QUICK REVIEW

Quick Reviews begin each lesson in a fun, student-centred way. They are short activities which review previously taught language and are designed to last about five or ten minutes. For more information on Reviewing and Recycling, see p.20.

This activity gives students the opportunity to meet other students in the class. Students move around the room and talk to six other students, or talk to six students sitting near them. At the end of the activity ask students to share information about three people they spoke to with the class.

Vocabulary  Day-to-day phrases

Focus students on the title of the lesson and tell them that these phrases will help them to talk about their daily lives. Students work in pairs and divide the phrases into the four categories. Note that all these phrases were introduced in face2face Elementary.

Check answers with the class. Remind students that we say go shopping, not go to shopping. Model and drill the phrases. Highlight the pronunciation of college /ˈkɒlɪdʒ/ and languages /ˈlæŋɡwɪdʒɪz/.

EXTRA IDEA

* Students work in groups and think of other phrases for each category. Write these on the board, check meaning with the class and give students time to copy the phrases into their notebooks.

1 a) Students work on their own and tick the items in 1 that are true for them now or in the past.

b) Focus students on the example in speech bubbles and highlight the example of a follow-up question to find out more information.

Students work in groups and tell each other about themselves, using phrases from 1. Encourage students to ask each other follow-up questions.

Ask students to share interesting information with the class.

2 a) Focus on the example. Students work on their own and answer the questions, then check answers in pairs.

b) Focus on the example in speech bubbles and highlight the example of a follow-up question to find out more information.

Students work in groups and tell each other about themselves, using phrases from 1. Encourage students to ask each other follow-up questions.

Ask students to share interesting information with the class.

EXTRA IDEA

* Do this as a Pyramid Discussion, p.22. Check students remember how to use comparatives (I think … is more famous than … because …).
c) Students do the exercise in 1A SB p119 on their own, then check in pairs. Check answers with the class and give students time to read the TIPS!

Use the examples to highlight the difference between Which … ? and What … ?, and point out that we can often use either of these question words with no difference in meaning: Which/What newspaper do you read?

Also check students remember the question word Whose … ? and point out that What kind of … ?, What type of … ? and What sort of … ? have the same meaning.

Teach students the phrase How far … ? to ask about distance: How far is it to your house? Students will meet this phrase again in lesson 1B.

Help with Grammar boxes help students to examine examples of language and discover the rules of meaning, form and use for themselves. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries in the back of the Student’s Book. You can then check the main points with the whole class as necessary. For more information on the face2face approach to Grammar, see p5.

a)–d) Focus students on the words/phrases in bold in the celebrity profile. Students do exercises (a)–(c) on their own, then check answers in 1A1 SB p120.

While students are working, draw the table from 6a) on the board so that you are ready to check their answers. Check answers with the class.

- a) Past Simple: started; Present Continuous: is writing; be going to: is going to open.
- b) Focus students on the table on the board. Elicit which words in questions 2–4 from 5a) go in each column and complete the table (see the table in 6B SB p120).
- Use the examples to highlight the typical word order in questions: question word + auxiliary + subject + verb + … .
- Ask students which auxiliaries we use for the Present Simple (do or does) and the Past Simple (did) and the Present Continuous (am, is, or are).
- c) 1 Because the verb is be, which doesn’t have an auxiliary. 2 has got 3 Question word + auxiliary (am, is, or are) + subject + going to + infinitive.
- Note that students will study all of these verb forms again in detail in face2face Pre-intermediate, so you don’t need to go into too much detail here.

a) Focus students on the example. Students then do the exercise on their own, referring back to the table in 6b) if necessary.

b) 10 Play the recording. Students listen and check their answers. Check answers with the class.

Play the recording again and ask students to repeat. Note that the P symbol in the Student’s Book indicates a stage where students can practise pronunciation.

2 How many brothers and sisters have you got?
3 Where did you go to school?
4 Why are you studying English?
5 Can you speak any other languages?
6 What are you going to do next weekend?

Focus students on the example. Students then do the exercise on their own, referring back to the table in 6b) if necessary.

Play the recording again and ask students to repeat. Note that the P symbol in the Student’s Book indicates a stage where students can practise pronunciation.

2 How many brothers and sisters have you got?
3 Where did you go to school?
4 Why are you studying English?
5 Can you speak any other languages?
6 What are you going to do next weekend?

Focus students on the examples of language and discover the rules of meaning, form and use for themselves. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries in the back of the Student’s Book. You can then check the main points with the whole class as necessary. For more information on the face2face approach to Grammar, see p5.

a) Give a blank piece of paper to each student to write the profile. While they are working, monitor and correct pronunciation as necessary. Ask students to share interesting answers with the class.

- There is a Get ready … Get it right! activity at the end of every A and B lesson. The Get ready … stage helps students to collect their ideas and prepare the language they need to complete the task. The Get it right! stage gives students the opportunity to use the language they have learned in the lesson in a communicative (and often personalised) context. These two-stage activities help students to become more fluent without losing the accuracy they have built up during the controlled practice stages of the lesson. For more on the face2face approach to Speaking, see p5.

Focus students on the celebrity profile and explain that they are going to find out information about another student in order to write a profile about them.

Students work on their own and write ten questions. If necessary, elicit a question for each of the prompts before they start.

While students are working, check their questions for accuracy and help with any problems.

a) Students do the activity in pairs. If possible, put students in pairs with someone they don’t know very well. Make sure that students take notes of their partners’ answers so that they have enough information to write the profile. While they are working, monitor and help with any problems.

b) Give a blank piece of paper to each student to write the profile on. This will make the later stages easier than if students have written in their notebooks.

Students work on their own and write a profile of their partner. Remind students to use paragraphs. You can set a time limit of ten or fifteen minutes. While they are working, check their writing for accuracy and help with any problems.
EXTRA IDEA

- With a low-level class, provide a template for their profile before students start writing, for example, Alessandra is ... old. She has ... brothers and sisters. She works as a ... She studies ... She likes ... and in her free time she ... Last holiday, she went to ...

c) Students swap papers with the person they interviewed and check the information about themselves is correct.

d) Pre-teach have a lot in common with someone. Students work in groups and read other students' profiles. Students decide which student(s) they have a lot in common with. Finally, ask students to share their ideas with the class. Encourage students to use both in their answers: Maria and I both ...

EXTRA IDEAS

- Display the profiles around the room and ask students to do 9d) by walking around and reading as many profiles as possible.
- Ask students to bring in small photos of themselves for the next lesson. Display all the profiles, with the photos attached, under a heading Our class. If you are teaching a multilingual class, you can put the profiles near a world map with a string connecting each profile to the relevant country or city.

EXTRA PRACTICE AND HOMEWORK

- 1A Ask me! p136 (Instructions p120)
- Review Exercise 1 SB p11
- CD-ROM Lesson 1A
- Workbook Lesson 1A p5

1B Super commuters

QUICK REVIEW

This activity reviews question forms. Elicit a few possible questions from the class. Put students in different pairs from the last lesson. Students take it in turns to ask and answer questions to find six things they have in common. Ask students to share interesting answers with the class.

Vocabulary Work

Focus students on the diagram and point out in, for, as and with in the circles. Highlight the examples with the class.

Students work in pairs to put the rest of the words into the correct places in the diagram.

While they are working, draw the diagram on the board so you are ready to check the students' answers. Students check their answers in SB p119. Note that in face2face Pre-intermediate only the meanings of new words/phrases are shown in the Language Summaries. These words/phrases are highlighted by an asterisk (*), and the meanings are given in a dictionary box.

Check the answers with the class by eliciting the words and writing them in the correct places on the board. Check students understand the new words in the dictionary box (a multinational company, a charity, a journalist and an editor).

Use the completed diagram to highlight the following patterns with work: we use in with places; we use for with companies; we use as with jobs; and we use with people.

Highlight that we always use a/an with jobs: I'm a doctor not the doctor. Also point out that we can also say I work at home and establish that I work for myself means I'm self-employed.

in: a department store, an office, London for: a multinational company, a charity, yourself as: a receptionist, an accountant, an editor with: old people, teenagers, unemployed people

EXTRA IDEAS

- Before the lesson, copy the words in 1 onto cards and draw the diagram on the board. Distribute the words among the students. Students go to the board and put the words under the correct headings. Check answers with the class.
- Students work in pairs and take turns to test their partner on the phrases. One student says a word/phrase from the box, for example, a restaurant, and his/her partner says the whole phrase with work, for example, work in a restaurant.
Help with Listening  Word stress

- Help with Listening boxes are designed to help students understand natural spoken English. They often focus on phonological aspects of spoken English which make listening problematic for students. For more information on the face2face approach to Listening and the rationale behind the Help with Listening syllabus, see p5.

- This Help with Listening section introduces students to the concept of word stress.

2 a) Write shopping, university and languages on the board. Ask students how many syllables each word has (two, five and three) and where the main stress is on each word (shopping, university, languages).

Focus students on the words in the box and point out how the stress is marked in the Student's Book ( ).

**R1.3** Play the recording. Students listen and notice the word stress. Note that you don’t need to drill these words as this stage is to help students to hear the stress rather than produce it.

b) Students work on their own or in pairs and mark the stress on the words in the box. Encourage students to say the words aloud in order to hear where the word stress is.

c) **R1.4** Play the recording. Students listen and check their answers.

unemployed; teenagers; accountant; charity; editor; receptionist; newspaper; yourself

3 **R1.4** Play the recording again. Students listen and practise the words from 2b), focusing on the word stress.

**EXTRA IDEA**

- Model and drill the complete phrases from the diagram in 1 (work in a restaurant, work for a newspaper, etc.). Students repeat the phrases, focusing on word stress.

4 a) Write the name of one person you know with a job and any phrases from 1 that describe the job. Use this information to tell the students about this person’s job. Students write the names of four people they know with jobs and ways to describe their jobs. While they are working, monitor and help with any problems.

b) Students work in pairs and take turns to tell their partner about these people’s jobs. Students then decide who has the best job and say why. Ask students to share their answers with the class.

5 a) Check students remember How far … ?

Students work on their own and match the questions and answers, then check in pairs.

Check answers with the class. Point out that the phrases in brackets are optional and that native English speakers often miss out these phrases.

Highlight that How long … ? asks about time and How far … ? asks about distance. Also establish that get in questions 1 and 2 means travel.

Model and drill the questions and answers in 5a). Note that kilometres can be pronounced in two different ways, /'kɪləmɪtəz/ and /'kɪlə mi:təz/.

1 b) 2d) 3a) 4c)

b) Students do the exercise in pairs. Ask students to share interesting answers with the class.

Reading, Grammar and Listening

6 a) Focus students on the article on SB p7 and ask what the three people in the photos are doing. Pre-teach TV series, documentary series, traffic jam, enormous and unbelievable. Ask if anyone knows where Liverpool is (in the north of England, about 300 kilometres from London).

Students read the article and answer the questions. Set a time limit of one or two minutes to encourage students to read for gist. Check answers with the class. You can also teach the verb commute.

The TV series is about commuting long distances to work. A commuter is someone who travels from home to work every day, often quite long distances.

**EXTRA IDEA**

- Before students read, if you have a map in the class, show/elicit where Bangkok, London, Liverpool, Paris and Santander are.

b) Students read the article again and answer the questions, then check answers in pairs or groups. Check answers with the class. You can also ask students what they think about the article and people who commute such long distances.

1 Mick Benton. 2 Over two hours. 3 Four kilometres.

4 Seven or eight hours a day 5 Tony Rogers.

6 Andrea Price. 7 Ian Hicks.

Help with Grammar  Subject questions

7 a)–d) Students do the exercises on their own or in pairs and then check their answers in 61c) p120. While students are working, write questions 1–4 in 7a) on the board ready for checking. Check answers with the class.

- a) 1 Mick Benton. 2 Andrea Price. 3 The TV programme. 4 In Paris.

- b) 1 and 2. These are called subject questions.

- c) Use questions 1 and 2 on the board to highlight that subject questions have the same word order as positive sentences: subject + verb + … . We don’t
a) Use the example to highlight that the students should make questions to ask about the words in bold. Students write questions on their own. Early finishers can check their answers in pairs.

b) Play the recording (SB p145). Students listen and check their questions. Play the recording again and ask students to repeat.

9 a) Tell students they are going to listen to Tony, Andrea and Ian talking on the Super Commuters TV programme. Play the recording (SB p145). Students listen to find one reason why each of these people lives so far from work. Play the recording again if necessary. Check answers with the class.

b) Focus students on the examples and tell students that all the questions are in the Present Simple. Students do the exercise on their own, then check in pairs. Check answers with the class.

3 Who finishes work at 2 a.m.? 4 How long does it take Ian to get to work? 5 Who spends £8,000 a year on travel? 6 Where does Andrea stay when she’s in London? 7 Who commutes to London five days a week?

Note that students only need to give one reason for each person.

Tony His wife works in Liverpool. His children are happy at school. His family don’t want to move to London.

Andrea She thinks Paris is nicer than London. She prefers French food to English food.

Ian His wife’s Spanish. Flats in London are very expensive.

c) Students work in pairs and try to answer the questions.

Play the recording again. Students listen and check their answers. Check answers with the class. Elicit who students think has the most interesting/tiring journey.

1 Tony  2 He flies/buys cheap flights/ goes by plane  3 Andrea  4 Four hours  5 Tony  6 With a friend  7 Tony

Get ready … Get it right!

Put students into pairs, student A and student B. Student As turn to SB p102 and student Bs turn to p110. Check they are all looking at the correct exercise.

a) Tell students they are going to ask their partner about day-to-day life in his/her home. Students work on their own and make subject questions with Who … ? in the Present Simple, using the phrases in column A of the table. While students are working, check their questions for accuracy and help with any problems.

b) Students work on their own and fill in column B about their own home (or their family/friends if they live alone).

c) Focus students on the prompts for follow-up questions in column D of the table and the examples in the speech bubbles. Students work with their partner and take turns to ask and answer their questions. While they are working, monitor and help with any problems.

d) Students compare their answers with their partner’s and find out how many are the same. Finally, ask students to share any interesting answers with the class.

Extra ideas

If you have a low-level class, give students time to prepare the follow-up questions in column D before they ask each other the questions in pairs.

While students are working, monitor and note down mistakes and examples of good language that you hear. At the end of the activity, write these on the board. Students work in pairs and try to correct the mistakes. Check answers with the class. Give students time to copy down the correct answers and the examples of good language.

Extra practice and homework

Class Activity 18 Stress dominoes p137 (Instructions p120)
1 Review Exercises 2 and 3 SB p11
CD-ROM Lesson 1B
Workbook Lesson 18 p6
1C Time to relax

QUICK REVIEW

This activity reviews question forms. Students work in groups and take turns to ask one another questions (What time do you get up?, etc.). Students compare answers to find out who gets up first, etc. Ask students to share interesting answers with the class.

Vocabulary

Free time activities

1 Check students remember what a vowel is. Students work on their own and fill in the gaps in the words. Students can check their answers in pairs by spelling the words for their partners.

Check answers with the class. Point out that we say volleyball not vollyball.

Model and drill the phrases. Highlight the pronunciation of judo /'dʒuːdəʊ/, cycling /'sɜːkliŋ/ and theatre /ˈθeɪtər/.

2 volleyball, cards 3 cycling, running 4 concerts, the theatre

Help with Vocabulary

do, play, go, go to

● Help with Vocabulary boxes help students to explore and understand how vocabulary works, and often focus on aspects of lexical grammar. Students should usually do the exercises on their own or in pairs and then check their answers in the Language Summaries in the back of the Student’s Book. You can then check the main points with the whole class as necessary. For more information on the face2face approach to Vocabulary, see p5.

a)–c) Students do the exercises on their own or in pairs, then check their answers in V1.3 SB p119. Alternatively, you can do exercise 2a) with the whole class before asking students to do exercises 2b) and 2c) on their own or in pairs.

While students are working, draw a four-column table on the board with the headings do, play, go and go to so that you are ready to check their answers. Check answers with the class.

• a) 1 go 2 play 3 go to 4 do
• b) Elicit the following answers from students and write them in the correct place in the table on the board: go skateboarding, jogging, mountain biking; play basketball, chess, table tennis, do yoga, aerobics, sport; go to art galleries, the gym, museums
• Point out that we say basketball, not baskeyball, and do sport not make exercise. Also highlight that jogging means running at a slow, regular speed, particularly as a form of exercise, and that we don’t usually use practise with sports: I play tennis not I practice tennis

Help with Listening

sentence stress (1)

Review question forms

● Model and drill the new words/phrases. Highlight the pronunciation of yoga /'jəʊɡə/, jogging /'dʒɔʊɡɪŋ/, gym /'dʒɜːm/ and museums /'mjuːzəmz/. Point out that aerobics is three syllables, not four.

● Draw students’ attention to the TIP! and point out that only the main stress in words is shown in the vocabulary boxes and Language Summaries. We feel this is the simplest and most effective way to make sure students put the main stress in the correct place. For example, the main stress in art galleries is on art, not on the first syllable of galleries (which is also stressed).

● c) Elicit answers from the students and add them to the table on the board. Answers could include do karate; play tennis; go walking; go to the cinema.

Use the speech bubbles to teach Do you ever … ? Note that we use ever with the Present Simple to mean ‘at any time in your day-to-day life’. Elicit other possible answers using frequency adverbs (No, never, Yes, very often, etc.). Students work in pairs and take turns to ask each other questions with Do you ever … ? in order find six things they both do in their free time.

Ask students to share interesting answers with the class.

Reading and Vocabulary

a) Tell students to cover the article on SB p8. Students work in groups and discuss what they think people in the UK do in their free time.

b) Elicit answers from the class. Write them on the board.

c) Students uncover the article and read the first paragraph to check their predictions. Check answers with the class, referring to their ideas on the board.

d) Elicit answers from the class as appropriate.

e) Pre-teach survey, socialising and sweets. Point out that we say fish and chips, not chips and fish, and check students know how to say % (per cent).

Focussing on the example, a). Students read the rest of the article, circling their guesses for b)–p).

f) Play the recording. Students listen, read and check their answers.

Check answers with the class. Ask students which answers they think are surprising.

b) 35% c) 17% d) 16% e) 32% f) the theatre

g) four h) 47% i) men j) women k) Spain l) 30% 
m) 46% n) tea o) coffee p) 16 kg
Help with Vocabulary
Frequency adverbs and expressions

5 a)–e) Students do the exercises on their own or in pairs, then check their answers in SB p119. Check answers with the class.

- a) 1 always 2 usually/normally 3 often 4 sometimes 5 not (very) often 6 occasionally 7 hardly ever 8 never
- Highlight that usually, normally and generally have the same meaning.
- Also highlight that in negative sentences we can put very often at the end: I don’t play tennis very often.
- b) after; before
- c) 1 twice a day 2 three times a week 3 every Saturday 4 every couple of weeks 5 once a month 6 once every three months 7 once or twice a year
- d) Frequency expressions usually go at the end of the sentence: I play tennis once a week.
- Tell students that we can also use a lot and all the time to mean often.
- Model and drill the phrases in SB p119 and 5c. Pay particular attention to the pronunciation of usually /'juːzəli/ generally /ˈdʒenərəli/ occasionally /ˈɔkəˌsɪənəli/ and once /'waːns/. Point out that there are two different ways to pronounce often /'ɒfən/ and /'ɒfn/. Also point out that generally and usually are three syllables, not four.

6 a) Focus students on the example. Students do the exercise in pairs. Check answers with the class.

2 He does yoga twice a week. 3 They often go cycling at the weekend. 4 I’m always at home on Monday evenings. 5 She goes mountain biking every weekend. 6 We go to the theatre once a month. 7 Do you usually go shopping at the weekend?

b) Students do the exercise on their own. While they are working, monitor and check their sentences for accuracy.

c) Students compare sentences in groups and find out how many of their sentences are the same.

Do not share interesting answers with the class at this stage. Students are asked to find out this information in exercises 9a) and 9b).

Listening

7 a) Focus students on the photo and ask what the people are doing (the man is doing a survey; the woman, Louise, is answering his questions).

Tell students they are going to listen to Louise answering some questions in a survey. Give students time to read the topics before listening.

Play the recording (SB p145). Students listen and fill in the form with an adverb or expression of frequency.

Play the recording again if necessary. Check answers with the class.

do sport: 3 times a week (swimming) go to the theatre: hardly ever/about once a year do some gardening: never go on holiday: twice a year watch TV: about seven hours a week/an hour a day

b) Students work on their own or in pairs and compare Louise’s answers to the information in the article to decide if she’s a typical British person. Ask students to share answers with the class.

She’s not very typical because she doesn’t have a garden, only goes to a pub once a month, only watches an hour of TV a day and has two holidays a year (none of which are in Spain). However, she does go swimming every week and goes to the theatre once a year.

Help with Listening
Sentence stress (1)

8 a) R1.8 Focus students on the examples. Then play the beginning of the recording again. Students listen and notice the stressed words.

Elicit what sorts of words are stressed (main verbs, nouns, adjectives, question words, frequency adverbs).

Point out that these are the words that carry the meaning in sentences and questions.

b) Students look at R1.8, SB p145. Play the whole recording. Students listen and notice the sentence stress.

9 a) /’vaːʃən/ /’ɒfən/ /’ɒfn/ /’dʒenərəli/ /’kɔnfərənt/ /’kɔnfərənt/ /’ɔkəˌsɪənəli/ /’wɜːns/ /’juːzəli/ /ˈdʒenərəli/ /ˈɔkəˌsɪənəli/ /ˈwaːns/. Pay particular attention to the pronunciation of usually generally occasionally once and all the time.

b) Students work in groups of five or six. Students take turns to ask the questions in their survey and find out who does each activity most often. Remind students to use frequency adverbs and expressions in their answers. While they are working, monitor and help with any problems.

Finally, ask students to share interesting answers with the class.

EXTRA PRACTICE AND HOMEWORK

Vocabulary Plus 1 Sport p185 (Instructions p181)
Class Activity 1 An active life? p138 (Instructions p121)
1 Review Exercise 4 SB p11
CD-ROM Lesson 1C
Workbook Lesson 1C p8
1D Speed dating

QUICK REVIEW

This activity reviews free time activities, frequency expressions and questions with How often...? Students work on their own and write their five favourite free time activities. Put students into pairs. Students swap papers and guess how often their partner does the activities on his/her paper (once a week, every day, three times a month, etc.). Students then take turns to ask questions with How often...? about their partner's activities to check their guesses. At the end of the activity, ask students to say how many of their guesses they got right and to share interesting answers with the class.

1a) Focus students on the photo and use this to teach speed dating. Note that speed dating is becoming a popular way of meeting a partner in the UK, especially if you live in a big city.

Pre-teach bell, ring and a match.

Students read the advert for the QuickMatch UK speed dating company and answer the questions. Check answers with the class.

- Three minutes.
- 1. 25. 3. Tick the person's name on a card.
- 4. The company sends you the person's email address.

1b) Students work in groups and share their opinions about speed dating. If possible, make sure there are both men and women in each group. Ask each group to share their ideas with the class.

2a) Focus students on the photo again and tell them they are going to hear two conversations from a speed dating evening. Both conversations are between Becky (in the foreground of the photo, in pink and red) and a man. The first is with Chris (the man Becky is talking to in the photo) and the second with Marcus (sitting next to Chris in a pale yellow T-shirt).

Play the recording (SB p145). Students listen and decide who Becky would like to see again and why. Check students' ideas with the class, but don't tell students the answer yet.

2b) Play the recording again. Students note down the things Becky has in common with Chris and Marcus. Students check answers in pairs. Check answers with the class.

Becky and Chris: they're both a bit nervous; they both like travelling; they both went to Turkey last year; neither of them can speak Turkish; neither of them go out very much in the evening; they both like going to the cinema.

Becky and Marcus: neither of them have children; neither of them are looking for someone with children; they both have a pet.

3a)–d) Students do the exercises on their own or in pairs, then check their answers in RW1.1 SB p120.

3c) Remind students of who they thought Becky wants to see again in 2a). Play the recording (SB p145). Students listen and check if they were right (Chris).

3d) While they are working, draw the table from 3c) on the board so that you are ready to check their answers. Check answers with the class.

- a) so; neither
- Highlight the word order: So/Neither + auxiliary + I. Also check students understand that we use these phrases when we agree or disagree with a statement and not when we are answering questions.
- b) The people disagree with the statements.
- c) Elicit the answers from the class and fill in the gaps in the table on the board (see the table in RW1.1 SB p120). Ask students to identify the auxiliaries in each group and underline them on the board: I'm a bit nervous. So am I. I'm not, etc.

Tell students that when we agree with positive and negative sentences in the Present Simple and Past Simple we use do, does and did: I live in London. So do I; I had a great time. So did I.

Remind students that we can also use Me too to agree with positive sentences and Me neither to agree with negative sentences.

Point out that there are two ways to pronounce neither /ˈnɛðə/ and /ˈniːðə/. Both are correct.

4a) Students look at R1.9, SB p145. Students read the recording and underline all the responses which appear in 3. Students check answers in pairs. Check answers with the class.

Becky and Chris: Yes, so am I; Oh, so do I; So did I; Me too; No, neither can I; Neither do I; Oh, me too.

Becky and Marcus: Neither have I; No, er, me neither; Oh, I do; So have I; Yes, so do I; Oh, I'm not; Oh, I don't.

4b) Play the recording (SB p145). Students listen and repeat. Focus on stress, and check students are stressing So/Neither and I, not the auxiliaries, as in the examples.
1D and 1 Review

Focus students on the examples and point out that students must write ways to agree and disagree with each sentence. Students work on their own and write their answers. Early finishers can check answers in pairs. Check answers with the class.

2a) So am I. 2b) So have I. 3a) Neither am I. 3b) Neither have I.
4a) Neither have I. 5a) So do I. 5b) So do have I.
6a) Neither can I. 6b) Neither can have I.
7a) Neither did I. 7b) Neither have I.
8a) Neither did I. 8b) Neither have I.

Play the recording (SB p145). Students listen to the eight sentences and agree with them, using So do I, Neither am I, etc.

Play the recording again. Students listen again, this time disagreeing with each sentence.

Agree: 1 Neither am I. 2 So have I. 3 Neither did I.
4 Neither have I. 5 So do I. 6 Neither can I. 7 So did I.
8 Neither do I.

Disagree: 1 Oh, I am. 2 Oh, I haven't. 3 Oh, I did.
4 Oh, I have. 5 Oh, I don't. 6 Oh, I can. 7 Oh, I didn't.
8 Oh, I do.

a) Students work on their own and write sentences about themselves, using six of the phrases. While students are working, check their sentences for accuracy and help with any problems.

b) Drill the examples in the speech bubbles to remind students of the language they need to use in the activity. Students work in pairs. If possible, put students with someone they haven't worked with so far in the lesson. Students take turns to say their sentences and agree or disagree with each other.

Tell students to make a note each time they find something they have in common. Encourage them to continue the conversations if possible.

Finally, ask students to tell the class the things they have in common with their partner.

EXTRA PRACTICE AND HOMEWORK

Practice Skills 1 Using a monolingual dictionary p201 (Instructions p197)
1 Review p11
CD-ROM Lesson 1D
Workbook Lesson 1D p9
Workbook Reading and Writing Portfolio 1 p65
Progress Test 1 p211

1 Review

The Review section reviews the key language taught in the unit. It includes communicative and personalised speaking stages as well as controlled grammar, vocabulary and writing practice.

This section is designed to be used in class after students have finished lesson D, but individual exercises can be used as 'fillers' if you have a few minutes left at the end of a lesson. The Extra practice and homework boxes list exercises which are relevant to each lesson.

The icons refer to the relevant sections in the Language Summary. Students can refer to these if they need help when doing the exercises.

For more information on the face2face approach to Reviewing and Recycling, see p5.

1a) 2 How often do you cook? 3 What can you cook?
4 How much do you spend on food a week? 5 Have you got a favourite restaurant?
6 When was the last time you ate out? 7 Where did you go? 8 What are you going to eat this evening?

2a) 1 a receptionist 2 yourself 3 an office 4 a department store
3a) 2 Where does Bernie work? 3 What does Bernie do?
4 How much does Megan spend a week? 5 Who spends the most? 6 Who has the longest journey? 7 What time does Megan leave home? 8 Who gets home at 7.30?
3b) 1 Megan 2 In Liverpool 3 He's a lawyer 4 £200
5 Megan 6 Megan 7 At 6.30 a.m. 8 Bernie

Progress Portfolio

- Progress Portfolio boxes encourage students to reflect on what they have learned and help them decide which areas they need to study again.

Note that the I can … statements reflect communicative competences as set out in the Common European Framework of Reference for Languages (CEF) for levels A2 and B1. For more information on the CEF, see p13.

a) Students work through the list of I can … statements on their own and tick the things they feel they can do. They can refer to Language Summary 1 if they wish. Students can also work in pairs or groups and compare which statements they have ticked.

b) Students work on their own or in pairs/groups and decide which areas they need to study again. Encourage students to use the CD-ROM/Audio CD, Lessons 1A–D to help them improve in these areas. For more information on the CD-ROM/Audio CD, see p10. There is also further practice on all key language taught in the Student’s Book in the face2face Pre-intermediate Workbook.