4c) Key

kitchen: fridge, dishwasher, fork, cooker

living room: sofa, television, armchair, sound system, magazine

living room/bedroom: cupboard

dining room: fork

bathroom: toothbrush

garage: bicycle

5a)

Learners look at the floor plans of the two apartments. Give them enough time to determine the differences and similarities for themselves.

Ask learners to cover the right-hand side of the page. Tell them they are going to hear a continuation of the conversation in 3a), between the woman and the apartment manager. The woman would like more details about the apartment. Play the recording and learners decide which apartment is being described.

CD 1/4

See the dialogue in 5b).

5a) Key

They are talking about the lower of the two apartments.

5b)

Learners read through the dialogue, then practise it in pairs.

5c)

Learners now work with another partner and describe the pictures in 5a). See the Memo box at the top of the page for some useful ways of doing this. Learners will probably want some further vocabulary here, e.g. *wall cupboard, worktop, sink, washbasin, shower cubicle, WC/toilet, dining chair, coffee table/occasional table, curtain, wardrobe*.

5d)

Before the pair activity begins, you might want to revise the language in the prompt box. Make a statement about your own house or flat, then get learners to ask you about it. Answer them, using the forms in the prompt box.

Now ask a learner to make a statement about his or her house or flat. Again, gather questions from the learners, and again, remain focused on the grammar structures.

Learners can now work in pairs and tell each other about their flat or house. Walk around during the activity, helping with any vocabulary. When learners have finished, write any new lexical items that came up on the board.

5e)

If you have a large class, divide it into two groups for this activity, otherwise it will be too time-consuming and interest will flag before everyone has had an opportunity to speak. Ask learners to keep their descriptions to no more than three sentences. By doing this, the activity remains challenging without allowing any one speaker to dominate the round.

6

Learners work individually and write four questions for an e-mail. Allow them a few minutes for this.

Now ask two learners to come to the board. Elicit a question from the group. If everyone agrees that it is correct, one of the two “secretaries” writes it on the board. While this question is being written, you can ask for another question. Again, if everyone agrees on its accuracy, the other secretary writes it on the board. Continue in this manner until a wide variety of questions are on the board. The secretaries can then return to their seats.

Before ending the session, ask learners to look at the Practice section. New learners might not be familiar with word maps like the one in 1c). Take a moment to explain how useful it is to gather word-fields in this way. The mind can retain new material more easily if it is categorised in some way; individual items out of context are far more difficult to remember. Such word maps also have the advantage that new words can be added quickly.

6 Key

Learners' own questions

Part B: The door doesn't close**Focus**

Complaining and apologising
Writing a note
Politeness strategies

Functions

Speculating: *Perhaps it's (an armchair).*
Complimenting: *The (apartment) is very nice; The (view from the balcony) is wonderful.*
Asking if someone is satisfied with something: *Is everything (else) OK?*
Complaining: *Actually, no, it isn't; Well, we're not very happy; Well, the (TV) doesn't work; The (dishwasher's) broken.*
Apologising: *I'm sorry about that; Oh dear! We can fix that, I'm sure; I apologise for that.*
Asking for an explanation: *What's the matter?*
Expressing a plan of action: *We need to call ...*
Asking someone to take action: *Can you call him now?; Can you please fix it as soon as possible?*
Assenting: *Sure, right away.*
Expressing surprise: *What?*
Expressing thanks: *Thanks a lot for (fixing the TV).*
Asking for confirmation: *See what I mean?*

Grammar

Revision

Is there ...? / Yes, there is. / No, there isn't.
Has it got ...? / Yes, it has. / No, it hasn't.
Present simple: affirmative and negative

Pronunciation

Rising/falling intonation in questions

1a) Revision: Vocabulary

Ask learners to look at the four pictures and guess what they are, using the language in the prompt box.

1a) Key

1. sofa or armchair
2. cupboard or door
3. dishwasher or washing machine
4. sound system

1b) Revision: Is there?/There is/There isn't

Learners cover the right-hand side of the page and listen. Play the recording. Where are the people? What are they doing? (They're checking the things in a holiday apartment.)

Now ask learners to look at the list of items. Play the recording again while they mark the items that are mentioned. If they have difficulty with the recording, you can break it into two sections, pausing after *Let's go into the kitchen*. Don't comment, however; just give them a moment to regain their concentration before carrying on.

Don't check learners' results at this point; carry on to the next activity. The checking activity comes in 1d), when they work with a partner.

CD 1/5

See the tapescript on p. 191 of the Learner's Book.

1b) Key

The apartment has got:
dishwasher, sound system, fridge, armchairs (2), sofa, cupboard, table, television (TV)

1c)

This time learners listen for additional objects that the apartment has got. Play the recording again while learners write these down. Again, do not check; just carry on to the pair work.

1c) Key

The apartment has also got:
a video player, an additional armchair, 4 (kitchen) chairs, plates, knives, forks

1d)

Learners now work in pairs and check their results with each other. They may not be certain about some of the items. If this is the case, they should note down the ones they are uncertain about. They should **not** look at the tapescript at the back of the book for clarification. After the pair work there will be a discussion to clear up any uncertainties.

When the pair work has ended, ask learners which items they couldn't decide on. Someone else in the group will probably be able to help out here.

➔ Irregular plural forms

Point out the irregular *knife – knives*.

Tell the learners you are going to play the first part of the recording once more. They should listen closely for an interesting phrase used when discussing the TV/video/DVD player (*Hang on a minute*). Can anyone explain it?

2a)

This activity is also a continuation of the holiday accommodation topic. Here the focus is on complaining. Ask learners to look at the picture of the two men. What do the sentences in the speech bubble mean?

Now ask learners to read the dialogue, then make a list of the problems below. When everyone has finished, gather them on the board.

2a) Key

The TV doesn't work.

The dishwasher's broken. The door doesn't close.

The front door doesn't lock.

2b)

Ask learners to look at the dialogue again. This contains a number of words that mark the progress of the discourse and help to structure it. Acquiring a feel for these words is an important part of the language learning process, although it will probably take some time for learners to use them confidently.

Ask learners to look for the words *actually*, *well*, and *OK* and underline each of them in the text. Then ask them to work with a partner and decide which purpose these little words serve. When everyone has finished, gather their ideas, then play the dialogue again. This time learners focus attention on them.

And is everything else **OK**? (*simply a question*)

Actually, no, it isn't. (*starts the utterance; softens the negative reply*)

Well, the TV doesn't work. (*an opener; there is more to come*)

OK. We can fix that, too. (*acknowledgement of facts*)

We can fix that, too. **OK**. (*ends the utterance*)

Well, we're not very happy. (*also an opener; softens the negative a bit*)

Well, ... it's broken. (*starts an utterance*)

CD 1/6

See the dialogue in 2a).

2c)

Ask learners to look at the blue Grammar box. Remind them of the use of the -s in the third person singular and point out the two negative forms *don't* and *doesn't*. Then, ask them to go back to the dialogue in 2a) and underline all the examples of the negatives they can find there. (*The TV doesn't work; the door doesn't close; It doesn't lock; Why don't you use ...*).

Learners now practise the dialogue in groups of three.

3a)

In this activity learners listen to the individual sentences, then decide whether there is a rise or fall at the end of the sentence. As many learners are not attuned to this difference; make it less stressful by speaking the first couple of examples yourself several times, exaggerating if necessary. Did they go up or down? Then play the recording, stopping after each line so that learners can repeat. Get the class to agree on whether the intonation goes up or down in each case.

► Intonation rise/fall

- Generally speaking, statements fall at the end of the sentence, e.g. *Welcome to our class*. (There is however a trend now among many younger native-speakers to end statements with a rise.)
- Questions where the speaker expects you to agree usually fall at the end, e.g. *Lovely day, isn't it?*
- Questions where the speaker wants a genuine answer usually rise at the end, e.g. *Did you have a good holiday?* However questions that start with a *wh*-question word fall at the end, e.g. *What's the matter?*

CD 1/7

See the sentences in 3a).

3a) Key

The sentences with rising intonation:

Is everything OK?

Can you call him right now?

3b)

Ask learners to first look at the language in the prompt box. The phrases for complaining and apologising are taken from the dialogue in 2a). Using these phrases learners look at the pictures, then work in pairs and practise mini-dialogues, taking it in turns to be manager or tourist.

Walk around while learners are practising and help out if necessary. Learners may want to mention exactly what is wrong with the various objects, which might require additional vocabulary. Note any new words that learners are interested in and put useful ones on the board after the activity has finished.

3c)

Ask learners to look at the informal note, which is a complaint. Learners then work individually and fill in the words in the text. Check by asking a learner to read his/her version to the class.

You might also point out the useful phrase *Thanks a lot for (fixing) the TV*. The phrase *Thanks for ...* always requires the *-ing* form of the verb.

3c) Key

1. fixing
2. another
3. broken
4. work
5. fix

4

Tell learners the text is about politeness strategies. These strategies are not only useful in Britain (and Malta), but in the USA and most other English-speaking countries as well.

Ask learners to first read the text. Is there anything that needs explaining? Then ask them to read the dialogue in 2a) once more and note down the ways the manager apologises. When everyone has finished, gather the phrases on the board.

CD 1/8

See the text in 4.

4 Key

From the dialogue in 2a), on p. 15:

I'm sorry to hear that. What's the matter?

Oh, dear! We can fix that, I'm sure.

I'm sorry about that.

I apologise for that.

➔ Describing homes

Before starting 5a), ask learners to read the Memo. A detached house is an *Einfamilienhaus*. If it is a larger home, in addition to the kitchen, bathroom and hall, there might also be a den (AE) a game room or a study. A terraced house is a *Reihenhaus*.

5a)

In this activity the focus is on a hotel room which is not satisfactory. Ask learners to take a separate piece of paper and write down three problems they could have. They do not have to restrict their complaints to those already met with in the unit. They might think of hotel rooms they have been in themselves and use these situations here. Walk around during the activity and help out with vocabulary. When new words come up, put them on the board immediately, along with the German equivalent, so that others can make use of them if they would like to.

5b)

Instead of doing this as a pair activity, you could ask learners to take their list and do a walk-around activity. They take it in turn to make one complaint, then move on to someone else and complain about something

else. Let the activity carry on until learners have talked to a number of people. Were there any unusual complaints?

Draw learners' attention to the TIPP box on the right-hand side of the page. It is a very useful guideline for complaining politely. The basic functional language for complaints and apologies is collected here.

5c)

You can use this opportunity to ask your learners to write something which you can collect and correct. This will allow you to evaluate the written competence of new learners in the class.

Ask learners to take an extra piece of paper. After they have looked again at the note in 3c), they write a note to the handyman in a holiday apartment, complaining about things that don't function properly.

When learners have finished, collect the notes. When correcting, make notes of any recurring mistakes and point these out to the whole class during the next session, without mentioning any names, of course.

The cartoon

Ask learners to look at the cartoon. Not only is it amusing, but the intercultural aspects of it are quite interesting, too. Large stores and companies often have official complaint departments where complaints from customers are dealt with. The concept of *the satisfied customer* is still very much alive in many English-speaking countries. Customers are also quite prone to return things that don't work or things they are not happy with, once they have had an opportunity to try them out. As a rule, stores are quite generous when it comes to taking things back or exchanging things. And getting your money refunded if you want it, is never a problem.

A weekend away

Unit summary

In this unit learners talk about a weekend away, learn something about Malta and compare different places. Booking events and rooms plays a central role in the unit, which also covers means of transport and ways of talking about time in connection with travel. The reading texts include a poem, factual texts about the islands Gozo and Comino, and a description of a museum. Grammar includes a revision of comparative forms and questions in the Present simple. Conditional sentences are presented as new grammar.

Part A: If you want to see the “festa”, you can stay in a hotel

Focus

Favourite weekend activities
A poem about holidays
Reading texts about Gozo and Comino
Making arrangements by telephone

Functions

Asking for assistance: *Can you help us?*
Making a suggestion: *Why don't you ...;*
Persuading: *Come on, it's my birthday present to you.*
Playing for time: *Let me see; Hmm, that sounds interesting.*
Agreeing: *That's fine.*
Disagreeing: *Yes, but ...*

Grammar

Conditional sentences
Present + Present (0 Conditional): *If you want air conditioning, it's an extra €10.*

What you need

Unit 2A, 5b): (Additional activity) One copy of p. XXX for the class.

1a) Revision: Wh- questions and Present simple tense

Before you begin the activity, ask your learners to think about what, for them, would be a perfect weekend. Give them a few moments to do this, then ask, *What's important for a perfect weekend?*

Collect their ideas (e.g. *good weather; a friend to do things with*) on the board so that everyone can make

use of them during the activity. Remind learners to write any particular words they would like to remember in the My vocab box for future reference. Learners now look at the four questions, then write their answers.

1a) Key

Learners' own ideas

1b)

Learners interview a partner about their perfect weekend, covering the four points listed in 1a) and making notes as they do so.

1b) Key

Learners' own answers

1c)

Learners now turn to a different person and tell them about their partner's perfect weekend. See the prompt box for a sample report.

1d)

The task in this activity is a very simple one: to find a title for the poem. Ask learners to read the poem silently, then think of a title. When they have had a few minutes to do this, call for suggestions and write them on the board.

Now, ask learners to read the poem again. This time they should look for words that rhyme and underline any pairs they find. (sea/be; planes/trains; sun/fun). Draw their attention to the different spellings for the same sound. Finish by reading the poem aloud yourself, then practise in chorus.

1d) Key

Some possibilities:
A perfect holiday
Wonderful world
Right for me

2a)

Learners now see a text about Gozo and Comino, two other islands in the Maltese archipelago that were mentioned in the Reading for Fun text on p. 14. Warm up by asking learners to look at the pictures accompanying the two texts. What are their first impressions? (e.g. *There's lots to do there. It looks very quiet there.*)

Before learners start reading, remind them that they do not need to understand the entire text in detail. Their task is simply to establish which of the two islands has

more places of cultural interest. Ask them to underline the sentences in the text that give the relevant information. (Gozo has two prehistoric temples, interesting forts and baroque churches.)

Draw two columns on the board and head them *Gozo* and *Comino*. Ask learners to look at the texts again and identify the key words that describe the two islands, e.g. *Gozo: small, green, more to do*. Write them in the columns and leave them there for the next activity.

CD 1/9

See the texts in 2a).

2a) Key

Gozo has more places of cultural interest.

2b)

Ask learners to look at the prompt box. If you have newcomers to the course, point out that the prompt boxes suggest appropriate language, but that one can also substitute other words; in this case, one can use different adjectives.

Learners now interview one person using the language in the box.

3a)

This step adds some information to the revision of comparatives in Unit 1 (p.10). Get learners to focus their attention on the Grammar box. Ask someone to give the general rule for forming comparatives of adjectives, e.g. *-er* or *more* ... Then ask them to look more closely at *nice*, *hot* and *funny*. Can they deduce a rule for each of these? How about adjectives like *modern* and *interesting*?

Learners work in pairs and take it in turns to say the comparative forms. They should note down any they are uncertain about. When everyone has finished, ask learners to call out the ones that need clarification.

➡ Adjective comparison

- 1-syllable adjectives:
add *-er* (*older*).
- 1-syllable adjectives ending in *-e*:
add *-r* (*nicer*).
- 1-syllable adjectives ending in vowel + consonant:
double the consonant and add *-er* (*bigger*).
- 2-syllable adjectives ending in *-y*:
change ending to *-ier* (*friendlier*).
- most other 2-syllable adjectives:
usually take *more* (*more famous*).
- adjectives of 3 or more syllables:
take *more* (*more comfortable*).

3a) Key

- older, cleaner, smaller
- bigger, hotter
- friendlier, noisier
- more famous, more modern, more boring,
more crowded
- more comfortable, more cultural, more romantic

3b)

Before turning to the speaking activity, ask learners to look at the language in the prompt box. *Than* was introduced in Fairway 1, p. 144.

Learners now look at the pictures and talk about their preferences for a weekend away, comparing two of the places.

4a)

Ask learners to look at the picture and read the text in the bubble. Can someone deduce the meaning? Don't embark on an explanation of this grammatical structure at this point, however. Learners only need to be able to recognise it in the dialogue; they do not actively use it until later.

Learners now close their books. Tell them that they will hear a dialogue with a couple talking about an outing to Gozo. Their task is simply to decide who is more interested in it, the man or the woman. Play the recording.

CD 1/10

See dialogue in 4b).

4a) Key

The woman is more interested in going to Gozo.

4b)

Learners open their books and look at the dialogue. Play the recording again and learners read along.

Now ask if someone can summarise the situation in a few words. What is the occasion? The travel agent recommends the Victoria Palace. What other things are mentioned in conjunction with booking the hotel? (free guided tour of Victoria; double room; double room en suite; air conditioning; breakfast; dinner)

➡ en suite

This term means the room comes with its own bathroom attached.

4c)

Learners work in groups of three and practise the dialogue. The person playing the travel agent should read through the text and decide on price changes prior to the role-playing. The other two speakers need only respond to the different prices.

Learners then practise the dialogue three times, so that each person has an opportunity to play the role of the travel agent. Each travel agent uses new prices.

4d)

This step introduces the so-called Zero conditional (Conditional 0). Learners read the sentence halves, all of which are taken from the dialogue text. Working individually, they match the two halves together, then read the dialogue again to check. Get them to read their versions aloud.

Now ask learners to take a marker and read through the dialogue, underlining all the examples of sentences with *if* clauses. Did they discover any others that weren't used in 4d)? Finally, ask learners to look at the information in the Grammar box. What do they notice about the example sentences there?

➔ Zero conditional

- The Present simple tense is used in both the relative clause (*if* clause) and main clause.
- The word order in the relative clause (*if* clause) and main clause are the same, e.g. subject + verb + object.
- The *if* clause can be placed at the beginning or the end of the sentence.
- When the *if* clause comes first, it is separated from the main clause by a comma.

4d) Key

1c, 2e, 3d, 4b, 5a

1. If you go this weekend, there's a special offer.
2. Do we pay less if we don't take the tour?
3. If you don't want en suite, the rooms are €20 cheaper.
4. If you want air conditioning, it's an extra €10.
5. It's an extra €20 if you want dinner.

5

This is an information-exchange activity. If you have new learners in your group, explain how it works, i.e. learners work in pairs; each learner plays two roles:

1. a tourist who wants information about a hotel;
2. a hotel manager.

Person A looks at the information on p. 22;
Person B looks at the information on p. 166.

5a)

Person A calls the Andar Hotel and asks about room prices, using the language in the prompt box. Person B gives the information.

5b)

Person B calls the Palace Hotel and asks about room prices, using the language in the prompt box. Person A gives the information.

Additional activity

This is a chain activity which provides further practice with *if* clauses. You can do it either at the end of the lesson, or later as a revision activity.

Make one copy of p. XXX for the class and cut up the 16 cards. These contain the following *if* sentences.

If your teacher writes an English word on the board, you can stand up.

If someone stands up, you can say your telephone number.

If someone says their telephone number, you can go to the window.

You can call out the name of a hotel if someone goes to the window.

You can call out the price of a hotel room if someone calls out a hotel.

If someone calls out the price of a hotel room, you can go to the door.

You can go to the board if someone walks to the door.

If someone goes to the board, you can stand up and say what your neighbour is wearing.

If someone says what you are wearing, ask someone where they spent their last holiday.

If someone asks about your holiday, you can answer.

You can walk around the teacher's desk if someone talks about their last holiday.

If someone walks around the teacher's desk, you can name three kinds of drinks.

You can mention your favourite food if someone names three drinks.

If someone talks about food, you can close your book and stand up.

You can leave the room if someone closes their book and stands up.

If someone leaves the room, you can walk up to the teacher and say, *This is the end.*

How to play

Each card tells the learner who has it to do something, but only on condition that something else has already been done by the previous person in the chain. The cards are not numbered, so there is no way of knowing who will be called on to do something and when. The

actions are quite simple, but learners have to be alert and watch the goings-on, otherwise they will miss their cue.

Take the first card yourself, then hand out one of the rest to each learner. If you have fewer than 15 learners, remove the unnecessary cards from the end of the sequence and take over the final one yourself.

Ask everyone to read their cards and become familiar with their part. When they see or hear what is on their card, they must act according to the text. If they are told to get up and move, they should do so. If they move, they should then stay put, returning to their seats only at the end of the game. If you have taken the final card, walk up to the last person who performs an action and say "This is the end".

Part B: What time does it leave?

Focus

Means of transport
Time schedules
Discussion strategies

Functions

Correcting: *No, sorry, It's open until ...*
Expressing regret: *Sorry, there's nothing I can do.*
Consenting: *OK. I suppose you're right.*
Expressing surprise: *What?!*
Objecting: *But we've got return tickets.*
Making a suggestion: *Let's start walking.*

Grammar

Present simple with future meaning: *The museum opens again at nine o'clock.*

1a) Revision: Means of transport

Learners look at the words and match them with the pictures.

1a) Key

1. plane
2. car
3. train
4. boat
5. underground

1b) Revision: Adverbs of indefinite frequency, Zero conditional

Ask learners to look at the prompt box, then at the Memo, which focuses on the two collocations with *go*.

Learners then work in groups and tell each other how they travel. Form sufficiently large groups here. If the groups are too small, there will not be enough input and the activity will not be interesting. The same holds true for other group activities. Gauge the size of the group so that there will be enough information to be interesting, but not so large that learners haven't got ample opportunity to speak.

2a)

Ask learners to look at the picture, then read the question. Which words are missing here?

Learners work individually and fill in the missing words.

Before proceeding to the recording, ask learners to look at the Memo. These are very useful collocations. For

learners who are new to the group, you could mention how useful it is to collect phrases that are similar, e.g. phrases using *get*. *Get* is one of those verbs that combines with a huge number of other words. By gathering them on a sheet of paper and adding to the collection as new ones are learnt, one slowly but surely acquires knowledge of this verb's potential.

2a) Key

1. What time **does** it leave?
2. Where **does** it leave from?
3. **What** time **does** it arrive?
4. **How** long **does** it take?
5. **How** much **does** it cost?
6. Where **do** we get off?

2b)

Play the recording and learners check their answers.

CD 1/11

See the key to 2a).

2c)

Learners first focused on intonation in Unit 1B, 3b). Here they concentrate on questions that start with a *wh-* question word.

Before playing the recording again, tell learners they should listen carefully for the falling intonation in each of the questions, then try to go down with their own voice when they repeat it. Play the recording again, stopping after each question for learners to repeat. If they have problems with the falling intonation, repeat it and let them try again.

Now ask learners to focus on the Grammar box. Can someone say when the Present simple is generally used? (i.e. when one talks about things that occur on a regular basis).

Now point out the use of the Present simple with future meaning. When dealing with travel schedules, we are also dealing with things that occur on a regular basis, hence, the use of the Present simple is quite logical here. You can leave it at this for the moment. The Practice section offers additional practice.

Draw learners' attention to the TIPP. They should all be familiar with this phrase by now. What's important here, however, is the emphasis on the importance of the spirit of enquiry. Adult learners have very different interests and needs and it is important that they feel free to articulate what they want to know. In this context, it would be very useful to have a good dictionary in the classroom.

3a)

This step features a reading text about the Kelinu Grima Maritime Museum on the island of Gozo.

First, ask learners to read the five statements and make certain they have understood them. Then ask them to read through the text from beginning to end, and mark the statements true or false. They should also underline the part in the text that confirms their choice. Ask them to read this out in each case.

Now play the recording while learners read along. You might ask if there are any maritime history buffs in your class. If so, have they visited this museum? Could they perhaps tell the class about another interesting maritime museum they have visited?

CD 1/12

See the text in 3a).

3a) Key

1. true (*including wood from Nelson's ship "HMS Victory"*)
2. false (*by a local school teacher*)
3. false (*He ... spent more than 65 years collecting the items*)
4. true (*Last admission: Thirty minutes before closing time*)
5. true (*Bus 42/43 from Victoria Central Bus Station*)

3b)

Ask learners to read the instruction. Now get different learners to read out the six statements, speaking the choices in blue clearly and distinctly. Play the recording and learners mark the correct option.

CD 1/13

See the tapescript on p. 191 of the Learner's Book.

3b) Key

1. 42
2. 3.50
3. 25
4. return
5. €6
6. 11

4a)

Ask learners to look at the picture and read the speech bubble. Elicit the reason for using the present tense here, e.g. use of the Present simple for travel schedules, opening times, etc. Who might the man in the picture be? How old is he? Does he look friendly, grumpy, etc?

Learners cover p. 27, then read the sign and the questions. Play the recording once while learners simply

listen. Then, play it again, stopping at intervals to allow them to write in their answers.

CD 1/14

See the dialogue in 4b) and the key to 4b).

4a) Key

1. twenty to five
2. Monday at nine o'clock
3. ten minutes ago
4. tomorrow morning at seven-thirty
5. He wants to walk back.
6. seven

4b)

First ask learners to look at the five verbs above the dialogue. Elicit the meaning of *came* and *left*. Learners now complete the dialogue with the missing words. Point out the two irregular verbs.

4b) Key

1. opens
2. came
3. is
4. left
5. leaves

4c)

Play the recording again so that learners can check their work.

4d)

Draw learners' attention once more to the Grammar box. Working in groups of three, they now practise the dialogue. Remind them to change roles.

5a)

Ask learners to first look at the picture. Does anyone know what the woman is doing? (She is *tatting* – the German word is *Klöppeln* – which is a particular kind of lace-making.)

Learners now read the text below the picture, then write a dialogue similar to the one in 4b), but about the Gharb Museum. This dialogue should involve two people only. Give them time to practise before they have to perform their dialogues in 5b).

(If they use the dialogue in 4b) as a model, it will require a good bit of re-writing. Changes in the middle section of the text as well as a different ending will be required, so give them plenty of time for the task.)

5b)

When everyone has finished, ask the pairs to act out their dialogues for the rest of the class. Remind them to play the roles with enthusiasm and interest, as this will make them much more fun.

While the dialogues are being performed, make a note of any major mistakes so that you can give useful feedback when everyone has finished. Don't forget to mention examples of positive language!

Finish by drawing learners' attention to the TIPP box. This collects discussions language which occurred in the unit. Note that these little words tend to come first in the sentence. The listener knows, then, immediately which direction the discussion will take. These signposts are very useful and learners should make a point of noting and learning them. It will take a while before they feel comfortable using them, but they should try, nonetheless.

It is worth examining these little words in context. This helps one get a feel for them.

Write three of them on the board:

Well, ...

But ...

Yes, OK.

Set up pairs and assign one of the three expressions to each pair. The pairs then read the three dialogues below, underline any uses of their item in the text, then examine how the word is used in the text, e.g. what is its function.

Texts to be used by each pair:

Unit 1, Part B, Step 2a), p. 15

Unit 2, Part A, Step 4b), p. 22

Unit 2, Part B, Step 4b), p. 27

When learners have finished, ask them to report on their findings.

Out shopping

Unit summary

The unit focuses on various types of shops and shopping situations, with emphasis placed on food shopping for a party. Party invitations and party plans also feature. The Present progressive tense is revised. The modal *could* is introduced, and *some* is contrasted with *any*.

Part A: I'm looking for a book

Focus

Shops and shop goods
Shopping situations

Functions

Asking for something in a shop: *I'm looking for ...; I'm trying to find ...; Have you got ...?*

Saying something is no longer available: *I'm afraid we sold (the last pair yesterday).; I'm afraid we ran out of it yesterday.*

Expressing disappointment: *Oh dear; That's a pity; What a shame.*

Asking for suggestions: *Could you suggest (another shop)?*

Making a suggestion: *You could try ...; What about ...?; Why don't you try ...?*

Asking for assistance: *Could you give me a hand, please?*

Making excuses: *I'm sorry, I'm in a hurry.*

Grammar

Revision

Present progressive: *I'm looking for a book.*

Modal verbs

Could you suggest another shop?

What you need

Unit 3A, 1b): a soft ball

1a) Revision: Shopping vocabulary

The emphasis in this activity is on things one can buy in shops. Divide learners into groups of three, then ask them to read through the instructions. Call out one of the letters of the alphabet (learners will probably find it difficult to come up with many suggestions for E, J, Q, R, X, Y or Z, which will be frustrating). The groups write down four items beginning with the letter as quickly as they can think of them.

When a group have their list complete, they say *Stop!*, then someone from the group comes forward and writes the list on the board. The group receives a point only if all the words in their list have been spelt properly. Call out another letter and repeat the process. The group with the most points wins. Leave the words on the board for the next activity.

1b)

Ask learners to look at the list of shops. Pronounce them and ask learners to repeat after you.

Using the language in the box, learners say where the various items can be bought. Call out a word from the list and throw the soft ball to someone who says where the item can be bought. He/she then calls out a word from the list and throws the ball to someone else. Carry on until a number of items have been covered.

2a)

Ask learners to cover p. 31 with a piece of paper. Tell them they will hear three short shopping dialogues, then ask them to read the two questions. Play the dialogues through once. What are the answers?

CD 1/15

See the dialogues in 2c).

2a) Key

1. The woman is in the book shop.
2. No, she doesn't find what she wants.

2b)

Ask learners to look at the three language segments. Each one fits into one of the three dialogues on p. 31. Learners complete the dialogues with the segments.

2b) Key

1. I'm afraid.
2. That's a pity.
3. Have you got "Let's Cook" by David Jones?

2c)

Play the recording and learners check their answers.

Ask learners to look at the phrases in context in the dialogues. What kinds of phrases are they? Learners probably won't have the language to define them accurately, but encourage them to express what's going on as closely as they can.

Asking for something: *Have you got ...?*

Expressing regret: *I'm afraid ...*

Expressing disappointment: *That's a pity.*

Unit 3A

Write the three categories on the board. Then ask learners to read through the dialogues again for more language that fits into these categories. When everyone has finished, gather the phrases on the board:

Asking for something:

(Have you got ...?)

I'm looking for ...

I'm trying to find ...

Expressing regret:

(I'm afraid ...)

I'm sorry but ...

Expressing disappointment:

(That's a pity.)

Oh, dear.

What a shame.

2d)

In pairs, learners practise the dialogues.

2e)

Tell learners they will hear another dialogue which is similar to the previous three. Play the recording, and learners write it down.

Ask learners to look at the first line of Dialogue 1. Does *I'm looking for ...* refer to the present, past or future? Can someone recall another use for the tense? (to talk about something in the future which has already been arranged; Fairway 1, Unit 14B). Give learners a few moments to look at the Grammar box and read the note below it.

Now, ask learners to look through the rest of the dialogues in 2c) and underline all the examples of the Present progressive that they can find. How are they used?

At the moment: *(I'm looking for ...); I'm trying to find...*

In the future: *We're getting some more next week;*

They're arriving on Friday.

2e) Key + CD 1/16

Dialogue 4:

▲ "Let's Cook"?

○ No.

▲ OK.

○ Bye.

3a)

Learners look at the shop names, decide what kind of shops they are and write them below the names.

3a) Key

Learners' own ideas

3b)

Play the recording and learners check their answers.

In addition to the above listening task, learners might enjoy a more challenging one as well. The shoe shop ad offers interesting language. Tell learners you will play this advertisement and they should listen for two questions. Play the recording, repeating it, if necessary. Then, ask learners what they understood. Piece the two questions together (*Are your feet killing you?; Why don't you give them a treat?*), then elicit the meanings.

CD 1/17

See the tapescript on pp. 191-192 of the Learner's Book.

3b) Key

1. shoe shop, 2. CD shop, 3. delicatessen, 4. book shop, 5. clothes shop

3c)

Ask learners to read the instructions and then look at the five articles below. Pronounce each of the items and ask learners to repeat after you.

Now, direct learners' attention to the language in the prompt box. At first glance, newcomers to the course might find the structure somewhat daunting, so make certain that they understand how to manipulate the language presented in this type of activity.

Demonstrate by taking the "A" role (customer) yourself and carrying out a dialogue with a confident learner. You might want to practise a second round with one of the newcomers, just to make certain they know how to work with the prompts.

Learners now look at the list of articles again and choose something they would like to buy at one of the shops listed on the board. Then they work in pairs and practise their dialogues, switching roles so that each person plays the customer and the shop assistant.

3d)

Learners practise the dialogue again. This time they choose the articles from the list in 3c) and use shops in their own town.

4a)

Ask learners to look at the picture and read the speech bubble. What do they think it means? How would they say this in their own language? Then ask learners to look at the list of questions. Elicit the meaning of *to keep an eye on something*, then decide which of the questions can't go with the picture.

Now ask learners to look at the Grammar box, then read the note below it. Get them to look back at the dialogues in 2c) and see how many examples of *could* they can find (*you could try Waterson's; Could you suggest another shop?*)

4a) Key

Could you keep an eye on my dog, please?

4b)

Ask learners to read the three responses. Elicit the meaning of each one. Play the recording and learners match the questions in 4a) with the responses in 4b).

CD 1/18

1. Could you call me a taxi, please?
Of course. Just wait here.
2. Could you give me a hand, please?
No problem. Let me carry this bag.
3. Could you open the door for me, please?
I'm sorry, I'm in a hurry.

4b) Key

4a), 2b), 1c)

5a)

Ask learners to look at the pictures. Working in pairs, learners choose two of the pictures and write mini-dialogues for them. They can use as much language from their own repertoire as they care to, but the dialogues need only be two lines, and learners should attempt to integrate the *could* form into them.

5b)

When everyone has finished, each pair reads their dialogues and the others guess which picture it is.

Part B: Let's buy some red wine

Focus

Planning a party
Party invitations
Shopping for a party

Functions

Offering assistance: *What can I do for you?; What else would you like?; Anything else?*

Grammar

some/any
Let's buy some red wine.
Have you got any peanuts?
We haven't got any humous today.

Pronunciation

Weak forms: *some*

1 Revision: Making suggestions using *could* and *let's*

Learners work in pairs and make suggestions for celebrating the birthday of someone in the class. Before you start the activity, ask if anyone does, indeed, have a birthday in the coming week. If so, learners could make suggestions for celebrating with this person during the next lesson.

After everyone has had a few minutes to make suggestions with a partner, ask each pair to call one out one of them.

1 Key

Learners' own ideas

2a)

Ask learners to read the four questions. Elicit the meaning of *farewell*. Learners then read the invitations quickly and simply decide what kind of party each one is for.

2a) Key

1D, 2C, 3A, 4B

2b)

Ask various learners to read the six statements aloud. Elicit the meanings of any unfamiliar words or phrases. Learners then look at the invitations and match the statements with the appropriate invitation. They should say which phrase in each invitation led to their conclusions.

The invitations are interesting for the way time is expressed in them. Ask learners to read them again more closely and underline the time phrases. Gather these phrases on the board, noting in particular the various ways of expressing open-end festivities, e.g. *from 12 midday; finishing late; 8 p.m. onwards*.

British or American?

Fancy dress (BE) = costume party (AE).

2b) Key

1C, 2D, 3C, 4D, 5B, 6A

3a)

Ask learners to look at the picture and read the speech bubble. What are the people doing? Where are they? What's on the table? Are they enjoying themselves? Then ask learners to read the two questions. Play the dialogue and learners fill in the answers.

CD 1/19

See the tapescript on p. 192 of the Learner's Book.

3a) Key

1. a farewell party; "nothing formal"
2. ten or twelve people

3b)

Ask learners to look at the items on the list. Some of them might not be familiar with *houmous*. This is a very popular dip which can be made using a variety of ingredients but the basic houmous dip recipe is made with chickpeas, garlic, olive oil and lemon juice.

Tell learners you will play the recording again and this time they should listen for detailed information about the shopping list for the party. Play the recording and learners fill in the quantities for items 2-4.



Note the handwriting in no. 3. The word *grams* looks rather like *grans*.

British or American?

Many British speakers would spell the word *gramme*.

3b) Key

1. 6 bottles of red wine
2. 4 packets of peanuts
3. 500 grams of humous
4. 300 grams of ham

4a)

This activity focuses on the weak form of the word *some* [sʌm]. Weak forms were introduced in Fairway 1, Unit 1A, 6c). If necessary reassure learners that weak forms are not a sign of sloppy speech. Becoming aware of weak forms will:

1. make it easier for learners to understand what people are saying to them;
2. make their own speech more fluent and natural-sounding.

Play each of the statements, stopping after each one. Ask individual learners to repeat the sentences, then get them to repeat in chorus.

Point out the information in the Memo. When used in statements, *some* expresses an undefined amount or number of something.

➔ Weak forms

A number of common English words have both a "strong" and a "weak" form. Compare:

Strong form: **Some** people like white wine. [sʌm]

Weak form: I'd like **some** wine. [səm]

Some other words in this group: *and, as, at, but, can, for, have, must, some, than, that, was, were, you, your.*

CD 1/20

See the four sentences in 4a).

4b)

In this activity learners decide whether *a* or *some* is correct. Give them time to fill in the blanks. Then play the recording and learners check their own work.

4b) Key + CD 1/21.

1. Let's have **a** party.
2. Let's invite **some** friends.
3. Let's get **some** peanuts.
4. Let's make **a** list.
5. Let's buy **some** beer.
6. Let's open **a** bottle of wine.

5a)

Ask learners to look at the list of phrases. What have they all got in common? They are all containers and all take the word *of*. Ask learners to think of other examples they already know, e.g. *a cup of tea, a glass of wine, a bowl of soup*, etc. and write them up on the board.

Elicit the meaning of any unfamiliar words. Then, working individually learners match the words with the pictures.

➔ British or American?

tin (BE) = can (AE)
 packet (BE) = package (AE)
 crisps (BE) = chips (AE)
 chips (BE) = French fries (AE)

5a) Key

1. a tin of tuna fish
2. a packet of crisps
3. a jar of olives
4. a box of chocolates
5. a bottle of water
6. a can of beer

5b)

Before you begin this activity, you could brainstorm different kinds of food and drink one could offer guests at an informal party like the one described. Ask learners to call out various items they would like to offer. Gather them on the board. Working in pairs, learners then add three things to the list in 3b). They needn't be words from the board, however. When everyone has finished, ask the pairs to call out their three items. Any new item could be added to the list on the board. Which item was the most popular one?

5b) Key

Learners' own ideas

6a)

Ask learners to cover p. 37. Tell them they will hear a woman in a shop buying things for the party. Ask learners to look again at the list in 3b). Then, play the recording and learners listen for three differences in what she buys at the shop and what she has on her list. Learners write down the differences.

CD 1/22

See the dialogue in 6b).

6a) Key

She buys 6 packets of peanuts instead of 4.
 She doesn't buy any houmous.
 She buys 400 grams of ham instead of 300 grams.

6b)

Ask learners to read the dialogue silently and try to complete it. Play the recording so they can check their work.

6b) Key

1. friends, 2. bottles, 3. packets, 4. grams, 5. any, 6. else

6c)

The dialogue in 6b) contrasts *some* and *any* for the first time. Ask learners to look at the picture again and read the speech bubbles. What is the difference between the two sentences? (One is a question, the other is a negative statement.) What do the two sentences have in common? (The word *any*.)

Learners now read the Grammar box and complete the sentence below it. Finish by asking them to read the dialogue through again in pairs, each taking one role. How many examples of *some* and *any* does the dialogue contain? (*some friends; any peanuts?; not any hounous; some more tomorrow; any ham?*)

Learners then work in pairs and practise the dialogue. When they have played both roles, they can practise again. This time the customer can make changes in the amounts of the various items. The shopkeeper will have to listen carefully, as he/she must integrate these changes into the dialogue as well.

⚠ **some vs. any**

The rule that *some* is used in affirmative sentences and *any* in negative sentences and questions is not the whole story, but will be enough for learners at this point.

6c) Key

The missing word is *Verneinungen*.

7a)

In this activity, learners write questions or statements using *some* and *any*. Ask learners to look at the first three examples. The signs in the boxes indicate what type of statement is to be made. Learners work individually and write their statements.

7a) Key

1. Have you got any tuna fish?
2. We haven't got any water.
3. There's some wine in the fridge.
4. Have you got any crisps?
5. We haven't got any olives.
6. There are some sandwiches on the table.
7. Have you got any beer?
8. There's some water in the bottle.

7b)

Play the recording and learners check their work. Play the recording again, stopping after each statement for learners to repeat.

CD 1/23

See the key to 7a).

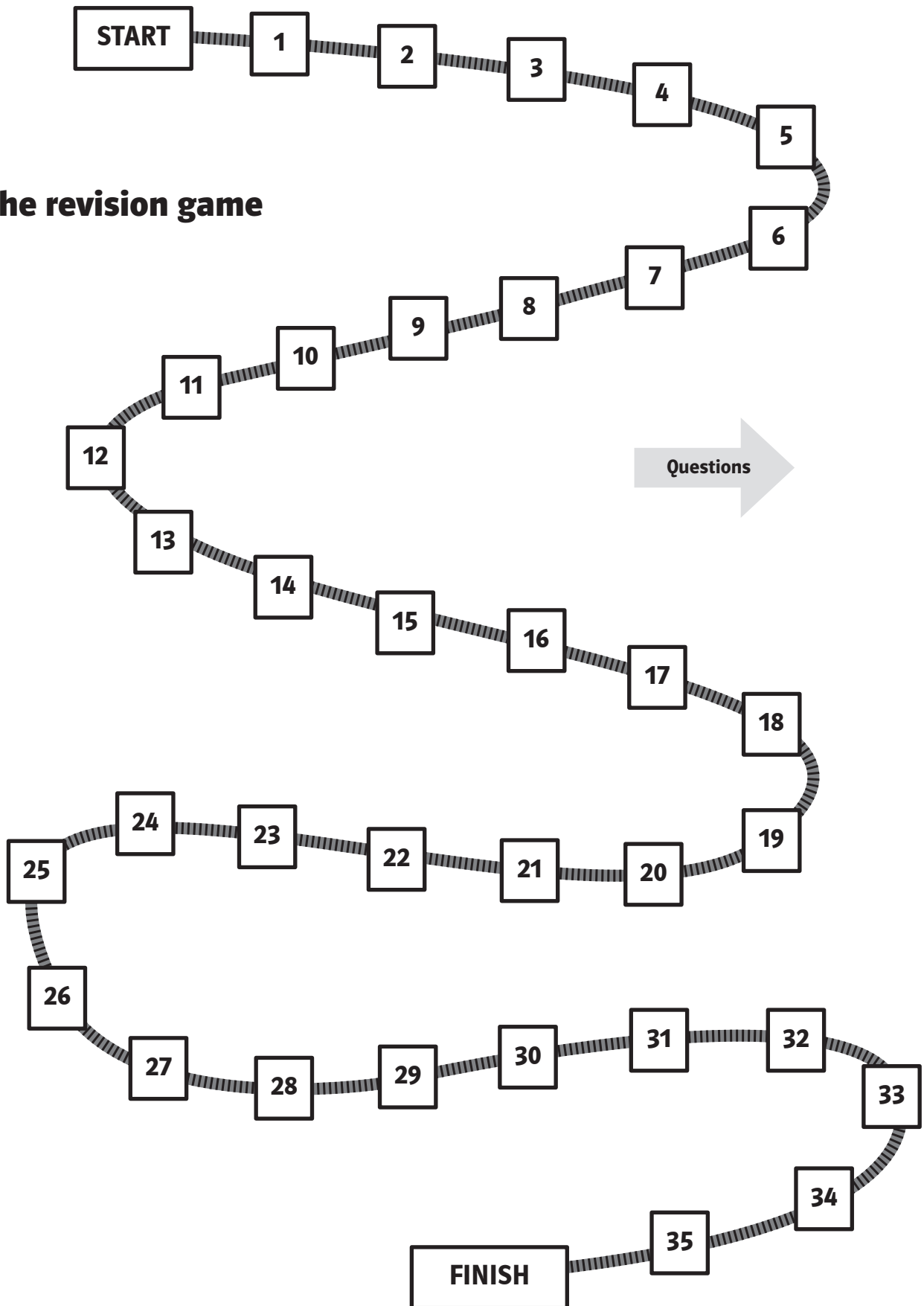
7c)

In this activity learners continue the dialogue from 6b). Introduce an opening statement for the shop assistant, for example: *OK, Ms Appleby. That's the wine, the peanuts and the ham. Anything else for you?* Learners then work in pairs and take it in turns to be the customer.

8

Circumstances permitting, you could have a little party in class the following week, and this step could become an authentic preparation for the party. Ask learners to work in groups of four and decide on things they would like to bring along. When the groups have had enough time to discuss their ideas, you could ask each to say what they envisage for their party. Gather the items on the board, then decide as a class whether something needs to be added or not. Each person could bring one of the items to the party. They could also bring their own drinks. Don't forget to include such items as cups and napkins, etc. Some music would also be nice.

The revision game



The revision game

Questions

14. What do you usually have for breakfast?
8. Name two things you often do at the weekend.
23. Name three things you like and three things you don't like.
3. How often do you go shopping?
30. Name three countries in Europe.
10. Say three things about your last holiday.
32. Think of a friend. What is he or she doing now?
4. Describe the weather today.
35. Someone asks you the way. You're not from the town. What do you say?
9. Spell your name.
1. Name three food items you like.
15. What is the past tense of the verbs *come*, *leave*, *go*?
34. Complete: *good* / _ / *the best*; *bad* / _ / *the worst*;
20. Name three languages.
2. When do you usually get up?
24. Name 3 things you could find in a hotel.
28. Ask someone what time it is.
13. What is the person next to you wearing?
7. Describe a person in your family.
29. Ask someone about last weekend.
16. Count from 1 to 12.
19. What did you do last Saturday?
11. Ask someone for their telephone number and write it down. Check.
25. Complete: *man* / *woman*; *wife* / _ ; *brother* / _ ; *daughter* / _
33. Ask someone about their last holiday.
17. Name three things you do every day.
21. Name five drinks.
5. Name the months of the year.
31. Name the days of the week.
26. Name three jobs.
18. Complete: *old* / *older* / _ ; *beautiful* / *more beautiful* / _
27. What's the date today?
12. Name three sports.
6. What are you doing at the weekend?
22. What do you always take with you on holiday? Name three things.

 If your teacher writes an English word on the board, you can stand up.	If someone says what you are wearing, ask someone where they spent their last holiday.
 If someone stands up, you can say your telephone number.	If someone asks about your holiday, you can answer.
 If someone says their telephone number, you can go to the window.	You can walk around the teacher's desk if someone talks about their last holiday.
 You can call out the name of a hotel if someone goes to the window.	If someone walks around the teacher's desk, you can name three kinds of drinks.
 You can call out the price of a hotel room if someone calls out a hotel.	You can mention your favourite food if someone names three drinks.
 If someone calls out the price of a hotel room, you can go to the door.	If someone talks about food, you can close your book and stand up.
 You can go to the board if someone walks to the door.	You can leave the room if someone closes their book and stands up.
 If someone goes to the board, you can stand up and say what your neighbour is wearing.	If someone leaves the room, you can walk up to the teacher and say, "This is the end".
	