

5

Sports, food, and drinks • Present Simple – *I/you/they*
a/an • Languages and nationalities • Numbers and prices

It's my life!

Introduction to the unit

This unit introduces the Present Simple with *I*, *you*, and *they* in statement forms. *Wh-* questions, and *Yes/No* questions and short answers are also practised. At this point the Present Simple is used with a limited range of verbs so that students can get used to the new tense. Students get skills practice with reading and listening, and listening and speaking tasks.

Sports, food, and drinks vocabulary is introduced in the context of likes and dislikes. The lexical sets of languages and nationalities are also presented. The *Everyday English* section extends numbers from 31–100 and also focuses on prices.

Language aims

Grammar – Present Simple 1 The Present Simple is the most used tense in the English language and it is therefore important to introduce it to beginners in an accessible way. In *New Headway Beginner*, the tense is presented over two units, starting in this unit with the subjects *I*, *you*, and *they*. The affirmative and negative forms are covered along with *wh-* and *Yes/No* questions. The third person singular forms are covered in Unit 6.

a/an Students have met *a/an* + job in Unit 3 and this focus is extended to cover *a/an* + adjective and noun.

Vocabulary Students practise the lexical sets of sports, food, and drinks in the context of likes and dislikes. Countries are recycled and languages and nationalities are introduced.

Everyday English Numbers 31–100 and prices are introduced and practised.

Workbook The lexical sets of sports, food, and drinks are recycled.

The Present Simple with *I*, *you*, *they* is further practised along with exercises on question formation.

Languages and nationalities are consolidated in a *Vocabulary and pronunciation* section.

Students are given extra practice in reading and listening.

Numbers and prices from the *Everyday English* section are reviewed.

Notes on the unit

STARTER (SB p32)

- 1 Focus attention on the photos. Demonstrate the activity by matching the first word in each category to the appropriate picture (tennis – 1, Italian food – 13, tea – 4). Students match as many words as possible, working individually or in pairs. Encourage them to guess if they are not sure. Ask them to compare their answers before checking answers with the whole class.

Answers and tapescript

Sports	Food	Drinks
1 tennis	13 Italian food	4 tea
8 football	11 Chinese food	10 coffee
14 swimming	2 pizza	12 Coca-Cola
7 skiing	3 hamburgers	9 beer
	15 oranges	6 wine
	5 ice-cream	

T 5.1 Play the recording and get students to repeat chorally and individually. Consolidate the vocabulary by holding up the book and pointing to the pictures. (Alternatively, hold up flash cards if these are available.) Ask *What's this?/What are these?* and elicit replies about three or four examples. Get students to continue asking and answering in pairs.

- 2 Write on the board three or four things that you like from exercise 1. Tick them and show by your expression that you like them. Get students to tick the things they like in exercise 1.

Repeat the above procedure for the negative, crossing the things you don't like and getting students to do the same.

THINGS I LIKE (SB p33)

Present Simple – I/you

- 1 **T 5.2** Focus attention on the speech bubbles and pictures. Play the recording once or twice before you ask students to repeat. Play the recording again and get students to repeat chorally and individually.

GRAMMAR SPOT

Focus attention on the examples. Make sure students understand that *don't* is the contraction of *do not*.

If students ask what *do* means, you can explain simply (in the students' own language if possible) that it helps to make negatives and questions. However, do not give a detailed grammatical explanation at this stage.

- 2 **T 5.3** Focus attention on the photo of Bill and ask students to guess what he likes from the lists in *Starter* exercise 1. Play the recording once and get students to check their predictions. Focus on the example and play the first line of the recording again. Play the rest of the recording and get students to write their answers. Students check in pairs. Then check the answers with the whole class.

Answers and tapescript

Well, I like **swimming** and **football** – American football. I don't like tennis. Mmm yeah, **hamburgers** and **pizza**, I like hamburgers and pizza and **Italian food**, I like Italian food a lot, but not Chinese food – I don't like Chinese food and I don't like tea, but I like **coffee** and **beer**.

- 3 Drill the example in the speech bubble chorally and individually. Make sure students can reproduce the sentence stress accurately:

I like tennis, but I don't like football.

Demonstrate the activity by giving examples of what you like and don't like, using the vocabulary from *Starter* exercise 1. Ask students to write down sentences with their likes and dislikes. Then, in pairs, students take it in turns to talk to each other about their likes and dislikes. Ask a few students to read their sentences to the class.

ADDITIONAL MATERIAL

Workbook Unit 5

Exercises 1 and 2 Further practice of food vocabulary and the verb *like*.

Questions

- 4 **T 5.4** The question form *Do you like ... ?* is introduced here. Play the recording a couple of times and let students listen before you ask them to repeat line by line, chorally, and individually. Make sure students can reproduce the pronunciation of *do you* /dju:/ and the rising intonation on the *Yes/No* questions.

GRAMMAR SPOT

Focus attention on the examples. Make sure students understand that we do not use *like* in short answers, i.e. you cannot say **Yes, I like* or **No, I don't like*.

Again, it is probably best not to explain the function of *do* at this stage.

Refer students to Grammar Reference 5.1 on p123. Do not focus on Questions with question words at this stage.

- 5 Focus attention on the examples in the speech bubbles. Get students to ask you the questions, drilling the pronunciation and intonation again if necessary. Students continue asking about the other things in *Starter* exercise 1.
- 6 Focus attention on the examples in the speech bubbles. Drill the intonation, making sure students can reproduce the contrastive stress in the second question:

Yes, I do. Do you like tennis?

ADDITIONAL MATERIAL

Workbook Unit 5

Exercises 3 and 4 Further practice of Present Simple with *I/you*.

Reading and listening

- 1 **T 5.5** Here students are introduced to more Present Simple verbs: *come from, live, work, eat, drink, play, speak, and want*. *Have* is also recycled from Unit 4. Other new words are *waiter, drama, restaurant, language, and actor*. The languages/nationalities *Italian, English, and French* are also introduced in context.

Students read the text and listen to the recording once or twice. Try to get students to understand the new vocabulary in context and get them to refer to the information in the photos for help. Check comprehension of *live* and *work* by making sentences about yourself, e.g. *I live in (town, country), I work in (this school)*, etc. *Eat, drink, play, and speak* should be understandable from the context, but if students need further help, mime the actions. (It is probably not worth going into the fact that *drink* is a verb here but a noun on p32.) Students should be able to understand *waiter, drama, restaurant, and actor* from the photos. If they query *language* and *Italian, English, and French* write the corresponding countries on the board and link them to the languages. You may need to translate *want to* if students query this. If students query the pronoun *it* in *I don't like it, check they understand what noun it refers back to (beer)*. (Object pronouns *it* and *them* are presented in full in Unit 7.)

GRAMMAR SPOT

Focus attention on the examples. Make sure students understand that we use *an* before a vowel – *a, e, i, o, and u*. Point out that this can be a noun, e.g. *an actor*, or an adjective, *an Italian restaurant*.

Refer students to Grammar Reference 5.2 and 5.3 on p123.

- 2 **T 5.6** Play the recording, pausing at the end of each question and getting students to repeat chorally and individually.
- T 5.7** Get students to complete Gordon's answers. Then play the recording and check the answers with the whole class.

Answers and tapescript

- 1 Yes, I do.
- 2 No, I don't. I live in London.
- 3 Yes, I do. I live in a flat near the centre.
- 4 No, I don't. I work in an Italian restaurant.
- 5 Yes, I do. I like it a lot.
- 6 No, I don't. I want to be an actor.
- 7 No, I don't. I don't like it.
- 8 I speak French but I don't speak Spanish.

- 3 Before putting students into pairs, demonstrate by asking individual students the questions from exercise 2. Make sure they answer with information about themselves. Get individual students to ask you the questions and answer with true information. Students continue asking and answering in open pairs. If necessary, drill the pronunciation and intonation of the questions again before getting students to continue in closed pairs. Monitor and check for correct use of the Present Simple.

Talking about you

- 4 This exercise introduces the Present Simple in *wh*-questions. Briefly review the question words *where, what, and how many* by giving short answers and eliciting the appropriate question word, e.g. a dictionary / an actor – What? Australia / in a hospital – Where? three sisters / ten books – How many?

T 5.8 Play the recording, pausing at the end of each line and getting the students to repeat as a class. Students then repeat the questions individually. Make sure students can reproduce the falling intonation on the *wh*-questions.

Demonstrate the activity by giving the answer to the first question yourself. Get students to write their own answers to each question, using the language in *Starter exercise 1* where appropriate. If students need extra vocabulary, e.g. languages, be prepared to feed these in.

Demonstrate the question and answer phase with a confident student by asking and answering the first two questions. Students continue in open and then in closed pairs. Monitor and check for accurate use of the Present Simple.

Roleplay

- 5 You will need to photocopy the role cards on TB p109. There is a male and a female role for Student A and for Student B. These are repeated on the page to cut down on photocopying. Make sure you cut out and copy the appropriate number of cards for the gender balance in your class.

Divide the class into pairs and give each student their card, making sure everyone has the correct role in terms of gender. Focus attention on the table on p35 and elicit the questions students will need to ask:

What's your name? How do you spell it?

Where do you live?

Do you live in a house or a flat?

What's your job?

Where do you work?

How many languages do you speak?

What sports do you like?

Drill the questions, making sure students can reproduce falling intonation.

Ask a confident pair of students to demonstrate the activity in open pairs. Students then continue in closed pairs, completing the table in the Student's Book with information about their partner's character. If possible, get students to stand up to do the roleplay as if they were at a party. Students can then compare role cards to check they have the correct information.

Check it

- 6 Focus attention on the first pair of sentences as an example. Remind students that the convention of ticking (✓) indicates that something is correct. Students continue working individually to choose the correct sentence.

Get students to check their answers in pairs before checking with the whole class.

Answers

- 1 Do you live in Berlin?
- 2 Where do you come from?
- 3 Do you speak French?
- 4 I don't speak French.
- 5 'Do you like football?' 'Yes, I do.'
- 6 'Are you married?' 'No, I'm not.'
- 7 He's an actor.

VOCABULARY AND PRONUNCIATION (SB p36)

Languages and nationalities

- 1 Check comprehension of *Germany, China, and Portugal* by referring students back to the map on p13. Focus attention on the example. Students continue the matching activity, working individually.

T 5.9 Play the recording through once and let students check their answers.

Answers and tapescript

England	English
Germany	German
Italy	Italian
Mexico	Mexican
Brazil	Brazilian
Japan	Japanese
Portugal	Portuguese
China	Chinese
France	French
The United States	American
Spain	Spanish

Remind students of the system used in *New Headway* to highlight word stress. Play the recording again and get students to repeat the pairs of words as a class. Make sure they can reproduce the change of stress from the country to the nationality/language:

● ●
Italy Italian

● ●
Japan Japanese

● ●
Portugal Portuguese

Play the recording through again and get students to repeat individually.

- 2 Focus attention on the photos and on the examples in the speech bubbles. Point to the photo of the woman carrying beer and drill the examples chorally and individually. Elicit another pair of examples about different people in the photos. Students continue talking about the people in pairs.
- 3 This exercise includes the *they* form of the Present Simple with the verb *speak*. Students shouldn't have any difficulty with this form, as it's the same as the *I* form they have already practised.

Check comprehension of *Mexico and Switzerland*. Focus attention on the example. Students continue making sentences working individually.

T 5.10 Play the recording and get students to check their answers.

Answers and tapescript

- 1 In Brazil they speak Portuguese.
- 2 In Canada they speak English and French.
- 3 In France they speak French.
- 4 In Germany they speak German.
- 5 In Italy they speak Italian.
- 6 In Japan they speak Japanese.
- 7 In Mexico they speak Spanish.
- 8 In Portugal they speak Portuguese.
- 9 In Spain they speak Spanish.
- 10 In Switzerland they speak French, German, and Italian.
- 11 In the United States they speak English.

- 4 Drill the question form in the speech bubbles. Then get students to practise a few examples in open pairs. Students continue in closed pairs, taking it in turns to ask each other about the countries in exercise 3. Monitor and check for correct use of the question form and for pronunciation of the countries and languages.
- 5 This exercise consolidates the nationalities and also highlights adjective + noun word order. Focus attention on the photos and the example. Students complete the exercise by writing the correct nationalities.

T 5.11 Play the recording and get students to check their answers.

Answers and tapescript

- 1 an American car
- 2 German beer
- 3 Spanish oranges
- 4 a Japanese camera
- 5 Mexican food
- 6 an English dictionary
- 7 an Italian bag
- 8 Brazilian coffee
- 9 French wine

Refer students to Grammar Reference 5.4 on p123.

- 6 This exercise gives students the opportunity to practise the Present Simple, nationalities, and noun + adjective word order in a personalized way.

Write the verbs *have*, *eat*, and *drink* on the board and elicit adjectives and nouns that can go with each verb, e.g.

have a/an Japanese/American/German/French car
an Italian/American bag
a Japanese camera
an English dictionary

eat Chinese/Italian/Japanese/French food
Spanish oranges
American/Italian ice-cream

drink French/Italian/German/Portuguese/Spanish wine
French/German/English/American beer
Brazilian coffee
Chinese tea

Give examples of your own with *have*, *eat*, and *drink*. Try to highlight the use of *a/an*, e.g. *I have a Japanese camera. I don't have an Italian car.* Then get students to write their own examples. Monitor and help. Check for accurate use of *a/an* and correct adjective + noun word order.

- 7 Focus attention on the example questions in the speech bubbles. Give students time to write at least four questions of their own using *have*, *eat*, and *drink*. Monitor and help.

Drill the questions and answers in the speech bubbles. Get students to practise in open pairs across the class and then in closed pairs. Monitor and check for correct use of the Present Simple, *a/an* and adjective + noun word order.

SUGGESTION

You can bring in adverts from magazines to give students further practice with nationality adjectives and nouns. Select pictures of cars, cameras, computers, TVs, food, and drinks. Elicit simple adjective + noun phrases,

e.g. *an American computer, Spanish wine*, etc. and then get students to use the pictures to practise *Do you have/eat/drink/like ... ?* and short answers *Yes, I do/No, I don't*. If pairs of students interview other pairs, you can also practise the *they* form. (If students try to generate *he/she* forms, tell them these are different and that they will practise them in Unit 6.)

ADDITIONAL MATERIAL

Workbook Unit 5

Exercise 5 A reading text to practise the Present Simple – *they*.

Exercise 6, 7, and 8 Exercises to practise *wh-* questions and answers, and *Yes/No* questions.

Exercises 13 and 14 Further practice of languages and nationalities.

Exercise 15 Further practice of *like* and nationality adjectives + nouns.

LISTENING AND SPEAKING (SB p38)

At a party

- 1 This is a fairly long, though fairly simple, unseen listening. Set the scene by pointing to Alessandra and Woody in the illustration. Get students to say what nationality they think they are (*I think he's/she's ...*).

T 5.12 Play the recording through once and let students check their predictions (Alessandra is Italian and Woody is English.)

Give students time to read the pairs of sentences 1–6. Check pronunciation of *Brighton* in number 2 and comprehension of *love* in number 5 and *very much* in number 6. Play the first part of the recording again, and focus attention on the example. Make sure students understand they have to focus on what *Woody* says. Play the rest of the recording and get students to select the correct sentence from each pair.

Get students to check their answers in pairs before checking with the whole class. Go over the answers by playing the conversation again and pausing the recording after each correct answer.

Answers

- 1 I work in London.
- 2 I live in Brighton.
- 3 I'm an actor.
- 4 You speak English very well.
- 5 I love Italy.
- 6 I like the food and the wine very much.

T 5.12

A Hello. I'm Alessandra.

W Hi, Alessandra. I'm Woody. Woody Bates.

A Do you live here in London, Woody?

W No, I don't. I *work* in London but I *live* in Brighton.

A What's your job?

W I'm an actor. What's your job?

A I work in a hotel.

W You aren't English, but you speak English very well. Where do you come from?

A I'm Italian. I come from Verona.

W Oh, I love Italy.

A Really?

W Oh, yes. I like the food and the wine very much.

- 2 Turn to the tapescript on p114 and get students to practise the conversation in pairs.

Roleplay

- 3 Tell students to imagine they are at a party in London. Explain that they have to invent a new identity. Give an example by copying the role card onto the board and writing the information for your new identity. Ask students to complete the role card with their new details. Demonstrate the activity with a confident student, starting with the language in the speech bubbles. Build up a list of possible questions on the board which students could ask each other.
- 4 Get the class to stand up and complete the roleplay. Monitor but do not expect perfect accuracy or pronunciation. Make notes of major errors to feed back on later but try not to spoil students' enjoyment of the roleplay. If some pairs do well, you could ask them to act it out in front of the class.

ADDITIONAL MATERIAL

Workbook Unit 5

Exercise 10 Students gap-fill another conversation at a party.

Exercise 11 Further listening practice.

Numbers and prices

- 1 Review numbers 1–30 by getting students to count round the class. Repeat until they can say the numbers accurately without hesitation.
- 2 **T 5.13** Focus attention on numbers 10–100. Play the recording and get students to repeat chorally and individually. Get students to count to one hundred in tens round the class.
- 3 This is a pairs number dictation. See Unit 1 *Suggestion* TB p12 for instructions for this task.
- 4 **T 5.14** This exercise presents prices under and over one pound in English. Play the recording and let students read and listen. Focus attention on the use of *p* /pi:/ for prices under a pound. Also point out the plural *pounds*, and that we do not say *pounds* and *p* in the same price, i.e. we do not say * *one pound sixty p* but *one pound sixty*. Play the recording again and gets students to repeat chorally and individually.
- 5 Demonstrate the activity by getting students to say the first two prices aloud. Students then continue saying the prices in closed pairs. Monitor and check students can distinguish the stress on:

seventeen pounds and *seventy pounds*

- T 5.15** Play the recording and get students to check their answers. If students had problems with pronunciation, play the recording again and get them to repeat. (With a weaker group, you could say the prices as a class activity, drilling the pronunciation as you go along, and then play the recording for reinforcement.)
- 6 This is a discrimination exercise which gets students to distinguish between prices that sound similar. Focus attention on the objects and prices. (With a weaker group, you could elicit the prices for each object orally first and then get students to listen and tick.)

T 5.16 Play the recording through once and get students to tick the prices they hear. Play it through a second time so that students can check their answers. Get them to check in pairs before checking with the whole class.

Answers and tapescript

- 1 The cheese sandwich is 90p.
- 2 The football is £14.
- 3 The camera is £90.99.
- 4 The beer is £1.60.
- 5 The chocolate is 60p.
- 6 The mobile phone is £24.74.
- 7 The dictionary is £10.75.
- 8 The bag is £30.99.

- 7 Focus attention on the speech bubbles. Drill the question and answer chorally and individually. (If students query the use of *How much ... ?*, explain that this is the question we use to ask about prices. Do not go into an explanation of the difference between *How much/How many* at this stage.)

Practise two or three exchanges in open pairs. Then get the students to continue in closed pairs. Monitor and check for correct numbers and prices.

SUGGESTION

You can give students extra practice with numbers and prices by bringing in adverts, leaflets, and menus that show prices and getting students to practise *How much is ... ?* Make sure you select the items carefully so that they show objects students know (or ones that you can teach that are in the post-beginner range). If you choose images that show plural objects, you will need to pre-teach/check: *How much are ... ?*

ADDITIONAL MATERIAL

Workbook Unit 5

Exercises 16–19 Consolidation of numbers and prices.

Don't forget!

Workbook Unit 5

Exercise 9 A review of *is*, *are*, and *do*.

Exercise 12 In this exercise students translate sentences containing the main grammar points presented in the unit.

Word list

Ask the students to turn to p130 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

Progress test 1 for Units 1–5 (TB p121).