



The tense system • Informal language
Compound words • Social expressions

No place like home

Introduction to the unit

The theme of this unit is living and working away from home. The main reading texts are two accounts of people living abroad. They describe the pros and cons of their new lives. The main listening text is a series of 'vox pops' in which people talk briefly about what they miss about home when they go abroad.

Note

Before you start the book, you may like to use the photocopiable worksheet on p142 of this book, *Getting to know your Student Book!* This serves as an introduction to the titles, topics, and sections of the Student's Book.

Language aims

The tense system The aim is to revise the main tenses at the start of the course. The emphasis is on *recognition* of form and meaning.

Simple vs continuous Basically, the verb action can be seen as a complete whole (simple tenses) or as an activity with duration (continuous tenses). Think about whether your students make this distinction in L1.

Simple vs perfect The major confusion here is between the Past Simple (for an action completed at a specific time in the past) and the Present Perfect (for an action which happened or started before now but has a connection with the present). The key thing about the Present Perfect in English is that it expresses a past action in terms of its relation to the present. This is not always true in other languages.

Vocabulary The vocabulary section looks at compound nouns, particularly those made from the words, *house* and *home*, e.g. *house-proud*, *homesick*.

Everyday English This section introduces common social expressions, and introduces and provides lots of practice of the way intonation, stress and rhythm combine to produce the 'music' of English.

Notes on the unit

TEST YOUR GRAMMAR (SB p6)

This *Test your grammar* section aims to test the students' ability to use the main tense forms in English. It also aims to get students talking to each other, and finding out about each other, from the very beginning of the course.

- 1 Ask students to work individually to match the time expressions and the sentences. Go round monitoring to see how well students understand the way the tenses work. Let students check in pairs before going over the answers in class.

EXTRA IDEA

Before doing the matching task, check that students can recognize the uses of the tenses by asking the following questions:

Which sentences refer to the past? (1, 3, 4, 6)

Which sentences refer to the future? (7, 8, 10)

Which sentence talks about something that is always true? (2)

Which sentences connect past and present? (5, 9)

Answers

- 1 My parents met in Paris in the *1970s/ages ago/during a snowstorm*.
- 2 They *never/frequently/sometimes* travel abroad.
- 3 They were working in Canada *when I was born/in the 1970s/for ages/recently/for a year*.
- 4 I was born in Montreal in the *1970s/ages ago/during a snowstorm*.
- 5 My grandparents have *never/recently* lived in Ireland./My grandparents have lived in Ireland *for ages/recently/for a year/since I was a child*.
- 6 I *never/frequently/recently/after/sometimes* wrote to my grandmother./I wrote to my grandmother in the *1970s*/frequently/for ages*/ages ago/the other day/recently/during a snowstorm/after*.
- 7 I'm going to work in the US in *a fortnight's time/for a year/never/after*.
- 8 My brother's *frequently* flying to Argentina on business./My brother's flying to Argentina on business *tonight/in a fortnight's time/after*.
- 9 He's recently been learning Spanish./He's been learning Spanish *for ages/recently/for a year/since I was a child*.
- 10 I'll see you *tonight/in a fortnight's time/after/frequently/sometimes/never*.

* These are grammatically correct, but 'borderline' in terms of being 'natural'.

Note

Students may be surprised that the following sentence is possible:

They were working in Canada for ages/for a year.

Point out that we choose to use the Past Continuous rather than the Past Simple here because we are emphasising that the activity was 'temporary'.

- 2 Allow students three or four minutes to prepare things to say, then put them in pairs or threes to talk about themselves. In the feedback, ask a few students to summarize what their partners told them.

You could monitor students as they speak, and note down any errors made. At the end of the activity, write a few of the errors on the board, and ask the class to correct them.

WRITING HOME (SB p6)

Tense revision and informal language

This section practises forming and using questions in a variety of tenses. It also looks at the use of informal language and abbreviations in personal letters and emails.

- 1 You could lead-in by asking one or two questions about the boy in the picture: *Where is he? What is he doing? How does he feel?*

Ask students to read the letter, and answer the simple gist questions.

Answers

Who is writing? Max, a boy

Who to? His parents

Where is he? Grove Hill Summer Camp

What is he complaining about? Feeling bored and homesick, and not having enough money or a cell phone*

How old do you think the writer is? Probably between 10 and 14

CULTURAL NOTE

Summer camp is a common experience for young teens in the United States. They spend a few weeks of their summer holiday camping and doing outdoor activities, away from their parents, under the guidance of group leaders.

* *Cell phone* is the common word in the USA, South Africa, Australia and New Zealand. But in the UK, it is usually called a *mobile (phone)*.

- 2 Ask students to complete the questions and then ask and answer them with a partner. Go round monitoring, prompting the students to correct any mistakes they make.

3 T 1.1 [CD 1: Track 2]

Students listen and check their answers.

Answers and tapescript

- 1 'How long has Max been at summer camp?'
'Just **two days**.'
- 2 'Is he **having** a good time?'
'No, not really. He's **feeling** very homesick.'
- 3 'Is this his first time at summer camp?'
'No, it's **not**. He's **been** once before. Last year he **went** to Pine Trees.'
- 4 'Did he like it at Pine Trees?'
'Oh, yes he **did**, very much.'
- 5 'Why was that?'
'Because **they did things like archery and mountain biking**.'
- 6 'What's he **doing** tomorrow?'
'He's **making** pancakes.'
- 7 'Why **does he want** his cell phone?'
'Because **all the other kids have theirs**.'

- 4 Ask one or two questions about the photo to set the scene, then ask students to read the email and answer the questions.

Answers

What is it about? Travelling in New Zealand and missing Rob, Sophie's boyfriend.

What do you learn about Sophie's likes and dislikes? She likes small, cool places and wildlife. She likes getting news from Rob. She doesn't like heat and doesn't know much about cars.
Who is Rob? Sophie's boyfriend.
Who do you think Catherine is? Her friend and travelling companion.

Ask students in pairs to form the questions and find the answers in the text. Allow students to ask and answer the questions with a partner. Alternatively, ask students to ask and answer the questions across the class.

5 **T 1.2** [CD 1: Track 3]

Students listen and check their answers.

Answers and tapescript

- 1 How long has Sophie been in New Zealand?
Nearly a week.
- 2 How long was she in Australia?
Three weeks.
- 3 Who is she travelling with?
Catherine.
- 4 Why does she like New Zealand?
Because it's smaller and cooler than Australia.
- 5 Why did she like Kangaroo Island?
Because of the wildlife. She saw some platypus there.
- 6 What's their car like?
It's OK – the lights work and it has a big glove box – but it sometimes makes strange noises.
- 7 Which wildlife has she seen already?
She's seen dolphins, whales, and enormous albatrosses.
- 8 Where are they going next?
They're heading up the west coast.
- 9 Why is she sending Rob photos?
So that he won't forget what she looks like.

LANGUAGE FOCUS

The *Language Focus* section in each unit aims to get students to think analytically about language. Students are asked to look at clear examples of how language works, then say why they think language is used in that way.

Rather than teaching from the front of the class, let students work in pairs or threes to deduce rules and explain them to each other. This frees you as a teacher to walk round the classroom, monitor understanding and answer questions. It also allows students to take responsibility for their learning, and to peer teach.

Don't forget to look at the *Language aims* section on TB p6, which looks at problems students may have. You should also read the Grammar Reference on SB pp140–141.

LANGUAGE INPUT

- 1 Ask students to look back at the two sets of questions and answers, and identify the tenses. Go round monitoring, and then have a brief class feedback.

Answers

Max's letter

- 1 Present Perfect Simple to talk about something that started in the past and continued to now
- 2 Present Continuous to talk about a temporary situation
- 3 Present Simple to express a state/Present Perfect to talk about an experience with indefinite time/Past Simple to talk about a finished action
- 4 Past Simple (the auxiliary verb *did* in questions and short answers) to talk about something previously referred to as definite past
- 5 Past Simple
- 6 Present Continuous to talk about a future arrangement
- 7 Present Simple to express a state

Sophie's email

- 1 Present Perfect Simple to talk about something that started in the past and continued to now
- 2 Past Simple to talk about a finished action
- 3 Present Continuous to talk about a temporary activity
- 4 Present Simple to express a state
- 5 Past Simple to talk about a past state and a past action
- 6 Present Simple to express a state
- 7 Present Perfect to talk about present results of past actions
- 8 Present Continuous to talk about future arrangements
- 9 Present Continuous to talk about something that is happening now./Future Simple

- 2 Read through the examples as a class.
- 3 Ask students in pairs to find colloquial words and express them less colloquially, then to find examples where words are missing and say which words they are.

Answers

- 1 Here *stuff* means activities, and *hanging in there* means not giving up, even though it is difficult.

Examples in Sophie's email:

missing you like crazy = missing you very much

Like it lots = like it very much

Oz = Australia

loads of wildlife = lots of wildlife

classy sounding = the name sounds fashionable and high quality (here used ironically)

going OK = working alright

nice and slowly = at a relaxed pace

- 2 The missing words are subject pronouns and auxiliary verbs. For example:

(I've) Got to go to sleep now.
 (I'm) Still having a great time but (I'm) missing you...
 (I've) Been in New Zealand...

Refer students to Grammar Reference 1 on SB pp140–141.

PRACTICE (SB p8)

Identifying the tenses

- 1 Ask students in pairs to complete the tense charts.

Answers

ACTIVE	Simple	Continuous
Present	he works	we are working
Past	she worked	I was working
Future	they will work	you will be working
Present Perfect	we have worked	she has been working
Past Perfect	I had worked	you had been working
Future Perfect	they will have worked	he will have been working

PASSIVE	Simple	Continuous
Present	it is made	they are being made
Past	it was made	it was being made
Future	they will be made	
Present Perfect	they have been made	
Past Perfect	it had been made	
Future Perfect	they will have been made	

- 2 The aim here is to get students to recognize the form and meaning of different tenses in spoken discourse. Ask students to look at the example carefully. Ask them if they can think of any other contexts in which this might be said.

T 1.3 [CD 1: Track 4]

Ask students to listen to the lines of conversation and discuss what the context might be. Pause the recording after each line and ask for suggestions from the class.

T 1.3 Ask students to listen a second time. This time, ask students to identify the tenses, and say which lines have contractions.

Answers and tapescript

- 1 Possible context: Shop assistant and customer, in a clothes shop perhaps.
Present Continuous passive and active. *(I'm) just looking.*
- 2 Possible context: Friends gossiping, at work?/in school?
Talking about a friend's new boyfriend.
Present Perfect and Present Perfect Continuous. *I've (I have) heard* and *she's (she has) been seeing.*
- 3 Possible context: Two friends or colleagues talking. One informs the other that she will pass on some good news.
Future Continuous and Future Simple. *I'll (I will) be seeing* and *I'll tell.*
- 4 Possible context: Friend telling a story about another friend, or perhaps someone in the news. *He* may be a criminal or drunken driver. *They* is probably the police.
Past Continuous and Past Simple.
- 5 Possible context: Somebody telling or recalling the story of when she met somebody from her past. *Her* could be an ex-neighbour's daughter, but could also be a relative that the speaker had become estranged from.
Past Perfect and Past Simple of *to be*. *Hadn't (had not) seen* and *she'd (she had) changed.*
- 6 Possible context: A person describing someone they know. It could be a school mate, colleague or even boss.
Future Simple/Present Simple of *to be*/Present Simple passive. *He's (He is)* and *isn't (is not) believed.*
- 7 Possible context: Somebody saying they are waiting to be told whether they have got a job or a place at college.
Present Perfect passive/Present Perfect/Future Simple passive. *Haven't (have not) seen*, *I've (I have) got* and *I'll (I will) be told.*
- 8 Possible context: Somebody enquiring about what has happened to a letter or parcel. Probably talking to somebody from a company.
Present Simple question form/Past Simple passive

T 1.3

- 1 **A** Are you being served sir?
B Oh, er, just looking thank you.
- 2 I've heard that she's been seeing a lot of Patrick recently.
- 3 I'll be seeing Bill this afternoon – I'll tell him the good news then.
- 4 Apparently, he was overtaking on a bend at 70 mph when they stopped him.
- 5 I hadn't seen her since she was a little girl, and she'd changed beyond all recognition.
- 6 Nobody will listen to him. He's the kind of guy who isn't believed by anyone.
- 7 I haven't been told yet if I've got it. I'll be told in writing sometime next week.
- 8 Do you have any idea which address it was sent to?

Discussing grammar

Discussing grammar is a regular feature of New Headway Upper-Intermediate. It aims to get students to analyse and explain language. It enables you, as a teacher, to respond to and explain confusions that students may have. If you have a monolingual class, and speak the students' L1, you may wish to translate and contrast sentences to show how English may work differently from the students' own language.

- 3 Ask students in pairs to compare the meaning in the pairs of sentences. Go round monitoring, and find out how well your students understand how these tenses work. Answer queries, but don't spend too long explaining grammar at this stage.

Conduct a class feedback. To avoid a lengthy and frustrating discussion about grammar, think about controlling the feedback carefully. Rather than asking individual students to explain grammar, (which can be time-consuming and inaccurate), use check questions yourself. Check questions are a time efficient way of making sure students understand. For example, for number 1, ask,
Which sentence means that Klaus was born and brought up in Berlin?

Which sentence means that Klaus is at this moment on a train from Berlin, and will be here in an hour or two?

Answers

- 1 Klaus **comes** from Berlin.
(Present Simple: to talk about a fact that is always true. Klaus was born in Berlin or usually lives there.)
Klaus **is coming** from Berlin.
(Present Continuous: to talk about something that is happening now/in progress – Klaus is on his way (on the plane or train) from Berlin. Or to talk about a future arrangement – Klaus is planning to come from Berlin. English abbreviates 'is going to come' to 'is coming', so this sentence could be expressing an intention.)
- 2 You're very kind. Thank you.
(Present Simple: a fact that is always true. Here, the verb to be is a state verb – kind is a state, a characteristic.)
You're **being** very kind. What do you want?
(Present Continuous: a temporary activity that is happening now. In this sentence, the verb to be is active – somebody is temporarily behaving in a 'kind' way. The implication is that being kind is not their usual state, and that they are deliberately behaving in a kind way, perhaps because they want something from the other person.)
Check question: Which sentence is describing a temporary activity, and which a permanent state?
- 3 What **were** you **doing** when the accident happened?
(Past Continuous: to ask about the activity that was in progress in the past when the accident happened.)
What **did** you **do** when the accident happened?
(Past Simple: to ask about the next action that happened as a result of the accident.)

What **did** you **do** when the accident happened?

(Past Simple: to ask about the next action that happened as a result of the accident.)

Check questions: Which sentence asks about something that started before the accident, and was in progress during it?

Which sentence asks about what happened next – as a result?

- 4 I've **lived** in Singapore for five years.

(Present Perfect: to talk about the unfinished past – an action that began in the past and still continues.)

I **lived** in Singapore for five years.

(Past Simple: to talk about a finished action in the past.)

Check question: In which sentence does the speaker still live in Singapore now?

- 5 When we arrived, he **tidied** the flat.

(Past Simple: to say what happened next, or as a consequence of the first action arrived.)

When we arrived, he'd **tidied** the flat.

(Past Perfect: to say what happened before the first action arrived.)

Check question: Which event happened before they arrived, and which happened after?

- 6 We'll **have** dinner at 8.00, shall we?

(Future Simple: to express a spontaneous intention. Here, functionally, it is a suggestion.)

Don't call at 8.00. We'll **be having** dinner.

(Future Continuous: to talk about a temporary action that will be in progress at a time in the future.)

Check question: In which sentence does dinner start at 8, and in which one does it start before 8?

- 7 How much **are** you **paying** to have the house painted?

(Present Continuous active: a temporary activity or situation that is true now, but not necessarily happening right at this moment. Here, 'you' is the house owner.)

How much **are** you **being paid** to paint the house?

(Present Continuous passive: a temporary activity or situation that is true now, but not necessarily happening now. Here, 'you' is the painter.)

Check question: In which sentence is 'you' the painter, and in which the house owner?

- 8 How **do** you **do**?

(Present Simple: used as a greeting after you have been formally introduced to a stranger.)

How **are** you **doing**?

(Present Continuous: used informally to ask how a friend is, and how life is going.)

Check question: Which sentence is a formal greeting to a stranger, and which an informal greeting to a friend?

Talking about you

- 4 Ask students to work individually to complete the sentences with their own ideas. Give students one or two of your own examples, to get them started. When they are ready, ask students to compare their answers with a partner.

Answers

Students' own ideas

T 1.4 [CD 1: Track 5]

Play the recording. Ask students to listen to the conversations. Pause the recording after each conversation, so that the students can tell you what responses they heard.

At the end of the activity, elicit and write up some of the typical 'responding' phrases the students heard. For example:

Absolutely! *I know.*
Really? *Just Mondays, eh?*
Well, don't ask me. *Who on earth told you that?*

T 1.4

- 1 **A** At weekends I often don't bother getting up 'til lunchtime.
B Absolutely! Why bother if you don't have to?
- 2 **A** My parents have never had a cross word in all their married lives.
B Really? Mine are at it all the time.
- 3 **A** I don't think I'll ever master this DVD player.
B Well, don't ask me. I can't even find the on/off button.
- 4 **A** I was saying to a friend just the other day that I hadn't seen you for ages.
B I know. How long has it been?
- 5 **A** I hate Mondays because nothing ever goes right on a Monday.
B Just Mondays, eh? Aren't you the lucky one!
- 6 **A** I'd just arrived home last night when I realized I'd left my briefcase on the bus.
B Well, you won't see that again.
- 7 **A** I was just getting ready to go out this morning when my grandmother rang for a chat. It's so frustrating!
B I know, and you feel really bad if you say it's not a good time.
- 8 **A** I've been told that our teacher wears purple pyjamas in bed!
B Who on earth told you that?!
- 9 **A** In my very first English lesson I was taught to introduce myself and say 'hello'.
B I was taught to say 'the cat runs after the mouse' and stuff like that – useful, uh?!
- 10 **A** The reason I'm learning English is because it's spoken all over the world.
B True. But isn't Chinese spoken by more people?

- 5 Ask students to work with their partner again, and practise responding naturally to the sentences their partner wrote for exercise 4.

SPOKEN ENGLISH – Missing words out

Ask students in pairs to decide which words are missing in the lines from conversations. Then ask students to take it in turns to read the lines aloud to a partner and make suitable responses.

To get students started, model the first dialogue. For example:

Heard about Jane and John splitting up?
No. Really? I don't believe it!

Answers

- 1 (Have you) Heard about Jane and John splitting up?
- 2 (Are you) Leaving already? What's wrong?
- 3 (Have you) Failed again? How many times is that?
- 4 (I'm) Sorry I'm late. (Have you) Been waiting long?
- 5 (Are you) Doing anything interesting this weekend?
- 6 (I) Like the car! When did you get it?
- 7 (Good) Bye Jo! (I'll) See you later.
- 8 (I'm) Just coming! Hang on!*
- 9 (Do you) Want a lift? Hop in.*
- 10 (Have you) Seen Jim lately?

* *Hang on* and *Hop in* are imperatives, so there are no words missing.

T 1.5 [CD 1: Track 6]

Play the recording. Ask students to listen and compare the recorded conversations with their own.

T 1.5

- 1 **A** Heard about Jane and John splitting up?
B No, really? I always thought they got on really well.
A Apparently not. John's been seeing his ex-girlfriend.
- 2 **A** Leaving already? What's wrong?
B I just have a headache, that's all.
- 3 **A** Failed again? How many times is that?
B OK, OK. There's no need to rub it in! They say the *best* drivers fail three times.
- 4 **A** Sorry I'm late. Been waiting long?
B No, I've just arrived myself. Got caught in traffic.
- 5 **A** Doing anything interesting this weekend?
B Yeah, if you call housework interesting. I've just *got* to tidy my flat this weekend.
- 6 **A** Like the car! When did you get it?
B We've had it a while actually. Second-hand, you know.
- 7 **A** Bye Jo! See you later.
B Yeah. I'll be round about eight!
- 8 **A** Just coming! Hang on!
B Get a move on or we'll go without you!
- 9 **A** Want a lift? Hop in.
B Great. Can you drop me in the centre?
- 10 **A** Seen Jim lately?
B No, I haven't. I wonder what he's up to at the moment.

A long-distance phone call

- 6 Ask students to read through the lines of the phone conversation, and answer the gist questions. Let the students discuss their answers in pairs before feedback. In the feedback, encourage lots of speculation, but don't give the correct answers.

VOCABULARY NOTE

jet-lagged = feeling tired because you have moved from one time zone to another

huge = very big

litter = rubbish in the streets

tiny = very small

You're kidding = You're joking

Answers

Students' own ideas.

Answers from the tapescript: Kirsty is in Tokyo, Japan. She is there because she has a job with a big company. Her father is in London.

Ask students to work with a partner to complete Kirsty's father's lines in the conversation.

T 1.6 [CD 1: Track 7]

Play the recording. Students listen and compare their answers.

Ask students which tenses were commonly used in the conversation. You could refer the students to the tapescript on SB p124 so that students can check their answers and research the tenses used.

Answers and tapescript

Commonly used tenses

Present Simple, e.g. *And the trains come so regularly ...*

Present Continuous, e.g. *How's it all going?*

Past Simple, e.g. *I lay awake all night ...*

Present Perfect Simple, e.g. *Have you seen much of the city yet?*

Present Perfect Continuous, e.g. *I've been trying to find out ...*

Future Continuous, e.g. *Will you be moving somewhere else?*

T 1.6

K Dad! It's me, Kirsty.

D Kirsty! How are you? How's it all going?

K I'm fine, but still a bit jet-lagged.

D I can imagine. What exactly is the time difference over there?

K It's nine hours ahead. I just can't get used to it. Last night I lay awake all night, and then today I nearly fell asleep at work in the middle of a meeting.

D You poor thing. And what's work like?

K It's early days but I think it's going to be really good. It's a big company but everybody's being so kind and helpful. I've been trying to find out how everything works.

D And what about Tokyo? What's it like? Have you seen much of the city yet?

K I've seen a bit. It just seems such a big, busy city. I don't see how I'll ever find my way round it.

D I know. Big cities can seem really strange and frightening at first. Is it anything like London?

K No, it's nothing like London. It's like nowhere else I've ever been – masses of huge buildings, underground shopping centres, lots of taxis and people – so many people – but it's so clean. No litter on the streets or anything.

D And where are you living? What kind of accommodation have you got?

K Well, for the time being I've been given a tiny apartment, but it's in a great part of town.

D What do you mean 'for the time being'? Will you be moving somewhere else?

K That's right. I won't be living here for long. I'll be offered a bigger place as soon as one becomes available, which is good 'cos this one really is tiny, but at least it's near to where I'm working.

D How do you get to work then? Do you walk?

K Walk! You're kidding! It's not *that* close. It's a short subway ride away. And the trains come so regularly – it's a really easy journey, which is good 'cos I start work very early in the morning.

D It all sounds really interesting but are you enjoying yourself?

K Again it's too early to say. I think I really will be enjoying it all soon. I'm sure it's going to be a great experience. It's just that I miss everyone at home so much.

D Oh, we miss you too, very much. Make sure you email us regularly – it's the best way to keep in touch.

K I will. And you email me back with all your news. I just love getting news from home. Give everyone my love. Bye.

D Bye sweetheart. It's been great talking to you.

Writing Unit 1

Applying for a job – A CV and a covering letter SB p110

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 1–3 The tense system

Exercise 4 Passives

Exercises 5– 6 Auxiliary verbs

Exercise 7 *have* and *have got*

READING AND SPEAKING (SB p10)

A home from home

- 1 Divide your students into groups of three or four to make a list of reasons why people go to live abroad. In the feedback, ask each group to give you one or two reasons. You could build up a list on the board.

Personalize the activity by asking if any student knows a friend or relative who has gone to live abroad. Ask them to tell the class why they left home and where they went to.

A SUGGESTED LIST OF REASONS

To get a job
Because the company you work for sends you there
To make money by working in a rich country
To study
To go and live with a girl/boyfriend
To go and live with relatives
To get away from difficult personal circumstances
To escape poverty, violence or injustice
To travel and learn about new cultures
Because you want to learn the language of the country

- 2 Ask students to work in pairs or small groups to decide which lines they think are about Chile (C) and which are about Korea (K). Do the first as an example to get the students started. In the feedback, ask students what clues helped them decide, but don't confirm their answers.
- 3 Divide the students into two groups. An easy way to do this is to put students into pairs, and tell each pair what their letter is: AA BB AA BB, etc. Ask each pair to read the relevant text, and check their answers to the prediction work in exercise 2:
Students A read about Ian Walker-Smith in Chile on p10.
Students B read about Thomas Creed in Korea on p12.
Tell the students to check their answers to exercise 2 with their partner before feedback.

Answers

1 C 2 K 3 C 4 K 5 C 6 K 7 K 8 C

NOTE

expat is an abbreviation of *expatriate*, which means someone who lives in a foreign country.

- 4 Ask students to read their texts more carefully to answer the questions about Ian or Thomas. Encourage students to work with and check with their partner.
- 5 Pair each student with somebody who read the other text. This will depend on your class size and layout, but an easy way to do this is to get one student in each pair to turn to work with, or change places with, a student from a pair who read the alternative text: AB AB AB, etc. Ask the students to compare their answers, and answer the follow up questions. Have a brief class feedback, but don't spend too long going through answers – the students should by now have a good understanding of the texts.

Answers

Ian

- 1 He went to Antofagasto, Chile, because he had 'itchy feet' (he wanted to travel), and he wanted to escape an ex-girlfriend.
- 2 Four years.
- 3 He works at Paranal Observatory as part of the I.T. (Information Technology) team, making sure the computers run.
- 4 He has a girlfriend, Andrea, who is probably Chilean.
- 5 It is a mining town, and not very attractive. There is a pleasant walkway along the front and the beach has been improved.
- 6 Yes. He lost his baggage when he first arrived. He had little Spanish when he arrived, and still cannot communicate on a 'deeper level'. He has a long drive to work, and misses his girlfriend when he is away working shifts.
- 7 Paranal, where he works, is up a mountain in the desert.
- 8 No. He doesn't feel he belongs in Chile, and misses the culture and greenery of Britain.
- 9 He likes Andrea, his girlfriend, and the amazing sky. He doesn't like travelling to work, or working away from Andrea on shifts.
- 10 He misses the culture and greenery of Britain.

Thomas

- 1 He went to Seoul, Korea. His father is an officer in the US Army, and his 'tour of duty' took him to Korea.
- 2 Six years.
- 3 He is a school student.
- 4 His father is an officer in the US Army. His brother is in the US Army, too. His mother is a scientist.
- 5 Seoul is 'cool'. It's bigger than Boston, crowded and busy.
- 6 Yes. At first, he felt lonely because he couldn't understand what people said. He was scared when he started school.
- 7 He felt lonely when he first arrived because he couldn't understand anything, and people didn't smile at strangers.
- 8 Yes. He speaks Korean fluently, and has friends.
- 9 He likes soccer, the city, 'PC rooms', Korean books and stories, and the people. He dislikes learning Chinese characters.
- 10 He misses American comics, with superheroes like Spiderman, and he wishes people liked basketball.

Who do you think is happier about the move? Thomas.

Which new home would you prefer? Students' own opinions.

Language work

Ask students to study the texts again and answer the questions about the expressions, then explain the meanings to a partner who read the other text.

Ask the students to work together to express the lines marked with an asterisk (*) in more formal English.

Answers

Ian in Chile

- 1 Driving two hours to Paranal takes a toll on Ian and on his relationship with Andrea. 'It takes a real toll' means it is a difficult and tiring task. (A *toll* is the price you have to pay for travelling on some roads.)
- 2 Computers operate for 24 hours a day, 7 days a week.
- 3 He gets 'puffed' when he first arrives and when he exercises in Paranal because it is 2,600 miles above sea level. 'I easily get puffed' means 'I get out of breath very quickly'.
- 4 He got 'itchy feet' because he was bored with his job and wanted to escape an ex-girlfriend. 'Itchy feet' means 'a desire to travel'.
- 5 His own culture still fits him like winter gloves. In other words, no matter how long he stays away, he feels comfortable in England as soon as he gets home.

Thomas in Korea

- 1 He is a big fan. 'I'm really into...' means 'I'm a big fan of.../I'm very interested in...'
- 2 Soccer (football) is a big deal because Korea co-hosted the 2002 World Cup. 'A big deal' means 'very important/of great interest.'
- 3 Thomas' father doesn't get soccer because, as an American and a basketball fan, it isn't part of his sporting culture. 'He doesn't get it' means 'he doesn't understand it.'
- 4 His father is a big shot because he is an officer in the US Army. 'A big shot' is someone with an important position.
- 5 He's beating up Spiderman. 'Beat up' means hit repeatedly.

What do you think?

The aim here is to get students talking. It gives them an opportunity to talk about personal experiences and express opinions about the topic of the lesson. Unless you have a very small class, it is best done in small groups, which gives more students the opportunity to speak, and frees up the teacher to monitor, prompt, and note errors.

Divide students into groups of four, five, or six, then give them two or three minutes to read through the questions. Nominate one person in each group to be the discussion leader. It is their job to ask the questions, make sure everybody gets a chance to speak, and to decide when to move on from one question to the next.

Monitor the groups equally, and prompt. You may wish to monitor for errors – walk from group to group, and note any interesting errors made by the students. After the feedback on the discussion, write these errors (anonymously) on the board and discuss them as a class.

SUGGESTION

After students have worked on listing advantages and disadvantages of living abroad, ask them to 'act out' the points in pairs. One gives a reason not to live abroad, and the other replies with the relevant advantage.

For example:

The language barrier is a problem if you don't speak the language.

Yes, but (on the other hand) it gives you a great opportunity to learn a new language.

Possible disadvantages

The language barrier – maybe you don't speak the language.

You don't have any friends in the new country.

You miss your family.

The culture and customs are strange.

You miss simple things, e.g. food.

There are bureaucratic problems like visas, work permits, insurance and pension schemes.

You will always feel like a foreigner – you don't belong.

Possible advantages

But this is an opportunity to learn a new language.

You can make new friends.

Your family can visit – and it's easy to keep in touch nowadays.

Learning about a new culture is fascinating.

You get to enjoy the simple things about a new country.

The new country may be less bureaucratic than yours!

You find out how different people live and behave.

VOCABULARY AND PRONUNCIATION (SB p13)

House and home

The aim of this section is to introduce compound nouns and adjectives. It also practises stress and intonation.

Compound nouns and adjectives

- 1 Look at the examples as a class. Ask the questions.

Answers

Nouns: lifestyle, life expectancy, life insurance

Adjectives: lifelong, life-size

The nouns can be written as one word or two words.

The adjectives can be written as one word or one hyphenated word.

Point out that students should use a dictionary to check how compound nouns and adjectives are written (and that even native speakers often need to do this).

- 2 Read the compounds aloud. Or ask students to read them aloud. Point out the stress.

Answers

• • • • •
lifestyle lifelong life-size life expectancy life insurance

- 3 Ask students to research the texts on pp10–12, and find compounds. Let the students check what they have found with a partner before feedback.

Answers

Ian

mining town

25-year-old

two-hour

ex-girlfriend

12-strong

tourist destination

ground station

home town

desktop

municipal beach

sea level

seafont

Thomas

eleven-year-old

floor mats

soccer fan

leg cramps

best friend

elementary school

baseball cards

spicy foods

big shot

superheroes

PC rooms

basketball

Internet

slam dunk

cross-legged

soccer player

- 1 Ask students in pairs to make compounds and answer the questions. Encourage them to use learner dictionaries to check their answers.

Answers

Home: homework*, home-made, homesick, home town*, homecoming, homeless, home-grown, home page*

House: housewife*, house-proud, house plant, housebound, house-warming, housework

* Words marked with * are nouns. The rest are adjectives.

- 2 **T1.7** [CD 1: Track 8] Play the recording. Ask students to listen to the conversations, and, after each conversation, discuss the questions.

Answers

- 1 Two neighbours – one is asking the other to water their house plants while they are away.
Compounds: *house plants, house-proud.*
- 2 Mother is telling her daughter (Julie) that her sister (Anna) is returning home from the USA. Compounds: *homecoming, housewife, home-made, home-grown.*
- 3 Someone is inviting a friend to a house-warming party.
Compounds: *house-warming, housework.*
- 4 Teenagers asks friend if he/she is going to Carly's party.
Compound: *housebound.*

T1.7

- 1 **A** I'm going away on business for two weeks. Do you think you could possibly water my house plants for me?
B No problem. I'd be glad to. I'll keep an eye on your whole flat if you like.
A That would be great.
B Don't worry, I know how house-proud you are. I'll make sure everything stays clean and tidy.
A I'll do the same for you any time, you know.
B Thanks.
- 2 **A** Julie, have you heard? Anna's just been made managing director of the UK branch of her firm, so she's coming back from the States!
B Oh, that's great news. Let's give her a spectacular homecoming party when she gets back. Hmmm. She's certainly the career girl of the family.
A Doing really well, isn't she?
B I know and I'm happy for her. Me? I'm just a housewife. Four kids, home-made cakes, and home-grown vegetables!
A And how are my wonderful grandchildren?
- 3 **A** We're having a house-warming party on the 12th. Can you come?
B Yes, you bet. We'd love to! But I didn't know you'd moved.
A Yeah, two weeks ago. It's much bigger than the old one. Huge kitchen and three big bedrooms.
B Sounds great.
A Yeah. Mind you, there's much more housework to do!
B That's a drag!
- 4 **A** Hey, you going to Carly's on Saturday?
B I dunno.
A It's a free house. It'll be great.
B Cool. Where are her parents then?
A Carly says they're visiting her grandma – she's sick and housebound, so they have to go and help.
B OK. Count me in. I'll be there.

- 3 Ask students in pairs to complete the lines from the conversations with compound words.

Answers

- 1 I'm going away for two weeks. Do you think you could possibly water my **house plants** for me?
- 2 Don't worry, I know how **house-proud** you are. I'll make sure everything stays clean and tidy.
- 3 Let's give her a spectacular **homecoming** party when she gets back from New York.
- 4 Me? I'm just a **housewife**. Four kids, **home-made** cakes and **home-grown** vegetables!
- 5 We're having a **house-warming** party on the 12th. Can you come? I'll give you our new address.
- 6 Mind you, with it being much bigger, there's much more **housework** to do!
- 7 Her grandmother's sick and **housebound**, so they have to go and help.

- 4 **T 1.8** [CD 1: Track 9] Ask students in pairs to practise saying the lines in exercise 3 with correct stress and intonation. Go round monitoring, and help with pronunciation problems.
Ask students to listen to the recording and check their pronunciation.
Ask students to practise the conversations with a partner, using the lines in exercise 3 as prompts.
- 5 Divide the class into groups of four. Ask the groups to make compounds by combining words from one of the boxes in **A** with as many words as possible from **B**. Give half of the groups the first box in **A** to work with, and the other half the second box in **A**. Give the students a time limit of, say, five minutes. Allow students to use a learner dictionary to help.
Find out which group got most compounds, then check the answers.
Ask students to share their words with a different group and explain the meanings. Go round monitoring and helping.

Answers

bookcase, book shelf, computer software, computer program, airline, airmail, junk food, food poisoning, tea bag, teapot, sleeping pill, sleeping bag, fire bell, fire escape, fire alarm, headline, headway(!), headlight, head office, headrest

Song **After T 1.13** [CD 1: Track 15]
Don't leave home, TB p143

LISTENING AND SPEAKING (SB p14)

Things I miss from home

This is a series of six short 'vox pops', with six people talking very naturally about the same topic: what they miss when they go away from home. The tasks involve note-taking for general comprehension, and looking at pronoun reference in a text.

- Lead in and set the scene by asking students the questions in a brief class discussion.
- Ask students to write down one thing they missed on a small piece of paper. Collect the pieces of paper, and save them until the end of the lesson.
- T 1.9** [CD 1: Track 10] Play the recording. Students listen and take notes to complete the table. Play the recording more than once, and pause between speakers, if necessary. When they have completed the table, let students compare their answers in groups.

Answers

	WHAT THEY MISS	OTHER INFORMATION
Andrew	Listening to the radio	He takes a small short wave radio with him so that he can listen to an English language station.
Helen	Hair straighteners	She takes them away with her
Gabriele	Her two cats	She takes a photo of them with her
Paul	His bed, particularly a comfortable pillow	He takes ear plugs with him.
Sylvia	Her children, a good cup of tea, and a particular TV news programme and presenter	She takes a bag of snacks with her in case she is hungry while she is travelling.
Chris	A lazy Sunday morning: newspaper, croissant, pot of coffee	

T 1.9 See SB tapescripts p125

- 4 **T 1.9** Ask students in pairs to decide who is speaking, and what is being referred to in the extracts. Play the recording again so that they can check their answers. You may wish to check the following vocabulary:
can't bear = can't stand/hate
reassuring = comforting
waving = moving from side to side
twiddling the knob = moving the knob (dial) on the radio backwards and forwards to try and get good radio reception

Answers

- Gabriele. *Them* refers to her cats.
- Helen. *Them* refers to her hair straighteners.
- Sylvia. *It* refers to the watching of the TV programme and presenter.
- Andrew. *The aerial* and *the knob* are the parts of the radio you move to try and tune into a radio station.
- Paul. *They* refer to ear plugs.
- Chris. *The day* is Sunday.

- 5 End the class with the things that were written down in exercise 1. A good way of doing this is to hand out the slips of paper at random around the class. Ask a student to read out what is on the piece of paper. The rest of the class has to guess who wrote it. That person can then explain why they wrote it if they want to. Decide whose is the funniest and/or the most interesting.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 8–9 Vocabulary

Exercise 10 Phrasal verbs

Exercise 11 Pronunciation – Vowel sounds and sentence stress

Exercise 12 Listening – A good mate

EVERYDAY ENGLISH (SB p15)

Social expressions and the music of English

The aim of this section is to introduce and practise a set of common, colloquial social expressions. It also looks at the way intonation, stress and rhythm combine to create the ‘music’ of the language. Students are encouraged to listen to the ‘music’ of English, and are given guided practice in trying to imitate it.

- 1 Ask students to read through the sentences carefully. Ask them to note or underline expressions that they don’t understand. Check the students understand the vocabulary:

Let me see = Let me think about it

I don’t think I’ll bother with = I’m not interested in having/doing...

I was just passing = I was walking past/I was in the area

drop in = visit for a short time

That’s a drag = that’s annoying

can’t make it = is not able to go (to a party, etc.)

don’t feel up to = not in the right mood for (perhaps ill/tired, etc.)

How come... = Why?/For what reason?

swing it = manage to achieve it (perhaps by persuading someone to change their mind)

That’s as maybe = that may be true but it is not the point

Ask students in pairs to match lines in A with lines in B.

Answers

1 b 2 d 3 e (g is possible, but is necessary for 6),
4 a 5 c 6 g 7 h 8 f

- T 1.10** [CD 1: Track 11] Students listen and check their answers. Ask students to decide what they think the situation is before practising each conversation. For example:

Great to see you. Come on in.

I was just passing...

(Situation: a neighbour visiting/an old friend who is passing on his/her way to somewhere)

By deciding what the situation is, the students should be better able to use good stress and intonation.

T 1.10

- 1 A Great to see you. Come on in.
B I was just passing and thought I’d drop in.
- 2 A Excuse me, don’t I know you from somewhere?
B No, I don’t think so.
- 3 A What d’you mean you’re not coming?
B Well, I just don’t feel up to going out tonight.
- 4 A I think I’ll have the chocolate mousse. What about you?
B Let me see. No, actually, I don’t think I’ll bother with dessert.
- 5 A My flatmate can’t make it to your party.
B Really! That’s a drag. I was hoping to meet her.
- 6 A How come you’re not having a holiday this year?
B We just can’t afford it.
- 7 A You’ll make yourself ill if you carry on working at that pace.
B That’s as maybe but I have to get this finished by Friday.
- 8 A I’ve got you the last two tickets for the show.
B Fantastic! I knew you’d swing it for us.

MUSIC OF ENGLISH

- T 1.11** [CD 1: Track 12] Read through the information on the ‘Music of English’ in the box and play the examples. You can get students to repeat them.

- 2 **T 1.12** [CD 1: Track 13] Here, the students listen to a dialogue which they are going to read out loud for intensive practice of stress, intonation and rhythm. The aim, therefore, is to get them to listen for meaning, but, more importantly, to concentrate on the ‘music’ of the way the people speak.

Ask students to look at the gist questions, then close their eyes and listen to the conversation.

Answers

Who are the people? Two passengers on a train.

Do they know each other? No.

Where are they? On a train.

- 3 Ask students to look at the conversation on SB p153, and work in pairs to read it aloud. Go round monitoring, and correct students who are not using an appropriate stress and intonation pattern. When students have finished, ask them to change roles. It’s important to keep encouraging students to work at this text, so keep interrupting pairs to model good stress or intonation.

T 1.12 Play the recording again. Pause after each line for students to repeat. Encourage choral repetition, then ask one or two students to attempt the line by themselves.

Put the students in pairs again to practise. You could ask one or two pairs to act out parts of the dialogue for the class.

T 1.12 (Main stress underlined)

- A Excuse me, is this yours?
B Let me see. Yes, it is. Thank you. I must have dropped it.
A Are you going far?
B Yeah, all the way to London. What about you?
A I'm getting off at Bristol.
B Oh, d'you live there?
A Actually, no. I work in Bristol but I live in Bath.
B Lucky you! I think Bath's a beautiful city!
A Yeah, you and thousands of others!
B What d'you mean?
A Well, you know, the tourists. There are just so many, all
year round.
B Ah yes, that's a drag. You don't like tourists then?
A Well, I shouldn't really complain.
B How come? You can complain if you want.
A Not really – you see I'm a travel agent so I make a living
from tourists.

- 4 Ask students to read the two gapped conversations quickly. Ask them what the situation is and who might be speaking.

Sample answers

- 1 Two strangers meet, and one thinks he recognizes the other.
2 A friend or neighbour is visiting a friend.

Ask students in pairs to try to complete the lines, and practise saying them as they go.

Ask two or three pairs to act out the conversations for the class at the end.

- 5 **T 1.13** [CD 1: Track 14] Play the recording. Students listen and compare their ideas and pronunciation.

Answers and tapescript

- 1 A Excuse me, don't I know you from somewhere?
B Actually, I don't think so.
A Weren't you at Gavin's party last week?
B Not me. I don't know anyone called Gavin.
A Well, someone who looked just like you was there.
B Well, that's as maybe but it certainly wasn't me.
A I am sorry!
2 A Tony! Hi! Great to see you.
B Well, I was just passing and I thought I'd drop in and say 'hello'.
A Come on in! Have a drink!
B You're sure? You're not too busy?
A Never too busy to talk to you.
B Thanks Jo. It'd be really nice to have a chat.
A Fantastic! Let me take your coat.