

Module 1

People and animals

YOU WILL LEARN ABOUT ...

Ask students to look at the pictures on the page. Ask students to read through the topics in the box and check that they understand each item. You can ask them the following questions, in L1 if appropriate:

- 1 *Who do you think the girls are?*
- 2 *Which city are the people in?*
- 3 *Do you have any pets?*
- 4 *What do you think is happening?*
- 5 *What do you do to show someone you are listening to them?*
- 6 *What is the girl on the left doing?*

In pairs or small groups students discuss which topic area they think each picture matches. Check answers.

Answers

- 1 Manufactured rock bands
- 2 Today's multicultural Britain
- 3 Animal friendship
- 4 Choosing a career
- 5 Sign language and body language
- 6 Teenage life in Britain

YOU WILL LEARN HOW TO ...

Use grammar

Students read through the grammar points and the examples. Go through the first item with students as an example. In pairs, students now match the grammar items in their book. Check answers.

Answers

Present simple vs. present continuous: People are using the Internet more and more but I prefer books.

Past simple vs. present perfect simple: My life has changed since I met him.

Present perfect simple vs. present perfect continuous: My friend has decided to study IT but I've been thinking about engineering.

Time expressions: I had dinner as soon as I got home.

Past simple vs. past perfect simple: When he turned round, the dog had disappeared.

Past simple vs. past continuous: It was raining when the train arrived.

Use vocabulary

Write the headings on the board. Go through the items in the Student's Book and check understanding. Now ask students if they can think of one more item for the *Phrasal verbs with up* heading. Elicit some responses and add them to the list on the board. Students now do the same for the other headings. Some possibilities are:

Phrasal verbs with *up*: *get up*; *look up*; *pick up*; *dress up* (SB2, Unit 6)

Expressions with *say* and *tell*: *say nothing*; *say 'hello'*; *tell a story*; *tell the time*

Jobs and work: *doctor*, *lawyer*, *salary*, *office*

1

Best of British

Unit overview

TOPIC: Aspects of British life

TEXTS

Reading and listening: a quiz about British teenagers
Reading: an interview with a foreign student living in Britain
Listening: statistics about teenagers in Britain
Listening: interviews with foreign visitors in Britain
Reading: an article about cultural influences in Britain
Writing: a report about the lifestyle of your family and friends

SPEAKING AND FUNCTIONS

Talking about how you spend your money
Presenting statistics
Describing recently completed or unfinished actions
Discussing influences from other cultures


LANGUAGE

Grammar: Present simple vs. present continuous review; Present perfect simple review; *for, since, just, already, yet* and *still*
Vocabulary: Giving statistics and making generalisations; Making new friends
Pronunciation: Schwa /ə/ in prepositions and articles

popular, particularly with girls, who take care of someone’s baby or child while the parents are out (usually in the evening).

Warm up

Ask students what adjectives they would associate with their country. Write each suggestion on the board. Choose some of the adjectives and ask students to give reasons for their answers.

- a** In the class, brainstorm some typical British images, e.g. *red telephone boxes, cricket, fish and chips*. Students write four adjectives they associate with Britain. Encourage them to think of reasons for their answers. Write all the adjectives on the board and check that all students understand their meaning. Then ask students to give brief reasons for their choices.
- b** Pre-teach vocabulary e.g. *paper round, part-time, run away (from home)*. Students read the quiz and guess the answers. Ask students to compare their answers in pairs.
- c**  Briefly go through the questions with the class. Elicit answers but do not comment at this stage. Play the recording. Check answers and play the recording again as necessary.

1 Read and listen

If you set the background information as a homework research task, ask students to tell the class what they found out.

BACKGROUND INFORMATION

Mobile phone cards: Many teenagers in Britain have their own mobile phone and buy mobile phone cards which allows them to pre-pay for calls. They are the size of a credit card and contain a code that you type into your phone. You can buy different value mobile phone cards of £5, £10, £20, etc. from many different shops.
Teenagers and part-time jobs: Between the ages of 13 and 16, children in the UK are allowed to do paid work for a maximum of 2 hours per school day. They are not allowed to start work before 7 am or finish after 7 pm. Paper rounds are a popular job with younger teenagers. They deliver newspapers to houses in the early morning or evening and are paid by a local newsagent. Working in a shop or café is popular with older teenagers and babysitting is also

Language note


You may want to point out the following phrases from the listening:
Most means the largest number or majority: *Most [teenagers] say ‘going to the cinema’.*
Most is also used to form superlatives with adjectives: *The most common job is babysitting.*

TAPESCRIPT

Britain has 12 million people under the age of 16 – around 20% of the population.
If you ask teenagers what they do on a day they enjoy, most say ‘going to the cinema’, followed by ‘seeing friends’. If you ask what they do on a day they don’t enjoy, watching TV is the top answer – although on average, 11–16-year-olds actually watch 11 hours of TV a week!
Internet fans might think British teenagers spend all their time online, but surprisingly under 10% of 15–16-year-olds have the Internet at home (just 1 in 13). However, this number is increasing all the time.
11–16-year-olds spend about £12 a week. Girls tend to spend £2 a week more than boys. In the past, this was usually spent on sweets, but now

teens are spending most of their money on mobile phone cards.
If children are spending so much, that means some of them are working. It's illegal to work if you are under 13, but it is quite common for 10–16-year-olds to have some kind of job. 2 million schoolchildren with part-time jobs are earning an average of £14 a week. The most common job is babysitting, followed by newspaper rounds. 25% of under-19s are living with just one parent. About 100,000 young people run away from home every year, with up to 350 of them sleeping on the streets of London each night.

Answers
1 b 2 a 3 c 4 c 5 b 6 c 7 a 8 c 9 c

- d**  Students read the sentences. Encourage them to guess the answers before listening. Play the recording again and check answers.

Answers
1 T 2 T 3 F – girls spend £2 a week more than boys. 4 F – £14 a week.

Discussion box
Weaker classes: Students can choose one question to discuss.
Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.
Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

2 **Grammar**

Present simple vs. present continuous review

Students covered these areas in SB2, Unit 1.

- a** **Weaker classes:** Books closed. Write on the board:
She plays the piano.
She's playing the piano.
Check students know the names of the tenses in each sentence and how they are constructed. Ask students to briefly explain the difference in meaning (*the sentence in the present simple talks about a regular habit and the sentence in the present continuous talks about an action happening at the moment of speaking*). Students open their books to page 7 and follow the procedure for stronger classes.
Stronger classes: Read through the examples. Ask students which sentence talks about a situation that is changing and which sentence talks about a permanent situation (*the first situation is about a changing situation, the second is permanent*). Check students understand trend (*a general direction in which a situation is changing*). Students complete the rules.

Answers
present simple; present simple; present continuous; present continuous

- b** Read some of the quiz together as a class and identify a few examples of the present simple and present continuous. Ask students to underline other examples of each tense. Students then identify the reasons why each tense is used in their underlined examples, using the rule in Exercise 2a. Tell students that there may be more than one answer as there is often more than one reason of using a particular tense.

Answers
Present simple:
Question 1 fact Question 2 regular habits/routines
Question 3 fact Question 6 fact
Question 7 fact Question 9 fact
Present continuous:
Question 4 changing situations / actions around now
Question 5 changing situations / actions around now
Question 8 changing situations / actions around now

Language notes
1 Students may still be making mistakes with these tenses because of the way their own language works. Students may produce statements like: **I am doing my homework every day. *My brother is work in a hospital at the moment.* If necessary, remind them of the main differences between the two tenses and emphasise that the present simple tense is generally used for permanent situations only.
2 The *-ing* form in question 2 in Exercise b may confuse students. Remind them that *-ing* forms also occur after some verbs such as *enjoy, like, hate,* and *go*. Point out that these are not connected with the present continuous tense.

OPTIONAL ACTIVITIES

Weaker classes
If your students need practice in the use of the present simple and present continuous, write these sentences on the board:
1 *Be quiet. The baby* (*sleep*).
2 *More and more people* (*use*) *the Internet every day.*
3 *Chris* (*go*) *jogging every day before school?*
4 *Dad's in the bathroom.* *he* (*have*) *a shower?*
5 *That new Ferrari* (*cost*) *£120,000.*
Go through the first sentence with students. Ask them why the verb is in the present continuous rather than the present simple (*Be quiet indicates that the speaker is talking about an action happening at the moment of speaking*). Students complete the sentences with the verbs in brackets in either the present simple or the present continuous. Check answers and encourage students to give reasons for their use of each tense.

Answers

- 1 is sleeping (use 3)
- 2 are using (use 4 from the rules)
- 3 Does, go (use 3)
- 4 Is, having (use 1)
- 5 costs (use 2)

- c Remind students of the use of the present continuous for changing situations and trends. Ask students to think of any examples of trends in their country, e.g. *more people are giving up cigarettes*. Encourage students to phrase their examples in the present continuous. Write the topics on the board. Elicit verbs that are commonly used with each topic and write them around each topic. For example, *music – listen, play, download, etc.; fashion – wear, buy, etc.* Go through the first example with students. Students complete the other sentences with their own ideas. If students finish early, encourage them to write more than one sentence for each sentence beginning. Check answers and make sure that students are not using verbs such as *be* in the present continuous tense.

Possible answers


- 1 More and more people my age are downloading music from the Internet.
- 2 Teenagers are buying more and more clothes.
- 3 People in my country are playing less sport.
- 4 My parents are watching more television.

Grammar notebook

Remind students to note down the rules for the present simple and present continuous and to write a few examples of their own.

3 Vocabulary

Giving statistics and making generalisations

- a  Books closed. Ask students: *How many people in this class have a mobile phone / have the Internet at home / like 'The Simpsons' / cook for their family / like shopping?* Elicit key language from the table on page 7, e.g. *a lot, the majority, percent /pə'sent/, a quarter, a half, two thirds*. Students open their books and read the title and the table. Elicit some generalisations based on the questions you asked above, e.g. *The majority of students in this class have a mobile phone.* Check students understand sentences 1 to 4 from the listening. Play the recording, pausing as necessary for students to write.

TAPESCRIPT/ANSWERS

- 1 Surprisingly, under 10% of 15–16-year-olds have the Internet at home.
- 2 Girls tend to spend £2 a week more than boys.
- 3 It is quite common for 10–16-year-olds to have some kind of job.

Language note

Make sure that students do not confuse the *prefer* + *–ing* structure with the present continuous tense. Remind students that this construction of verb + *–ing* is common in English. Other common examples include *enjoy, like* and *hate*. If necessary remind them of Unit 8 in Student's Book 2.

- b Ask students to choose two of the categories and write three questions for each one using the structures given. Check students understand that the questions are about things which are always true or regular habits and therefore the structures given are in the present simple. Make sure that students are using the present simple tense appropriately.

Possible answers

- Do you prefer fish to meat?
- How often do you play football?
- Do you ever play computer games?
- What do you usually do in the evenings?

- c This is a whole-class activity or you might find it more practical to do it in small groups of four to six students. Explain to students that they are going to do a class or group survey on the categories in Exercise 3b. Quickly ask each student to read out one of their questions and make sure that each student has a different question. Start with the weaker students so that they have the greatest choice of questions. When everyone has a different question, ask students to move around the classroom, asking their question and briefly recording the answers, e.g. *Do you prefer talking to friends to watching TV?* friends – 22 students watching TV – 8 students When students have finished they should try and make a generalisation based on their results, e.g. *More than half of my classmates prefer talking to friends to watching TV.*

OPTIONAL ACTIVITY



The results of 3b could be presented as a poster and put on the classroom wall. This is a good exercise for the group dynamic, especially in new classes at the beginning of a school year.

Vocabulary notebook

Encourage students to start a section called *Making generalisations* and to note down the words from this exercise. They may find it useful to note down translations of the words too.

4 Pronunciation

Schwa /ə/ in prepositions and articles

- a**  Students turn to page 144 and read the sentences. Tell students that schwa /ə/ is the most common vowel sound in English and is the sound in unstressed syllables with a vowel sound. Play the recording and ask students to listen to the pronunciation of the underlined words. Point out that prepositions and articles are rarely stressed and therefore they often have this sound.
- TAPESCRIPT/ANSWERS**
- 1 The majority of girls prefer music to sport.
 - 2 Over half of us think shopping is better than school.
 - 3 Less than a third of our class prefer books to films.
 - 4 Girls tend to spend £2 a week more than boys.
 - 5 It is quite common for 10–16-year-olds to have some kind of job.
- b**  Play the recording again, pausing after each sentence for students to repeat. Check students are pronouncing the vowel sound as /ə/.

OPTIONAL ACTIVITY

The *schwa* is the most common sound in English and therefore is found in many words. Open a page of the coursebook at random and give students a minute to find as many words as possible. Before feedback ask them to check with a partner. The winners are the pair with the most words with the schwa sound.

5 Read

If you set the background information as a homework research task, ask students to tell the class what they found out.

BACKGROUND INFORMATION

A-Levels: These British exams are usually taken in the final year of school at the age of 18. They are taken in a particular subject, such as History, English Literature, Chemistry, and are required for students to attend university.

IELTS: The International English Language Teaching System (IELTS) is a test required by many Australian, British, Canadian and New Zealand academic institutions before accepting a non-native English speaker on a course. It assesses the range of skills students need to study a subject such as Maths or Economics in English.

Ask students to read the questions and check potentially confusing vocabulary, e.g. *hard* = *difficult*, *cold* = *emotionally cold*. Ask students to read the interview and match the questions to each paragraph.

Encourage students to underline words in each paragraph that justify their answers.

Stronger classes: Before starting the activity, point out that there are two ways of doing this type of exercise. Students can read the question and then search for the matching paragraph. Or students can read a paragraph and search for the matching question. Divide the class into two halves and ask half the students to try the first method and the other half to try the second. During feedback briefly discuss with students which method they think was more successful.


Answers
2 E 3 A 4 C 5 B 6 H 7 G
Unused question: D

OPTIONAL ACTIVITY

If you would like your students to do more close comprehension work on the text, then use the following true / false / don't know exercise. The statements are in the order of the text so to make the exercise more challenging, write them on the board in a different order:

- 1 *Pietro is studying English to go to an English university.* (DK)
- 2 *Pietro likes salads.* (T)
- 3 *Pietro's mother is staying with Pietro and his English family.* (DK)
- 4 *Pietro was surprised by how much the English like football.* (T)
- 5 *He thinks that ice cream and coffee are always terrible in England.* (F)
- 6 *He has made some good English friends.* (T)

6 Listen

 Ask students why Pietro, in Exercise 5, is visiting England (*he is studying English to prepare for A-Levels in Maths and Computing*). Elicit other reasons for visiting another country, e.g. holiday, visiting friends/relatives, work/business. Tell students they are going to listen to four other students talking about their visit to Britain. Briefly discuss what they might like or dislike about Britain. Play the recording. Students complete the table. Repeat the recording again, with pauses if necessary.

TAPESCRIPT/ANSWERS

Gözde My name is Gözde and I'm visiting my cousin and her English husband in Birmingham. I like the cafés and shops in the centre – it's very different from Izmir, where I'm from in Turkey. I don't like the rain, but it does make everything beautiful and green. I love England.

Marco I'm Marco, and I'm here for the game. I'm a big Bayern fan. I never miss a match in Munich. I think English football is much better than it was, but the German teams are still the best in Europe. I like the way some people dress here, like

me, a lot of black clothes, but the food is terrible – I can't wait to get back to Germany.

Chris I'm Chris, and I'm here on holiday with my wife – we're from Little Rock, Arkansas – and we just love this architecture, the castles, those pretty little houses, Buckingham Palace. We sure don't have anything like this back home. You guys sure have a lot of history. But what we really don't like is the public transport. Your buses and trains are just too crowded.

Rebecca I'm Rebecca from Caracas in Venezuela. I'm having English lessons at a school here in York. I'm staying for six months and I think I made a very good choice to come here because it's such a beautiful city. I love English music and there are a lot of CDs I want to buy, but the only problem is England is very expensive.

Answers

	Reason for being in UK	Likes	Doesn't like
Gözde	family	cafe's and shops	weather
Marco	football	fashion	food
Chris	holiday	architecture	public transport
Rebecca	learning English	music	expensive

7 Grammar

Present perfect simple with *for* and *since*

Students covered the present perfect simple in SB2, Unit 7.

- a Weaker classes:** Write on the board:
We have been in this classroom since
(complete with correct time).
We have been in this classroom for
(complete with correct time).
Ask students if they are still in the classroom (yes). Explain that when we are talking about a situation or action that started in the past and leads to the present time, we use the present perfect. Students open their books at page 9 and follow the procedure for stronger classes.

Stronger classes: Students read the sentences and explain why the present perfect simple is used. If necessary, ask students:

- When did Pietro arrive in Britain? (at the beginning of summer)
- Is he still in Britain? (yes)
- When did Pietro's mother arrive in Britain? (two weeks ago)
- Is she still in Britain? (yes)

Explain the use of the present perfect simple to talk about situations/actions that started in the past and continue to the present. Briefly elicit the construction of the sentences (*have/has* and the past participle). Point out that the past participle of regular verbs is the same as the past tense form (irregular verbs have irregular past participles) and point out the table of irregular verbs on page 147.

- b** Explain that in each sentence there is a choice of three time periods. Ask students to work in pairs and read the sentence stems, e.g. *Life has changed since* Go through the example with students. Ask students which word in the sentence stem will help them decide (*for* or *since*).

Answers

- a couple of weeks, such a long time
- the last six weeks, most of my life
- Frankie's party, last Friday

OPTIONAL ACTIVITY

Write the table on the board:

for		since
a day	→	yesterday
..... hours	←	8.00am
two days	→
..... months	←	Christmas
ten minutes	→
..... years	←	I was born
ten years	→

Tell students that each time period leading to the present has an equivalent with *for* or *since*. If necessary give them an example with the sentence *We've been in this classroom for ... minutes or since ... o'clock*. Tell students to complete the table with equivalent time phrases in each column.

Possible answers

for		since
three hours	←	8.00am
two days	→	Monday
10 months	←	Christmas
ten minutes	→	11.30am
15 years	←	I was born
ten years	→	1995

Present perfect with *just*, *already*, *yet* and *still*

- c** Books closed. Ask students what Pietro said about: fish and chips, new friends, football matches, his English course. If students need help, ask them:
Has he finished his English course? (yes)
Has he tried fish and chips? (no)
Has he seen a football match? (no)
Has he made any new friends? (yes)

Ask students to complete the sentences by looking back at the text in Exercise 5. Quickly check answers in open class.

Answers
1 just 2 still 3 yet 4 already

Language note

These four adverbs can be very confusing so students will inevitably make mistakes. For some students there will only be one word for *already* and *yet* in their language. Remind students that in English both words express the same idea. However, *already* is used in positive sentences and *yet* is used in negatives and questions.

- d Explain that the words *just*, *already*, *yet* and *still* are commonly used with the present perfect tense. Their meaning and position in a sentence are different. Ask students to complete the rules using the sentences in Exercise c. Encourage students to use the text to help them where necessary.

Answers
yet; just; already; still

- e Ask students to read the sentences and to complete them with *just*, *already*, *yet* or *still*. Check answers.

Answers
1 just 2 yet 3 still 4 already 5 yet

Grammar notebook

Remind students to note down the rules for the present perfect simple and to write a few examples of their own.

8 **Speak**

- a Read the example with students. Remind students that if they are talking about general truths, e.g. what team you support, then use the present simple tense. If they are talking about specific times in the past, e.g. the last time you went to a match, then use the past simple tense. *How long* questions, if they refer up to the present, should be in the present perfect. Write the topics (*best friend*, *clothes*, etc.) on the board. Ask students for suitable verbs for each topic (best friend – *meet*, *know*, *be*; clothes – *buy*, *wear*, *have*; hobbies – *start*, *have*; possessions – *buy*, *have*). Encourage students to build short dialogues with their partners using the verbs. Check students are using the present perfect tense where relevant and that they are using an appropriate time phrase with *for* or *since*.
- b In open class, read the list of ‘Things to do by the age of 16’. Check potentially difficult vocabulary: *Shakespeare play*, *poem*, *continent*. Tell students to work in pairs and guess what their partner has or hasn’t

done. Encourage students to use *already*, *just*, *still* or *yet*. Remind students that *already/just* are used in positive sentences and *still/yet* are used in negative sentences. Make sure students change roles after each sentence.

Culture in mind

9 **Read**

If you set the background information as a homework research task, ask students to tell the class what they found out.

BACKGROUND INFORMATION

Immigration: has always been an important issue in Britain. More recently the growth of asylum seeker applications has been a daily topic in the news and media. Asylum seekers are people who apply to live in a country for fear of religious or political persecution in their own country. In 2002, there were over 110,000 applications from asylum seekers in the UK – more than in any other country in the world.

Multiculturalism in London: There are probably few cities in the world more multicultural than London. Many groups of nationals that settle in London keep their own cultures and establish areas with specialist shops, restaurants and ways of life.

Emigration: According to a recent survey* of the British, the most popular destinations for emigration are the USA, followed by Australia. Destinations in Europe such as France and Spain are also popular.

*YouGov survey of 2,000 British adults for the *Daily Telegraph*, 2002

David Beckham: is a world-famous English football player who has played for Manchester United (1991–2003) and Real Madrid (2003–present). The film *Bend It Like Beckham* takes its title from the way Beckham is able to kick and dramatically ‘bend’ the path of the ball.

The Mercury Prize: is an annual prize celebrating the best in British music. Most types of music are entered for the prize, including pop, rock, dance, folk, jazz and contemporary classical music. Judges choose a selection of albums and meet in September each year to decide the winner. Past winners include Pulp, Badly Drawn Boy and Ms. Dynamite.

Warm up

Ask students to look at the photo and ask which city it is from (*London*). Can students give a reason for their answer? Check students understand the term *immigration* (*the process of coming to live in a country which is not your own*). Ask students which countries immigrants in their country come from.

- a Students read the text quickly and find the countries (not nationalities or continents) mentioned. It is a good idea to give a time limit of just two minutes to encourage the students to skim the text. Tell them not to worry about words they do not understand.

Answers

12: Britain, Iraq, Afghanistan, Bosnia, Germany, Italy, France, Spain, Bangladesh, Pakistan, England, Jamaica

- b Check students understand difficult vocabulary in 1 to 6: *apart from, percentage, reggae (music)*. Students read the text to find out the information. Point out that the information for 1 to 6 is not in order in the text so they will probably need to read the text more than once or scan the text to find the relevant paragraphs. Encourage students to work without a dictionary, or your help, at this stage. Instead, ask students to write down specific words and phrases they don't understand. Students check answers in pairs before open class.

Answers

1 The Romans 2 Iraq, Afghanistan and Bosnia
3 Over 300 4 *Bend It Like Beckham* and *East Is East*
5 Turkey / animal rights 6 UB40

Discussion box

Weaker classes: Check difficult vocabulary in the questions: *influence, emigrate* (to leave your country to live in another). Students choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them. Monitor and help as necessary, encouraging students to express themselves in English and to give details in their answers. Ask pairs or groups to feedback to the class and discuss any interesting points further.

10 Vocabulary
Making new friends

- a Tell students that sentences 1 to 5 are all from the text. Students match the underlined phrase with the definitions. Encourage students to reread relevant sections of the text to guess the meaning of difficult phrases. This is also a good opportunity for students to write the phrases in their vocabulary notebook with example sentences of their own. Students compare answers in pairs before checking.

Answers

1 a 2 e 3 d 4 c 5 b

- b Students put the letters in order to complete the sentences. (Depending on the sensitivity of your class, you may want to leave out the discussion.) Students check in pairs before discussing each question. Ask some pairs to report back to the class on their discussion.

Answers

2 fit in 3 feel left out 4 join in 5 bond with

Vocabulary notebook

Encourage students to start a section called *Friends* and to note down the words from this exercise. They may find it useful to note down translations of the words too.

11 Write

- a The planning for this exercise can be done in class and the interviews and writing can be set as homework. Elicit the meaning of the headings from students. If the structure of this report is different from students' normal report-writing style, explain that this is the common structure for reports in Britain (and many other countries).

Answers

First paragraph – Introduction

Second paragraph – Findings

Third paragraph – Conclusion

Ask students to read the model report and point out the useful language, e.g. generalisations with (*Well*) *over three quarters, About two thirds, the majority of ...* etc. Finally, in the conclusion point out that Ayşe has said what surprised her about her results.

- b Students interview their family or friends using the questions they wrote in Exercise 3b on page 7. In a subsequent lesson, encourage students to read each other's reports and vote on the most interesting.