


PRONUNCIATION

UNIT 1

Diphthongs: alternative spellings

Aim: Students recognise and practise different spellings for the diphthongs /eɪ/ (e.g. aim), /aɪ/ (tie), /əʊ/ (toe), /aʊ/ (out) and /ɔɪ/ (boy). Diphthongs are made by merging two vowel sounds to create one long sound; the mouth changes shape when making the sound.

- 1  1.07 Ask students to listen and read the five tongue twisters. Students identify the long vowel sound in bold in each sentence.

Answers

1 /aɪ/ (e.g. ice), 2 /əʊ/ (e.g. snow), 3 /eɪ/ (e.g. late), 4 /aʊ/ (e.g. out) and 5 /ɔɪ/ (e.g. boy).

Ask students to identify the different spellings of the same sound.


Answers

1 igh, ie, i and i_e, 2 oe, o_e and ow, 3 ay, a_e, ai and aigh, 4 ou and ow, 5 oi and oy.

Optional extension

Write the following diphthongs on the board – *high, snow, late, town, boy*. Encourage students to say the diphthongs aloud, noticing how the shape of the mouth changes as they say the phonemes. (The mouth ends in a wider, stretched position when saying the /aɪ/ (high), /eɪ/ (late), and /ɔɪ/ (boy) sounds. It ends in a smaller, circular position when saying the /əʊ/ (snow) and /aʊ/ (town) sounds.)

If you can, let students use a mirror or the camera on their mobile phones to see the way their mouths change.

- 2  1.08 Students listen again and repeat. They take turns saying the sentences with a partner.


EXTRA INFORMATION

- Recognising alternative and irregular spellings of the same phonemes is an important skill which will help students improve their pronunciation enormously. Encourage students to regularly look for and identify different spellings of the same sound as part of the language learning process.
- Note that the phonemic script indicates the changes to the mouth when saying the diphthongs. The wider, stretched position in /aɪ/ (high), /eɪ/ (late), and /ɔɪ/ (boy) is shown by the /ɪ/ ending and the circular position when saying /əʊ/ (snow) and /aʊ/ (town) with the /ʊ/.
- Note that the phonemic script symbols show how diphthongs are a merging of two short vowel sounds to create a long sound, for example /əʊ/ (e.g. toe) and /eɪ/ (e.g. late). Long vowel sounds where the mouth doesn't change shape are indicated by a double colon (they are monophthongs) e.g. /i:/ (e.g. see) and /ɑ:/ (e.g. car).

UNIT 2


Phrasal verb stress

Aim: Students identify and practise primary and secondary stress in phrasal verbs.

- 1  1.13 Ask students to tell you what they think primary and secondary stress in the context of phrasal verbs could mean. Elicit that it involves two stressed syllables. The primary stress is the stronger one. To ensure that students are clear on the overall meaning of the text before looking at the pronunciation ask them to listen and read in order to answer this gist question: *What helped Gillian learn French?* (hanging around with her French friends).
- 2 Students listen and read while you play the recording again, paying attention to the two stresses indicated by the red (primary) and blue (secondary) colours. They practise saying the phrasal verbs from the dialogue in isolation before repeating the whole dialogue. Note that three-part phrasal verbs follow the same pattern (the final preposition isn't stressed).

Answers

1 primary 2 secondary 3 particle 4 verb

- 3  1.14 Students listen to the recording and repeat. Then they practise with a partner.


EXTRA INFORMATION

- Some phrasal verbs only have one stress (*look at, care for*), in which case the stress always falls on the verb.
- However, many more phrasal verbs have two stresses, including all those targeted in this unit (*put up with, bring about, run into, turn out, hang out with, pick up, go through and wear out*). In these phrasal verbs, the main (primary) stress falls on the particle, with the secondary stress placed on the verb.
- Three-part phrasal verbs are practised in the WB. The pattern is the same, with the primary stress falling on the particle and the secondary stress on the verb. The final preposition is never stressed: *ˌhangˈout with; ˌputˈup with*


UNIT 3

Adding emphasis


Aim: To raise students' awareness of the increase in intonation range across a whole sentence when emphasisers are used.

- 1  1.18 Focus students on these gist questions before they listen and read the dialogue for the first time: *Did Hannah win or lose the match?* (She lost.) *Is she a good or bad player according to Rob and Millie?* (very good).

Play the audio again and tell students to pay attention to the stressed emphasisers, shown in bold. Ask: *Why do Millie and Rob sound so enthusiastic?* (Because they obviously love tennis and think that Hannah Smith is going to be a champion.)

- 2  1.18 Ask students to tell you whether they think the intonation in the sentences with emphasisers has a high range or not. (It does.)

Tell the students to say each line of the dialogue without using the words *such*, *so*, *did* and *do*, and then say them again with them. When saying the sentences without the emphasisers, they will notice that their voices are flatter. Encourage them to really stress the emphasisers. Explain that these words don't add meaning, but that they do make the meaning stronger.

- 3  1.19 Students listen to the recording and repeat. Then they practise the dialogue with a partner.

EXTRA INFORMATION

- When we use the words *so* and *such* or *do/does* and *did* in the ways shown in the dialogue, our intonation range increases across the whole sentence to show that we are making a strong point.


Optional extension

As an extension activity, you could ask students, in pairs, to write three or four sentences about their weekend. They then see which of the sentences they can add emphasisers to. Once they have some emphasisers in place, ask them to change their sentences into a dialogue to practise and then act out for the class.

UNIT 4


Pronouncing words with *gh*

Aim: Students recognise and practise the two pronunciations of the *gh* spelling in words found in this unit.

- 1  1.23 Ask students to listen and read the extracts, paying attention to the pronunciation of the words in bold. They will notice that they are pronounced in many different ways!

Elicit from the class that in the text there are two pronunciations of *gh*.

The letters *gh* are pronounced with the /f/ consonant sound in *laugh* and *enough*. The letters are silent in *thought*, *through*, *brought* and *right*.

- 2  1.24 Students listen to the recording and repeat. Then they take turns saying the extracts with a partner.


EXTRA INFORMATION


- Although words containing the digraph *gh* are often among those chosen to show how irregular the English spelling-pronunciation relationship is, there are only three possible pronunciations of this digraph: i) as silent letters (*through*, *high*, *straight*), ii) as /f/ (*laugh*, *enough*) and iii) most rarely /g/ (*ghost*, *ghastly* – there are only about five words in this category).
- Sometimes the digraph is part of a spelling pattern for a particular phoneme, for example *igh* is an alternative spelling for the /aɪ/ phoneme: *right*, *night*, *light*, *high*; and *augh* is an alternative spelling for the /ɔ:/ phoneme in *daughter*, *caught* and *taught*.
- Pronunciation problems are mainly caused by the *ough* spelling, where pronunciation of words must be learned individually (compare *thought*, *through*, *enough* and *thorough*).

UNIT 5

The schwa sound

Aim: Students revise and extend their knowledge and practice of saying the schwa /ə/ in phrases, recognising the role of this short vowel sound in giving English its characteristic rhythm.

- 1  1.29 Students listen to the recording while reading the recorded message, paying special attention to the words in blue. Students may say that the small words are 'lost' or 'swallowed' or are hard to hear. Ask: *All the words in blue have the same sound. What is it?* (It's the schwa.)


- 2  1.30 Students listen to the recording and repeat. Then they practise with a partner.

EXTRA INFORMATION

- Students tend to pronounce these small words the way they're spelled, so that the words all sound different, when in fact they all contain the schwa /ə/ sound. Not only does this sound unnatural, but it prevents students from using English rhythm patterns.
- To make students aware of the fact that this is the most frequent sound in the English language, you could play them recordings of native speakers, asking them to specifically listen to the frequency of this sound.
- Remind students that this sound also appears in many unstressed syllables in words, for example, *connect*, *computer* and *internet*. Note, however, that in American English the final -er in words such as *computer* is stronger and is pronounced with the /ɜ:/ phoneme.

UNIT 6**Linking words with /dʒ/ and /tʃ/**

Aim: Students identify the voiced /dʒ/ and unvoiced /tʃ/ in connected speech. For example, these consonant sounds appear in *do you* (often pronounced /dʒə/), *did you* /dɪdʒə/ and *don't you* /dəʊntʃə/.


- 1  1.33 Students read and listen to the dialogue. As a gist question, ask: *What does Sally choose; tea or coffee? Why?* (Sally chooses tea because they've both forgotten to get coffee.)

Explain that when the consonant sounds /d/ or /t/ are found at the end of joining words, the consonant sounds /dʒ/ and /tʃ/ often intrude. This is a natural effect of connected speech and students will need to be aware of it in order to understand fluent speakers in conversation. Note that in *do you* the two words can be joined to create the short /dʒə/ in order to maintain the rhythm.

Tell students to circle the linked words that have the /dʒ/ sound and underline the ones that have the /tʃ/ sound. Play the recording again for them to listen and check.

Answers

/dʒ/ sound: Would you, Do you, Did you, told you, Do you;
/tʃ/ sound: Didn't you, Don't you.



- 2  1.34 Students listen to the recording and repeat. Then they practise with a partner.

EXTRA INFORMATION

- Note that in *do you* the /d/ is at the beginning of the word, but as it isn't stressed, the word is swallowed. This is common in English since maintaining the rhythm of the language involves losing whole syllables at times.
- Once again the voiced and unvoiced consonants play a role. Explain to students that the voiced /d/ sound becomes /dʒ/ (*did you* /dɪdʒə/) and the unvoiced /t/ sound becomes /tʃ/ (*don't you* /dəʊntʃə/). This doesn't occur in all cases, however; for example in *did everyone* and *didn't it* the original sounds actually become stronger (this point has been covered in a previous level).
- Students are likely to find this activity difficult. Assure them that, although they will practise saying the phrases, this is an awareness-building exercise which aims to help English learners understand native speakers better.

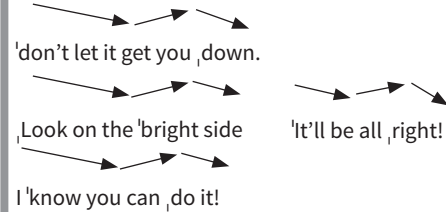
UNIT 7**Intonation: encouraging someone**

Aim: Students identify and practise using a higher intonation range in phrases to show interest and encouragement.

- 1  2.05 As a gist question students listen and read the dialogue and answer the question: *What's Becky trying to do in this conversation between her and Harry?* (Becky's trying to cheer Harry up and give him encouragement to try again.)
- 2  2.05 Students listen again and draw arrows over the phrases in blue.


Answers

'don't let it get you ,down.
,Look on the 'bright side 'It'll be all ,right!
I 'know you can ,do it!



Note the primary and secondary stress in the phrases as shown.

Students practise saying the phrases in blue using a rise-fall-rise-fall intonation pattern. Encourage students to exaggerate the range, explaining that they may come across as rude or uninterested if their voice is too flat.


- 3  2.06 Students listen to the recording and repeat. Then they practise with a partner.

EXTRA INFORMATION

- More than the actual pattern shown, which can vary, tone of voice is very important in transmitting our feelings. Explain, if necessary, that in English the range within the sentence can be greater than in other languages. Non-native speakers may be considered rude or uncaring if they don't use a high rise-fall range to show they're interested or sympathetic in conversation.
- When acting out the dialogue, you could ask students to take on American or English personas, allowing them to exaggerate their intonation range in a fun and less self-conscious way.

UNIT 8**Weak forms with conditionals**

Aim: Students recognise that when spoken quickly modal contractions *would*, *could* and *should* + *have* are pronounced /wʊdə/, /kʊdə/, /ʃʊdə/. However, when the contraction is followed by a vowel sound, the /v/ is pronounced: *I could've asked* /kʊdə'vɑ:skt/.

- 1  2.11 Students listen and read. As a gist question ask students *What has Kim forgotten?* (Kim's forgotten her mother's birthday) and *Is her friend sympathetic?* (Nellie isn't sympathetic – she thinks Kim should have remembered.)

- 2 2.11 Explain that in fast speech the unstressed, contracted *have* is pronounced with the schwa /ə/ in most cases. However, sometimes we pronounce the /v/. Students listen again and circle the phrase where the /v/ is pronounced.

Answers

When the contraction is followed by a vowel sound, the /v/ is pronounced: *You should've asked your dad* /'ʃʊdə'vɑ:skt/.

- 3 2.12 Students listen to the recording and repeat. Then they practise with a partner.

EXTRA INFORMATION

- Sometimes it can be difficult to understand English when it's spoken quickly because syllables and unstressed words are shortened to a schwa – or even lost. The pronunciation section in this unit aims to help students understand native speakers by focussing on the shortened contractions in modals + *have*. Students should enjoy practising these contractions, but explain to them that it's more important that they recognise what native speakers are saying. They will still be understood if they pronounce the contractions more carefully!
- An interesting and somewhat related fact that may interest your students is that native speakers sometimes write these words incorrectly, as *would of*, *could of* and *should of* because that is what they think they are saying.

UNIT 9

Linking: intrusive /w/ and /j/

Aim: Students recognise how vowel sounds at the end of a word and at the beginning of a word are connected in natural speech, using sound intrusions /w/ and /j/, e.g. *you* /w/ *always* and *tell me* /j/ *off*.

- 1 2.15 Students read and listen. As a gist question ask: *Why is Ellen annoyed with Evan?* (She's annoyed because she doesn't really want Evan's advice – she wants his sympathy.)
- 2 2.15 Explain that when a word in a sentence ending in a vowel sound is followed by a word starting with a vowel sound, we add a /j/ or a /w/ sound to join them together. Students listen again and write a letter *j* or a letter *w* above the gap between the words.

Answers

me (j) off / so (w) angry / you (w) ask / to (w) explain / be (j) able / you (w) always / to (w) everything / so (w) annoying / be (j) angry / be (j) annoying

Elicit the rule: when the first word has the /i:/ sound e.g. *me*, we join the two words with a /j/ sound. When the first word has the /əʊ/ or /u:/ sound e.g. *so* or *to*, we join the two words with a /w/ sound.

- 3 2.16 Students listen to the recording and repeat. Then they practise with a partner.

EXTRA INFORMATION

- These intrusive sounds are actually quite natural, since they're directly related to the vowel sound that ends the first word, that is, our mouth is already in the position to make the intrusive sound, e.g. *let's go (w) out* and *you may be (j) able to*. Therefore it shouldn't be difficult for students to understand and pronounce these intrusions, increasing the naturalness of their spoken English and making it easier for them to understand other features of connected speech.
- To reiterate the rule: when the first word has the /i:/ sound, we join the two words with a /j/ sound, e.g. *me off* /'mi:ɔf/. When the first word has the /əʊ/ or /u:/ sound, we join the two words with a /w/ sound e.g. *so angry* /səʊ'wæŋgri/.

UNIT 10

Linking: omission of the /h/ sound

Aim: Students recognise that the /h/ phoneme in unstressed words is often lost in natural speech e.g. *Did you ask her?* /'ɑ:skə/

- 1 2.20 Students listen to the recording and answer the gist question: *Why is Hilary upset with Harry?* (Harry told he didn't like her new haircut.)
- 2 2.20 Students listen to the recording again, underlining the silent letter /h/.

Answers

The letter h is silent in unstressed words he and her: He hurt her feelings. He said he didn't like her new haircut. Did he mean to upset her? Of course he didn't!

- 3 2.21 Students listen to the recording and repeat. Then they practise with a partner.

EXTRA INFORMATION


- The aim of this pronunciation focus is to help students understand native speakers. Although they may enjoy practising omitting the /h/ when speaking, it's not necessary for them to do so.
- When a word is stressed, which is often the case with verbs and nouns carrying meaning, the /h/ is pronounced.
- In a very formal setting we may pronounce the /h/ in all words – for example, when giving a speech. This is mainly due to speaking more slowly and carefully.

UNIT 11

Stress on modal verbs for speculation

Aim: When using modals to express degrees of probability, students recognise that placing stress on the modal or the verb is significant. It shows how likely we think something is, e.g. *she might be coming* (probable) as opposed to *she might be coming* (unlikely).

- 1 2.27 Students listen to the recording and answer these gist questions: *What does Ned think about the information in the TV show? What about Gina?* (Ned doesn't think that the information in the TV show is likely to be true whereas Gina tends to believe it.)

- 2  2.27 Students listen and colour the squares black (primary stress) or leave them clear (secondary) to show the primary and secondary.


Elicit/explain that when we place the stress on the modal verb instead of the meaningful part of the phrase, it means we're not sure that something is true, or that it will happen. When we place the stress on the verb or noun we are more certain of something.

Notice how Gina puts the main stress on the information rather than *might* and *may*, which shows that she thinks the information is likely to be true. Ned is doubtful and therefore puts the main stress on *might* and *could* instead of the information itself.

Answers

(main stress shown in bold with secondary stress underlined):

might have already visited us / **might** have, I suppose / may have built the pyramids / **could** be true / may be in our **town**.

- 3  2.28 Students listen to the recording and repeat. Then they practise with a partner.



EXTRA INFORMATION

- It is interesting to note the difference in stress in sentences containing a modal + verb + noun, e.g. *they may have built the pyramids*. If we think this is unlikely the main stress and secondary stress are as follows: *they **may** have built the pyramids*. However, if we think it's probable, the stress pattern is: *they may have built the **pyramids***.


UNIT 12

Linking: /r/

Aim: Students recognise that two words can sometimes be linked with an /r/ sound, e.g. *your own car*; *more animals*.

- 1  2.34 Students listen to the recording and find out the answer to this gist question: *How can you be part of this adventure?* (They can follow the blog.)
- 2  2.34 Explain that in syllables with a vowel and the letter *r*, we often don't pronounce the /r/ sound. However, when these syllables end a word and the next word begins with a vowel sound, we do pronounce the /r/. Students say *We're off* and *We're coming* to hear the difference. Students listen again and circle the linked words where an /r/ is present.

Answers

- We're off on our adventure on Saturday.
 - We're going far away to explore amazing places.
 - We hope to learn more about our incredible Earth.
 - We'll remember our adventure for ever!
 - Join us on our adventure – follow our excellent blog!
- 3  2.35 Students listen to the recording and repeat. Then they practise with a partner.

EXTRA INFORMATION

- Note that in American English the /r/ is often pronounced so that this is a more simple linking pattern as is found with other consonant sounds followed by a vowel, e.g. the carrying over of the /r/ phoneme in *for ever and ever* is comparable to carrying over the /m/ and /d/ sounds in *ham and eggs*.

GET IT RIGHT!

UNIT 1

Verb patterns

Focus: Students at this level often use the wrong verb form after certain verbs, using the gerund instead of *to* + infinitive and vice versa.

Books closed. Write on the board: 1 *I _____ to go to the cinema with Sarah.* 2 *I _____ going to the cinema with Sarah.* Ask students to try and complete the sentences with suitable verbs. Tell them there are various possible answers and encourage them to discuss their answers in pairs before doing feedback. (Possible answers: 1 *want / decided / managed / refuse / hope / chose / expected*; 2 *like / imagined / feel like / suggested / couldn't stand / enjoy / detest / didn't mind.*)

Elicit/explain that some verbs are followed by *to* + infinitive while others are followed by the gerund, and that there is no rule for this – students will need to learn what follows each verb. Give students a minute to brainstorm other verbs which fall into one of the two categories. Take feedback and write all correct suggestions on the board. Books open. Students complete the exercise and check their answers in pairs before you check answers as a whole class.

Answers

- 1 They wanted ~~going~~ **to go** sailing but the weather conditions were too extreme.
- 2 I enjoy ~~to wander~~ **wandering** around outdoor markets when I'm on holiday.
- 3 Correct
- 4 Do you think you'll manage ~~completing~~ **to complete** the mountain climb?
- 5 Correct
- 6 Kate had hoped ~~reaching~~ **to reach** the glacier by early afternoon but slipped on the ice and broke her leg.
- 7 The children learnt ~~building~~ **to build** a shelter during the survival course.
- 8 Megan was thrilled when she got her exam results as she'd expected ~~falling~~ **to fail**.

remember, try, stop, regret and forget

Focus: Students at this level often use the wrong verb form after the verbs *remember, try, stop, regret* and *forget*. These can all be used with both the gerund and infinitive but with different meanings.

Books closed. Write on the board: 1 *Dave stopped to eat a sandwich.* 2 *Dave stopped eating sandwiches.* Ask students to discuss any differences in meaning between them in pairs. Ask them to add a new sentence to each one to try and show the difference in meaning. e.g. 1 *Dave stopped to eat a sandwich. He was starving.* 2 *Dave stopped eating sandwiches because he was putting on weight.*

Explain/elicite that the meaning changes depending on whether the verb *stop* is followed by *to* + infinitive or gerund. Ask the class for other verbs which behave similarly (*remember, try, regret, forget*) and give students a couple of minutes to work in pairs and think of example sentences which show the difference in meaning. Take feedback and write all correct suggestions on the board. Books open. Students work through the exercise individually before comparing answers in pairs. Then check answers as a whole class.

Answers

- 1 to buy
- 2 to get a drink
- 3 climbing
- 4 to climb
- 5 studying
- 6 going
- 7 to complete
- 8 to inform

UNIT 2

that and which in relative clauses

Focus: Students at this level often use *that* instead of *which* in non-defining relative clauses.

Focus students on the example sentences and ask them to discuss why the second sentence is wrong. Give them a minute for this. In open class elicit what type of relative clauses these are (non-defining) and therefore that the pronoun *that* cannot be used. Books open. Explain what the students have to do in the exercise and point out/elicite that a non-defining relative clause must always have a comma before the pronoun and that therefore if there is a comma they can't use the pronoun *that*. Do the example together as a class and then instruct students to continue the exercise by themselves. Allow them to check answers in pairs before doing a whole-class check.

Answers

- 1c The grey whale is the animal **that/which** swims about 18,000 km every year. (defining)
- 2e Domenico Lucano had an idea **that/which** saved his village. (defining)
- 3a Our teacher always praises us when we've done well in a test, **which** helps give us confidence. (non-defining)
- 4f I spoke to him using Italian, **which** I had learnt while working there. (non-defining)
- 5d Elana has decided to live abroad, **which** I think is very brave of her. (non-defining)

Relative pronouns

Focus: Students at this level often omit relative pronouns in defining relative clauses when it's incorrect to do so.

Books closed. Write on the board: 1 *She's the woman having the party.* 2 *She's the woman had the party last night.* 3 *She's the woman I met at the party last night.* Tell students that two of the sentences are correct and one is incorrect. Elicit which one is incorrect and why. (Answer: Sentence 2 is incorrect because the pronoun *who* is needed as it is the subject of the clause.) Elicit/explain why sentences 1 and 3 are correct. (Answer: Sentence 1 contains a reduced relative clause as the words *who is* can be omitted; in sentence 3 the pronoun *who* can be omitted because it's the object not subject of the clause.) Books open. Do the example sentence in open class and ask students to complete the exercise in pairs.

Answers

1 ✓ 2 ✓ 3 They went through a bad time **which/that** lasted a few months. 4 ✓ 5 Those are the residents **who/that** live in that building over there. 6 The Tuareg are the people **who/that** regularly cross national borders.

UNIT 3

much vs. many

Focus: Students at this level often confuse *much* and *many*.

Focus students on the example sentences and ask them to discuss in pairs why *much* and *many* are correct in the first sentences but wrong in the second ones. Elicit that *many* is used with plural countable nouns while *much* is used with uncountable nouns. Ask students to complete the exercise. Check answers with the whole class.

Answers

1 many 2 much 3 much 4 many 5 much 6 much

much and most

Focus: Students at this level often make mistakes with *most* by preceding it with *the* or following it by *of* when this isn't necessary.

Books closed. Write on the board: 1 *The most of the students at school have lunch in the canteen.* 2 *Most of teachers give out homework once a week.* 3 *Most of them set an exam every term.* Ask students: *Which of these sentences are correct?* (Sentences 1 and 2 are not correct; sentence 3 is.) Elicit corrections of the sentences. (1 Most of the students at school have lunch in the canteen. 2 Most teachers give out homework once a week.) Explain/elicite that we never use *the* before the quantifier *most* unless it's followed by a superlative adjective. Books open. Do number 1 in open class and ask students to complete the rest of the exercise in pairs.

Answers

1 ~~The~~ Most of my teachers at school were quite strict. 2 Correct 3 Correct 4 Sally tried on a few outfits but ~~the~~ most of them were too big for her. 5 It would be interesting to know if most ~~of~~ people agreed with Amy Chua's parenting ideas. 6 Were ~~the~~ most of your old school friends at the reunion?

UNIT 4

used to

Focus: Students at this level often make mistakes with *used to*, writing *use to* instead of *used to* and also using it to talk about present habits.

Books closed. Say to the class the following sentence: *I used to play tennis when I was a child.* Ask a student to write the sentence on the board. If the 'd' in *used* is omitted, add it in and then explain/elicite that although it is silent we always say ***used*** to when talking about past habits in positive statements, never *use to*.

Now write the sentence *Now I use to go running every day.* Elicit/explain that this sentence is incorrect as we cannot use *used to* to talk about present habits or routines. We use adverbs such as *usually* or *typically*. Books open. Do number 1 in open class and ask students to complete the rest of the exercise in pairs. Check answers as a whole class.

Answers

- Liam ~~use~~ **used** to be very bad-tempered but he's nicer now.
- There's a lot of planning involved in my job so I ~~use to be~~ **am usually** organised.
- When I was at school we ~~use~~ **used** to sit in a row in some lessons.
- They ~~use to~~ **usually** go to school by bus except for Tuesdays when they walk.
- The man who ~~use~~ **used** to live there moved to Spain.
- Sarah ~~used to watch~~ **usually watches** a lot of TV when she hasn't got much homework.

UNIT 5

should

Focus: Students at this level often use *would*, *can* and *must* instead of *should*.

Focus students on the example sentences and elicit why the second sentence is incorrect. (When talking about opinions – saying that something is a good or bad idea – we usually use *should*. We use *must* to talk about obligation and necessity or to give very strong advice or recommendations.) Books open. Do number 1 in open class before students continue with the exercise. Ask them to compare and agree on their answers in pairs before you give feedback.

Answers

1 a 2 a 3 a 4 b

UNIT 6

Comparatives

Focus: Students at this level often use the comparative instead of the superlative and vice versa.

Books closed. Write on the board:

Comparative Superlative

better	the best
bad	the worst
funny	the funniest

and elicit full sentences using each of these words from the class. Books open. Focus students on the examples in the box and elicit why the two sentences are incorrect. (The first contains a comparative when a superlative is needed and the second contains a superlative when a comparative is needed.) Do number 1 in open class and ask students to complete the rest of the exercise in pairs.

Answers

1 harder 2 best 3 happiest 4 higher 5 hardest
6 better 7 highest 8 happier

Linkers of contrast

Focus: Students at this level often confuse linkers or make mistakes with form when using them.

Books closed. Write the following two sentences on the board and the list of linkers and tell the class that they must use each linker to join the two sentences (to create a total of five new sentences).

I studied really hard. I still failed the exam. (despite, although, nevertheless, in spite of, even though)

Elicit the answers making sure that the correct form is used with each linker. Write the correct sentences on the board. (Answers: *Despite studying really hard, I still failed the exam. Although I studied really hard, I still failed the exam. I studied really hard. Nevertheless, I still failed the exam. In spite of studying really hard, I still failed the exam. Even though I studied really hard, I still failed the exam.*) Books open. Look at the example in open class and ask students to complete the rest of the exercise in pairs. Then check as a class.

Answers

- Despite** the fact she confessed to the crime, the police didn't arrest her. / **Even though** she confessed to the crime, police didn't arrest her.
- We made an enquiry about the delivery. **However** / **Nevertheless**, no one got back to us. / **Despite this**, no one got back to us.
- In spite of** / **Despite** the fact that they made a complaint about the food, the chef didn't apologise.
- The children took the move to the countryside in their stride, **despite the fact** / **in spite of the fact** they had been happy living in the town.

UNIT 7

Future continuous

Focus: Students at this level often use the present continuous when the future continuous is more commonly used.

Books closed. Ask students: *What will you be doing at 7 o'clock this evening?* Elicit two or three responses and write them on the board, reformulating them if necessary to include the future continuous form. Then ask students: *What are you doing this weekend?* Again elicit two or three responses and write them on the board, again reformulating as necessary to include the present continuous. Remind students that we use the present continuous when we are talking or asking about general plans or arrangements and that we use the future continuous to talk about an action that will be in progress at a specified future time. Do number 1 in open class and ask students to complete the rest of the exercise in pairs.

Answers

1 ✓ 2 I'll be seeing you sometime over the weekend, so I'll show you then. 3 ✓ 4 I'll come to the airport to pick you up. I'll be waiting for you at arrivals. 5 John won't be coming to the party on Saturday as he's busy. 6 This time next week they'll be lying on a beach relaxing.

UNIT 8

would

Focus: Students at this level often use *would* in the *if* clause of conditional sentences instead of using a present, past simple or past perfect form.

Focus students on the example sentences and elicit why the second sentence is incorrect. (We don't use *would* in the *if* clause.) Do number 1 in open class and ask students to complete the rest of the exercise in pairs.

Answers

- If they had run through the calculations they would have realised their mistake. (extra word: would)
- The meal wouldn't have turned out so well if you hadn't lent me your cook book. (extra word: wouldn't)
- She'll do it provided that we help her. (extra word: would)
- If you don't wash your hands, you might get an infection. (extra word: would)
- The cloth wouldn't have ripped if it had been stronger. (extra word: would)
- It won't be a problem as long as you arrive on time. (extra word: would)

UNIT 9

wish

Focus: Students at this level often use *wish* when *hope* or *want* are required and vice versa.

Books closed. Write on the board: *I want it ...*, *I wish it ...* and *I hope it ...*. Elicit from students how the three sentences could be finished. (e.g. *I want it to be sunny tomorrow. I wish it wasn't so cold. I hope it doesn't rain during our picnic.*) Elicit from or explain to the class that all three verbs have a similar meaning but are all followed by different structures and that we use *wish* to talk about how we would like something to be different either in the present or the past:

want + object + *to* infinitive

hope + object + clause

wish + object + past simple/past perfect

Books open. Look at the first sentence in open class and ask students to complete the rest of the exercise in pairs. Then check as a class.

Answers

- 1 wishes 2 hope 3 wants 4 wish 5 hopes
6 hope 7 hope

wish / if only

Focus: Students at this level often use the past simple instead of the past perfect after *wish / if only* when talking about the past.

Books closed. Write on the board: *He wishes his parents weren't so strict. He wishes his parents hadn't been so strict.* Elicit the difference in meaning between the two sentences. (The first sentence is talking about a present situation – his parents are strict now; the second sentence is talking about a past situation – his parents were strict in the past.) Elicit that when talking about present situations we use the past simple after *wish* while we use the past perfect after *wish* when talking about past situations. Explain/elicite that we also use *if only* in the same way and with the same meaning. Books open. Students complete the exercise in pairs. Then check as a class. As an additional activity ask students to complete sentences 1–8 in their own words.

Answers

- 1 c 2 f 3 g 4 a 5 d 6 h 7 e 8 b

UNIT 10

Reported speech

Focus: Students at this level often omit *if* when reporting *yes/no* questions, or use the auxiliary *do* when it isn't needed in reported questions. Learners also need to be careful with word order.

Focus students on the example sentences and ask them to discuss why the second sentence is wrong. Give them a minute for this. In open class elicit that in reported *yes/no* questions we use either *if* or *whether* and that we don't use question word order. Look at the first sentence in open class and ask students to complete the rest of the exercise in pairs. Then check as a class.

Answers

- 1 Simon asked me *if I had remembered* to pass on the message to the class.
- 2 ✓
- 3 Sandra asked how efficiently *the machine worked*.
- 4 She asked if any politician *could ever be impartial*.
- 5 The students asked the speaker how big *the impact of war had been*.
- 6 The chief editor asked the journalist *if he thought* the article was newsworthy.

UNIT 11

Cause and effect linkers

Focus: Students at this level often make mistakes with cause and effect linkers: *so, consequently, because of, due to, as a result*.

Books closed. Write the linkers on the board and the following two sentences: *Josh didn't study very much for the exam. He failed the exam.* Ask students to make sentences using them. Correct as necessary. Books open. Focus students on the example sentences and ask them to discuss why the second sentence is wrong. (We do not use *for* with the meaning of *because*.) Look at the first sentence in open class and ask students to complete the rest of the exercise in pairs. Then check as a class.

Answers

- 1 Due to 2 As a result 3 because of 4 consequently
5 so 6 because of

UNIT 12

been and being

Focus: Students at this level often confuse *been* and *being*.

Books closed. Write on the board: *been* and *being* and ask students what these words are (*been* is the past participle of *be* and *being* is the gerund or *-ing* form). Then read out the example sentences in the Student's Book. Ask students which of the two words you are saying – *been* or *being*? Books open. Elicit from students why the second sentences are incorrect. (The first sentence requires the gerund as it is a present continuous passive while the second requires the past participle as it is a present perfect form.) Look at the first sentence in open class and ask students to complete the rest of the exercise in pairs. Then check as a class.

Answers

- 1 being 2 being 3 been 4 being 5 being 6 been