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STARTER

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THIRD EDITION

Teacher's Book

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OXFORD

CD1 5 Focus students' attention on the photo of Judy Carson and Greg Smith on SB p. 3. Point to the conversation, and ask students to read and listen. Play the recording through once. Play the recording again, and have students point to the correct characters as they are referred to in the conversation.

Play the recording twice more, first pausing at the end of each line and having the students repeat as a class. Students then repeat lines individually before practicing the conversation in open and then in closed pairs. Encourage accurate stress in the key expressions:

Nice to **meet** you.

Nice to meet **you**, too.

- 4 Point to the conversation. Choose a confident student to demonstrate the conversation with you for the rest of the class. Choose two more pairs to practice the conversation in front of the class. Remind students to smile and shake hands when they say *Nice to meet you*.
- 5 **CD1 6** This activity gives students further practice using other English names. Check that students understand the male and female symbols in the boxes by pointing to male and female students and then to the correct symbol. Play the recording through once, and let students just listen. Play the recording again, and have students repeat each name chorally and individually. Focus students' attention on the conversation with James Bond. Choose a name for yourself and demonstrate the mingle activity with two or three confident students. Have the students stand up and move around the class to practice the exchanges, using the new names. Monitor and check for accurate pronunciation. If students sound flat when greeting each other, model the conversation in exercise 4 again, emphasizing the voice range needed and the correct stress.

SUGGESTION

If appropriate, you can play a memory game based on the students' names. Ask one student to walk around the class saying everyone's name while the other students help if necessary. Encourage students in a multilingual group to pronounce everyone's name as accurately as possible. (You might want to do the memory game yourself, too, to make sure you have remembered all the students' names!)

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 3–4 Nice to meet you

HOW ARE YOU? (SB p. 4)

- 1 **CD1 7** Focus students' attention on the photo of Alex and Shawn in conversation 1 on SB p. 4. Check that students can pronounce the names of the characters by asking *Who's this?* Point to conversation 1, and ask students to read and listen. Play the recording through once.

Focus students' attention on the photo of Shawn and Emi in conversation 2 on SB p. 4. Check that students can pronounce the names of the characters. Follow the same procedure as for conversation 1. If students ask about the difference between *Fine, thanks* and *I'm OK, thanks*, explain that they are both possible answers to *How are you?*

Play the recording twice more, first pausing at the end of each line and having the students repeat as a class. Students then repeat the lines individually before practicing the conversations in open and then in closed pairs. Encourage accurate stress and intonation on the questions:

How are you?

And you?

- 2 Ask individual students *How are you?* to elicit the answer *Fine, thanks./I'm OK, thanks. And you?* Reply to each student in turn. Make sure students realize that *And you?* requires an answer *Fine./Good, thanks*.

Have students ask and answer you and each other in open pairs across the class. It may be helpful to gesture to your partner when you say *And you?* to aid comprehension.

The exercise now develops into a mingle activity. (You may want to develop a gesture which means "mingle.") Focus students' attention on the speech bubbles. If necessary, check comprehension of *OK, fine, good* with simple board drawings of faces—a straight face for *OK* 😐, a half smile for *fine* 😊, and a full smile for *good* 😄. Have students move around the class, practicing the conversation. Monitor and check for accurate pronunciation and intonation.

drink Brazilian coffee
Chinese tea

Give examples of your own with *have, eat, and drink*. Try to highlight the use of *a/an*, e.g., *I have a Japanese camera. I don't have an Italian car*. Then have students write their own examples. Monitor and help. Check for accurate use of *a/an* and correct adjective + noun word order.

- 7 Focus students' attention on the example questions in the speech bubbles. Remind students of the use of *it* if necessary. Give students time to write at least four questions of their own using *have, eat, and drink*. Remind them of the possible adjective + noun combinations listed in the notes for exercise 6. Monitor and help.

Drill the questions and answers in the speech bubbles. Have students practice in open pairs across the class and then in closed pairs. Monitor and check for correct use of the Simple Present, *a/an*, and adjective + noun word order.

GRAMMAR SPOT

- 1 Read the notes as a class. Elicit further examples of adjective + noun from the class. Ask students if the word order is the same in their language.
- 2 Read the notes as a class. Elicit further plural examples from the class. Ask students how they make adjectives plural in their language.

Refer students to Grammar Reference 5.3 on SB p.121.

SUGGESTION

You can bring in ads from magazines to give students further practice with nationality adjectives and nouns. Select pictures of cars, cameras, computers, TVs, food, and books. Elicit simple adjective + noun phrases, e.g., *an American computer, Spanish dictionary*, etc., and then have students use the pictures to practice *Do you have/eat/drink/like ... ?* and short answers *Yes, I do/No, I don't*. If pairs of students interview other pairs, you can also practice the *they* form. (If students try to generate *he/she* forms, tell them these are different and that they will practice them in Unit 6.)

ADDITIONAL MATERIAL

Workbook Unit 5

Exercises 11–12 Languages and nationalities

LISTENING AND SPEAKING (SB p. 34)

At a party

- 1 This is a fairly long, though fairly simple, unseen listening. Set the scene by pointing to Alessandra and Justin in the illustration. Have students say what nationality they think they are (*I think he's/she's ...*).

CD1 70 Play the recording through once, and let students check their predictions (Alessandra is Brazilian, and Justin is American).

Give students time to read the pairs of sentences 1–8. Check comprehension of *love* in number 5. Play the first part of the recording again, and focus students' attention on number 1 as an example. Make sure students understand they have to focus on what *Justin* says. Elicit the answer to number 1.

Play the rest of the recording, and have students select the correct sentence from each pair.

Have students check their answers in pairs before checking the answers with the whole class. Go over the answers by playing the conversation again and pausing the recording after each correct answer.

Answers

1. I work in Miami.
2. I live in Coral Gables.
3. I'm an actor.
4. You speak English very well.
5. I love Brazil.
6. I don't know São Paulo.
7. I like Rio a lot.
8. I don't speak Portuguese.

CD1 70

A = Alessandra, J = Justin

A Hello, I'm Alessandra.

J Hi, Alessandra. I'm Justin. Justin Bates.

A Do you work here in Miami, Justin?

J Well, I work in Miami, but I don't live in Miami. I live in Coral Gables.

A And what's your job?

J I'm an actor. What's your job? Do you work in Miami?

A Yes, I do. I work in a hotel. A big hotel near here.

J You aren't American, but you speak English very well. Where do you come from?

A I come from Brazil, from São Paulo.

J Oh, I love Brazil.

A Do you know São Paulo?

J No, I don't. I don't know São Paulo, but I know Rio. I like Rio a lot. The beaches are amazing.

A Do you speak Portuguese, Justin?

J No, I don't. I speak Spanish, but I don't speak Portuguese.

A It's nice to meet you, Justin.

J You too.

Notes on the unit

Introduce the theme of the unit and review the expression *have a good/great time* by writing the sentence starter on the board and eliciting possible endings, e.g., *I had a great time (last weekend/at my party/at the beach)*.

STARTER (SB p. 68)

- 1 This section reviews days, present and past forms, and key time expressions. Focus students' attention on the questions and elicit the answers. Make sure students use *is/was* and pronounce the days correctly.
- 2 Focus students' attention on the sentences. Read each one and ask *Past or present?* and also elicit which verb is used in each sentence. Demonstrate the activity by eliciting the time expression for the first sentence starter (*now*). Elicit from students the fact that the other time expressions are not possible and establish that this is because they refer to the past. Students then match the remaining lines and time expressions. Check the answers with the class.

Answers

We're at school now.
I went to the US in 2002.
I did my homework yesterday.

- 3 Elicit the past of *have* and then ask students to write the remaining Simple Past forms. If necessary, refer them back to the Irregular verbs list on SB p. 134. Check the answers with the class, drilling the pronunciation as necessary.

Answers

get—got	buy—bought
have—had	do—did
go—went	see—saw

YESTERDAY WAS SUNDAY (SB p. 68)

⚠ POSSIBLE PROBLEMS

- Although knowledge of the Simple Present helps students to access the Simple Past, students often make mistakes in the new tense. Common errors are:
 - * *Did they watched TV?*
 - * *They no played tennis.*
 - * *When you lived in the US?*
- Irregular verbs need constant use and reviewing. Students often try to apply the regular *-ed* ending to irregular verbs, e.g.,
 - * *I goed to the movies.*

Encourage students to refer to the irregular verb list on SB p. 134, and have students review the verbs regularly for homework.

- There are different ways of pronouncing the *-ed* regular ending, and students need help with this. There is a pronunciation focus on SB p. 68 highlighting the /t/ and /d/ and /ɪd/ *-ed* endings, e.g.,
worked /wɜːkt/
played /pleɪd/
wanted /wɑːntɪd/

Students often try to pronounce the *-ed* ending as a separate syllable, e.g.,

watched /wɑːtʃɛd/ rather than /wɑːtʃt/

Monitor and check for this mistake, and also help students to be aware of the different *-ed* endings, but do not insist that they produce the endings each time.

Simple Past—regular and irregular

- 1 This section reviews and extends the irregular verbs students encountered in Unit 9 and also presents regular *-ed* forms. Focus students' attention on the photo and ask *What's her name? (Angie.) Where is she? (At home.)* Tell students they are going to hear Angie talking about what she did yesterday. Focus students' attention on the list of verbs and ask *Past or present?* Check students' understanding of each verb, and have students tell you the infinitive of the irregular past forms. (If students ask about the regular *-ed* endings, tell them this is the ending for most verbs in the Simple Past, but do not go into a long explanation at this stage.)

CD3 2 Play the first line of the recording as far as *eleven thirty* and focus students' attention on the example. Play the recording to the end, and have students put a check (✓) next to the relevant verbs. Have students check their answers in pairs before checking the answers with the whole class. Finally, point to the list of actions Angie did yesterday and ask *What day was it? (Sunday)*.

Answers

got up late
had a big breakfast
went shopping
stayed home
cleaned her house
did some work
watched TV
went to bed early

CD3 2

Angie's weekend

Yesterday was Sunday, so I got up late, about 11:30. I had a big breakfast—orange juice, toast, eggs, and coffee. Then I went

Read Grammar Reference 14.1 on SB p. 125 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

- 2 This exercise includes both Present Continuous and *going to* for future plans. It has been set up to let students get used to seeing the structures in context in sentences 1–4 before they need to produce the new forms in sentences 5–8. Encourage students to use the context to help them understand any new vocabulary. The following words are new and may need explaining, especially with weaker classes: *overnight, check into, cable car, hike, boat ride, flight*. Elicit the answer to number 1 as an example (*Buenos Aires*). Also explain that students will sometimes need to write a verb. Elicit the answer to number 5 (*drive*) as an example. Have students work individually to complete the sentences. Monitor and help as necessary.

CD3 46 Have students check their answers in pairs before playing the recording as a final check.

Play the recording of sentences 1–4 again, and have students repeat chorally and individually. Students then take turns practicing the sentences in closed pairs. Monitor and help as necessary. If students have problems with the pronunciation of *going to*, drill key examples and have students practice the sentences again.

Answers and audio script

1. On Sunday he's flying to **Buenos Aires**.
2. On Monday he's going to take a **bus** tour of Buenos Aires.
3. On Tuesday he's traveling through **Uruguay** and into **Brazil**.
4. On Wednesday he's going to drive across Paraguay to Bolivia and visit the **Gold Museum**.
5. On Thursday he's going to **drive** over the Andes Mountains.
6. On Friday he's going to **stop** in Macchu Picchu. He's **going** to hike through the rain forest.
7. On Saturday he's **having** lunch at a Spanish Palace.
8. On Sunday he's **going to** three more countries. In the evening, he's **flying** back to the US.

ADDITIONAL MATERIAL

Workbook Unit 14

Exercise 1 Future plans

Questions

- 3 **CD3 47** This section focuses on *wh-* questions with the future forms. Focus students' attention on the examples. Play the recording, and have students

repeat chorally and individually. Encourage them to reproduce the correct stress and falling intonation on the questions.

What is he *doing* on *Sunday*?

What is he *going to do* on *Monday*?

- 4 Elicit the complete question about Tuesday (*What is he doing on Tuesday?*). Give students time to work individually to write the rest of the questions. Monitor and help as necessary. If students mix the two future forms, remind them to look carefully at the cues and use *going to* only where specified.

CD3 48 Play the recording, and have students check their answers. With weaker students, write the questions on the board to allow them to check the verb forms.

Have pairs of students ask and answer questions 1 and 2 across the class. Encourage them to give long answers in order to practice the two future forms (see *Answers* in the parentheses below). Students then ask and answer in closed pairs. Monitor and help as necessary. If students have problems with the form or pronunciation, drill key examples and have students practice again.

Answers and audio script

1. What is he doing on Tuesday? (He's traveling through Uruguay into Brazil.)
2. What is he going to do on Wednesday? (He's going to drive across Paraguay to Bolivia and visit the Gold Museum.)
3. When is he going to drive over the Andes Mountains? (He's going to drive over the Andes Mountains on Thursday.)
4. What is he going to do in Machu Picchu? (He's going to see Inca ruins.)
5. Where is he having lunch on Saturday? (He's having lunch in a Spanish palace.)
6. When is he going to the Atlantic Ocean? (He's going to the Atlantic Ocean on Sunday morning.)
7. When is he flying back to the US? (He's flying back to the US on Sunday evening.)

PRACTICE (SB p. 102)

Neil's plans

- 1 This exercise reinforces question formation with the Present Continuous, reviews *wh-* question words from previous units, and introduces *How long...?* to refer to duration in the future.

Focus students' attention on the photo and on the directions for exercise 1. Ask *What's his name?* (*Neil*).

- 9 2. do, do, Do 3. Do your parents
4. do, live 5. do you, go

- 10 2. don't do 3. They don't
4. don't live 5. we don't eat

11

●●	●●	●●●	●●●	●●●	●●●●
English Spanish	Chinese	Mexican	Japanese Portuguese	Italian Korean Brazilian	American Canadian

- 12 2. American 3. Korean 4. Japanese
5. Italian 6. Mexican 7. Chinese
8. Brazilian 9. English

- 13 b. 17 c. 56 d. 70 e. 32
f. sixty-eight g. eighty-five
h. fifty-two i. ninety-four
j. one hundred

- 14 \$27.99 twenty-seven ninety-nine
\$4.50 four-fifty
67¢ sixty-seven cents
\$32 thirty-two dollars
\$83 eighty-three dollars
\$2.34 two thirty-four
\$65 sixty-five dollars
\$49 forty-nine dollars
\$1.40 a dollar forty

- 15 3. 60¢ 4. \$74 5. \$12.35 6. \$90
7. \$1.50 8. \$20

- 16 2. \$1.55 3. \$45 4. 90¢ 5. \$4.50
6. \$1.80 7. 50¢ 8. \$15.99

17

	Affirmative	Question	Negative
I			I don't work.
You	You work.	Do you work?	
We	We work.	Do we work?	We don't work.
They	They work.		They don't work.

- 18 2. a 3. a 4. b 5. b

- 19 2. speak 3. work 4. have
5. play

- 20 2. a 3. a 4. an 5. a

- 21 2. We live in **a** big house in Seattle.
3. I'm **an** actor.
4. I work in **an** Italian restaurant.
5. They have **an** office downtown.
6. Jamie is **an** English teacher.

- 22 2. I have a small apartmant.
3. Brazilian people are nice.
4. I don't like Chinese food.
5. My father has an important job.

Unit 6

- 1 2. four fifteen 3. nine twenty
4. one thirty 5. eight o'clock
6. ten forty-five

- 2 2. 8:00 3. 7:20 4. 3:15 5. 4:45

- 3 1. A Excuse me! What time is it?

B It's three thirty.

A Thank you very much.

B You're welcome.

2. A Excuse me! Can you tell me the time, please?

B Sure. It's exactly ten o'clock.

A Thanks a lot.

B That's all right.

- 4 1. 7:00 a.m.

2. do you have

3. do you go

4. do you do, watch

- 5 3. He has 4. She leaves 5. He does

6. She watches 7. He lives 8. She works

- 6 2. goes 3. has 4. does 5. lives

6. has 7. works 8. watches

- 7 2. does she go 5. does, live

3. does she have 6. does he have

4. does she do 7. does he

8. does he do

- 8 2. has 3. does 4. She likes

5. She likes 6. She likes 7. She likes

8. She likes 9. She reads

- 9 2. doesn't 3. don't 4. doesn't

- 10 2. am 3. Is 4. is 5. Do 6. do

7. is 8. Do 9. do 10. are

11. Does 12. does

- 11 2. on 3. on 4. In 5. on 6. at

7. on 8. No 9. No 10. No

12

/z/	/s/	/ɪz/
lives		
plays	eats	
does	cooks	teaches
has	works	
listens		

- 13 Across Down

6. drink 1. work

7. watch 2. office

8. play 3. listen

9. drive 5. shopping

10. lunch 9. dinner

12. languages 10. live

13. early 11. have

- 15 2. does she live 3. does, do 4. does

5. does she 6. does, live

- 16 2. No, she doesn't

3. Yes, she does

4. Yes, they do

- 17 2. doesn't 3. don't 4. doesn't

- 18 Tuesday Wednesday Thursday Friday
Saturday Sunday

19

	Affirmative	Question	Negative
I			I don't work.
You	You work.	Do you work?	
He	He works.		He doesn't work.
She		Does she work?	She doesn't work.
It	It works.	Does it work?	

- 20 3. es 4. s 5. — 6. es

- 21 2. does 3. does 4. Do 5. don't
6. don't

- 22 2. How 3. How much 4. Where
5. Who 6. When 7. How many

- 23 2. the 3. —, the, — 4. the
5. — 6. —, — 7. — 8. the
9. the, — 10. the, —

Unit 7

- 1 Where do you live?

How old is your son?

How many dogs do you have?

What makes you scared?

Why do you live in Austin?

What do you do in Austin?

What makes you laugh?

What is your favorite TV show?

Why do you like music?

- 2 2. e 3. f 4. a 5. c 6. d 7. h 8. g
9. i 10. j

- 3 2. When In the summer.
3. How By bus.
4. Where In Austin, Texas.
5. Who Jane.
6. Why Because I don't like to fly.
7. How old I'm 21.
8. How many Three.
9. What time 6:30 in the morning.
10. How much \$5.30.

- 4 2. How do you, your
3. What's your phone number?
4. How old are you?
5. What's your, food?
6. Do you live

- 5 2. does he drive an old car?
3. does she stay home every day?
4. does she sit at her computer for ten hours
a day?

- 6 2. Because he doesn't have a lot of money.
3. Because she works at home.
Because she's a writer.