



# PRONUNCIATION

## UNIT 1

### /h/ or /w/ in question words

**Aim:** Students practise saying question words *how*, *who*, *where*, *why* and *what*.

- 1  1.18 Students listen to the recording while reading the questions.
- 2 Ask students to identify and say the words starting with the /h/: *how* /haʊ/, *who* /hu:/ and /w/ sounds: *where* /weə/, *why* /waɪ/ and *what* /wɒt/.
- 3  1.19 Students listen and repeat. Then they practise asking the questions with a partner.

#### Optional extension

In their pairs, students can also take turns in answering the questions. You could also ask them to think of any more words they know starting with /h/ and /w/.


#### EXTRA INFORMATION

- *Wh* is an alternative spelling of the /w/ phoneme (i.e. *we* and *what* start with the same sound).
- Students often have trouble pronouncing the word *who* as it is a tricky word in two ways: the *wh* spelling is pronounced /h/, unlike *where*, *why* and *what*, and the vowel sound is the long /u:/ sound (it rhymes with *do* and *you*).
- Some nationalities have trouble with the /h/ phoneme, either pronouncing it too strongly (e.g. Spanish) or not pronouncing it at all (e.g. French). Explain that it's the same sound made when breathing on a pair of glasses to clean them, asking students to copy the sound while doing the gesture. Ask them to feel the aspirated air on the palm of their hands.

## UNIT 2


### Vowel sounds – adjectives

**Aim:** Students identify and practise saying key vocabulary from this unit correctly (*hungry*, *angry*).

- 1  1.27 Students listen to the recording while reading the dialogue.
- 2 Ask students to find and say *angry* and *hungry*, noting the difference /'æŋɡri:/, /'hʌŋɡri:/. Ask them to repeat the different vowel sounds /æ/ and /ʌ/.

#### Optional extension

Test students by asking them to raise their right hands when they hear the word *hungry*, and raise their left hands when they hear the word *angry*. They can then test each other in this way in pairs.

- 3  1.28 Students listen and repeat. Then they practise the dialogue with a partner.



#### EXTRA INFORMATION

- It is common for students to confuse the words *angry* and *hungry*. You may want to teach a gesture for each word (fold your arms and look cross for *angry*; rub your stomach for *hungry*). Make sure they're pronouncing the /h/ phoneme at the beginning of *hungry* and that they use the correct /æ/ vowel sound for *angry* and the /ʌ/ vowel sound for *hungry*.
- In the Workbook, we also cover two other commonly mispronounced adjectives found in this unit, *worried* /'wʌrɪ:d/ and *thirsty* /'ɜ:sti:/. The /ɜ:/ vowel sound (in *thirsty*) is particularly difficult as it can be spelled in several ways.

## UNIT 3

### this / that / these / those

**Aim:** Students identify and pronounce *this* /ðɪs/, *that* /ðæt/, *these* /ði:z/ and *those* /ðʊəz/.

- 1  1.36 Students listen to the recording while reading the dialogue.
- 2 Ask students to say the highlighted words, listening carefully to the four different vowel sounds /ɪ/, /æ/, /i:/ and /ʊə/. Test students by saying *this*, *that*, *these* or *those* and asking students to point to the correct word.
- 3  1.37 Students listen and repeat. Then they practise the dialogue with a partner.



#### EXTRA INFORMATION

- Some English language learners find it difficult to hear the difference between the /ɪ/ and /i:/ sounds. Ask students to exaggerate the manner of articulation to help them to hear and say the phonemes. For /ɪ/ the lips are only slightly open, in a 'square' shape; the sound is made at the back of the throat but is short; for /i:/ the lips are spread in a wide smile and the sound is longer.
- The unvoiced consonant phoneme /θ/ is also spelt 'th', e.g. *think* and *mouth*. Students may find it hard to hear the difference between the /θ/ consonant and the /ð/ consonant.

## UNIT 4

### Word stress in numbers

**Aim:** Students identify and pronounce the different stress in words *thirteen* to *nineteen* and *thirty* to *ninety*.

- 1  1.47 Students listen to the recording while reading the dialogue.
- 2 Ask students to say the words *thirteen* and *fifteen*, stressing the second syllable, then *thirty* and *fifty*, stressing the first syllable. Ask them to identify where the stress in each word. Elicit other numbers where the stress is on the second syllable, and other numbers where the stress is on the first syllable.
- 3  1.48 Students listen and repeat. Then they practise the dialogue with a partner.

#### Optional extension

In pairs, one student says five numbers (from *thirteen* to *nineteen* and *thirty* to *ninety*), the other student writes down what they hear. Check, then switch roles.



#### EXTRA INFORMATION

- All numbers ending in *teen* are stressed on the second syllable and the multiples of 10 (*twenty*, *thirty*, *forty* ...) are stressed on the first syllable. Although the words are spelled and end differently, the use of stress in the incorrect place can cause confusion and misunderstanding. The focus of this unit helps students to recognise the importance of stressing the correct syllable in words.

## UNIT 5

### Present simple verbs – third person

**Aim:** Students identify and say present simple verbs in the third person (*he walks* / *she watches*), recognising when an extra syllable is added.

- 1  1.54 Students listen to the recording while reading the sentences.
- 2 Ask students to identify how many syllables there are in *catch* (one) and how many there are in *catches* (two). Explain that for some verbs an extra syllable is added when used in the third person. Ask students to say the verbs with the added syllable /ɪz/ (*catches*, *teaches*, *finishes*, *washes*, *chooses*).
- 3  1.55 Students listen and repeat. Then they practise the sentences with a partner.



#### EXTRA INFORMATION

- The verb requires the addition of an extra syllable when the final sound is a /s/, /z/, /ʃ/, /tʃ/ and /dʒ/ (e.g. *uses*, *watches*). The extra syllable is pronounced /ɪz/.
- In the Workbook, students will decide whether to add -s or -es to the verbs in the third person.
- This pronunciation focus encourages students to recognise when they need to add an extra syllable to present simple verbs in the third person. Pronouncing the final s as a voiced or unvoiced consonant is covered in the next level (e.g. *plays* /pleɪz/ but *takes* /teɪks/).

## UNIT 6

### Long vowel sound /eɪ/

**Aim:** Students identify and pronounce words from the unit containing the long vowel sound /eɪ/ (*face*, *straight*, *wavy*, *make*, *great*) with different spellings.

- 1  1.65 Students listen to the recording while reading the dialogue.
- 2 Ask students to say the words in blue; elicit that they all contain the long vowel sound /eɪ/. Ask students to identify all of the different spellings for this vowel sound in the dialogue (*a*, *e*, *ay*, *ey*, *ai*).
- 3  1.66 Students listen and repeat. Then they practise the dialogue with a partner.



#### EXTRA INFORMATION

- Note that many long vowel sounds have alternative spelling patterns. The /eɪ/ phoneme is commonly spelt in the following three ways: *ai* (e.g. *wait*, *train*); *ay* (e.g. *day*, *okay*) and *a\_e* (e.g. *face*, *cake*). Students have learned the following words which contain this phoneme but are not spelt using one of these three patterns: *they*, *grey*, *straight*, *change*, *great* and *break*.
- Some words come from a root word containing the spelling pattern, for example, *wave* – *wavy*; *fame* – *famous*.

## UNIT 7

### Long vowel sound /ɔː/

**Aim:** Students identify and pronounce words from the unit containing the long vowel sound /ɔː/ (*sport*, *skateboard*, *ball*, *fourth*, *August*) with different spellings.

- 1  2.03 Students listen to the recording while reading the dialogue.
- 2 Ask students to say the words in blue; elicit that they all contain the long vowel sound /ɔː/. Ask students to identify all of the different spellings for this vowel sound in the dialogue (*or*, *oar*, *ore*, *al*, *au*, *ar*, *ou*).
- 3  2.04 Students listen and repeat. Then they practise the dialogue with a partner.


#### EXTRA INFORMATION

- Note that many long vowel sounds have alternative spelling patterns. The /ɔː/ phoneme is commonly spelt with these patterns: *or* (e.g. *sport*, *important*); *au* (e.g. *August*, *autumn*); *al* (e.g. *ball*, *talk*) and *aw* (e.g. *awful*, *draw*). Words students have learned containing this phoneme which are not spelt using one of these patterns include *board* (*skate/snowboarding*), *more*, *four* and *quarter*.

## UNIT 8

### Intonation – listing items

**Aim:** Students practise using rising and then falling intonation when saying a list of items.

- 1  2.17 Students listen to the recording while reading the dialogue.
- 2 Write the list on the board (*Brad wants a T-shirt, socks, trainers, a jacket and a baseball cap*). Ask the class or individual students to repeat the list, then identify where the intonation rises and where it falls. Students circle the correct arrows (up or down) in the sentence.

- 3 2.18 Students listen and repeat. Then they practise the dialogue with a partner.

#### Optional extension

Ask students to exaggerate the intonation to help them hear it – it will also make the activity and dialogue more fun. To extend the activity, ask students to tell you what they're wearing using the same intonation pattern.

## UNIT 9

### Intonation – giving two choices

**Aim:** Students practise using rising and falling intonation when asking someone to choose between two items.

- 1 2.26 Students listen to the recording while reading the dialogue.
- 2 2.27 Ask students to identify where in the dialogue the waitress gives two options, and what these options are. Students then circle the correct arrows (up or down) for each option given, identifying rising or falling intonation. Then listen again and check.
- 3 2.27 Students listen and repeat. Then they practise the dialogue with a partner.

#### Optional extension

Ask students to exaggerate the intonation to help them hear it – it will also make the activity and dialogue more fun. To extend the activity, ask students what they prefer: *salad or soup? Chicken or fish?* etc.

## UNIT 10

### Past simple regular verbs

**Aim:** Students say regular past tense verbs ending in *-ed* with the /d/, /t/ and /ɪd/ pronunciations. They recognise that if the base form of the word ends in a /t/ or /d/ sound, an extra syllable is added (e.g. *wanted, decided*) in the past simple form.

- 1 2.35 Students listen to the recording while reading the story.
- 2 Encourage students to notice the difference in pronunciation of the *-ed* endings. Then ask them to say the past tense words with the /d/ (*lived, married*), /t/ (*walked, finished, worked*) and /ɪd/ (*started, invented, wanted*) endings.
- 3 2.36 Students listen and repeat. Then they practise with a partner, taking turns to read the sentences.

#### EXTRA INFORMATION

- The final letter of the verb impacts on the way in which the *-ed* ending is pronounced. The /ɪd/ ending is only added when it's totally necessary as it involves adding another syllable to the word. This occurs when the base form of the word ends in either a /t/ or /d/ sound (e.g. *wanted, needed*).
- There are fewer words where the *-ed* ending is pronounced /ɪd/ although beginner students always tend to pronounce the extra syllable. Suggest to students that they're better off not saying /ɪd/. They will realise that it's physically impossible to say verbs ending in the /d/ or /t/ sound without adding it.
- Besides the schwa /ə/, the /ɪ/ phoneme is often used in unstressed syllables, as is the case here.

## UNIT 11

### Past simple irregular verbs

**Aim:** Students identify and say irregular past tense words (*could, went, were/was, swam, took*).

- 1 2.42 Students listen to the recording while reading the dialogue.
- 2 Ask students to find and say the words in the irregular past, and elicit what their infinitive forms are (*could – can, went – go, were/was – be, swam – swim, took – take*).

#### Optional extension

Ask students to create another dialogue using these irregular verbs. Alternatively, elicit some more irregular past tense verbs from the students and ask them to create a dialogue using these.

- 3 2.43 Students listen and repeat. Then they practise the dialogue with a partner.

#### EXTRA INFORMATION

- Many irregular past tense words are decodable, that is, their pronunciation is easily recognised by the way they are spelled.

## UNIT 12

### Word stress – comparatives

**Aim:** Students recognise the stressed syllables in comparatives and practise saying the final schwa /ə/ syllable correctly.

- 1 2.48 Students listen to the recording while reading the sentences.
- 2 Ask students to identify the comparative in each sentence (*faster, slower, quicker, easier*). Ask them to say which part of the word is stressed (the first part – the last syllable is never stressed).
- 3 2.49 Students listen and repeat. Then they practise the sentences with a partner.

#### EXTRA INFORMATION

- The last syllable in comparatives is never stressed because the main meaning is in the word which has been changed into a comparative.
- The schwa /ə/ is common in unstressed syllables. It gives English its characteristic rhythm and, when speakers don't use it, they tend to sound unnatural and wooden.

# GET IT RIGHT!

## UNIT 1

### Be

**Focus:** Students at this level often omit the verb *be* (*am, are or is*) when using statements and questions.

Books closed. Write these three prompts on the board: 1 *I British.* 2 *You Brazilian.* 3 *She Spanish?* Ask students to identify what is missing from each of the sentences. Encourage them to discuss their ideas in pairs before you take feedback. Answers: 1 *am/'m;* 2 *are/'re;* 3 *Is.* Explain/ elicit that these are forms of the verb *be*. Books open. Draw their attention to how we form statements and questions with *be*, noting where the verb goes in each case. Focus students on the example before they complete the exercise.

### Answers

- 1 The house is very nice.
- 2 How old are you?
- 3 correct
- 4 Are you 13 years old?
- 5 What is your name?
- 6 correct
- 7 My name is John.
- 8 Is Lisbon in Spain?

### Subject pronouns and *be*

**Focus:** Students at this level sometimes miss out the subject pronoun when using the verb *be*. This is often because their own language omits the subject pronoun in sentences.

Books closed. Write this sentence on the board: *My favourite athlete is* [name – make this your personal choice]. *Is very nice.* Ask students to identify what is missing from the sentence. Encourage them to discuss their ideas in pairs before you take feedback. Answer: *he/she* (depending on what name you put). Explain/ elicit that this is the subject pronoun, and that we always use it when referring to someone (or something) in a sentence. Elicit all the subject pronouns that the students have learnt in the unit (*I, you, he, she, it, we, they*). Refer them back to page 15 of the Student's Book if necessary. Books open. Focus students on the example before they complete the exercise.

### Answers

- 1 I like England. It is very nice.
- 2 It's a taxi. It is yellow.
- 3 She's my friend. She is from Mexico.
- 4 They are singers. They are in First Aid Kit.
- 5 He's my brother. He is 15 years old.
- 6 I like this phone because it is very small.

## UNIT 2

### Be questions

**Focus:** Students at this level often make mistakes with word order in *be* questions.

Books closed. Write this sentence on the board: *She is happy.* Ask students to change this statement into a question. Encourage them to discuss their ideas in pairs before you take feedback. Answer: *Is she happy?* Explain/ elicit that when we write a question in English, the word order changes. Books open. Draw their attention to how we form questions with *be*. Focus students on the example before they complete the exercise.

### Answers

- 1 Is there a problem?
- 2 Are you on holiday?
- 3 How are you?
- 4 Is he a famous person?
- 5 Is this your computer game?
- 6 Is she your sister?

### Spelling

**Focus:** Students at this level have trouble spelling many words in English, particularly ones that are not written the same way as they sound.

Books closed. As a warm-up, ask students to say some of the adjectives they learnt in the unit. Refer them back to page 25 of the Student's Book if necessary. Ask individuals to spell the words and write these on the board. Ask the whole class to check if the spelling is correct, and make corrections if necessary. Books open. Explain that students will practise spelling more difficult words from the unit. Focus students on the example before they complete the exercise.

### Answers

- 1 My brother is very funny.
- 2 The food is excellent.
- 3 My shirt is white.
- 4 We play football in the evening.
- 5 I saw her yesterday morning.
- 6 The film is great.

## UNIT 3

### Possessive 's

**Focus:** Students at this level find it difficult to use the possessive 's. They often put the words in the wrong order. This is often because their own language uses a very different structure to talk about possession.

Draw students' attention to the example in the box. Explain/licit that we place the possessive 's after the person or thing to whom an item belongs. As a warm-up, hold up items belonging to different students and ask: *Whose pencil/chair/etc. is this?* Write answers on the board to make sure they understand how the apostrophe is used. Focus students on the example before they complete the exercise.

### Answers

- 1 It is my sister's homework.
- 2 My friend's name is Amy.
- 3 I was at my friend's party.
- 4 My friend's family lives in India.
- 5 It's my sister's birthday.
- 6 This is my brother's bedroom.
- 7 Trumpington High is my cousin's school.
- 8 Don't eat Juan's burger!
- 9 That's the teacher's chair.
- 10 He's Ana's brother.

### Family vocabulary

**Focus:** Students at this level sometimes make spelling mistakes with family words, particularly ones that are not written the same way as they sound.

Books closed. As a warm-up, ask students to name some of the family vocabulary they learnt in the unit. Refer them back to page 32 of the Student's Book if necessary. Ask individuals to spell the words and write these on the board. Ask the whole class to check if the spelling is correct, and make corrections if necessary. Books open. Explain that students will practise spelling more difficult family vocabulary from the unit. Focus students on the example before they complete the exercise.

### Answers

- 1 My mother is in hospital.
- 2 We go to my grandmother's house.
- 3 I watch films with my brother.
- 4 It was a present from my father.
- 5 He is the president's son.
- 6 He has got two daughters.
- 7 My grandfather lives there.
- 8 She is my cousin.
- 9 His family are from America.
- 10 Does your uncle live near you?

## UNIT 4

### There is / There are

**Focus:** Students at this level sometimes miss out *there* where *there is/are* is required.

Books closed. Write these two sentences on the board: *Is a great restaurant in our town, but aren't any cinemas.* Ask students to identify what is missing from the sentence. Encourage them to discuss their ideas in pairs before you take feedback. Answers: **There is a great restaurant in our town, but there aren't any cinemas.** Elicit/explain that we need to use *there* in sentences when we are saying if something exists or doesn't exist, and it is always followed by the verb *be*. Books open. Focus students on the example before they complete the exercise.

### Answers

- 1 In the kitchen there are two windows.
- 2 In Paris there is a nice park.
- 3 Are there any other drinks?
- 4 In my room there is a bed.
- 5 It is nice because there are lots of shops.
- 6 Near my town there are lots of interesting places.

### Prepositions of place

**Focus:** Students at this level sometimes make mistakes with the form of prepositions of place, either misspelling them or using the wrong particle.

Books closed. As a warm-up, ask students to name all of the prepositions of place they learnt in the unit. Refer them back to page 41 of the Student's Book if necessary. Ask individuals to spell the words/phrases and write these on the board. Ask the whole class to check if the spelling is correct, or if any part of the phrase is missing, and make corrections if necessary. Books open. Explain that students will practise using prepositions of place from the unit. Focus students on the example before they complete the exercise.

### Answers

- 1 The coffee shop is in front of the bank.
- 2 My house is next to Park Hotel.
- 3 I live behind the station.
- 4 Station Road is between the supermarket and the post office.
- 5 The shop is opposite the museum.
- 6 Their houses are next to the hospital.

## UNIT 5

### Present simple positive

**Focus:** Students at this level often make agreement mistakes in the present simple, especially with the third person singular (*help* → *helps*).

Books closed. Write on the board: 1 *I \_\_\_ English.* 2 *He \_\_\_ English.* In open class, ask students what they think the missing verb is (*speaks/understand*). Elicit the answers to the blank spaces. Answers: 1 *I speak English* 2 *He speaks English.* Explain/licit that when we use verbs in the present simple with the third person singular (often with the pronouns *she, he* and *it*), we add an *s* or *es* to the verb. Books open. Focus students on the example before they complete the exercise.

### Answers

- 1 He eats breakfast every day.
- 2 They like sport.
- 3 She goes to university.
- 4 Angela works Monday to Friday.
- 5 People play games on their phones.
- 6 School starts on Friday.
- 7 People in cities are often angry.
- 8 He studies every day after school.
- 9 She loves Glee Club.
- 10 My brother watches football on TV every Saturday.

## Present simple negative

**Focus:** Students at this level often make agreement mistakes in the present simple negative, sometimes confusing when to use *don't* or *doesn't*.

Books closed. Following on from the previous focus, write the two previously used sentences on the board: *I speak English. He speaks English.* Ask students to put these statements into the negative. Encourage them to discuss their ideas in pairs before you take feedback. Answers: *I don't speak English. He doesn't speak English.* Books open. Draw students' attention to the examples in the box, and explain/ elicit that the verb *do* is used in negative sentences and agrees with the person and number of the subject. Focus students on the example before they complete the exercise.

### Answers

1 doesn't 2 doesn't 3 don't 4 doesn't 5 doesn't  
6 don't 7 don't 8 don't 9 doesn't 10 don't

## UNIT 6

### Countable and uncountable nouns

**Focus:** Students at this level sometimes use *a/an* and *some* incorrectly when using countable and uncountable nouns.

Books closed. As a warm-up, ask students to name some nouns (from Unit 6 or from the whole level until now) and write them on the board. In pairs, ask students to decide whether the nouns on the board are countable (singular or plural) or uncountable. Explain/ elicit that we use *a/an* with countable nouns in the singular and we use *some* with countable nouns in the plural and uncountable nouns. Books open. Focus students on the example before they complete the exercise.

### Answers

1 a 2 a 3 some 4 a 5 some 6 some

### has / have got

**Focus:** Students at this level often forget to include *got* when they use *has / have got* in negative sentences and questions.

Books closed. As a warm-up, write the sentence on the board: *Have you a phone?* Ask students if this sentence is correct, and elicit what is missing (*got*). Ask students to give the correct full sentence (*Have you got a phone?*). To get students practising more, you could put them in pairs to ask and answer *have/has got* questions, for example, Student A asks *Have you got a cat?*, Student B answers *Yes, I've got a cat / No, I haven't got a cat* (for the purposes of this exercise, encourage them to answer in full sentences). Books open. Focus students on the example before they complete the exercise.

### Answers

1 Have you got the time?  
2 Has your mum got GPS in her car?  
3 I haven't got headphones. Can I use yours?  
4 They haven't got books in their school. They use tablets.  
5 I haven't got an e-reader. I use my phone.  
6 Have you got a laptop?

## UNIT 7

### can / can't

**Focus:** Students at this level sometimes make mistakes with *can/can't* by adding *to*, or leaving *to* out when it is needed with the infinitive.

Focus students' attention on the example and elicit why the sentence *He can to play the piano* is incorrect (we use the infinitive without *to* after *can*). Then elicit why the sentence *They want know the answer* is wrong (we use *to* + infinitive after many verbs, including *want* and *need*). Focus students on the example before they complete the exercise.

### Answers

1 Can you speak Spanish?  
2 We want to do some shopping.  
3 You need to clean your room.  
4 I need to eat something. I'm hungry!  
5 I can't do my homework.  
6 Alex wants to do everything.

## UNIT 8

### like / don't like + verb + -ing

**Focus:** Students at this level often use the base form of the verb, or the infinitive with *to*, after *like / don't like* instead of using the *-ing* form.

Books closed. Write these sentence stems on the board: 1 *I like ...* 2 *I don't like ...* Ask individuals to complete the sentences with their own ideas in open class (make sure they use verbs and not nouns). Write their ideas on the board. With the whole class, check the ideas on the board and make any corrections to errors of verb form. Explain/ elicit that after the verb *like / don't like* (and *love, hate, etc.*) we use the *-ing* form. Books open. Focus students on the example before they complete the exercise.

### Answers

1 I like singing and dancing.  
2 We love going shopping.  
3 She likes wearing green clothes.  
4 They don't like playing basketball.  
5 Paul doesn't hate studying.  
6 Anna likes wearing white clothes.

## UNIT 9

### must / mustn't / can / would

**Focus:** Students at this level often have trouble spelling modal verbs such as *can't, must, would* and *mustn't*.

Books closed. As a warm-up, ask students to name some of the modal verbs they learnt in the unit. Refer them back to page 86, 87 and 89 of the Student's Book if necessary. Ask individuals to spell the words and write these on the board. Ask the whole class to check if the spelling is correct, and make corrections if necessary. Explain/ elicit where the apostrophe goes in contracted negative modal verbs (e.g. in the verb *mustn't* it replaces

the *o* in *not*). Books open. Explain that students will practise spelling more difficult modal verbs from the unit. Focus students on the example before they complete the exercise.

### Answers

- 1 I can't find the coffee.
- 2 You must learn English.
- 3 I would like to do some shopping.
- 4 You mustn't use YouTube©.
- 5 Wouldn't you like some more?
- 6 We mustn't be late.

## UNIT 10

### was / wasn't, were / weren't

**Focus:** Students at this level sometimes make agreement errors with the past simple of *be*, confusing *was* and *were*.

Refer back to the text on page 93 of the Student's Book. Ask students to find examples of sentences that use *was*, *wasn't*, *were* and *weren't*. Write the examples on the board. For each example, elicit whether the subject is singular or plural. Explain/elicite that with singular subjects we use *was* or *wasn't*, and with plural subjects we use *were* and *weren't*. Focus students on the example before they complete the exercise.

### Answers

- 1 We were at Dan's house all night.
- 2 correct
- 3 Weren't you there?
- 4 I was happy to see you at the weekend.
- 5 correct
- 6 Last night there was a party on the beach.
- 7 correct
- 8 Katie and Jo were there.

## UNIT 11

### Past simple (irregular verbs)

**Focus:** Students at this level sometimes misspell or use the wrong forms of irregular verbs in the past simple, often confusing whether they take the regular *-ed* ending or not.

Books closed. As a warm-up, ask students to name some of the irregular verbs they learnt in the unit so far. Ask individuals to use these words in a sentence. Write the examples on the board. Ask the whole class to check if the spelling and form is correct, and make corrections if necessary. Explain that students will practise forming and spelling more difficult irregular verbs from the unit. Focus students on the example before they complete the exercise.

### Answers

- 1 I made a lot of friends.
- 2 She gave me a lot of presents.
- 3 Jack and Al took photographs.
- 4 There were some problems with his work.
- 5 I came home late yesterday.
- 6 He swam very fast.
- 7 They went to the cinema.
- 8 Helen made some food.

### Past simple (negative)

**Focus:** Students at this level sometimes use the present simple negative where the past simple is required.

Books closed. Write these sentences on the board: 1 *You don't have homework.* 2 *You didn't have homework.* Ask students which sentence is in the present (the first one) and which is in the past (the second one). Explain/elicite that present simple negative sentences use the present form of *do* (*don't/doesn't*), while past simple negative sentences use the past form of *do* (*didn't*). Explain that students should look out for time phrases to know if a sentence is in the present or the past. Books open. Focus students on the example before they complete the exercise.

### Answers

- 1 don't
- 2 didn't
- 3 didn't
- 4 don't
- 5 didn't
- 6 don't

## UNIT 12

### Comparative adjectives

**Focus:** Learners at this level often use both *more* and *-er* for comparatives when only one of these forms is required, or use *more* when *-er* is required and vice versa.

Draw students' attention to the rule and the examples in the box. Ask students to name some adjectives they have learnt in the level so far and write their examples on the board. For each example, elicit the number of syllables it has (e.g. *exciting* – 3) and therefore whether it should take *more* or *-er* when we make it into a comparative (e.g. *more exciting*). Focus students on the example before they complete the exercise.

### Answers

- 1 He is healthier than he was last year.
- 2 Henry is older than his brother.
- 3 My mobile phone is newer than my brother's.
- 4 Basketball is better than baseball.
- 5 I was happier than Joe at the end of the game.
- 6 Henry's brother is friendlier than Henry.
- 7 I think Maths is easier than English.

### than with comparative adjectives

**Focus:** Students at this level sometimes use *then* or *that* where *than* is required with comparative adjectives.

Books closed. Write this sentence on the board: *The train is better \_\_\_ the bus.* (To make it more interesting, make this sentence true to you.) In open class, ask students what the missing word in the sentence is (*than*). Explain/elicite that we always use *than* when comparing two things. Elicit when we use *then* (to refer to a time) and when we use *that* (to refer to an object or idea). Make sure students understand these words so as not to confuse them. Books open. Focus students on the example before they complete the exercise.

### Answers

- 1 than
- 2 then
- 3 than
- 4 That
- 5 that
- 6 then