

7

Question words • *it/them*
this/that • Adjectives
Can I ... ?

Places I like

Introduction to the unit

The title of this unit is 'Places I like' and it gives practice in describing places. The grammar input includes revision and extension of question words, the introduction of object pronouns, and the demonstratives *this* and *that*. Students get skills practice with a reading and writing section linked to the focus on places.

Useful adjectives and their opposites are introduced and practised. Making requests with *Can I ... ?* is the focus of the *Everyday English* section.

Language aims

Question words The question words introduced in previous units are reviewed and *how* to refer to manner and *why* are introduced. *Who* in subject questions is also included for recognition.

Object pronouns Subject pronouns (*I, you, he, etc.*) are reviewed and object pronouns (*me, you, him, etc.*) are introduced. Grammar Reference 7.2 also lists possessive adjectives so that students can see potential areas of confusion.

this/that *This* and *that* are introduced in the context of asking about objects: *What's this/that?*

Vocabulary A set of key everyday adjectives and their opposites is introduced. This gives an opportunity to review objects introduced in earlier units. Students also review the use of *a/an* + adjective + noun.

Everyday English Requests with *Can I ... ?* are introduced and practised in a range of situations.

Workbook There are exercises to practise object pronouns and help students with potential confusion with subject pronouns and possessive adjectives. *This, that*, and objects are consolidated.

Students practise question words in matching and word order exercises. Students are given an opportunity to give their own answers to questions. There is an exercise to practise the newly-introduced question word *why* and answers with *because*.

The adjectives from the unit are consolidated in a range of exercises.

Students get skills practice with a listening and a reading task.

Requests with *Can I ... ?* from *Everyday English* are reviewed and consolidated.

POSSIBLE PROBLEMS

The similarity between subject and object pronouns, and possessive adjectives often present problems for students. The Student's Book and Workbook give practice to help students with these areas, but be prepared to monitor these areas during pairwork and review as necessary.

Notes on the unit

STARTER (SB p48)

NOTE

How much? and *How many?* are reviewed together in this exercise. Students have used *How much?* to talk about prices and *How many?* to talk about numbers, so they should not have any problem with the matching exercise.

It is not advisable at this stage to present the use of *much/many* with countable and uncountable nouns. This is covered in *New Headway Elementary*. Similarly, at this stage, don't explain the use of *Who lives ... ?* in the subject question in number 7 or contrast it with the object question form *Who does ... ?* Just let students recognize which answer goes with *Who?*

- 1 Focus attention on the example to demonstrate the activity. Students continue to match the questions and answers, working in pairs.

T 7.1 Play the recording and get students to check their answers.

Answers and tapescript

- 1 What is the capital of Australia?
Canberra.
- 2 How old are the Pyramids?
4,500 years old.
- 3 What time do Spanish people have dinner?
Late. At 10.00 in the evening.
- 4 Where does the American President live?
In the White House.
- 5 How many floors does the Empire State Building have?
86.
- 6 How much is a hamburger in the US?
\$3.50.
- 7 Who lives in Buckingham Palace?
The Queen of England.

If you feel students need practise with the intonation of *wh-* questions, play the recording and get them to repeat the questions and answers chorally and individually.

SUGGESTION

To give more practice with question words, you can have a quiz in which the students generate the questions. You can give different groups sets of answers and get them to write the questions. You will need to choose answers that can only generate one question and only focus on the present tense at this stage. Check the questions with each group and then divide the students into pairs so that each student has a different set of questions. Students ask and answer in pairs, scoring a point for each correct answer.

- 2 Give an example by talking about your favourite town or city. Include known adjectives, e.g. *big, small, beautiful*, etc., and information about what the place has, e.g. *restaurants, hotels*; etc. Take the opportunity to pre-teach *why* and *because*, which will be used in the next section. Check the pronunciation of *because* /bɪ'kɒz/.

Elicit another example from a confident student. Students then continue in pairs. Monitor and check, but only feedback on major errors. Let students have the opportunity to say what they can in a relatively free way.

it/them, this/that

- 1 This exercise reviews questions and answers, including *why* and *because*. Review these words but don't pre-teach all the new vocabulary unless you feel students will have difficulty understanding from context. If this is the case or if you have a weak group, you can pre-teach/check the following by referring to a film star students will know: *famous, film star, journalist, fantastic, nice, first, movie* (American usage), *visit* (verb), *vacation* (American usage), *wedding, happy, together*.

Focus attention on the photo of Céline. Ask questions to get students to predict information about her: (*What's her job? Where is she from? Where is she now? Is she married? Does she have children?*)

T 7.2 Play the recording through once and get students to check the predictions above: (*She's a film star. She's from the United States. She's in her house in London now. Yes, she is. Yes, she does.*)

Play the recording again and get students to complete the conversation.

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

Answers and tapescript

- G** This is a very beautiful house.
C Thank you. I like it very much, too.
G Céline, you're American. Why do you live here in London?
C Because I just love it here! The people are fantastic! I love them! And of course, my husband, Charles, is English, and I love him, too!
G That's a very nice photo. Who are they?
C My sons. That's Matt, and that's Jack. They go to school here. My daughter's at school in the US. Her name's Lisa-Marie.
G Why does Lisa-Marie go to school in the US?
C Because she lives with her father. My first husband, you know, the actor Dan Brat. I hate him and all his movies. I never watch them.
G I see. And does Lisa-Marie visit you?
C Oh, yes. She visits me every vacation. She's here with me now.
G And is this a photo of you and Charles?
C Oh yes. It's us in Hawaii. It's our wedding. We're so happy together!

- 2 Get students to practise the conversation in closed pairs while you monitor. If students have problems with pronunciation and intonation, drill key sentences and then get students to continue practising the conversation in closed pairs.

- 3 This exercise reviews Present Simple questions and answers, and also practises object pronouns and *why* and *because*. Focus on the example and remind students of the use of *does* in the third person question. Students complete the sentences, working individually.

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

Answers

- 1 **Why does Céline live in London?**
Because she **loves** it in England.
- 2 **Does she like English people?**
Yes, she **loves** them.
- 3 **How many children does she have?**
Three.
- 4 **Where do her sons go to school?**
In England.
- 5 **Why does Lisa-Marie go to school in the US?**
Because she lives with her father.

GRAMMAR SPOT

Check comprehension of the terms *subject* and *object pronouns* by writing this simple table on the board.

Subject	Verb	Object
I	like	you.
You	like	it.
She	likes	them.
We	like	him.

- 1 Focus attention on the examples *What* and *How old* from sentences 1 and 2 in *Starter* exercise 1. Elicit the question words in sentences 3 and 4 (*What time* and *Where*). Students continue underlining the question word(s) in *Starter* exercises 1 and 2. Check the answers with the whole class.
- 2 Focus attention on the table in the Student's Book and on the examples. Get students to complete the object pronouns, working in pairs. Check the answers with the whole class.

Answers

Subject pronoun I you he she it we they
Object pronoun me you him her it us them

Ask students to underline the object pronouns in the conversation in exercise 1.

- 3 Elicit the first examples of *this* and *that* in the conversation in exercise 1 (*This is a very beautiful house. That's a very nice photo.*) Students continue to find examples of *this* and *that*.
 Read Grammar Reference 7.1–7.3 on p124 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

PRACTICE (SB p50)

What's that?

- 1 Pre-teach/check the use of *What's this?* by holding an object/picture of an object close to you and eliciting the answer *It's a (book)*. Repeat the procedure for *What's that?* by pointing to an object/picture of an object at a distance from you. Drill the questions and answer *It's a/an ...* chorally and individually. Make sure you include an object/picture of an object beginning with a vowel so that students review *It's an (ice-cream)*.

Focus attention on the picture. Review the names of all the objects, without asking *What's this/that?* at this stage, and check the pronunciation. Focus attention on the examples in the speech bubbles. Drill the examples in open pairs and then get students to ask and answer about the objects in the pictures in closed pairs. Monitor and check for correct use of *What's this/that?* Check the answers by getting students to ask and answer across the class.

Answers

What's that? It's a dog / camera / bag / photograph / glass / computer.

What's this? It's a/an phone / television / orange / sandwich / dictionary / cat.

- 2 Focus attention on the examples in the speech bubbles. Drill the language across the class and then get students to continue asking about objects in the classroom in closed pairs. Encourage them to use the possessive 's where appropriate, e.g. *It's Juan's book*. Monitor and check for correct use of *What's this/that?* and the possessive 's.

ADDITIONAL MATERIAL

Workbook Unit 7

Exercises 4 and 5 *this* and *that*.

I like them!

- 3 This section practises object pronouns and allows students to personalize the language by talking about people and things. Pre-teach/check *hate* and *of course*. Focus attention on the example and make sure students understand what the answer *it* refers back to (*ice-cream*). Students complete the other sentences, working individually.

T 7.3 Get students to check their answers in pairs before letting them check against the tape. Ask students what the pronoun refers back to each time (given in brackets in the key below). Sentence 5 assumes the teacher is a woman. Check what pronoun would be used if the teacher were a man (*him*).

Answers and tapescript

- 1 Do you like ice-cream?
Yes, I love it. (ice-cream)
- 2 Do you like dogs?
No, I hate them. (dogs)
- 3 Do you like me?
Of course I like you! (me)
- 4 Does your teacher teach you French?
No, she teaches us English. (you)
- 5 Do you like your teacher?
We like her very much. (your teacher)

What do you like?

- 4 Check comprehension of the items in the list. Focus attention on the speech bubbles and check comprehension of *love*, *hate*, and *all right*. This can be done with simple board drawings of faces – a smiling face 😊 for *love*, a neutral face 😐 for *all right*, and a frowning face ☹ for *hate*.

Drill the language in the speech bubbles chorally and individually. Check for correct sentence stress in the answers:

Yes, I do. I love it.

No, I don't. I hate it.

It's all right.

Get students to give two or three more examples in open pairs across the class. Then get students to continue in closed pairs. Monitor and check for the correct use of object pronouns.

ADDITIONAL MATERIAL

Workbook Unit 7

Exercises 1–3 Consolidation of object pronouns.

Questions and answers

- 5 Pre-teach/check *champagne*, *marry*, *maths*, *homework*, *present* (noun). Focus attention on the question in the example and review the formation of the third person Present Simple question. Focus attention on the answer and review the use of third person -s and the object pronoun *it*. Check students know what the pronoun refers back to (*champagne*).

T 7.4 Give students time to write the questions and answers individually and then ask and answer in pairs. Monitor and check for grammatical accuracy. Play the recording and get students to check their answers.

Answers and tapescript

- 1 Why does Céline drink champagne?
Because she likes it.
- 2 Why do you eat oranges?
Because I like them.
- 3 Why does Annie want to marry Peter?
Because she loves him.
- 4 Why do you eat Chinese food?
Because I like it.
- 5 Why don't you like your maths teacher?
Because he gives us a lot of homework.
- 6 Why does Miguel buy presents for Maria?
Because he loves her.

If students had a lot of problems with the question formation or the object pronouns, go over the key grammar in each question and answer and then get students to listen and repeat each exchange.

- 6 Pre-teach/check *learn*, *start* (verb), *a lot* (of groups). Check comprehension of *How?* to refer to *manner* by focusing on the answer to question 1 (*By bus.*). Then get students to continue matching the questions and answers, working individually.

T 7.5 Play the recording and get students to check their answers.

Answers and tapescript

- 1 How do you come to school?
By bus.
- 2 What do you have for breakfast?
Toast and coffee.
- 3 Who is your favourite pop group?
I don't have a favourite. I like a lot.
- 4 Where does your father work?
In an office in the centre of town.
- 5 Why do you want to learn English?
Because it's an international language.
- 6 How much money do you have in your bag?
Not a lot. About two pounds.
- 7 When do lessons start at your school?
They start at nine o'clock.
- 8 How many languages does your teacher speak?
Three.

Get students to practise the questions and answers in closed pairs. Monitor and check for correct pronunciation and intonation. If students have problems, drill the questions and answers chorally.

Demonstrate the personalization phase by getting the students to ask you the questions. Students then continue in closed pairs, talking about themselves.

Check it

- 7 Focus attention on the first pair of sentences as an example. 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 What do you do at the weekend?
- 2 Who is your boyfriend?
- 3 How much money do you have?
- 4 I don't drink beer. I don't like it.
- 5 Our teacher gives us a lot of homework.
- 6 She loves me and I love her.

ADDITIONAL MATERIAL

Workbook Unit 7

Exercises 6–8 Further practice of question words.

Exercise 9 *why* and *because*.

VOCABULARY (SB p52)

Adjectives

- 1 This exercise introduces some key adjectives and their opposites and also reviews *it's* and *they're*. Focus attention on the pictures and the example. Get students to tell you any other of the adjectives they recognize or let them guess. Pre-teach the remaining adjectives, using mime. Elicit a plural example to remind students of the use of *They're*. Make sure students understand they only have to write *It's/They're* and the appropriate adjective, not the name of the objects.

T 76 Play the recording and get students to check their answers in pairs.

Answers and tapescript

- | | |
|------------------|----------------------|
| 1 It's lovely. | 6 It's small. |
| 2 It's horrible. | 7 He's hot. |
| 3 They're old. | 8 She's cold. |
| 4 They're new. | 9 They're expensive. |
| 5 It's big. | 10 They're cheap. |

Drill the pronunciation of the sentences chorally and individually.

- 2 Focus attention on the adjectives and opposites. Elicit the opposite of *new* as an example (*old*). Get students to write the other opposites in the table and then to check their answers in pairs.

Answers

Adjective	Opposite
new	old
expensive	cheap
lovely	horrible
small	big
cold	hot

SUGGESTION

You can practise adjective and noun combinations in the 'pictionary'-type activity on TB p111. Ask students to work in pairs. You will need one copy of the worksheet cut up into cards for each pair. Each student takes an adjective card and a noun card. If their noun card cannot be matched with their adjective card then they replace it at the bottom of the pile and take another, until they find a combination which they are able to depict in a drawing. Each student then draws a picture of their combination. When they have finished drawing, they show their pictures to their partner, asking *What this?* Partners have to guess which adjective/noun combinations have been depicted, and reply using *It's a(n) ...*. Continue until all the adjective cards have been used.

ADDITIONAL MATERIAL

Workbook Unit 7

Exercises 11–13 Consolidation of adjectives from the unit.

READING AND WRITING (SB p53)

A postcard from Dublin

- 1 This section extends the focus on adjectives in the context of a description of a place. Focus attention on the photos and elicit information about the places shown, e.g. *Is it a hot place? Is it in the United States? Where do you think it is?* Tell students they are going to read and listen to the postcard. Encourage them to guess the meaning of new words.

T 77 Play the recording and get students to follow in their books. Check comprehension of the following, using the context to help where possible: *on holiday, comfortable, friendly, delicious, building, weather, wet, see you soon*.

- 2 Elicit the answer to question 1 as an example (*It's from Dona and Sergio*.) Get students to answer the other questions, working individually. Check the answers with the whole class.

Answers

- 1 It's from Dona and Sergio.
 - 2 They're in Dublin.
 - 3 They're on holiday.
 - 4 Yes, it is.
 - 5 The weather.
- 3 Focus attention on the adjectives Dona and Sergio use to describe their hotel. Get students to continue finding the appropriate adjectives. Point out that for Dublin they will need to use a negative formed with *not*.

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

Answers

	Adjectives
Irish people	friendly
the food	delicious
Irish music	good
the beer	lovely
Dublin	beautiful, big, not expensive
the weather	horrible, wet, cold

- 4 Focus attention on the skeleton of the postcard. Check comprehension of *beach*. You can get students to write their postcard in full in class, feeding in vocabulary where relevant, or give it for homework. With a weaker class, you could draft the postcard as a class activity on the board, and then get students to write a different postcard for homework, based very closely on the draft.

ADDITIONAL MATERIAL

Workbook Unit 7

Exercise 15 Further reading practice.

EVERYDAY ENGLISH (SB p54)

Can I...?

- 1 This section focuses on requests in everyday situations. Students are introduced to *Can I...?*, but do not give a detailed explanation of the grammar of *can* at this stage. Check comprehension of the vocabulary in the activities list by reading out each activity and getting students to point to the correct picture. Check comprehension of any other individual words, e.g. *ham*, *return ticket*. Repeat this procedure for the places vocabulary. Students then write the correct numbers and letters for each picture. Check the answers.

Answers (clockwise from top left)

5a 2c 1d 4e 3b

- 2 **T 7.8** Explain that students are going to hear Keiko, a Japanese girl, in different places in town. Focus on the example and play the first conversation. Play the other four conversations, pausing after each one. Get students to complete their answers, choosing from the options in exercise 1. Play the conversations through again if necessary. Check the answers with the whole class. Highlight the use of *at* with railway station, rather than *in*.

Answers

Where is she?	What does she want?
1 In a café.	To have a ham sandwich.
2 In a clothes shop.	To try on a jumper.
3 In an Internet café.	To send an email.
4 In a bank.	To change a traveller's cheque.
5 At a railway station.	To buy a return ticket.

- 3 Focus attention on the gapped conversations. Pre-teach/check *changing room*, *PC* (personal computer), *pay*, *at the end*, *Can I help you?*, *change* (noun in money context). Elicit as many answers for conversation 1 as the students can remember. Play the recording and get students to check. Students continue to complete the other conversations, working in pairs. Play the recording again and get students to check/complete their answers.

Answers and tapescript

- 1 **A** Yes, please!
K Can I have a ham sandwich, please?
A OK.
K How much is that?
A Two pounds ninety, please.
K There you are.
A Thanks a lot.
- 2 **K** Hello. Can I try on this jumper, please?
B Of course. The changing rooms are just here.
- 3 **K** Can I send an email, please?
C OK. PC number two.
K How much is it?
C 1p a minute. Pay at the end, please.
- 4 **D** Good morning. Can I help you?
K Yes, please. Can I change this traveller's cheque?
D How much is it?
K Fifty dollars.
D OK.
- 5 **K** Can I buy a return ticket to Oxford, please?
E Sure.
K How much is that?
E Twenty-two pounds fifty, please.
K Thank you.
E Twenty-five pounds. Here's your ticket, and £2.50 change.

Get students to practise the conversations in closed pairs. Monitor and check for correct pronunciation and intonation. If students have problems, drill key sections chorally and then get students to repeat the closed pairwork.

- 4 Check comprehension of *jacket*, *T-shirt*, and *single ticket*. Put students in pairs and assign a role, A or B, to each student. Make sure they understand that they have to ask about the things in their list. Check students know which item can go with which conversation:
- conversation 1 – a coffee, an ice-cream
 - conversation 2 – this jacket, this T-shirt
 - conversation 5 – a return ticket to Edinburgh, a single ticket to Manchester

Elicit likely prices for a coffee and an ice-cream. Choose a pair of students to demonstrate the conversation with Student A asking for a coffee. Then choose another pair, with Student B asking for an ice-cream. Get students to continue practising the conversations, working in closed pairs and taking it in turns to be the assistant and the customer. Monitor and check for correct pronunciation and intonation. If students have problems, drill key sections of the conversations and get them to practise again in pairs.

ADDITIONAL MATERIAL

Workbook Unit 7

Exercises 16 and 17 Further practice in making requests with *Can I ... ?*

Don't forget!

Workbook Unit 7

Exercise 10 Further listening practice.

Exercise 14 In this exercise students translate sentences containing the main grammar points presented in the unit.

Word list

Ask the students to turn to p132 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.