

# Sightseeing in Scotland

## Unit summary

In this unit learners find out a bit about Scottish history and one of its national heroes, Sir William Wallace. Prepositions of direction are revised and extended. Learners also practise taking notes from an answering machine, then practise note-writing themselves. Grammar revision covers the imperative and Past simple tense. New grammar features relative clauses using *that*, *who* and *which*. The tip (in German) on p. 49 focuses on discourse strategies.

## Part A: Go down this road

### Focus

Sightseeing, geographical features  
Getting somewhere by road  
Talking about historical personalities and events

### Functions

Expressing uncertainty: *I can't remember.*  
Giving directions: *Go across/down/out of/past/round/through/towards/up ...;*  
*Take the first road on the right; Follow that road ...;*  
*Turn left.*  
Offering assistance: *Do you want me to say that again?*  
Declining assistance: *No, I think I've got it.*

### Grammar

Imperative  
*Go down this road*  
*Don't go across the bridge.*

## 1a) Revision: a/an; some

This step introduces the topic of Scotland, which runs through the rest of the unit. If you have a map of Scotland, bring it along and ask learners to find Loch Lomond on it. Scotland being a popular place to visit, it could well be that some learners have visited Loch Lomond themselves and could say something about it.

Ask learners to look at the map on p. 42. Are there any mountains marked on it? There are two: Ben Vrackie and Beinn Uird. (The highest mountain in Scotland, and Britain, is Ben Nevis: 1334 m.) These names are Gaelic and mean *mountain*. You might wish to mention Gaelic at this point, as it is still very much alive in Scotland (see the note on the right). In many places one finds notices and signs in both Gaelic and English.

Ask learners to look at the list of words above the exercise on the right. Pronounce them and ask learners to repeat them. You needn't pronounce the Scottish place names in the list below, as these will all be heard on the recording, spoken with a Scottish accent. Play the recording and learners match the places with the tourist attractions.

### ➔ Loch Lomond

Loch Lomond is the largest lake in Britain and is located about twenty miles from Glasgow. Its beauty is legendary and it has been called the "Queen of Scottish Lochs". Scottish song and verse is filled with references to this famous loch. It is twenty-three miles long and five miles wide at its widest point. To the north there is rugged mountain scenery while the scenery in the south is more pastoral, with wooded islands and shores.

### ➔ Gaelic

About 1% of the resident population speaks Gaelic, and the majority of these speakers are bilingual. As a living language it continues to flourish in the northwest Highlands, the Hebrides where 76% of the population are Gaelic speakers and Skye, with 60% of the population speaking Gaelic. Glasgow also has a pocket of Gaelic speakers.

One of the oldest European languages and a Celtic one, Scottish Gaelic is akin to the Irish version. The Gaeldom culture has given much that is distinctive to Scotland (tartans, kilts, bagpipes). An Comunn Gaidhealach (The Gaelic Society of Scotland), with its headquarters in Inverness, promotes the use of Gaelic, its literature and music and organises the Mod, an annual festival of Gaelic song and poetry.

### ➔ More on Scotland

For more information about all aspects of Scotland, you can visit the excellent official Scottish website: [www.visitscotland.com](http://www.visitscotland.com)

## CD 1/25

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

### 1a) Key

Balloch: a castle  
Inverbeg: an art gallery  
Loch Ness: a monster  
Luss: craft shops  
Balmaha: water sports

## 1b) Revision: some, any, a

Learners now complete the sentences with *some*, *any* or *a*. If necessary, refer them back to p. 37. There is a German explanation in the Grammar section, on p. 170.

## Unit 4A

### 1b) Key

1. any, 2. a, 3. any, 4. some, some, 5. a, 6. any, 7. some, 8. a

### 1c)

Play the recording again and learners check their work.

### 2a)

Ask learners to look at the picture. Pronounce the words below it and get learners to repeat them after you. They then work individually and write the numbers next to the words.

### 2a) Key

8 lake	3 hill
5 wood	6 forest
4 field	1 stream
7 river	2 mountain

### 2b)

Ask learners to look at the prompt box. Using these phrases, they take it in turns to test each other.

### 3a)

Ask learners to look at the picture. Where are the people? What are they doing? Who is speaking? Now, ask learners to cover the lower half of the page and focus on the eight words below the picture in 2a). Play the dialogue and they mark the words that they hear.

### CD 1/26

See the dialogue in 3b).

### 3a) Key

wood(s), hill

### 3b)

Ask learners to read the dialogue. Two of the words are underlined. What sort of words are they? (words that tell you a direction.) How many more words like that does the woman speaker use in the dialogue? Check that *towards* and *through* are pronounced properly.

### 3b) Key

(down, towards,) through, out of, up, down, past, across, round

Note also: right, left.

### 3c)

Play the recording and learners check the words they have underlined. Now draw learners' attention to the

Grammar box. Learners read the sentence and fill in the missing word *don't*.



The following tapescript does not appear in the Learner's Book.

### CD 1/27

*down*

OK, go down this road.

*towards*

Follow that road towards Balmaha.

*through*

It goes through some beautiful woods.

*out of*

When it comes out of the woods ...

*up*

... the road goes up a hill.

*left*

Turn left at the top.

*down*

Go down that road ...

*past*

... and past the old church.

*across*

But don't go across the bridge.

*right*

Before the bridge, turn right.

*round*

Go round the square.

### 3c) Key

Don't + Grundform

### 3d)

Learners now practise the dialogue in pairs.

### Additional activity

Working in pairs, learners draw a simple road map from the Scottish woman's instructions. It should include a depiction for woods, the church, the bridge, and the Wallace Arms. One person could read the Scottish woman's instructions and the other person could draw it. When learners have finished, they switch maps with another pair and compare this map with the instructions. The intention is not to create a beautiful map, but rather to present the prepositions through a drawing.

### 4

Learners complete the text using the words provided. Check by asking someone to read their version of the text.

**4 Key**

1. out of, 2. down, 3. round, 4. across, 5. past, 6. through, 7. up, 8. towards

**5a)**

Ask learners to read the instructions and the task. Tell them their notes should be very simple and just include directional phrases/words and the address. Then, play the dialogue and learners make notes on how to get to the house.

**➔ House numbers**

Note that in English-speaking countries the house number is normally spoken ( and written) before the street name, e.g. 45 Gold Street.

**CD 1/28**

See the tapescript on pp. 192-193 of the Learner's Book.

**5a) Key**

out of station, turn right  
down road  
towards town square  
past museum on left  
take next right  
through park  
out of park  
turn right  
up the hill  
left into Gold Street  
Gold Street 45

**5b)**

Learners take their notes and compare them with a partner's. Are there any discrepancies? If so, play the recording once more and learners make any necessary corrections.

**5c)**

Tell learners the text in 5c) differs in several aspects from the message on the answering machine. Using their notes, which should now be accurate, learners try to find three differences between the text and what they heard on the answering machine.

Learners could work in pairs, one person reading the notes while the other person reads the text and marks any differences found.

**5c) Key**

Go past the ~~cinema~~ museum  
Go through the park and turn ~~left~~ right  
it's number ~~38~~ 45

**5d)**

Learners now have the opportunity to personalise the material and tell a partner how they get to their own home after class. They can use the words in the prompt box to help them structure their descriptions. They can also draw a map and explain their directions using it.

**5e)**

Learners now write up the directions to their own homes.

## Part B: Wasn't he the man who wrote "Auld Lang Syne"?

### Focus

Scottish history and Sir William Wallace  
 Dates and events, both historical and personal  
 Discourse strategies, narrating and reporting

### Grammar

Past Simple: Revision  
 Relative clauses

*"Braveheart" is the film that that won the Oscar in 1996.*

*Wasn't he the man who wrote "Auld Lang Syne"? It was a battle which changed Scottish history.*

### What you need

Unit 4B, 3: One copy of the "time-line" on p. **XXX** for each learner.

Unit 4B, 4a): A transparency of "Auld Lang Syne" on p. **XXX**.

### 1a) Revision: Asking for and giving directions.

Ask learners to look at the four statements and put them in the correct order. They then practise the dialogue in pairs.

#### 1a) Key

1. Can I help you?
2. Oh, yes please. We're lost!
3. Where do you want to go?
4. We're trying to find the Wallace Monument.

### 1b)

The speaker in this monologue is giving directions to the Wallace Monument in Stirling. Ask learners to look at the photo at the bottom of the page. The Old Stirling Bridge can be seen in the middle of the photo. The tower on the hill behind the bridge is the Wallace Monument. More information on Sir William Wallace and his place in Scottish history will be found in 2a).

Now ask learners to look at the five prepositions supplied above the monologue. As a quick review, you could ask learners to mime the prepositions and the rest of the class to guess which one they are miming. Learners then complete the monologue with the prepositions.

#### 1b) Key

1. down, 2. across, 3. round, 4. up, 5. through, 6. towards

### 1c)

Play the recording and learners check their work.

### CD 1/29

See the text in 1b) and the key to 1b).

### 2a)

This text is about the Scottish hero Sir William Wallace. It contains a good deal of new vocabulary but learners should be able to guess most of it from the context. It will also act as a test of how confidently they can use the Past simple.

Ask learners to close their books and listen while you play the recording, then open their books again and complete the text. Alternatively, with a stronger class, let them work on the text in small groups, then play the recording so that they can check their work.

Help with the vocabulary by asking each learner to look through the text again and underline one unfamiliar word. Give them one minute to do this. Learners take it in turns to call out their word. The other learners try to give the answer.

### ⚠ Past simple

If learners are still having difficulty with the Past simple forms, ask them to look at the Grammar box at the bottom of the page. This summarises what that was covered in Fairway 1.

Focus first on the top half of the chart, which features positive and negative statements. What is the main difference between the verbs *start* and *meet*?

- Regular verbs, such as *start*, form the Past simple by adding *-ed*.
- Irregular verbs such as *meet*, *met* must simply be learnt.
- Negative statements in the Past simple tense are always formed with *didn't*.

Now focus on the questions in the lower half of the box.

What is the difference between the verbs *be* and *start*?

- Questions in the Past simple begin with *did*, or the appropriate form of the verb *be*, i.e. *as* or *were*.
- Questions beginning with *did* have the word order *did* + subject + the infinitive form of the verb.

For practice, write the following verbs on the board: *leave*, *meet*, *forget*, *take*, *come*, *go*, *be*. Ask various learners to call out any one of them and give its Past simple form. Write it next to the infinitives. These are all verbs from Fairway 1, so learners should be able to recall them all.

**⚠ The recording**

In the recording the speaker says:

(8) "did not want"

(11) "did not forget"

In each case, *didn't* would be more usual.

**CD 1/30**

See the text in 2a) and the key to 2a).

**2a) Key**

1. was, 2. was, 3. started, 4. met, 5. was, 6. left, 7. went, 8. didn't want, 9. came, 10. took, 11. didn't forget

**2b)**

Ask if anyone recalls how the years were spoken in the recording. If not, point out that dates are generally said as two pairs of numbers, e.g. 1270 = *twelve seventy*. Now play the recording and stop after each date for learners to repeat.

**CD 1/31**

twelve seventy

fourteen thirty-two

eighteen forty-six

nineteen sixty-six

two thousand and one

**2c)**

Learners add *in* + the year to the seven statements, referring back to the text in 2a) as necessary. When everyone has finished, ask them to read out their completed statements.

Draw learners' attention to the Memo box. Which preposition is used with years? (*in*). Ask learners to read through the text again and find a day given with a month. Which preposition is used with days of the month (*on*).



Note that the written text is "*on September 11*" but the speaker reads it as "*on the eleventh of September*".)

Ask learners to look at the text in 2a) again. This time they should read it and underline all the phrases that help to put the events in chronological order. Not only do these phrases make the narrative more interesting, but they also help the reader or listener to organise the flow of events in his/her mind.

*In 1296, ...*

*First, ...*

*The following year, ...*

*four years later, ...*

*After that, ...*

Now, ask learners to look at the time-line (below the Memo box on p. 48) which visualises these phrases.

**2c) Key**

Wallace was born **in 1270** (perhaps).

The English army went into Scotland **in 1296**.

The English won a battle **in 1298**.

Wallace went to Europe **in 1299**.

Wallace came back to Scotland **in 1303**.

Wallace died **in 1305**.

**2d)**

Ask learners to look at the prompt box, which shows how questions are formed with a *W*- question word (interrogative). It is important that learners get the word order correct, e.g. interrogative + *did* + subject + main verb.

Elicit the questions before learners set out to do the pairwork, as this is a point which often causes confusion. Learners then work in pairs and ask and answer the questions. They can refer back to the text where necessary.

**2d) Key**

1. When **was** Wallace born?
2. When **did** the English army go into Scotland?
3. Where **did** the two armies meet?
4. When **did** the English win a battle?
5. Where **did** Wallace go in 1299?
6. Why **did** Wallace go there?
7. When **did** he come back to Scotland?
8. When **did** Wallace die?

**3**

Learners now personalise the language and find out about each other's biographies. Give each learner a copy of the "time-line" on p. XXX, which is depicted as a measuring stick with dates in five-year segments. Ask them to put their names at the top.

Learners look at the questions, then circle the various years on the scale, but don't write anything on the scale. They can also circle up to four other dates which mark important milestones in their lives.

When learners have marked their time-lines, collect them and hand them out again randomly. Each learner then finds the person whose time-line they have received. They interview each other, using the questions in step 3 and recording the information on their partner's time-line. Any additional details can also be noted on the time-line.

When learners have finished discussing their biographies and have completed their partner's time-line, pin

them on the wall or lay them out so that the class can go round and read them all.

### 3 Key

1. Where **were you** born?
2. Where **did you** live as a child?
3. When **did you** start school?
4. Which school **did you** go to?
5. When **did you** leave school?
6. When **did you** start work?

### 4a)

Ask learners to close their books. Tell them that they are going to hear a tour guide talking in a museum. All they have to do at this point is listen for the name of the person who wrote "Auld Lang Syne".

#### ➔ Auld Lang Syne

This song was written by the Scottish poet Robert Burns (see note below). The title (auld = old, lang = long, syne = ago) means "Times long ago". In English-speaking countries, many people sing the first verse of the song at New Year, after the chimes of midnight. You might like to make a transparency of p. XXX and sing it with your learners.

#### ➔ Robert Burns (1759-1796)

Burns, sometimes known as the "ploughman poet", was the eldest son of a poverty-stricken farmer. The hardship of his early life made him a supporter of the French Revolution and a rebel against both Calvinism and the social order of his time.

His *Poems chiefly in the Scottish Dialect*, published in 1786 brought him immediate success. Some of his most famous poems are: "Tam O'Shanter", "The Cotter's Saturday Night", "To a Mouse", "To a Mountain Daisy" and "The Holy Fair".

Burns helped to collect old Scottish songs for The Scots Musical Museum. He collected, amended, and wrote some 200 songs, which include many of his best-known lyrics, such as "Auld Lang Syne" and "O my luv's like a red, red rose".

### CD 1/32

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



The dialogue is followed by an instrumental version of "Auld Lang Syne".

### 4a) Key

Robert Burns wrote "Auld Lang Syne".

### 4b)

Ask learners to look at the speech bubbles in the picture and elicit the meaning of the sentences. Now let them read the dialogue and complete blanks nos 1 and 4 (i.e. the relative pronouns that occur in the bubbles). Can they remember what should go in blanks no. 2 and 3?

### 4b) Key

1. that (or which)
2. that (or which)
3. who (or that)
4. who (or that)

### 4c)

Play the recording again so that learners can check their work. Now get them to look at the information in the Grammar box. Elicit the rules for the use of *that*, *who* and *which*. Which of these pronouns are interchangeable? Finally, learners fill in the blanks below the Grammar box.

### 4c) Key

**that** oder **who**  
**that** oder **which**

### 5a)

Learners complete the sentences about places and people. They will be using these sentences in 5b).

Learners first work individually and complete the sentences by adding the proper relative pronoun. Check by asking learners to read their completed sentences.

### 5a) Key

1. that/which
2. that/who
3. that/who
4. that/which
5. that/who
6. that/who

### 5b)

Ask learners to look at the names and places in the list. Some of these are the people and places described in 5a). Learners now work in pairs and take it in turns to ask and answer questions. Using the language in the language box, they can turn the statements into questions.

#### ➔ Notes

**Crick and Watson** discovered the DNA double helix and won the Nobel Prize for Physiology in 1962.

**Yuri Gagarin**, Russian cosmonaut, was the first man in space, 12 April 1961.

**Anita Roddick** founded The Body Shop.

**Hilary Clinton**, Senator of New York and wife of former US President Bill Clinton.

**Marie and Jean Curie** discovered uranium and won the Nobel Prize in Physics in 1903 for their work in the field of radioactivity.

**Neil Armstrong**, American astronaut, was the first man on the moon, 21 July 1969.

### 5b) Key

I think it's ...

1. Athens, 2. Robert Burns, 3. Anita Roddick, 4. Brazil, 5. Crick and Watson, 6. Neil Armstrong

### 6a)

The goal of the game "Famous Dead People" is to guess a person by asking, at most, ten questions. The questions have to be so constructed that they can be answered with *yes* or *no*.

Tell learners they will now hear a couple playing the game. They have to listen and guess the dead person described. Play the recording. Learners say who the dead person is.

### ➔ John Lennon

The ex-Beatle, John Lennon, was shot dead 8 December 1980 when entering his luxury apartment building in New York City. Mark Chapman was tried and convicted of the murder, but the reason for the killing, as well as many of the events concerned with the murder, remain a mystery.

### CD 1/33

See the tapescript on p. 193 of the Learner's Book.

### 6a) Key

John Lennon

### 6b)

Learners play the game in groups of four.

### Alternative procedure

For the group activity, the rules can be slightly altered to give more learners an opportunity to participate each time around. One person thinks of a dead person and the others try to guess who it is. A person can continue with his/her questions until getting a *no* answer. Then, the person to his/her left can ask questions. In all, the group has a maximum of ten questions.

This activity may well require new vocabulary, so walk around the groups giving assistance where necessary. During the activity make notes of words that come up and, when the activity has ended, give language feedback and write interesting new words on the board.

### TIPP box

Now, ask learners to look at the information in the TIPP box. This contains information on how to link statements and information effectively in a narrative or a report. After learners have read the information, get them to look back at the text in 2a), which is structured along the lines of the information in the box. Ask them to take a pencil and go through the text and underline all of the linking language they find in it.

### Additional activity

Point out how useful it is to be able to describe something without actually knowing the exact word. It is also very useful to practice this skill, as it helps expand one's vocabulary enormously.

Ask learners to think of an item that is useful or important for traveling, e.g. *map*, then write the word down on a slip of paper. Gather the slips of paper in a bag or envelope. Each person draws out one of the slips and describes the word while the others try to guess which word is on the slip. The person who wrote the word does not call it out, of course.

# Hobbies

## Unit summary

In this unit learners talk about their hobbies and what they enjoy doing in their free time. They also learn to talk about a person's characteristics and abilities, in particular those necessary for success in certain jobs/activities. New grammar topics include the use of the Gerund with verbs of like/dislike, and the verb *have to*.

### Part A: I love gardening

#### Focus

Hobbies and free-time activities  
Likes and dislikes  
The four seasons

#### Functions

Expressing likes: *I really love/like/don't mind ...*  
Expressing dislikes: *I don't like; I hate; I can't stand ...*

#### Grammar

Gerund: with verbs of like/dislike  
*We love going out.*  
*I can't stand doing the housework.*

#### What you need

Unit 5A, 2e): A small, soft ball.  
Unit 5A, 3a): Enough poster-size paper for groups of three; coloured felt pens or pencils.  
Unit 5A, 4d): A dictionary or two for those who have not brought their own to class.

### 1a) Revision: the verbs *go, have, meet, do*

Learners revise the four verbs with some hobbies and free-time activities they are already familiar with. Working individually, they complete the verbs with the appropriate infinitives.

#### 1a) Key

1. go, 2. do, 3. meet, 4. do, 5. have, 6. go, 7. go, 8. have, 9. have, 10. do

#### 1b)

Ask learners to look at the prompt box. *Do*, used as a main verb, often causes confusion for beginners. Make certain learners realise that *do* is the main verb in the question. Ask a few learners what they did on a particu-

lar evening. They can answer using either the activities in 1a) or other phrases they know.

Learners then work in pairs and ask each other about their last weekend.

#### 2a)

This activity not only revises landscape vocabulary (see Unit 4A, 2a), but can be extended to include articles of clothing, colours, the use of the Present progressive, etc.

Working in pairs, learners describe what they see in each of the pictures. Give them sufficient time to discuss the pictures, then talk about them as a group. Choose any one of the pictures and ask learners call out things they see in it, or describe what is happening. To make the activity more lively, set a time limit of two minutes. The goal is to gather at least ten different features of the picture within the two minutes.

If learners enjoy the activity, repeat the procedure with a second picture.

#### 2b)

Tell learners they will now hear people talking about the hobbies in 2a). Play the recording. Learners then number the activities in the order they are mentioned.

#### CD 1/34

See the tapescript on p. 193 of the Learner's Book.

#### 2b) Key

1. birdwatching, 2. fishing, 3. painting, 4. gardening

#### 2c)

Ask learners to look at the sentences. Elicit the meanings of the sentences, but don't enter into a discussion of the Gerund at this point. Play the recording and stop it at the end of each statement so that learners can fill in the numbers. If necessary, repeat the statement before going on to the next speaker.

Note that some of the speakers make more than one statement. Check by saying the number of one of the speakers and getting learners to read out any statements that person made. Before moving on to the next step, you might like to play all the statements once more.

#### 2c) Key

1. Speaker 1	4. Speaker 2	7. Speaker 4
2. Speaker 2	5. Speaker 4	
3. Speaker 1	6. Speaker 3	

**2d)**

Learners may already have noticed that the statements in 2c) have been listed in a hierarchy from very positive to very negative, so this activity may offer little challenge. Ask learners to first look at the list, which has been arranged in descending order from *really love* to *can't stand*. Elicit the difference in meaning between *don't mind* and *don't like*, *don't mind* being an expression of neutral feeling towards something. Some people might argue that *hate* means the same as *can't stand*, or even has a more negative connotation, so be open to this if learners mention it.

Learners now complete the scale with the verbs supplied. When they have finished, they can check their answers with a partner.

**2d) Key**

really love

**love****like**

don't mind

don't like

**hate**

can't stand

**2e)**

Ask learners to look at the sentences in 2c) once again and decide whether or not they are true for themselves. Then ask them to look at the prompt box and practise making two or three statements using the models provided there.

Now take a soft ball and make a statement about your own likes/dislikes, then throw it to a learner, who does the same. This learner then throws the ball to another learner who also makes a statement about him/herself. Carry on until everyone has had an opportunity to speak.

Finally, ask learners to look at the information in the Grammar box. Elicit the rule for the use of the Gerund with verbs of like/dislike. Learners then complete the sentence below the box by adding two verbs of their own choice. Ask several learners to read their versions.

**➡ British and American English**

In British English, the verbs *love*, *hate*, etc. are usually followed by the Gerund (*I love birdwatching*). In American English these verbs are often followed by *to* + infinitive (*I love to watch birds*). There is no need to mention this here unless learners raise it themselves.

**2e) Key***One possibility:*

like oder hate

**3a)**

In this step, talking about likes and dislikes is expanded to include the seasons in which one enjoys doing certain things.

First, pronounce each of the words and get learners to repeat after you. Then ask learners to look at the prompt box. Note the word order here: the time phrase (*In winter ...*) is the first element in the sentence. Elicit the reason for this order, i.e. the emphasis on the season.

Learners now work in pairs and discuss what they like doing during the different seasons.

**Alternative activity**

Learners work in groups of three. Give each group a large piece of paper and ask them to make a poster for one of the seasons. The season could be written in the middle of the poster and the space then divided into quadrants, *love*, *like*, *don't mind*, *hate*. Each learner then takes a different colour pen and fills the poster in with his/her own likes/dislikes, e.g. *hate fishing*. When finished, the posters could be hung on the wall, and someone from the group could make a statement or two about the poster, e.g. *We all hate fishing; Two of us love hiking*.

**3b)**

This reading text deals with free time activities and hobbies. Learners now work individually and complete the text by choosing the appropriate verb from the list above and putting it into the Gerund.

**➡ to watch vs. to look at**

- *To watch* is normally used with activities:  
*to watch TV/a football match/some children playing.*
- *To look at* is normally used with objects:  
*to look at the moon/the landscape/a picture.*

**3b) Key**

1. meeting, 2. going, 3. doing, 4. reading, 5. watching, 6. looking, 7. being

**3c)**

Play the recording and learners check their own work.

**CD 1/35**

See the text in 3b) and the key to 3b).

**4a)**

Ask learners to look at the six pictures, each of which depicts things that people do in their free time. Then, play the recording and learners write the words they hear under the pictures.

## Unit 5A

Learners may like to know the English words for some of the items in the pictures, such as:

hiking: hiking boots and poles

DIY: ladder, bucket, paint brush, tools

knitting: knitting needles and wool/yarn

### 4a) Key + CD 1/36

1. travelling
2. hiking
3. DIY (do-it-yourself)
4. knitting
5. quilting
6. keeping a scrapbook

### 4b)

Learners cover the dialogue and look at the picture. Ask several people to make statements about it. These could include a description of the two women, their ages, whether they are friends or not, where they are sitting and what each of them is doing.

Learners now uncover the dialogue and read it through silently. Then, play the recording and learners complete the text. Check, making certain learners have spelt *putting* correctly.

Next, ask learners to look through the dialogue again and find verbs expressing like/dislike which take the Gerund, e.g. *Do you enjoy knitting?; I prefer quilting; I hate knitting; I don't like quilting*. Which of them weren't in 2d)? (*enjoy, prefer*).

Finally, ask learners to turn back to the scale in 2d). Where would they put *enjoy?* (next to *like*). Why doesn't *prefer* fit into the table? (It differs from the other verbs in that *prefer* is used when things are compared, e.g. *I don't mind knitting, but I prefer quilting*.)

### CD 1/37

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

### 4b) Key

1. pullover, 2. grandson, 3. mind, 4. putting, 5. quilting, 6. hiking, 7. being

### 4c)

Working in pairs, learners practise the dialogue. Remind them to practise with enthusiasm, really expressing like or dislike for the activity.

### 4d)

Learners now write down a few of their own hobbies. If they don't know the words, they can use their dictionaries and you can also help out where necessary. These words will be used for the pair work in the next step.

### 4e)

Ask learners to look at the prompt box. Point out that *I don't knit* could mean that one doesn't spend time knitting or that one does not know how to knit. This phrase can be used with every activity one does not indulge in.

Learners now work in pairs and take it in turns to ask and answer questions, using the vocabulary that they built up in 4d).

### 5

Learners now personalise the language and interview each other about the things they do in their free time at specific times of the day, week or year.

Learners then walk around and talk to various people, noting down interesting activities and the names of those who engage in them. They can also note down those who enjoy the same type of activities as they do. They could also write down activities someone else does that they would never want to engage in.

Give learners sufficient time to talk to a number of other learners. Gather feedback by asking various learners to mention an interesting activity they heard about and perhaps one activity someone indulges in that they do not, or would never want to, indulge in themselves.

**Part B: You have to be patient****Focus**

Personal qualities

Skills required for certain activities and jobs

**Functions**Stating requirements: *You have to be patient; You don't have to be creative.*Giving reasons: *You have to be fit, because it's a very physical job.***Grammar***have to**You have to / He has to ...**You don't have to / She doesn't have to ...**Do you have to / Does it have to ...?***Pronunciation**

Sounds

[v] as in *have***What you need**Unit 5B, 1a): One copy of the "Find someone who" activity on p. **XXX** for each learner.

putting down carpet or flooring; laying tiles; building storage space; decorating; making curtains. Leave the list of activities on the board, as it might be useful for 2c).

Next ask learners to read the title of the text only. What do they think *qualities* means in this context? Ask them to speculate on the qualities that might be mentioned in the text. Learners now read the text silently and mark the three adjectives that describe a good DIY person. Then play the recording while they read along.

Now focus on the *have to* form. Ask learners to look at the three numbered sections in the text again and mark all the phrases that include *have to*. Write them in a column on the board:

**You have to**

be patient.

have the time ...

be careful.

know what you are doing ...

be creative.

use your own good sense ...

What do learners think *have to* means? (Don't get into a discussion of the difference between *have to* and *must* at this point.)

**CD 1/38**

See the text in 2a).

**1a) Revision: Gerund with verbs of like/dislike**

Make copies of the cards on p. **XXX** and give one to each learner. Write the language in the prompt box on the board, so that they don't have to consult their books during the activity. Learners walk around talking to each other, making notes about the people they speak with. They should talk to as many people as possible, directing only two or three questions to each person, then moving on.

**1b)**

Using the information from the interview sheets, learners work in groups of four and talk about their results.

**2a)**

Before reading the text, you could introduce the topic by asking who in the group is a DIY enthusiast and who hates DIY. You could then ask the enthusiasts what sort of DIY activities they engage in. Gather these activities on the board. The vocabulary will probably be new and the enthusiasts will be quite keen on finding out what the English is for their favourite activities.

Some of these activities could include: painting; wall-papering; doing the plumbing; doing electrical work;

**2a) Key**

patient, careful, creative.

**2b)**

Ask learners to read the four statements. The structure of the fourth sentence might cause problems. Alternatively you could offer: *There are books that show you how to do all DIY jobs.* The use of the relative pronoun should make the sentence clearer.

Learners now read the text and mark the sentences either true or false. They should also underline the sentence in the text which confirms their choice.

**2b) Key**

1. true (you don't have to spend lots of money)
2. true (You have to have the time to do each job)
3. false (more people die in home accidents than on the road)
4. false (there are jobs which books don't have in them)

**2c)**

In pairs or small groups, learners now make their own list of qualities necessary for successful DIY. Go round the class helping with vocabulary and checking that the

*have to* form has been used properly. If necessary, refer learners to the Grammar box on p. 58.

### 2c) Key

Learners' own suggestions

*One possibility:*

You have to be fit.

### 2d)

When the pair work has been completed, learners read out their ideas to the rest of the class. Add them to the list on the board.

### 3a)

In this exercise learners practise the sound "v" in the verb *have*. Remind them that this sound is made by placing the lower lip below the upper teeth and pressing the air through the space. Pronounce the word yourself, then ask learners to repeat after you.

Play the recording, stopping after each sentence. Learners repeat in chorus. You can also quickly go round the group getting each person to repeat the statement. Then move on to the next one, repeating the procedure for each of the four statements.

### CD 1/39

See the sentences in 3a).

### 3b)

Working individually, learners read the statements/questions and fill in the missing blanks, using either *has to* or *have to*. Check by asking learners to read out their sentences.

### 3b) Key

1. have to, 2. have to, 3. have to, 4. has to, 5. have to, 6. have to, 7. have to, 8. have to, 9. have to, 10. has to

### 4a)

Ask learners to look at the list of words. Pronounce each of them and ask learners to repeat after you. Don't explain the meaning of the words at this point, as learners will deduce the meaning of them by matching the words with the pictures. Two words from the list will be left over.

Working individually, learners match the adjectives to the names. If they are in doubt, tell them to compare the initials of the adjectives and those of the people!

### 4a) Key

Craig is **creative**.

Sonia is **sociable**.

Cathy is **careful**.

Tania is **talented**.

Fiona is **fit**.

Tim is **tidy**.

Paul is **patient**.

Priscilla is **practical**.

### 4b)

Play the recording and learners check their work. Which adjectives were left over? (*intelligent, polite*). Play the recording again, stopping after each statement for learners to repeat. Now, elicit the meanings of all the adjectives in the list.

### CD 1/40

See the key to 4a).

### 4c)

Learners now work with a partner and each tries to find an adjective which suits the other person. They can use their dictionaries for this activity. The adjective does not have to begin with the same letter as the person's name. The person should feel, however, that the adjective suits him/her.

When everyone has finished, go round the group and each person makes a statement about his/her partner, e.g. *Kim is patient*. Write any new words on the board, along with their translations. Words describing the qualities of individuals constitute an important word field and learners are generally eager to learn words from this category.

### Additional activity

Ask learners to stand up and form a large circle. Begin somewhere in the circle, preferably with a weaker learner who might have difficulty reproducing a long list of attributes. This person calls out the quality attributed to him/her by the partner, e.g. *I'm patient*. The person standing next to him/her says the quality of the first person, then names the quality attributed to him/her, e.g. *Kim's patient; I'm fit*. The third person has to say the attributes of the other two, then add his own, e.g. *Kim's patient, Joe's fit and I'm practical*. Carry on until each person has had a turn. If the class is very large, you could break the chain into smaller entities, stopping after eight learners, then starting up afresh. You could also proceed in this manner if your group is weak and learners feel intimidated at the thought of having to produce so much from memory.

**5a)**

Ask learners to look at the pictures of the people and their jobs. Then, ask them to look at the prompt box below the pictures. Working in groups of three, learners now talk about the jobs in the picture.

**5b)**

Ask learners to cover the text and look at the bubble in the picture. What do they think "a *physical job*" means?

Tell them they are going to hear someone talking about the qualities that are important for success in his job. They should just listen to the recording the first time round as they might miss some of the language. When the recording has ended they should note down as much as possible. Now do the same with the second speaker.

Next ask learners to look at the blanked texts below the picture. Play the recording of the first speaker again. Stop when he finishes speaking and give learners sufficient time to fill in the text. Repeat with the second speaker.

Now ask learners to call out the adjectives they noted down. Gather them on the board, one column for Alan, another for Sheila. Play the recordings again and learners check their work, making additions where necessary.



The texts include examples of indirect speech (*He/She says you have to be ...*). There is no need to go into this grammar point here. Do make certain, however, that learners understand the meaning.

**CD 1/41**

See the two monologues on p. 193 of the Learner's Book.

**5b) Key**

Alan:

mechanic, fit, practical, creative, tidy, sociable, polite

Sheila:

web designer, creative, talented, careful, fit, sociable

**5c)**

*If*-clauses + Present simple tense (the so-called Zero Conditional) were presented in Unit 2A, Step 4d). Here learners match the relative clause with the main clause. (In these examples, the relative clause follows the main clause, but the sentences could be turned around.)

**5c) Key**

1d You have to be fit if you have a very physical job.

2a You have to be polite if customers are important.

3b You have to be tidy if you have to know where things are.

4c You have to be talented if you want to be the best.

**6**

This activity gives learners the opportunity to use the new language to talk about their own jobs/hobbies and the qualities needed for success.

Before starting, make certain all the learners know the English word for the job/hobby they wish to talk about. Give them a few minutes to note down the qualities they consider worthy of mention. If they need help with new words, they can either consult the dictionary or ask you. Walk around while learners are compiling their lists and give assistance as necessary.

Then ask them to look at the prompt box. Elicit the meaning of the phrase *To be a birdwatcher*.

Learners now work in groups of three or four and talk about their jobs/hobbies and the qualities needed to do them. Other learners in the group should ask questions.

## Family and friends

### Unit summary

This unit centres around two friends who have been pen friends for a long time and finally plan to meet in person. The unit features several personal e-mails and the topics covered include personal appearance and character. The main grammar points are the verb *will* used with future meaning, and modifying adverbs.

### Part A: I'm sure you'll like her

#### Focus

Personal correspondence in e-mail form  
Statements about the future  
People's appearance

#### Functions

Concurring: *Me too; Me neither.*  
Expressing pleasure: *I'm so happy you're coming.*  
Expressing anticipation: *I can't wait to finally meet you face to face.*  
Expressing regret: *Unfortunately, ...; It's really a pity.*  
Expressing willingness to do something: *... she is more than happy to meet you ...*  
Expressing certainty: *I'm sure you'll like her.*

#### Grammar

Future with *will*: *statements about the future*  
*Tracy will be free.*  
*I won't be there at the airport.*  
*Where will you be tomorrow morning?*

#### Pronunciation

*will (contracted)*  
*I'll be at home later.*

### 1a) Revision: Gerund; adjectives

This revision activity revises the Gerund and some adjectives from previous units and also previews the topic of e-mails written to friends.

Ask learners to call out as many verbs of like/dislike as they can recall without looking back at the last unit. What structure follows them? (the Gerund). Learners read the sentences, then underline the correct word.

#### 1a) Key

1. writing, 2. use, 3. practical, 4. careful

### 1b)

Learners now re-read the sentences and tick the ones they agree with.

#### 1b) Key

Learners' own opinions

### 1c)

Ask learners to look at the prompt box. Elicit the meanings of the phrases for agreeing with statements. Then focus more closely on the pair, *I don't... / Me neither*. What have they got in common? (negative statements). Point out that agreeing with a negative statement requires the use of a negative, such as *neither*. Another option would be, *Nor do I*, which some learners may already be familiar with.

Learners then work with a partner and compare their answers.

### 2a)

Ask learners to look at the picture. This shows Ingrid, who is planning to visit her pen friend, Anne, and is writing to give details concerning her arrival.

Each of the sentences in the e-mail has been divided into three parts. The parts in A are in the correct order, while the B and C parts have been jumbled. The task is to put the sentences together, using one bit from A, B and C for each one. Learners can just connect the parts with lines first all but should then write the e-mail out completely, as this is valuable practice in itself.

#### 2a) Key

Dear Anne  
Just a quick e-mail to say I'm arriving on Friday 12th at about 3 p.m.  
Is there any chance you can meet me at the airport?  
Don't worry if you are busy – I can get a taxi.  
See you soon – I can't wait. Love, Ingrid

### 2b)

When learners have finished, play the recording and they check their own work.

#### CD 2/1

See the key to 2a).

### 3a)

Learners now see Anne's reply to Ingrid, which contains a number of examples of *will* and *won't*. Please don't explain these at this point! Ask learners to read the e-mail for gist first of all and decide which of the six state-

ments above it are true or false. They should underline the words that helped them to make their decisions.

When they have finished, ask them to look at the Grammar box and complete the sentence below it. Make sure they notice that the form of *will* is the same for all persons. Now get them to go through the e-mail again and mark all the examples of *will*, *'ll* and *won't*. How many can they find? (There are 11.) Emphasise that *'ll* and *won't* are not examples of sloppy speech! Play the recording so that they can hear the pronunciation of *'ll*.

Finally, ask learners to look at the information in the Memo box. According to Anne, Tracy is quite tall: *5 foot 10* (177.8 cm). Note that the plural form *feet* is not used in heights.

Giving heights using the metric system is not customary in English-speaking countries: the use of *feet* and *inches* still predominates, and there is little to indicate that this will change in the near future.

### Additional activity

Learners are often interested in knowing how tall they are in feet and inches. To calculate this they should divide their height in centimetres by 2.54, e.g. 175 cm divided by 2.54 = 68.89 inches. There are 12 inches in a foot, so 175 cm = just under 5 foot nine.

When they have their results, ask everyone to write their own height in large numbers on a sheet of paper, then stand up and form a circle. Learners line up according to the height written on the paper, so miscalculations will become immediately obvious. Each person then calls out his/her height in feet and inches.

### ► Weights and measures in the UK and USA

The USA adopted the British "Imperial" system of weights and measures, though a few differences came in through decisions made at the time of standardisation in 1836. Even as late as the middle of the 20th century there were some differences in UK and US measures which were nominally the same. The UK inch measured 2.53998 cm while the US inch was 2.540005 cm. Both were standardised at 2.54 cm in July 1959.

The UK began a gradual change to the metric system after joining the European Economic Community (now the EU) in 1973.

### CD 2/2

See the e-mail in 3a).

### 3a) Key

1. true (Please bring lots of photos)
2. true (I've got a really important meeting)
3. false (my best friend Tracy)

4. false (So you won't need to get a taxi)
5. true (She's really friendly)
6. false (I'll take you out for dinner)

Below the Grammar box:

... um über die **Zukunft** zu sprechen.

### 3b)

Learners often find it difficult to hear the difference between *l* and *'ll*, so practice is important to help them recognise what is being said, as well as to produce the sound clearly themselves.

Ask learners to read the four statements, then play the recording, stopping after each statement for learners to repeat. For more practice, ask them to look at the e-mail in 3a) again and read out all the sentences containing *'ll*.

### CD 2/3

See the sentences in 3b).

### 3c)

Ask learners to look at the six phrases. Elicit the meanings of all the time phrases. Then ask learners to look at the Memo. Explain that the *-s* is not a short form here, but rather a possessive, e.g. whose house?/ whose surgery? One can always test the form by adding a noun, e.g. *house, surgery, shop*, etc. If this makes sense, it is a possessive *'s*.

Now, ask learners to look at the prompt box. This shows the format learners should use for their group work. Before they begin, direct a few questions at individual learners, just to be certain that they are using the phrase *at...s* correctly.

Learners then work in groups of four. Ask them to take a piece of paper and write down the six times in a column. They then add a column for each of the people in the group and head it with the name. Learners take it in turns to ask each other questions and fill in the information. When everyone has finished, they take their sheets and report one thing about someone from their group.

### Additional activity

The e-mail Anne wrote to Ingrid contains lots of very useful functional language. Anne's delight in the forthcoming visit is expressed in several different ways. She also expresses her disappointment that she will not be able to meet Ingrid in several different phrases.

Ask learners to read through the e-mail and write down the phrases/sentences they find that express either pleasure or regret.

## Unit 6A

When learners have finished, ask them to call out the ones they found. Gather them on the board.

Pleasure

*I'm so happy you're coming...; I can't wait to finally meet you face to face; ... more than happy to meet you at the airport*

Regret

*Unfortunately, ...; It's really a pity; I'm so sorry I won't be there at the airport.*

### 4a)

Ask learners to look at the four pictures. One of them shows Anne's friend Tracy. Learners look back at the e-mail again, then, decide which of the pictures it is.

Gather the details of the description on the board, i.e. very tall, short blonde hair, blue eyes, wearing a blue dress. Leave this information on the board for the next step. At this point, you don't need to add additional vocabulary.

Draw learners' attention to the Grammar revision box. Elicit the difference between the use of the Present simple tense and the Present progressive tense in the contexts given. What's the difference between *She wears glasses* and *She's wearing glasses*?

### 4a) Key

Picture 1 is Tracy.

### 4b)

Learners use the pictures in 4a) again. These are pictures of some of Anne's other friends. Ask learners to read the three descriptions, then, decide who the people are.

At this point, you might like to add more vocabulary for describing people before going on to the next activity. Using the vocabulary from 4a), elicit more words from the learners. Collect the words into categories.

- hair: long, short, medium-length, dark, fair, blonde, straight, wavy, curly. You might also add the useful *-ish* here, e.g. brownish, etc. Then, there are those who may not have hair: they can be *bald*, or they can have *shaved heads*.
- height: *tall, short*
- body: *thin, slender, heavy*
- face: *beard, moustache*

### 4b) Key

3 Dana

4 Jenny

2 Michelle

### 4c)

Ask learners to label each of the pictures in 4a) with the person's name or initial, then look at the prompt box. Elicit the meaning of the phrase, *the one with ...* Now tell learners they have one minute to get the details of each person set in their minds. Learners then close their books. Working with a partner they test each other about the appearance of the different women.

### 4d)

In this activity, learners use the language to describe people in the class. Ask them to close their books, stand up and form a circle. Tell them they have two minutes to look at everyone, noting as much detail in their minds about each person as they can.

Learners sit down again. Call out the name of someone in the class. Without looking at the person mentioned, learners write a short description of the person. Repeat the procedure with two other people.

### 4e)

Ask the first learner described to come to the front of the room. Ask learners to call out details from their written description and gather them on the board, continuing until all the information has been gathered in. Each correct detail brings everyone who had it one point. If a detail is wrong, the point must be subtracted from their score. The person with the most points for all three descriptions is the winner.

### 5a)

Ask learners to look at the picture. Who are the women? Where are they? What's happening? Now play the dialogue while learners read along, then ask them to find expressions for the two phrases above the picture.

### CD 2/4

See the dialogue in 5a).

### 5a) Key

1. make yourself at home
2. in your honour

### 5b)

Learners now look at the questions, then answer them.

### 5b) Key

1. They're in front of Anne's house.
2. Anne's at a meeting / at work. (See the e-mail in 3a).
3. She'll be at home at 6 p.m.
4. They'll be at Anne's house for a party.

**5c)**

Learners now work in pairs and practise the dialogue. Give them enough time to practise both roles.

If you have decided to do the Additional activity (see below), write the dialogue from 5a) on the board now, while the learners are busy practising.

**Additional activity**

The dialogue in 5a) contains much useful language. Begin the activity by telling learners that the dialogue will be erased bit by bit and at the end of the activity, they will be able to reproduce it from memory.

The first time around, you could erase Tracy's phrases: *It's beautiful; Thank you; OK; Thank you, Tracy*. Having done this, ask two learners to read the dialogue, filling in the missing language.

Then, erase a few more bits, choosing those that are not new language, such as *there's a party; for meeting me; you're welcome*. Again, two learners read the dialogue, filling in all the missing language.

Learners should be very familiar with the text now, so you could erase all the future forms, e.g. *won't be late, she'll be; I'll leave, I'll be; I'll see*. Again, two learners repeat the dialogue, filling in the missing information. Continue erasing words and phrases, then practising, until learners can repeat the dialogue from memory and the board is empty.

**➡ Note for the next session**

In Part B, a lot of work is done on adjectives. Ask learners to bring their own dictionaries to the next lesson.

## Part B: She's extremely nice

### Focus

Character traits  
Talking about family members

### Functions

Expressing opinions: *To be honest, ...*  
Expressing surprise: *Really?*  
Clarifying: *Oh – you mean ...*  
Asking about someone's character: *What's she like?*

### Grammar

Adverbs: Modifiers

*I'm extremely shy.*  
*She's really/very funny.*  
*They're quite/fairly friendly.*  
*He wasn't very moody.*  
*She wasn't serious at all.*

### What you need

Unit 6B, 3a): Bilingual dictionaries  
Unit 6B, 6: (Additional activity 2) Large piece of paper, preferably DIN A3 for each learner, with coloured pencils or felt pens.  
Unit 6B, 6: One copy of the tip on p. **XXX** for each learner.

### 1a) Revision: Describing appearance

In the picture, learners see Mike, Anne's brother, with his wife and two children. In this task, learners describe the people's physical appearance; later in the section, Anne and Ingrid mention their characters.

Before learners begin talking about Mike's family, you could revise vocabulary for describing people's appearance. Ask two learners to stand up. They take it in turns to make two statements about the other person's appearance, e.g. *Maria has blonde wavy hair and she's wearing a green blouse.* Then ask another pair to stand up. Repeat the procedure a few times. Try to select people with a variety of appearances so that all the vocabulary can be revised.

Learners then work in pairs and talk about Mike's family.

#### 1a) Key

Learners' own opinions

### 1b) Revision: Describing character

Ask learners to look at the list of adjectives and decide which, if any, seem to fit the people in the photo in 1a). They then compare with their partner, using the expressions in the prompt box. When they have finished, ask a few learners to give their opinions.

#### 1b) Key

Learners' own opinions

### 2a)

Ask learners to look at the list of words and elicit the meanings of the unfamiliar ones. You might want to revise the family word-field (*aunt, uncle, niece, nephew, etc.*) before continuing.

Next ask learners to look at the picture. What's happening? What do they think *My father's like that, too* means? Learners now read the dialogue and complete it using the words from the list.

Draw learners' attention to the Memo. These are very useful phrases.

#### 2a) Key

1. nephew, 2. niece, 3. older, 4. not, 5. can, 6. happy, 7. always, 8. thinks

### 2b)

Play the dialogue and learners check their answers.

### CD 2/5

See the dialogue in 2a).

### 2c)

Working in pairs, learners practise the dialogue.

### 2d)

Working in pairs or groups of three, learners translate a section of the dialogue. They should begin with, *Mike looks a lot like ...* and continue up to the end of the sentence *... he's quite moody sometimes.*

Learners should write down their versions. When everyone has finished, ask for translations. Write the correct version on the board and deal with any problems that might have cropped up.

#### 2d) Key

- ▲ Mike sieht viel älter aus als du. Er sieht auch ziemlich ernst aus.
- Ja, das ist er. Um ehrlich zu sein, wir verstehen uns nicht sehr gut.
- ▲ Wirklich? Warum nicht?

- Na, ja, er kann schwierig sein – manchmal ist er ziemlich launisch.

**3a)**

Before commencing with the activity, you could devote a few minutes to dictionary work and have a closer look at the way the entries are treated. The word *kind* lends itself to closer scrutiny, as it can be used as both a noun and an adjective. What information is presented? (word classification/s, multiple meanings, idioms, etc.)

Ask learners to look at the four groups of adjectives. Don't give the meanings of the words at this point, but pronounce each of the words and ask learners to pronounce them after you.

Learners then work in groups of four. Each person takes one of the word groups. Working individually they consult the dictionary and write down the meanings. Note that *serious* comes up twice (in A and D).

**3a) Key**

- A. locker, ernst, schüchtern, unhöflich  
 B. schwierig, launisch, lustig, arrogant  
 C. liebenswürdig, nachdenklich, seltsam, charmant  
 D. ernst, ehrlich, höflich, gesellig

**3b)**

When everyone has finished their list, they explain their words to the others in their group.

**3c)**

Tell learners they will now hear six different speakers. Each speaker will have a different trait which will be identifiable, either from the language they use or the manner in which they speak. The adjectives describing these people are all taken from the list in 3a).

Now play the recording, stopping after each speaker to give learners a moment to make their choice and write it down. If necessary, play the recording a second time. Check by playing the recording and asking learners to call out their choices.

**CD 2/6**

See the tapescript on p. 193 of the Learner's Book.

**3c) Key**

- Person 1: shy  
 Person 2: easy-going  
 Person 3: arrogant  
 Person 4: rude  
 Person 5: thoughtful  
 Person 6: charming

**3d)**

Working individually, learners use adjectives from the previous exercises in Part B to complete the puzzle. When everyone has finished, ask a learner to come forward and write their completed puzzle on the board.

**3d) Key**

S O C I A B L E  
 F I T  
 T A L E N T E D  
 P O L I T E

**3e)**

Learners now choose one of the four names and create a puzzle similar to the ones in 3d). This time they can also use words from Unit 6. When they have finished, ask them to show their puzzle to a neighbour and compare.

**3e) Key**

Learners' own ideas

*Some possibilities:*

M O O D Y  
 S E R I O U S  
 K I N D  
 F R I E N D L Y

D I F F I C U L T  
 N I C E  
 T H O U G H T F U L  
 S T R A N G E  
 H A P P Y

C H A R M I N G  
 E A S Y - G O I N G  
 I N T E L L I G E N T  
 P O L I T E  
 H O N E S T

R U D E  
 A R R O G A N T  
 S O C I A B L E  
 S H Y  
 F U N N Y

**4a)**

Before you begin this activity, ask learners to look back at the picture of Anne's brother's family. Then ask them to look at the list of adjectives in 3a) and choose one adjective they think might suit each person, and write it below the name in the picture in 1a).

Now, ask learners to look at the list of traits in 4a). Elicit the meaning of *not (serious) at all*.

Learners read the e-mail, then fill in the names next to the adjectives above. As quite a bit is said about each person, learners might find it easier to sort out the information if they first write the names, then list the characteristics under each name as they find them in the text. Alternatively, they could draw up a family tree, then add the traits as they find them in the e-mail. Finish by playing the recording while learners read along.



- Ingrid only implies that Mike is serious and that Andy is arrogant. She says:
- *(Helen) isn't like her father, she's like her mother Jean, who isn't serious at all!*
- *I think (Andy) knows how clever he is and he likes to show it.*

### ➔ Pronouncing *live*

You might wish to draw learners' attention to the last line of the e-mail, *My first Shakespeare play, live in England!* Does someone remember how the word *live* was pronounced on the recording? In this context it is an adjective, not a verb, and, as such, is pronounced [laɪv], not [lɪv].

### CD 2/7

See the e-mail in 4a).

#### 4a) Key

- |                        |       |
|------------------------|-------|
| 1. talented?           | Andy  |
| 2. friendly?           | Mike  |
| 3. intelligent?        | Mike  |
| 4. funny?              | Helen |
| 5. serious?            | Mike  |
| 6. not very friendly?  | Andy  |
| 7. not serious at all? | Jean  |
| 8. arrogant?           | Andy  |
| 9. nice?               | Helen |

#### 4b)

Learners look at the five sentences, then read the e-mail again and decide whether the statements are true or false. They should underline the statement in the e-mail that confirms their choice.

#### 4b) Key

1. true (Anne's brother and his family came for dinner last night)
2. false (she isn't like her father, she's like her mother Jean, who isn't serious at all)
3. true (ditto)

4. false (Andy ... writes computer programmes)
5. false (My first Shakespeare play, live in England!)

#### 5a)

Ask learners to look at the information in the Grammar box. What kind of words are *shy, funny, friendly?* (adjectives) What is the function of the words in bold, i.e. the adverbs? (They modify the adjectives.) Ask learners to look at the list of adverbs. How are they arranged? (in descending order) Elicit the word order, adverb followed by adjective, from learners.

Elicit a translation of each of the phrases. *Quite* and *fairly* are usually both translated as *ziemlich*. Learners might already have noticed this after translating the dialogue segment in step 2d). Some learners may notice the different word-order in *isn't serious **at all*** and *that isn't **at all** difficult*. Both are correct.

Now ask learners to look at the seven descriptions and think of one example of each.

#### 5a) Key

Learners' own ideas

#### 5b)

Ask learners to look at the prompt box. Working in pairs they exchange information about the items they came up with in 5a).

#### 5c)

Before this activity begins, ask learners to draw up their family tree, populating it with the people they would like to talk about. Then they should write in at least one positive and, if they wish, one negative trait for each of them. They could also make a list of a few of their best friends, also listing at least one positive and one less positive trait for each of them.

When learners have finished their family tree, they work in groups and ask about each other's families and friends. During the discussion they need not refer back to their notes. These serve only to organize their thoughts about various people before the activity actually begins, thus making the discussion livelier and more interesting.

#### 6

Learners look at the list of adjectives and use them to complete the poems so that they rhyme.

If you have learners who like creative writing, you could let them write poems themselves, using the two examples as a model.

**6 Key**

Trudy:

moody – kind

Priscilla:

shy – charming – funny

**Alternative activity 1**

If you have a group that enjoys creative writing, you could also ask them to write a Mini-Saga for one of the poems. A Mini-Saga is a narrative text of exactly 50 words, including the title, which may not be more than 15 words.

An example of a Mini-Saga

Priscilla, who was shy, married James, a charming, sociable, funny guy. They saw the world, stayed in expensive hotels, ate delicious meals, drank wonderful wine, laughed and played. What a pity! American Express sent the bill. She found her charming guy had no money. Poor rich Priscilla had to pay.

**Alternative activity 2**

Units 5 and 6 have covered likes/dislikes, hobbies and free time activities, as well as character traits. If you would like to consolidate some of the language from these units, you could do the following activity with your class. If you have a very large class, you might want to divide it into two groups.

Tell learners they are going to create one poster for each person in the class. Arrange the seating so that posters can be passed around easily, ideally in a circle.

Give each person a large sheet of paper and a coloured pen or pencil, and ask them to write their name at the top of it. The person then writes a word or two about him/herself, e.g. *likes cycling*, or draws something that is characteristic, e.g. a bike. When everyone has done this, the posters AND the pens/pencils are passed to the learner on the right. Pen/pencils should be passed along so that each poster takes on a particular identity.

The learner on the right then adds to the poster, according to their own knowledge of the person whose poster it is. The poster could include information about the person's hobbies, likes/dislikes, character traits, names of places they have travelled to, information about their family, etc. The poster and pencils are then passed on to the next learner in the circle. Continue until the posters have come round to their owners again.

When everyone has finished, hang the posters on the wall so that everyone can read them.

**Learning tip 2**

At the end of Unit 3 you were asked to give learners a photocopied learning tip to take home and try out in their own time. Did they do so? Did they find it helpful?

Please now make copies of the second of these tips, which is on p. XXX, and hand one out to each learner. Give them a few moments to read the tip and make sure they understand it.